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# Experiencing the Complexities of Cultural Identity in Intercultural Work

Heather Tobe

◉ Image – me with brothers

# Cultural Identity is...

- ◉ " A person's largely unconscious sense of self, both as an individual and as part of the larger society"

"Why and how they see the world the way they do."

- ◉ "Who am I? (inclusive)"

In-groups

- ◉ Who I am not? (exclusive)"

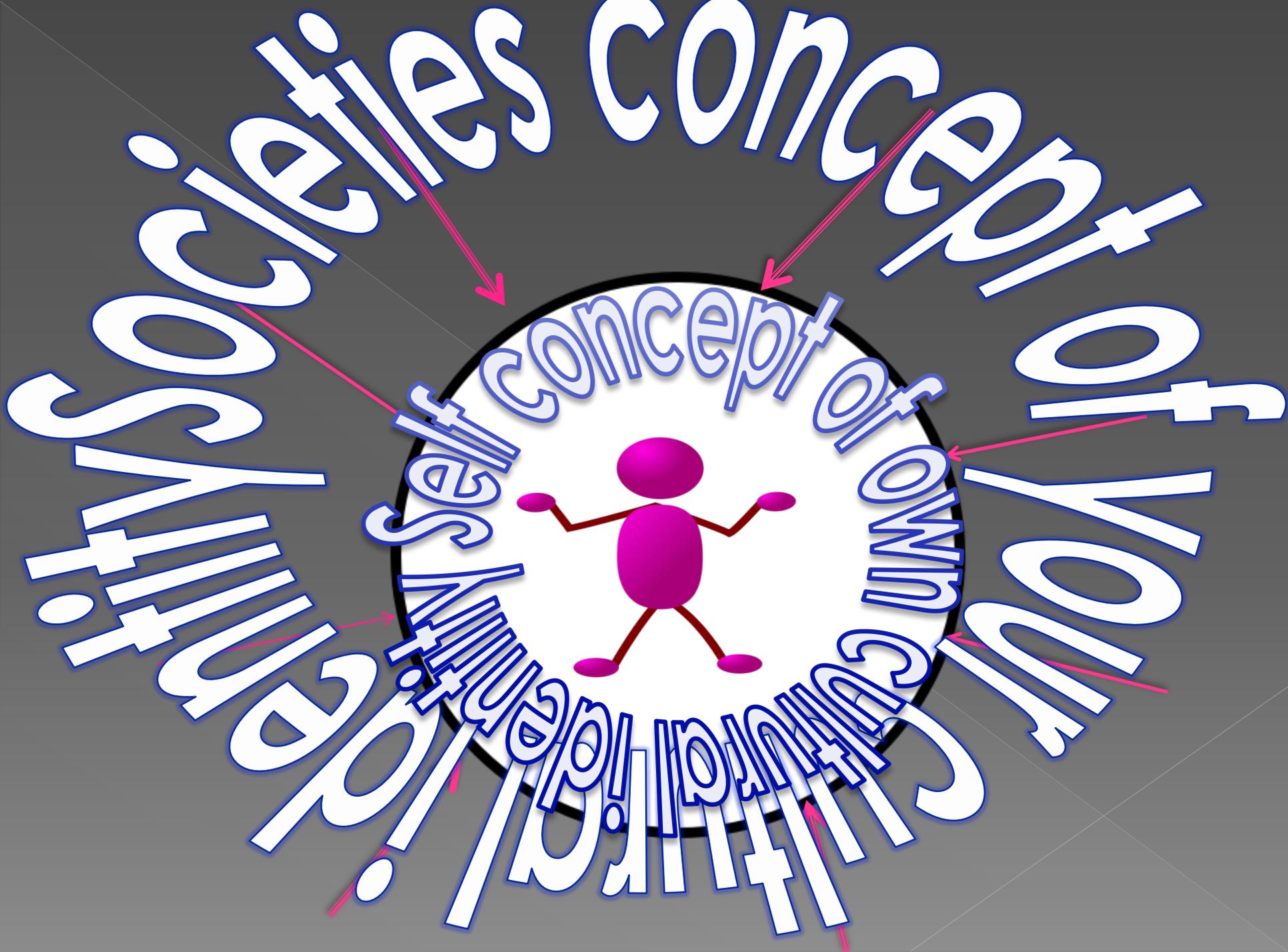
Out-groups

(Barbara Schaetti. 2015 P. 405)

