

EXPERIENCING THE COMPLEXITIES OF CULTURAL IDENTITY IN INTERCULTURAL WORK

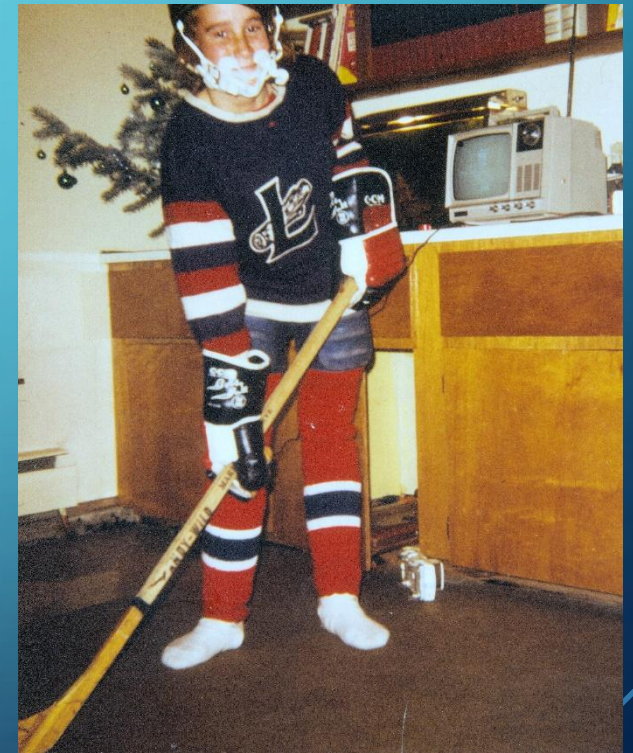
SIETAR ITALIA MAY 2017

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CULTURAL IDENTITY IS...

