



Intercultural Engagement

Intercultural Engagement Plan

LINKED COMPETENCY: Commitment to the Continuous Process of Cultural Competence and Cultural Humility

Deepening intercultural engagement is an intentional ongoing practice that students can build throughout their programing. This learning resource is foundational for intercultural engagement as it provides a framework for students to develop and intentional intercultural plan that is relevant to them.

Cultural competency refers to an individual's ability to understand, appreciate, and interact effectively with people from diverse cultural backgrounds. It involves being aware of one's own cultural biases and beliefs and actively seeking to learn about and understand the cultural beliefs and practices of others.

Cultural humility, on the other hand, is a process of self-reflection and self-critique that involves recognizing one's own limitations in understanding and respecting other cultures. It involves acknowledging that one's own cultural background and experiences may limit their understanding of others and being open to learning from and collaborating with individuals from diverse cultural backgrounds.

Both cultural competency and cultural humility are important in promoting understanding and respect for different cultures and perspectives and building more inclusive and equitable communities and workplaces.

OUTCOMES:

- Students will develop an intercultural engagement plan.
- Students will assess their intercultural engagement growth through self-reflections through implementation of the plan.

Demonstrate commitment to the continuous process of cultural competence and cultural humility.			
Indicate with an ✓ on the line below, where you currently have evidence of your commitment to continuous competence and humility.			
Exploring			Implementing
I'm aware that everyone has a "culture", and my own "culture" is not to be regarded as the singular or best point of reference to assess which behaviors are appropriate or inappropriate.	I recognize that achieving cultural competence and cultural humility involves a commitment to learning over a lifetime.	I continue to develop my capacity for addressing areas where there are gaps in my knowledge.	I engage in an ongoing process to learn more through the lens of cultural groups that differ from my own.
I am curious about my similarities and differences with others.	I am aware of my discomfort when I encounter differences in race, religion, sexual orientation, language, and/or ethnicity.	I recognize that cultures change over time and can vary from person to person, as does attachment to culture.	I engage in continuous introspection to assess how my personal identity, position, power, and culture impact equity, diversity, and inclusion in my personal and professional life.
		I accept that in cross-cultural situations there can be uncertainty and that I might feel uncomfortable as a result.	I accept that discomfort is part of my growth process.



Prepare students:

- Share with students the benefits increasing cultural competence and cultural humility.
- Have students prepare a personal action plan for increased cultural engagement. Below is a handout to share with students so they can determine an initial intercultural goal.
- Let them know that they should be adding highlights of their growth to their professional skills profile.

Materials:

All materials and detailed information can be found on the online website [Building Community: Introduction to Equity, Diversity, and Inclusion, Chapter 9. Active Participation](#)

Remind your students to reflect, add, and annotate evidence of competency to their portfolios.

- **Reflect** on their experiences and what they learned through the activities and feedback.
- **Add** evidence of competency to their portfolios.
- **Annotate** the evidence to highlight their specific competency.



Intercultural Engagement Plan

To deepen your intercultural engagement, consider developing an active participation plan that uses knowledge and skills gained throughout your program of study.

Knowledge is key to understanding multiple realities, and active participation contributes to social transformation.

Consider the following barriers to intercultural engagement:

- Systemic racism
- Homophobia and transphobia
- Sexism
- Ableism
- Colonial violence
- Linguistic racism
- Other: _____

To guide you through building a personal action plan, think about **one or two** issues that concern you.

- What makes you angry, frustrated, or sad?
- What makes you hopeful or moves you to act?
- What would you like to change? (In your community, university, or workplace).

Consider using any of the following steps to create your action plan adapted from [Building Community: Introduction to Equity, Diversity, and Inclusion, Chapter 9. Active Participation](#) Ontario Commons License (OCL 1.0)

Step 1: Choose one concern that you can create a SMART goal around. A SMART goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Step 2: Brainstorm a list of possible actions. This can include options such as volunteering, joining an existing group, signing a petition, donating money to a charity, attending or delivering training for an educational workshop, or public event, protesting, or speaking to your Member of Parliament. Consider how your graduate program provides you with unique opportunities to address concerns in your discipline and beyond.

Create a list of possibilities for potential individual action to address the change(s) you would like to see in the world. Your plan doesn't have to be overwhelmingly large, what can you do within the structures that you already spend time on?



Step 3: Choose one item from the list above that you are the most interested in and that is realistic to start or complete and **write a SMART goal** as your action plan.

Plan:

- How will you execute what you want to do?
- Which steps will you take to put your plan into action?
- Why is your action important and why will it be effective?
- What kind of challenges/barriers may you face in putting this plan into action?
- What kind of resources or support do you need to fulfill the action?

What will you do – be specific.

What impact do you hope this action plan will have on you?

What strategies will you use to reflect on how impactful your intercultural engagement plan is? For example, journaling or talking about it with a friend.

Who might you need to recruit to help you or join you on your action plan?

What community groups, organizations, websites, etc. Can you access to help you with your action plan?

What are some checkpoints along the way that you can use as timelines to make sure you are on track to meet your goals: