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Impact of Coaching Feedback on Cultural Competency of Undergraduate Students at MSU, Mankato

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Impact of Coaching Feedback on Cultural Competency of Undergraduate Students at MSU, Mankato

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Arinn DiSalvo (Elementary Education)

Faculty Mentor: Dr. Elizabeth Sandell (Elementary Education)

National Conference of Undergraduate Research

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Big ideas. Real-world thinking.

MSU Diversity Requirement

“To increase students’ understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities.”

However, MSU does not have data about how effective programs are in improving cultural competency.

Definitions of Key Terms

- Culture is “the customary beliefs, social forms, material traits of a racial, religious, or social group; also, the characteristic features of everyday existence shared by people in a place or time” (Merriam-Webster, 2012).
- Cultural Competency is "the capability to accurately understand and adapt behavior to cultural differences and commonality" (Hammer & Bennett, 2010).

Literature Review

Prior to instruction, the students had limited knowledge and understanding of other cultures.

Investigators noted that support and encouragement of critical thinking played an integral role in student growth.

Structured intercultural support is necessary to foster cultural competency.

Research Question

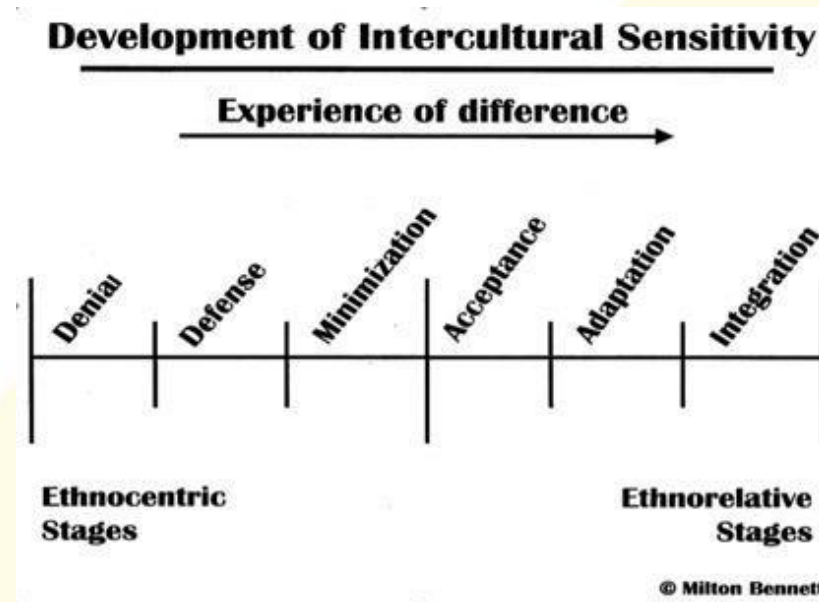
Does coaching feedback have an impact on cultural competency of undergraduates?

Developmental Model of Intercultural Sensitivity

- Milton Bennett
- The first three stages are defined as avoiding cultural differences
- The last three stages are defined as seeking cultural differences



Developmental Model of Intercultural Sensitivity



Developmental Model of Intercultural Sensitivity (Hammer et. al., 2003)

Results from previous MSU undergraduate research

Undergraduate students arrive at the Human Relations class with polarization orientation or ethno-centric minimization orientation to cultural differences and similarities (McNabb & Tupy, 2011).

Methodology

- 71 students, 18 to 30 years old, who were enrolled in EEC 222w (Human Relations in a Multicultural Society), fall semester, 2015.
- Students randomly assigned to a group that was coached (42) or a group that was not coached (29).
- Students completed the Intercultural Development Inventory (IDI) (Hammer & Bennett, 1998, 2001) on-line at the beginning and end of the semester.

Developmental Orientation

For all subjects, there was a statistically significant difference between the means for the developmental orientation before and after the class.

Paired Samples Test						
	Mean	SD	SE Mean	t	df	Sig.
PostDO	98.27	13.67	1.62	4.909	70	.000
PreDO	90.60	14.52	1.72			

Change Scores

For students who were coached, there was a statistically significant difference in change scores for developmental orientation.

For students who were not coached, there was not a statistically significant difference in change scores for developmental orientation.

Conclusions

Coaching seems to have a statistically significant impact on improvements in cultural competency, as measured by the IDI.

The course had a positive impact on the cultural competency of ALL students, even those who did not receive coaching.

Research Impact

- Outcomes of the study will be used for program assessment by the College of Education.
- MSU may use this information in considering the effectiveness of its cultural diversity goal: *experience diversity with supervised reflection and recognize and respond to conditions of marginalized populations.*

Acknowledgements

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Questions?