- Identity: “ A person’s largely unconscious sense of self, both as an individual and as part of the larger society.”

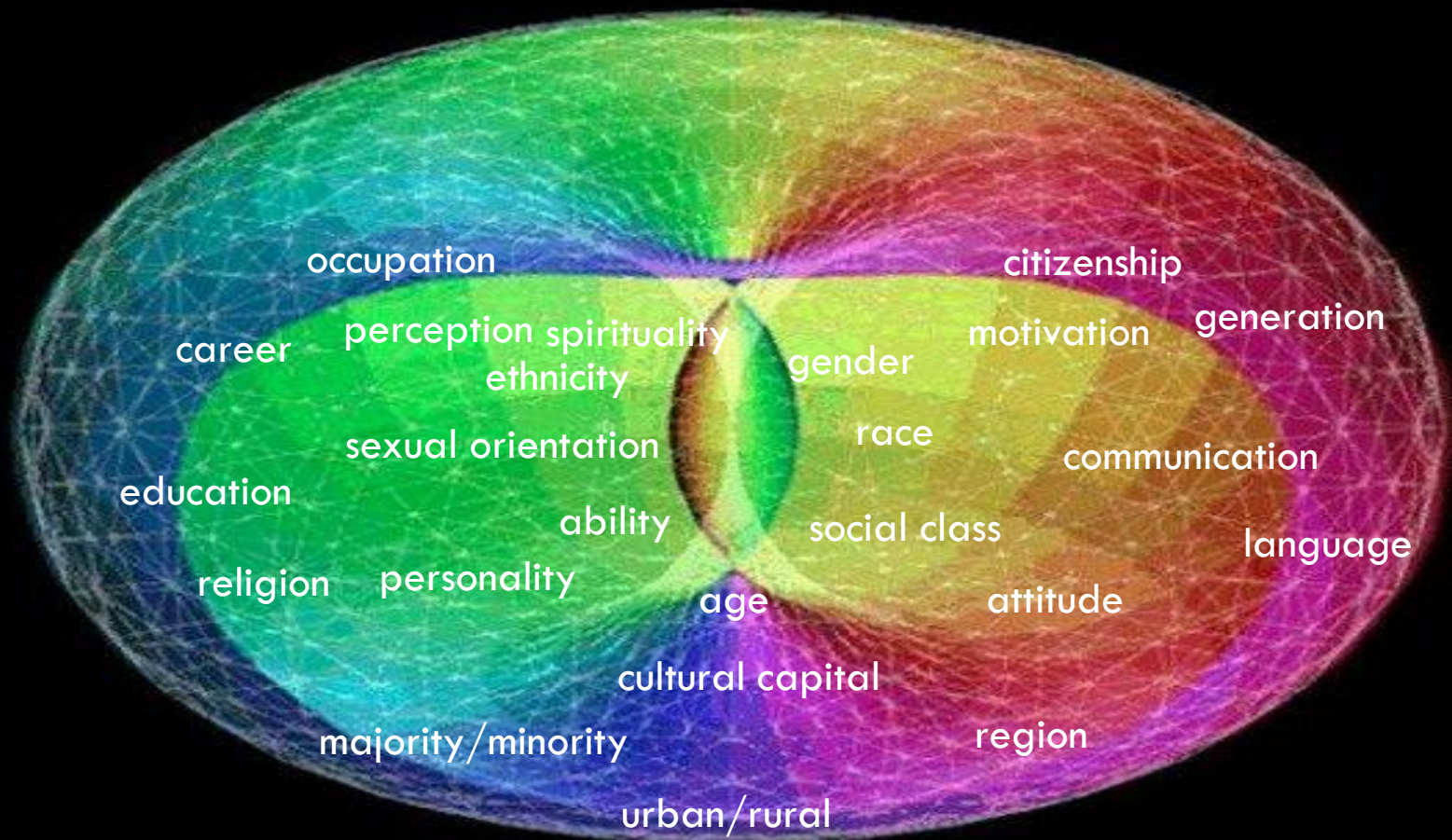
Cultural Identity: “refers to one’s sense of belonging to a particular culture or ethnic group.”



