

Havar and the Restaurant Case Study

1. How can parents, teachers, and friends promote or impede identity exploration in this case?

In the case study of Havar and the restaurant, it is evident that for most of Havar's life, he was exposed to the culture of his immediate family (nurturing system) who had a restaurant. From reading the case study, it can be deduced that Havar spends little time exploring the larger society (sustaining system), particularly the educational system and peer relationships. From the case study, it is noticeable that Havar grew up in his family's restaurant, began cooking at the age of 5 years old, and continued to do so during high school. It is also noticeable from the case study that Havar has no dream of attending college, and a big expectation is placed on him by his immediate family to take over running the family business. For Havar, his future is already cut out for him and is shaped by the values, beliefs, attitudes, and behaviors of his immediate family and immediate community. These expectations I believe can impede Havar's identity exploration. If Havar's parents, teachers, and friends do not encourage him to explore the larger society other than his nurturing system to learn new values and meanings, he may miss out on the opportunity to explore his identity and develop a sense of belonging through cultural adaptation, socialization, and acculturation.

2. How may culture influence Havar's identity exploration process?

In the identity exploration process, the individual tends to be in search of personal values and beliefs, as well as, exploring how they may fit into society by trying out new things or adopting different roles. However, in Havar's case, the culture that he grew up in was face-paced, demand-driven, goal-oriented, and filled with expectations and passion.

Therefore, as Havar seeks to explore his identity and fit into society's beliefs and value systems, there may be a struggle for Havar to understand himself in the dominant culture (larger society), he may experience cultural conflicts, and also experience identity versus identity confusion that Erikson speaks about in his stages theory. Havar's culture may influence him to build relationships with others who share the same cultural norms, values, and beliefs as him, which may influence Havar to develop high adherence to the values and norms of his culture and separate himself from the larger society.

3. How typical is Havar's identity formation process for children born to immigrant parents?

Children born to immigrant parents are likely to face the issue of belonging versus estrangement due to the constant adjustment and reliance upon the primary cultural values of their family and the values of the larger society. Children born to immigrant parents are sometimes met with racial and ethnic discrimination due to their accents, language, diverse appearance, or minority status (Ashford et al., 2018). These unfortunate experiences can make it harder for these individuals to integrate into the wider society and may increase feelings of self-doubt and marginalization. I believe it is somewhat typical for children in Havar's case to have a similar identity formation process as Havar's because of their strong cultural values and beliefs which at times can be unwavering and be seen as the more dominant culture as opposed to larger society's culture.

4. How does the psychosocial theory explain why Havar wants to be just like his father?

According to Erik Erikson's psychosocial theory, the fifth stage of human development is "Identity vs. Identity Confusion" which takes place in adolescence (ages 12-18). Erikson believes that children are faced with confusion and identity crises due to conflicts about their roles (Robbins, et al., 2019). During the "identity vs. identity confusion" stage, Erikson believes that the goal of the adolescent is to develop a sense of self and that they are constantly faced with the questions of "what do I want to do with my life, or who am I", in an attempt to learn about themselves (Ashford et al., 2018). At the "identity vs. identity confusion" stage adolescents also explore different identities to see which one fits. Erikson also believes that adolescence who are efficacious at this stage will likely have a strong sense of identity and are more likely to remain true to their values and beliefs during adversities and when faced with different opinions. On the other hand, Erikson believes that if the adolescent does not have a strong sense of identity, they are likely to be faced with an identity crisis that emerges from role confusion causing the individual to feel strong doubts about who they are. When an adolescent does not have a sense of identity, Erikson believes that they are also likely to adapt to their parent's expectations and their idea about the future which in a nutshell sums up Havar's current desire to be just like his father.

- 5. Imagine Havar fifteen years in the future, when he is in his thirties. What might his life be like? What challenges may he be facing that are a result of the career, educational, and lifestyle decisions he is making now?**

Havar in his thirties may become married to his job like his uncle Armando with doubts about who he is and possibly develop a weak sense of self. Havar may also become like

his dad. With times being so fast-changing, Havar may face some challenges as a result of the career, educational, and lifestyle decisions he is making now, which will cause him to miss out on the unique opportunity to construct his own sense of identity, values, and beliefs. He will miss out on the opportunity to build meaningful relationships with his peers and find a social environment where he truly belongs, other than at the restaurant. Havar may also face mental health issues such as anxiety, depression, or a feeling of inadequacy due to a weak sense of self, especially if there comes a point in his life when he can no longer operate the restaurant.

References:

Ashford José B., LeCroy, C. W., & Williams, L. (2018). *Human behavior in the social environment: A multidimensional perspective*. Cengage Learning.

Robbins, Susan P.; Chatterjee, Pranab; Canda, Edward R.; Leibowitz, George S. *Contemporary Human Behavior Theory (Merrill Social Work and Human Services)*. Pearson Education. Kindle Edition.