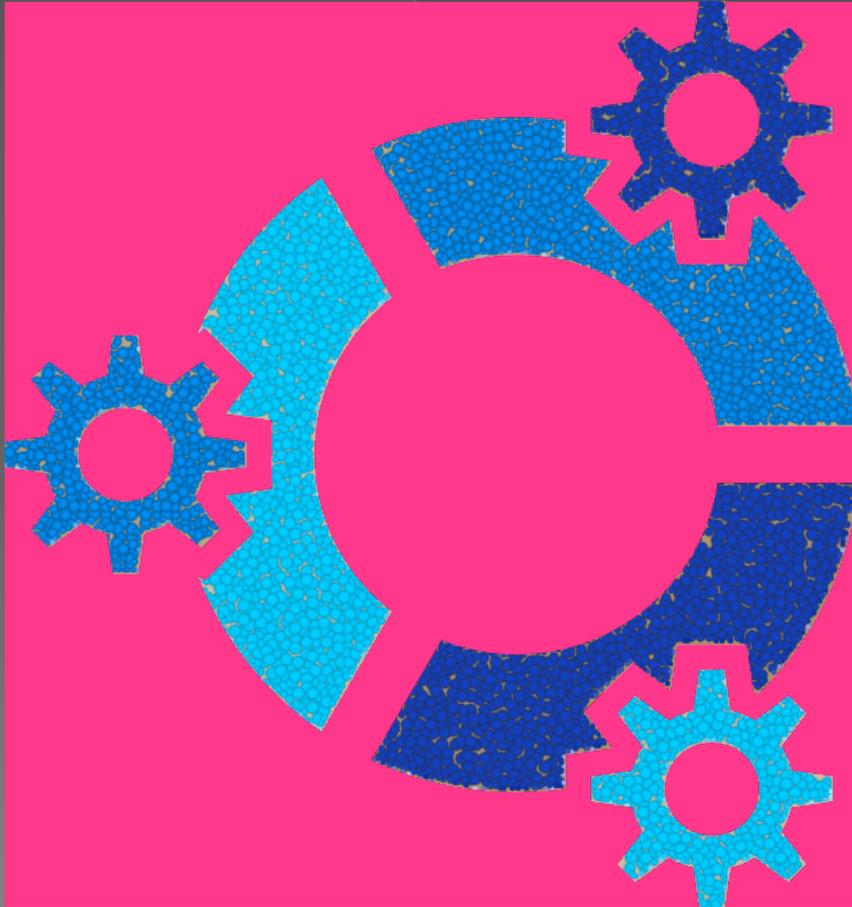


# Cultural Identity Development 3 Stages

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



# Complexities of Cultural Identity ...



**Complex & dynamic Framework** - Who we are and who we are not

**Sense of belonging** – groups

**Experience** activates our awareness



# Social Identity

Race and ethnicity

religion

**DYNAMIC**

# Personal Identity

profession

abilities

social practices

age

**COMPLEX**

norms

social class

personality

# Cultural Identity

beliefs

attitude

ancestry

language

gender

nation

traditions

values

work

interpersonal skills

ethnicity

talents

**EXPERIENCE  
ACTIVATES**

neighbourhood

rural/urban

**FRAMEWORK**

Adapted from Identity Diagram in Seeing Ourselves. (2003)p.37 & Lustig & Koester (2013), p.131

# Forced choice

- ◉ Diversity activity
- ◉ Draws out ideas/opinions
- ◉ Based on critical thinking theory
- ◉ Based on – Gustav Fechner's experimental psychology

# Cultural identity Statements

# 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?



(Wenger, 1998, p. 154)

- “Identity is not an object... It is a constant becoming...something we constantly renegotiate during the course of our lives. As we go through a succession of forms of participation, our identities form trajectories, both within and across communities of practice”.

Wenger, Etienne. (1998). *Communities of Practice – Learning, Meaning, and Identity*. Cambridge: Cambridge

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