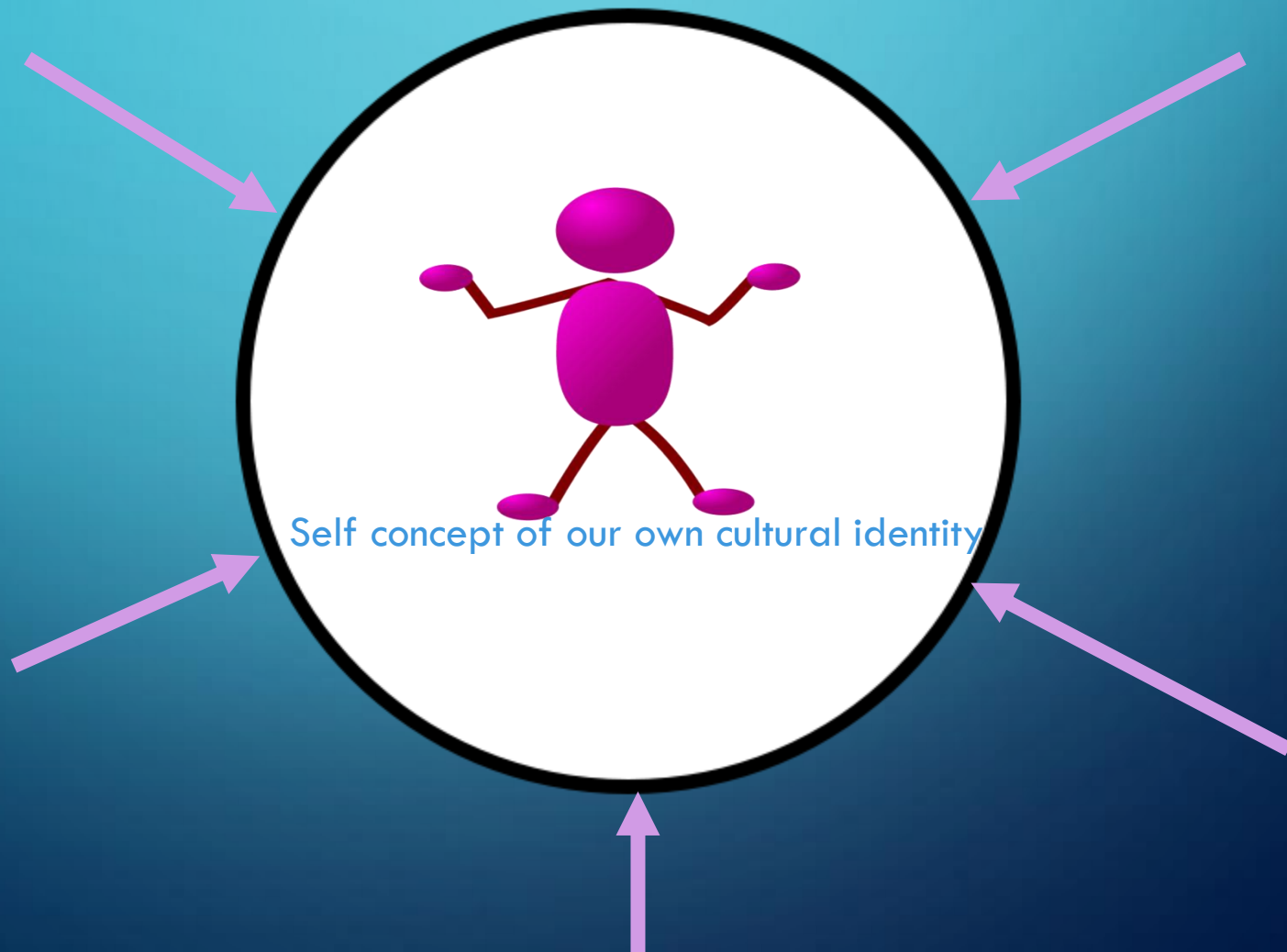
CULTURAL IDENTITY DEVELOPMENT

1. Unexamined Cultural Identity
 2. Cultural Identity Search
 3. Cultural Identity Achievement
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Cultural Identity



Society's concept of our cultural identity



Self concept of our own cultural identity

CANADA'S CULTURAL IDENTITY



CANADA 150
1867-2017

FORCED CHOICE



- Based on - Gustav Fechner's experimental psychology
 - Critical thinking theory
- Draws out ideas/opinions
- Diversity activity – based on a set of statements

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CULTURAL IDENTITY STATEMENTS

- The part of my identity that serves as my primary compass for my work style is _____.
- The part of my identity that I am the least aware when working is _____.
- The part of my identity that garners me the most privilege in my work is _____.

