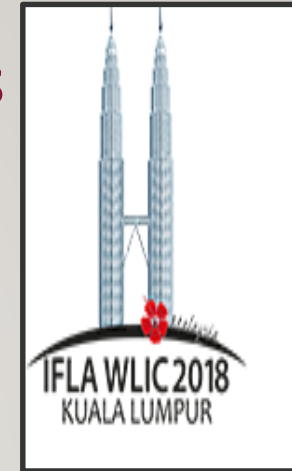


# LIBRARIES EXPLORING WAYS TO EMPOWER THE DEVELOPMENT OF INTERCULTURAL IDENTITIES AND MULTICULTURAL COMPETENCIES

World Library and Information Congress (WLIC)  
84<sup>th</sup> IFLA General Conference and Assembly  
International Federation of Library Associations and Institutions (IFLA)  
Kuala Lumpur Convention Centre (KLCC)  
Kuala Lumpur, Malaysia  
August 28<sup>th</sup>, 2018



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WELCOME!  
SELAMAT DATANG



Malaysian National Flower: Hibiscus  
Red: courage, bravery, strength, valor, etc.,  
in confronting challenges

# AGENDA



- Key Terms, Phrases, and Vocabulary
- Concepts
  - Multiculturalism
  - Cross-culturalism
  - Interculturalism
- Interculturalism and Intercultural Identities
- Education, Training, and Exchanging Information
  - Formal and Informal Learning
  - Lifelong Learning
  - Other

- Evolution of Intercultural Identities
  - Verbal and Non-verbal Communication
  - Virtual and Actual Communication
  - Individualization
  - Homogenization and Universalization
  - Avowed and Ascribed Identities
  - Cultural and Intercultural Identities
    - Examples
      - English as Lingua Franca (EFL)
      - Acculturation and Culture Shock



# AGENDA CONTINUED

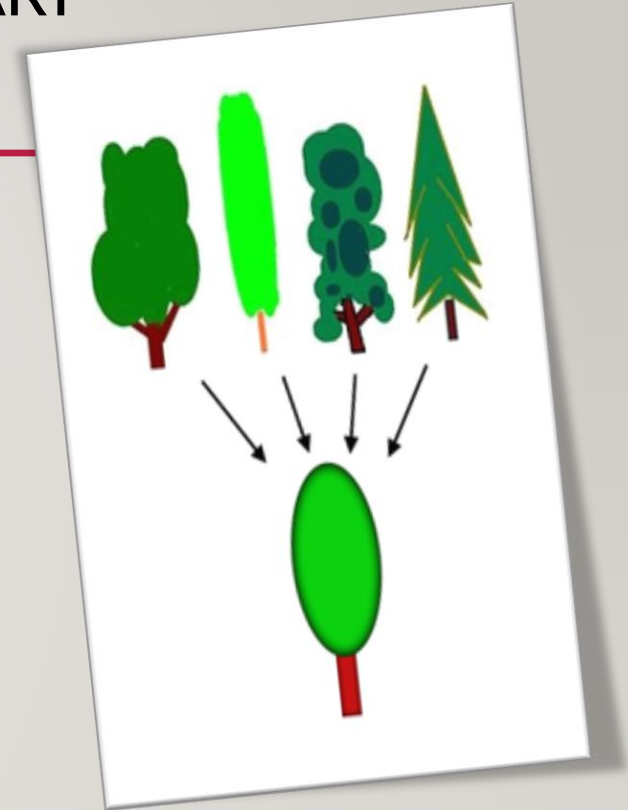
- **Multiculturalism**
  - 21<sup>st</sup>-century Multiculturalism
  - 20<sup>th</sup>-century Multiculturalism
- **Communication and Contact**
  - Multicultural Competency Skills
  - Cross-cultural Communication Skills
  - Intercultural Communications Skills

- **Take Aways**
- **Works Cited**
- **Glossary**
- **Group Activity**
  - Discussion Prompts
- **Supplementary Reading**
- **Contact Information**



# KEY TERMS, PHRASES, AND VOCABULARY

- Interculturalism
- Pluralism
- Multiculturalism
- Cross-culturalism
- Intercultural identities
- Multicultural competency skills
- Cross-culturalism
- Ethno-cultural order
- Transnationalism
- Transnational loyalties
- Personal Identities
- Social Identities
- Ascribed Identities
- Avowed Identities
- Dominant Identities
- Nondominant Identities
- Cultural Subgroups
- Cultural Subcultures



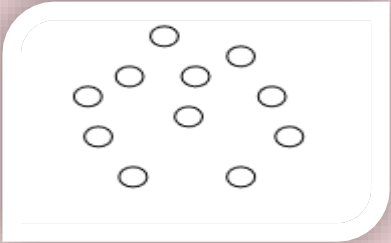
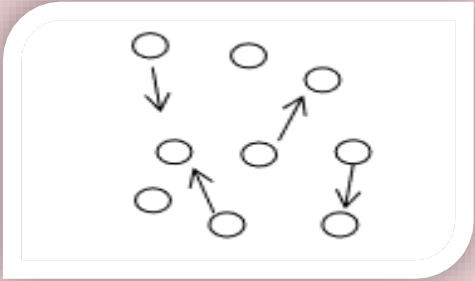
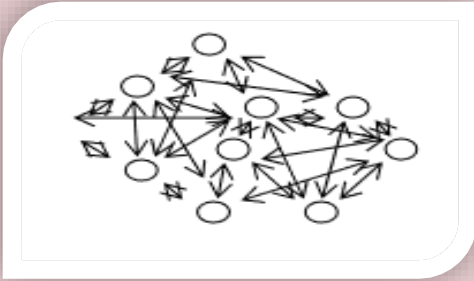
# CONCEPTS



**MULTICULTURALISM**

**CROSS-CULTURALISM**

**INTERCULTURALISM**

Multiculturalism	Cross-culturalism	Interculturalism
		
<p>Diverse groups of people live alongside one another.</p>	<p>Diverse groups initiate crossing cultural boundaries.</p>	<p>Comprehensive mutuality, reciprocity, and equality among diverse peoples.</p>
<ul style="list-style-type: none"> <li>• value tolerance</li> <li>• celebrate culturally distinctive cuisine, dress, music, dance, and related external cultural expressions</li> <li>• superficial tone with polite social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• build relationships between cultural communities by <ul style="list-style-type: none"> <li>--sharing, listening, learning,</li> <li>--being open to changing</li> </ul> </li> <li>• require strategic, purposeful, targeted planning &amp; implementing</li> <li>• providing education programs and sharing accurate information across cultural groups</li> </ul>	<ul style="list-style-type: none"> <li>• deepen multicultural or cross-cultural models of community-building.</li> <li>• social structures and daily interactions defined by social justice, mutuality, respect, equality, understanding, acceptance, freedom, diversity, peace-making, and celebration.</li> </ul>

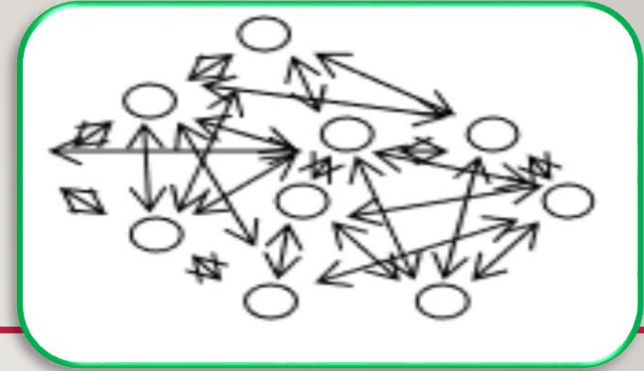


MULTICULTURALISM	CROSS-CULTURALISM	INTERCULTURALISM
<ul style="list-style-type: none"> <li>allows and includes very distinct cultural groups, with equal status</li> <li>different cultural groups are understood as standing side-by-side,               <ul style="list-style-type: none"> <li>--at times in isolation</li> </ul> </li> <li>sometimes a superficial celebration of food, folk, and festivals without understanding</li> <li>power differentials are not addressed</li> <li>does not allow for exchange between/among cultural groups</li> <li>emphasis on representation (external, superficial)</li> </ul>	<ul style="list-style-type: none"> <li>two or more cultures are considered or related</li> <li>often cultures are compared or contrasted with one another,               <ul style="list-style-type: none"> <li>--one culture is deemed superior or inferior</li> <li>--power differentials are still not addressed</li> </ul> </li> <li>only allows for limited learning or exchange of ideas</li> <li>cultural differences may be understood or acknowledged,               <ul style="list-style-type: none"> <li>--but managed in a way that does not allow for individual or collective transformation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>mutually reciprocal relationships among and between cultures               <ul style="list-style-type: none"> <li>--groups interact</li> <li>--learn and grow together</li> </ul> </li> <li>build relationships and become transformed, shaped, and molded from each other's experiences</li> <li>no one is left unchanged in the intercultural process:               <ul style="list-style-type: none"> <li>--examine their own culture</li> <li>--changed through interaction with others</li> <li>--develop deeper sense of community together</li> </ul> </li> <li>racial and cultural power imbalances addressed</li> <li>learn from each other, leading the transformation of all</li> </ul>



# INTERCULTURALISM AND INTERCULTURAL IDENTITIES

# INTERCULTURALISM: WHAT IS IT?



- **Balance** rights, aspirations, norms, beliefs, traditions, cultural practices, etc., **for everyone**
- **Consider** majority groups' memory, the core of basic and universal values based on history
- **Provide** information at various levels and in all spheres of society to educate minority and majority groups
- **Engage** individuals in public debates in numerous venues with the collaboration of the national and local media

(Barrett, 2013, 106)

# INTERCULTURALISM: COMMUNITY BUILDING

- Pursue practical and socially useful goals within a neighborhood, community, or institution
- **Designed to improve or change civic life**
- Feeling of solidarity among all participants
- Sense of pride about accomplishments
- Confidence about the success of future movements

(Barrett, 2013, 106)



# INTERCULTURALISM: MAJOR **MIS**INTERPRETATION

---



- **Major Challenge:**
  - *Counter the belief that pluralism mandates that the majority groups renounce their own culture, identity, foundations, memory, traditions, etc.*
- Serious misinterpretation of pluralism which jeopardizes multiculturalism
  - **Basis for this misinterpretation comes from the concept that the host society must renounce its rules and foundations**
  - **Criteria and guidelines that govern the practice of accommodations to prevent any kind of encroachment via education and sharing information**

(Barrett, 2013, 107: The United Church of Canada/L'Église Unie du Canada, 2011)

# INTERCULTURALISM'S GOAL

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- Introduce accommodations to
  - Restore rights that have been violated
  - Rather than grant special privileges or introduce special rights

(Barrett, 2013, 106-107)