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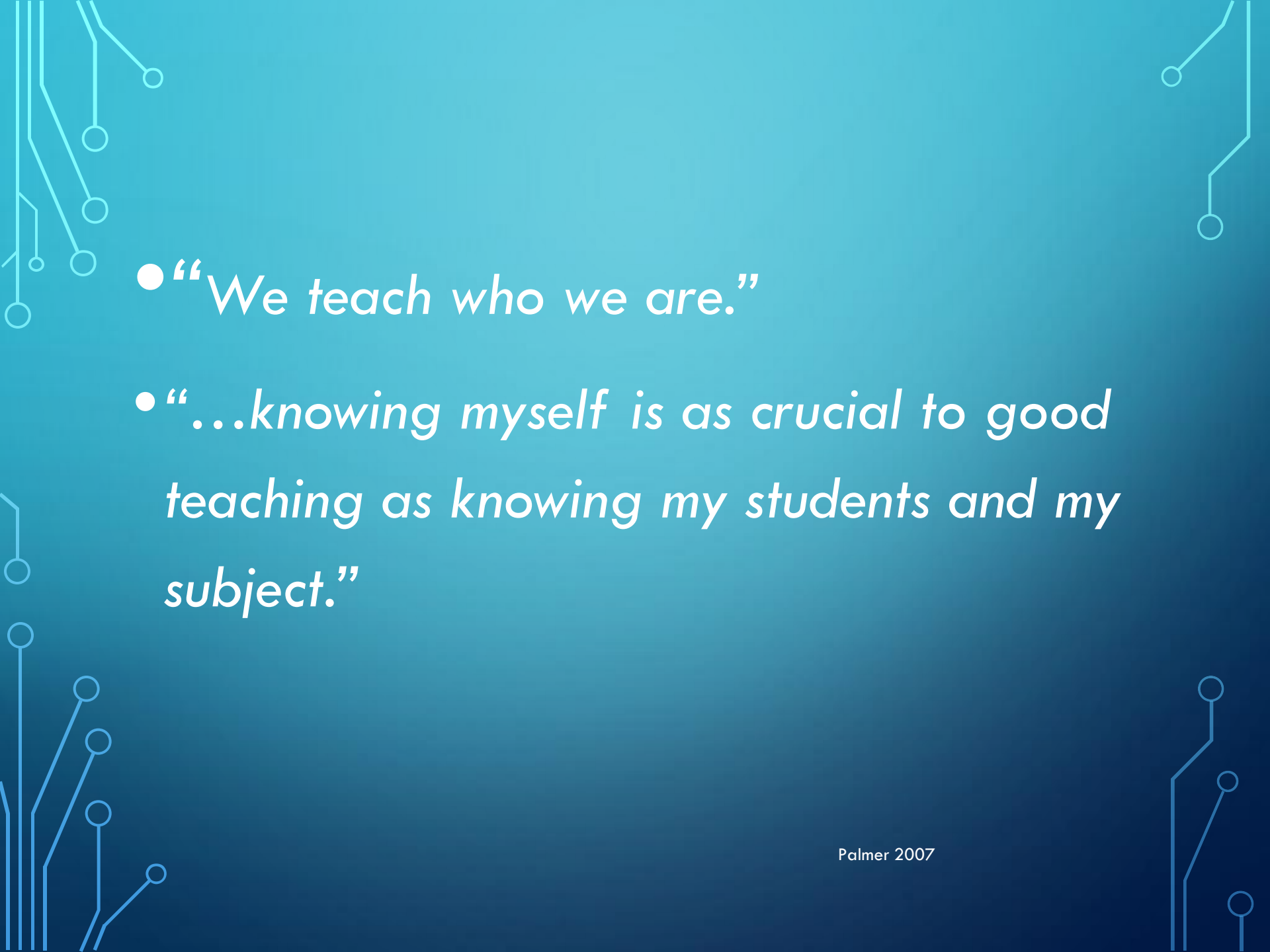
CONTRIBUTING CULTURAL IDENTITY FACTORS