# WAYS TO PROMOTE INTERCULTURALISM

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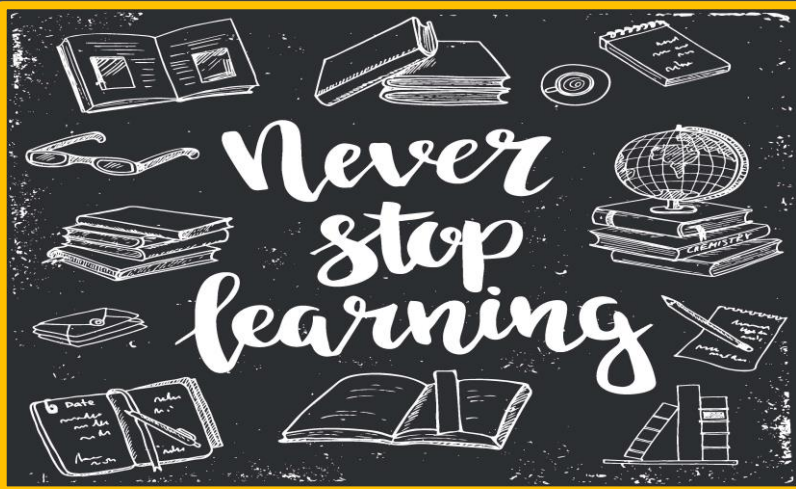
- Display diversity prominently to
  - *Break the image of a homogenous society*
  - *Prevent the formation of rigid boundaries*
  - *Provide guidance helping individuals to adjust to the new ethno-cultural order*



(Barrett, 2013, 107)



# EDUCATION, TRAINING, AND EXCHANGING INFORMATION



FORMAL AND INFORMAL

VIRTUAL AND ACTUAL

LIFELONG LEARNING

WORKFORCE AND PROFESSIONAL DEVELOPMENT



# PROMINENT EDUCATIONAL VENUES TO PROMOTE PLURALISM, DIVERSITY, AND INTERCULTURALISM



- Education:
  - schools: elementary (primary) and secondary
  - higher education: community (junior) college, four-year colleges, universities and research centers
  - workplace: trade schools, apprenticeships, professional/workforce training, etc.
  - other: museum education, senior education program, travel learning, volunteering & experiential learning, lifelong learning programs, professional fora, religious and spiritual organizations, training for new careers, hobbies and skills, etc.
  - libraries: public, academic & research, school & media Centers, learning, technology & information commons, special, virtual/digital, etc.
  - museums, historical societies, archives, etc.

(Barrett, 2013, 107; Bornman, 2003, 24-25)

# PROMINENT EDUCATIONAL VENUES TO PROMOTE PLURALISM, DIVERSITY, AND INTERCULTURALISM CONTINUED

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- Media and Communication Technologies
  - social media, the internet, mobile communication
  - television and news venues
  - print: books, newspapers, magazines, newsletters, etc.
- Cities and municipalities provide funding to manage diversity and integration
  - social, political, and cultural arenas
  - localization and differentiation issues

(Barrett, 2013, 107; Bornman, 2003, 24-25)

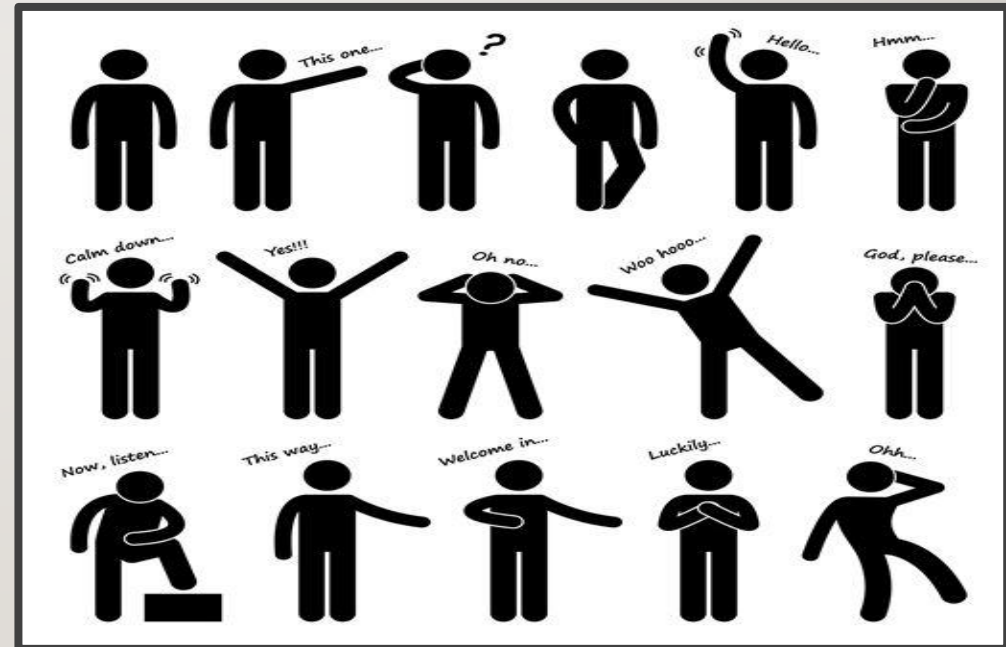
# EVOLUTION OF INTERCULTURAL IDENTITIES



# EVOLUTION OF INTERCULTURAL IDENTITIES

- Main concept of intercultural transformation identified in the integrative communication theory of cross-cultural adaptation
  - verbal communication
  - non-verbal communication
- Foundation: extensive and prolonged experiences of communication across cultural boundaries
  - technological and scientific influences
  - societal influences: virtual and actual

(Kim, 2017)



# EVOLUTION OF INTERCULTURAL IDENTITIES

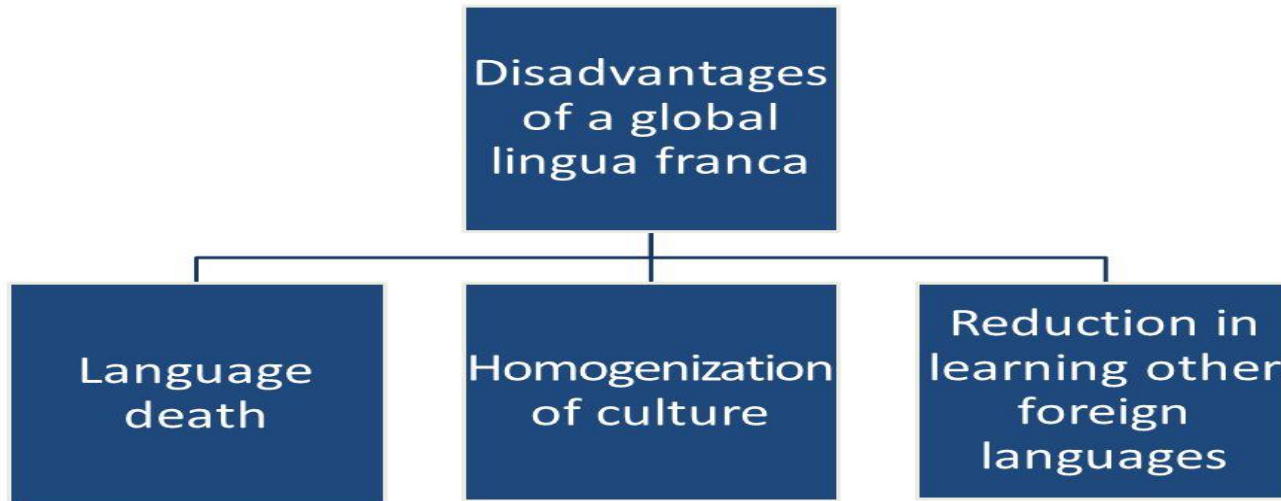
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- Gradual psychological evolution from a **largely mono-cultural** identity to an **increasingly “intercultural”** way of relating to oneself and to others
  - *individualization* → *individual identity development*
  - *homogenization and universalization* → *everyone becomes alike in some ways*

(Kim, 2017)

# HOMOGENIZATION AND UNIVERSALIZATION

## EXAMPLE: ENGLISH AS LINGUA FRANCA (ELF)



### ELF: Challenges

Minority languages

Endangered languages

Verbal expression

English as a language

Benefits of multilingualism on brain health & function

# SPACE FOR INTERCULTURAL IDENTITIES

Example: Immigrants, Migrants, Refugees, and Others

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- Efforts made to teach the home language of the host society so that they can fend for themselves as well as the original languages of newcomers
- Allow immigrants and their children to maintain a link between the first language facilitates a powerful connection to their native culture
  - Decreases culture shock and emotional issues among immigrants
  - Facilitates integration into the host society

(Barrett, 2013, 107)

## EVOLUTION OF INTERCULTURAL IDENTITIES



- **avowed identities** → comprised of group affiliations such as family, friends, acquaintances, colleagues, mentors, advisers, religious and spiritual leaders, fitness groups or athletic teams, etc.
  - personality types and their contribution to identity (e.g. biological, genetic, etc.)
  - individuals claim certain attributes acquired on their own by themselves
- **ascribed identities** → societal pressures/expectations and values assigned to individuals based on expected identities such as gender, sexual orientation, marriage and family, conventional norms, etc.
- **avowed and ascribed identities** → intersect and overlap at times, other times separate and individualize, depending on experience and contact with other groups

(Barrett, 2013, 107; Bornman, 2003, 24-25)