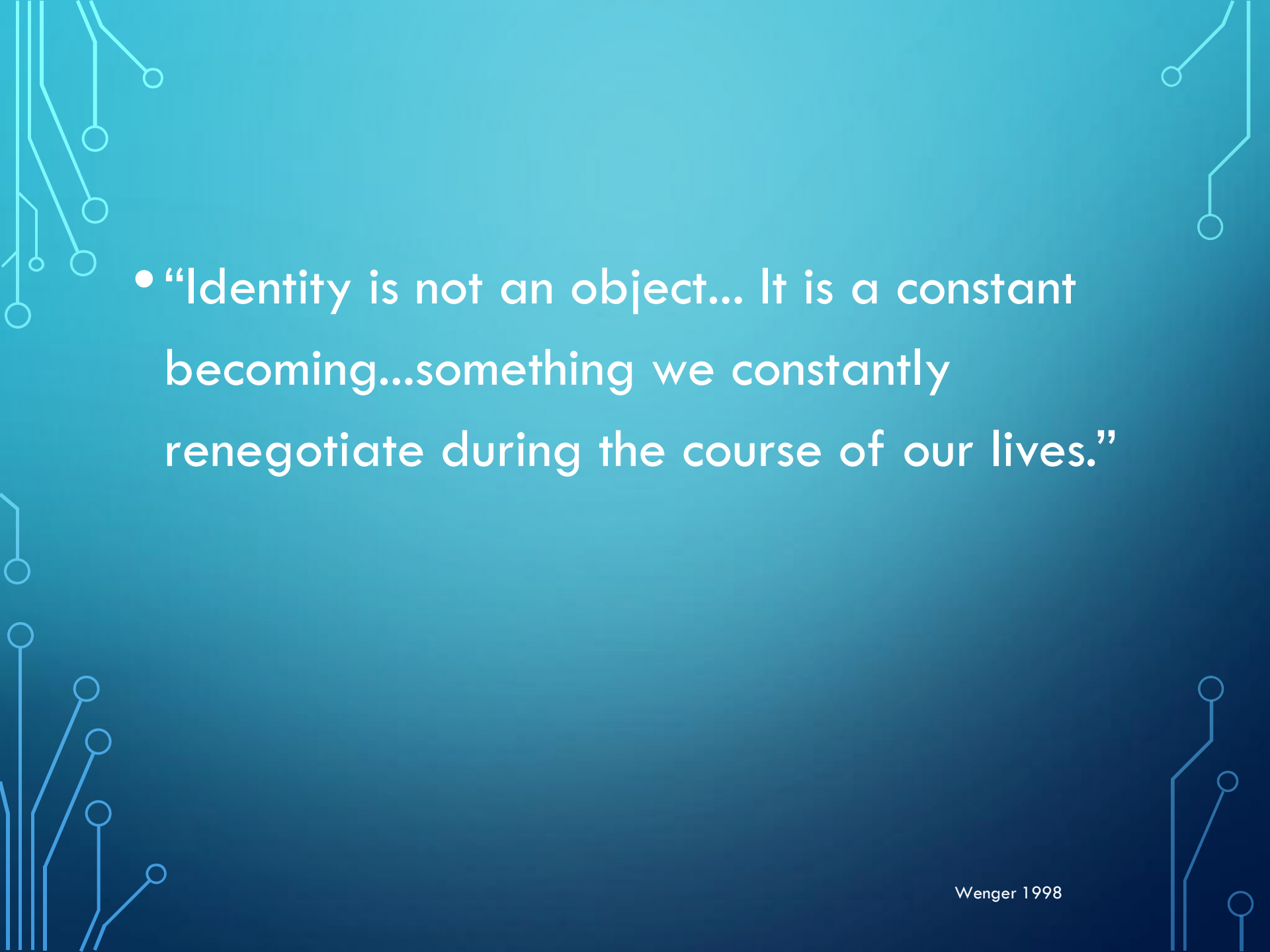
- Ethnic Identity
- Gender
- Socio-economic class
- Sexual orientation
- Immigration status
- Ability/disability status
- Religion or spirituality
- Age
- Moral Identity
- Personal Unique Identity
- Language or Communication Identity



QUESTIONS

- What impact do our cultural identities have on being educators/facilitators/consultants?
- How do we design workshops, training etc, how do we make decisions, how do we interact with clients/students?
- What parts of our identity will we share and/or withhold in the classroom/work setting etc? Why?

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- The background is a solid blue gradient. In the corners, there are decorative white line art elements resembling circuit boards or neural networks, with lines and small circles connecting them.
- *“We teach who we are.”*
 - *“...knowing myself is as crucial to good teaching as knowing my students and my subject.”*

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- The background is a solid blue gradient. In the corners, there are decorative white line art elements resembling circuit boards or neural networks, with lines and small circles connecting them.
- “Identity is not an object... It is a constant becoming...something we constantly renegotiate during the course of our lives.”

SOURCES

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CULTURAL IDENTITY STATEMENTS

- The part of my identity that serves as my primary compass for my work style is _____
- The part of my identity that I am most aware of when working is _____
- The part of my identity that I am the least aware when working is _____
- The part of my identity that garners me the most privilege is _____
- The part of my identity that I believe is the most misunderstood by others is _____
- The part of my identity that I feel is difficult to discuss with others who identify differently _____
- The part of my identity that often encounters conflict/stress is my _____
- The part of my identity that often generates a peaceful feeling is my _____

QUESTIONS

- What can we learn about ourselves in exploring our cultural identity?
- What part(s) of your identity did you realize you may not often think about?
- What parts of our identity will we share and/or withhold in the classroom/work setting etc? Why?
- What impact do our cultural identities have on being educators/facilitators/consultants?