# IDENTITIES

## GRADUAL DEVELOPMENT AND COMPLEX EVOLUTION

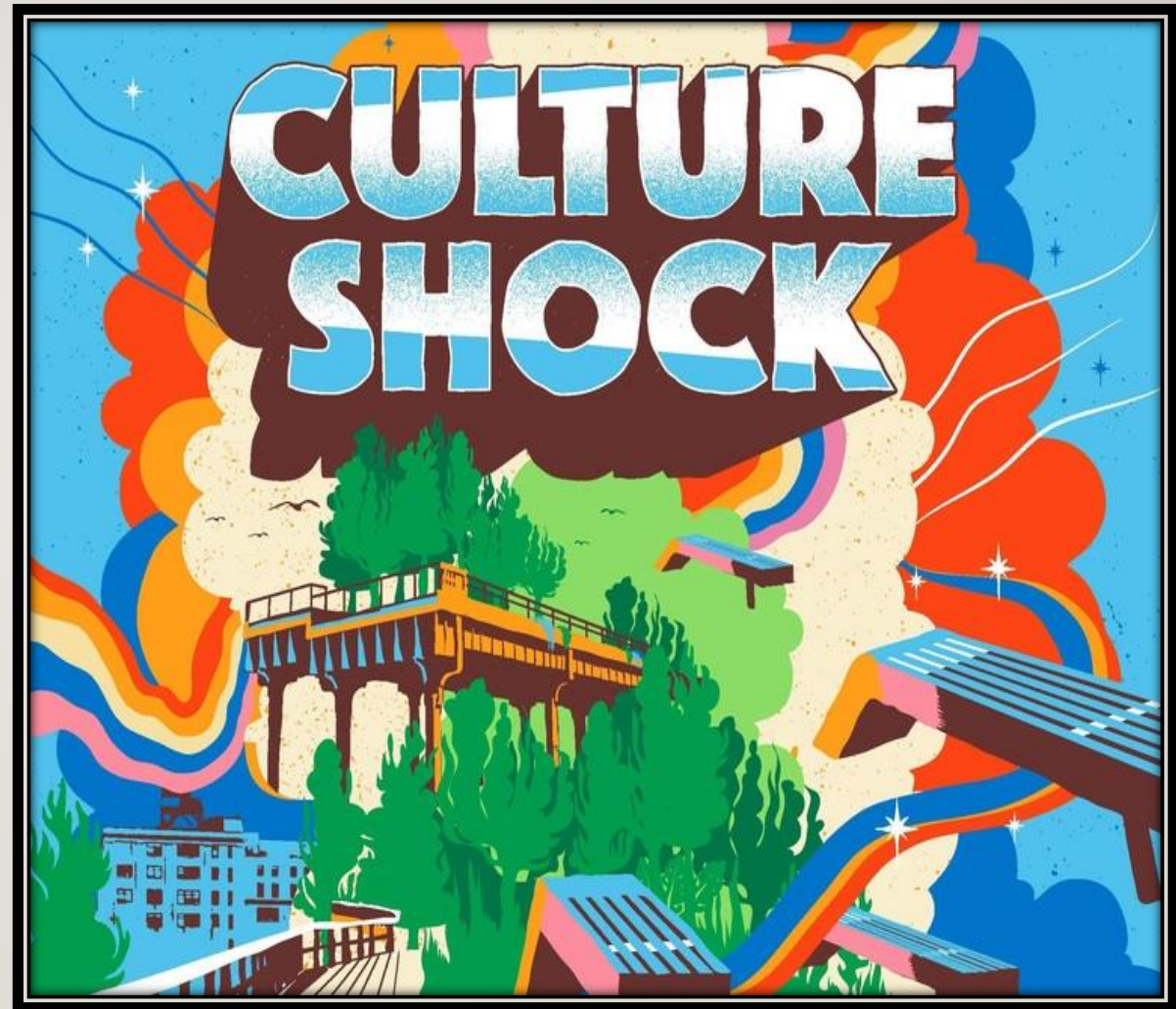
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- Personal Identities
- Social Identities
- Ascribed Identities
- Avowed Identities
- Dominant Identities
- Nondominant Identities

(Culture and Communication, 2016)

- Cultural Subgroups
- Cultural Subcultures
- Transnational Identities
- Transnational Loyalties
- Speech Communities
- Bi-/Multi-lingualism

UNDERSTANDING  
ACCULTURATION  
AND  
ITS COMPLEXITIES



# THE ACCULTURATION PROCESS

---

- Widely divergent backgrounds relocate to a different country and/or part of a new country
- **Countries in chaos and/or refugee camps**
- **Areas with minimal or no technology**
- **Areas with minimal or no formal education and high illiteracy**
  - **Including the absence of libraries or minimally resourced libraries**
- Large, industrialized urban centers
- Great differences in background and ability among individuals from the same country and/or culture
- Culture and background vary from one region to another



# CULTURE AND IDENTITIES: CULTURAL IDENTITY AND INTERCULTURAL IDENTITY

---

## CULTURAL IDENTITY

- Feeling of belonging to a group.
- Individual's self-conception and self-perception
- Related to nationality, ethnicity, religion, social class, generation, locality/region
- Related to a kind of social group with its own distinct culture

## INTERCULTURAL IDENTITY

- *Natural phenomenon of humans in a cultural-social environment which is different from the one they were born and raised in*
- Closely linked to *acculturation process*
- *Emerging intercultural personhood* projects a path of creatively and constructively engaging oneself in the increasingly globalizing world.

(Kim, 1979, 435)

# MULTICULTURALISM

- ❖ Identity Politics
- ❖ Multilingualism
- ❖ Diversity
- ❖ Differences
- ❖ Pluralism

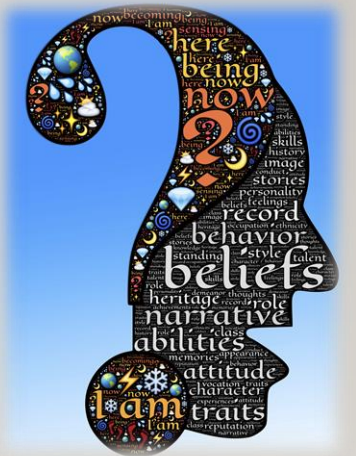


## Multiculturalism in the 21<sup>st</sup>-century Global Environment continued ...

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- Included are other forms of diversity that previously had been ignored:
  - gender
  - physical and mental disabilities and challenges
  - sexual orientation
  - sectarian and faith differences
  - mental health: psychiatric illnesses, personality disorders, mood disorders, etc.
  - age and intergenerational conflict
  - speech communities: dialects, idiolects, registers, other linguistic varieties, etc.

Bridging  
from  
Multiculturalism  
to  
Interculturalism



# Multiculturalism Defined in the 20<sup>th</sup> Century

---

- *1960s and 1970s*
  - *Multiculturalism was defined by the agenda of the dominant race and (socioeconomic) class.*
  - *Nationality focused on how the majority in any country had to adapt to incoming minorities*

(Cantle, 2015, 3)



# COMMUNICATION AND CONTACT!

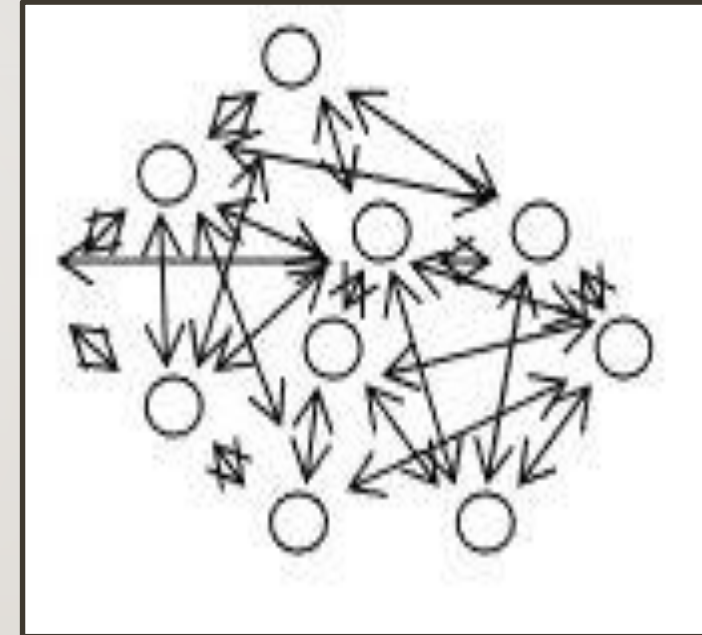
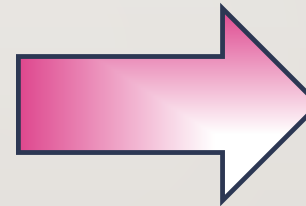
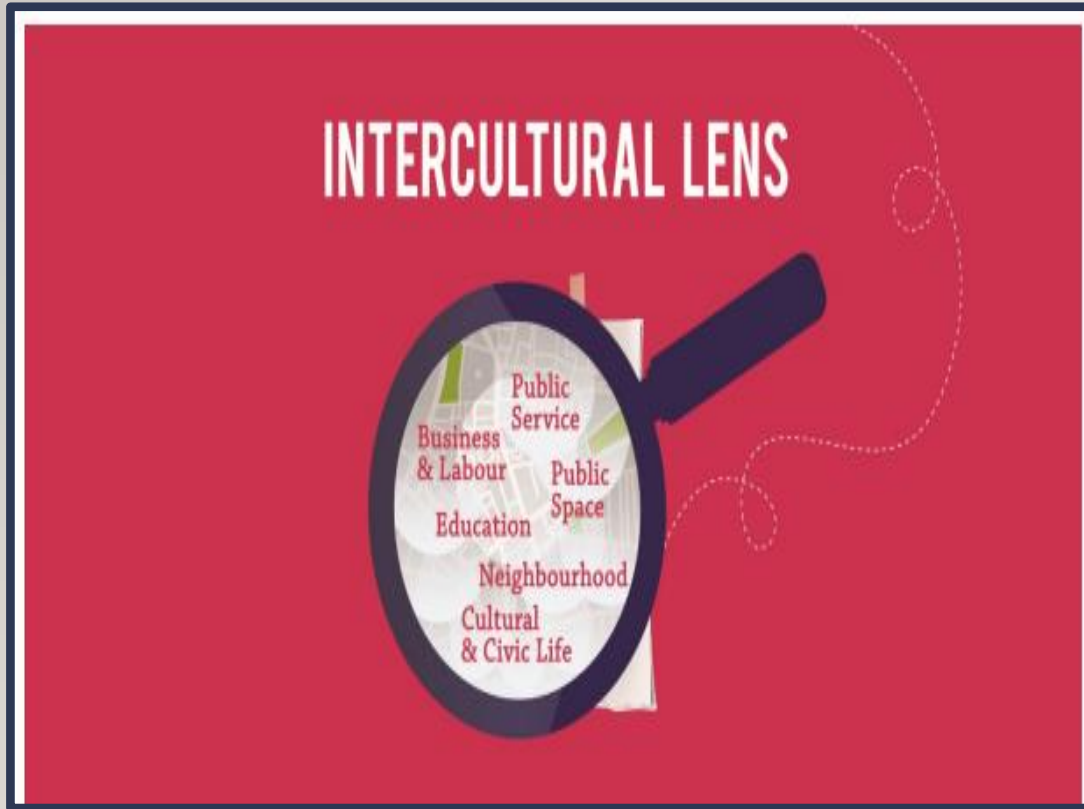
**MULTICULTURAL COMPETENCY SKILLS**

**CROSS-CULTURAL COMMUNICATION SKILLS**

**INTERCULTURAL COMMUNICATIONS SKILLS**



# INTERCULTURAL LENS



Council of Europe / Conseil de L'Europe, 2017; The United Church of Canada / L'Église Unie du Canada, 2011).

# MULTICULTURAL COMPETENCY SKILLS


- Develop an awareness and knowledge of living and working in a diverse world.

---

- Develop self-awareness of your own behavior and attitudes. Be respectful, flexible, adaptable, and empathetic.
- Develop communication skills:
  - Use verbal and non-verbal communication effectively, respectfully, and clearly.
  - Maintain a collaborative and teamwork attitude.
  - Be attentive in listening to others and participate in sharing information and exchanging ideas.
  - Become proficient in conflict and negotiation skills.
  - Be aware of the tone in communicating messages in both speaking and writing to avoid arrogance and superiority
- Develop leadership skills to be able to give multicultural training to others.



# CROSS-CULTURAL COMMUNICATION SKILLS

- Speak slowly and announce clearly.
- 
- Ask one question at a time.
  - Avoid posing negative questions. Avoid using negative tags in questions.
    - Are you not coming?
    - You're coming, aren't you?
  - Take turns talking and listening to exchange ideas and share information.
  - Be supportive and encouraging.
  - Verify meanings, especially those that have two different meanings.
  - Avoid slang.
  - Be careful with humorous statements. They might not be understood or can be insulting.
  - Learn what the other person's etiquette is and be respectful of their ways.
- 

# INTERCULTURAL COMMUNICATION SKILLS

---

- Be flexible and open.
- Avoid making judgments.
- Develop a tolerance for ambiguity.
- Communicate respectfully, both verbally and non-verbally.
- Personalize knowledge and perceptions.
- Express empathy, both verbally and non-verbally.
- Take turns sharing and exchanging ideas.

# TAKE AWAYS



# MAIN TAKEAWAYS!

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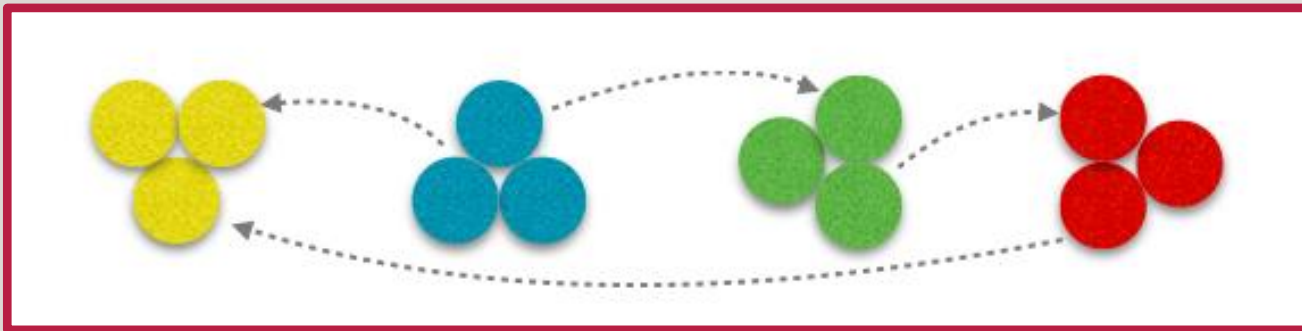
- Culture
  - ongoing negotiation of learned patterns of beliefs, attitudes, values, and behaviors
  - cross with other groups' practices, traditions, and cultures
  - science and technology influence culture and our identities
- Each of us has personal, social, and cultural identities
  - Personal identities
  - Social identities
  - Cultural identities

(Culture and Communication, 2016)

# MULTICULTURALISM

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- **Multicultural** refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. For example, in a multicultural neighborhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbors from other countries.

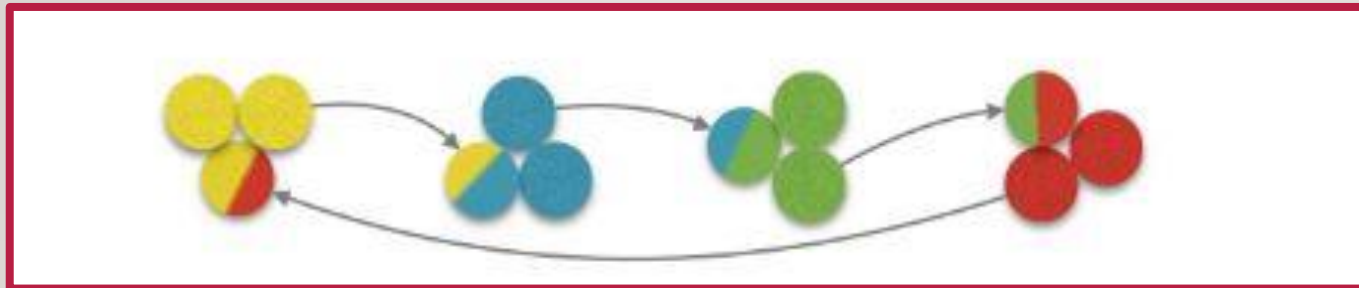


(The Spring Institute, 2018)

# CROSS-CULTURALISM

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- **Cross-cultural** deals with the comparison of different cultures. In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, but not collective transformations. In cross-cultural societies, one culture is often considered “the norm” and all other cultures are compared or contrasted to the dominant culture.

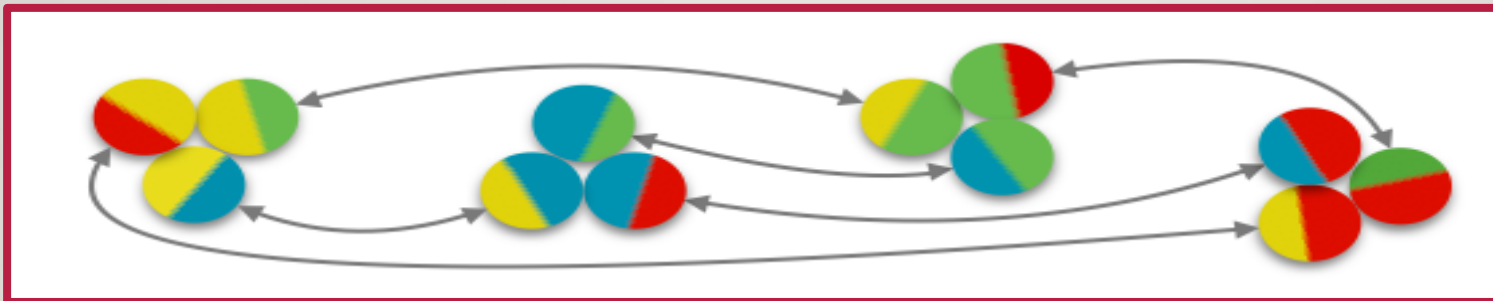


(The Spring Institute, 2018)



# INTERCULTURALISM

- **Intercultural** describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together.



(The Spring Institute, 2018)

INTERCULTURALISM  
AND  
INTERCULTURAL  
IDENTITIES

---



# INTERCULTURALISM



- **Provide** resources/services that help people reconcile a world that is changing and evolving
- **Recognize** that identities are not ascribed and static, but are continually evolving and changing
- **Embrace** intercultural identities and pluralism in a harmonious co-existence
- **Minimize** barriers between groups to facilitate contact and communication
- **Provide** opportunities for people to recognize commonalities
- **Allow** for debating, discussing, and challenges that strengthen the acceptance of intercultural identities and thereby, diversity and pluralism

# Interculturalism: Balancing Minority and Majority Identities

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## MINORITY IDENTITIES

- Interculturalism purports to
  - remedy inequalities and disadvantages
  - develop a wider community narrative, projecting diversity as a positive
  - change attitudes as well as behaviors that embrace diversity and pluralism

## MAJORITY IDENTITIES

- **Interculturalism attempts to**
  - Appreciate the attitudes of majority communities
  - Recognize their anxieties caused by
    - de-industrialization
    - expanding corporate power dominating the world
    - increasing growth of financial institutions
    - mobility of labor and capital

# WORKS CITED



# WORKS CITED



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- The Spring Institute. (2018). What's the difference between multicultural, intercultural, and cross-cultural communication?. In *Spring Institute*. Retrieved August 27, 2018, from <https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/>

# GLOSSARY



# DEFINITIONS: KEY TERMS, PHRASES, AND VOCABULARY

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- **Difference** matters because people are treated differently based on their identities and demographics and patterns of interaction are changing. Knowing why and how this came to be and how to navigate our increasingly diverse society can make us more competent communicators.
- **Pluralism** is a state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization. It can be a concept, doctrine, or policy advocating this state.
- **Ethno-cultural order** speaks to relating to, or denoting, a particular ethnic group in contemporary globalism. There are different ways to measure ethno-culturalism.
- **Transnationalism** is a social phenomenon and scholarly research agenda based on increased interconnectivity between diverse populations and the receding economic and social significance of boundaries among nation states.

# DEFINITIONS continued ...

## KEY TERMS, PHRASES, AND VOCABULARY

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- **Subgroup** are based on vocation or skills, and members have their own distinct values, attitudes, and behaviors. Examples include club members, fraternities, volunteer groups, etc.
- **Subculture** is a cultural group within a culture that differs in one or more ways from the culture. This would include differences in interest, behaviors or beliefs, like religion, ethnicity, and social or economic status. It has its own values and norms distinct from those of the majority. Some examples are gang members, bikers, hip hop aficionados, athletes, etc.
- **Co-culture** co-exists with another culture in a particular place. It does not place one culture superior to another. Co-cultures are equal in importance and status.
- **Transnational loyalties** are sentiments of loyalty to places or regions beyond places of origin or pertaining to particular ethnic or national group. These loyalties can influence intercultural identities.
- **Dominant identity** formation may include a person moving from unawareness of their identities, to accepting the identity hierarchy, to separation from and guilt regarding the dominant group, to redefining and integrating components of identities.
- **Non-dominant identity** formation may include a person moving from unawareness of the importance of their identities, to adopting the values of dominant society, to separating from dominant society, to integrating components of identities.



# GROUP ACTIVITY



---

Discussion Prompts



# ACTIVITY: SMALL GROUP DISCUSSIONS

## (Rotating 20-minute Sharing in Small Groups)

1. List some of your personal, social, and cultural identities.
  - Are there any that relate? If so, how?
  - For your cultural identities, which ones are dominant and which ones are non-dominant?
  - What would a person who looked at this list be able to tell about you?
2. Describe a situation in which someone ascribed an identity to you that didn't match with your avowed identities.
  - Why do you think the person ascribed the identity to you? Were there any stereotypes involved?



# ACTIVITY: SMALL GROUP DISCUSSIONS

## (Rotating 20-minute Sharing in Small Groups)

---

### 3. Getting integrated:

- Discuss why difference matters.
- Discuss the ways in which difference may influence how you communicate in each of the following contexts:
  - Academic,
  - Professional
  - Personal.

# SUPPLEMENTARY READINGS



SUPPLEMENTARY READINGS



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- 
- Allen, B. J. (2011). *Difference Matters: Communicating Social Identity*, 2nd ed. (Long Grove, IL: Waveland: 4.
  - Tatum, B. D., “The Complexity of Identity: ‘Who Am I?’” in *Readings for Diversity and Social Justice*, eds. Maurianne Adams, Warren J. Blumfeld, Rosie Casteneda, Heather W. Hackman, Madeline L. Peters, Ximena Zuniga (New York: Routledge, 2000), 9.
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# SUPPLEMENTARY READINGS CONTINUED

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THANK YOU!  
TERIMA KASIH!



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