

Changes in Cultural Competency among Undergraduate Students
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Previous activities of undergraduate research team members:

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

With traditional knowledge-based assignments, students showed no statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (McNabb & Tupy, 2011).

With intentional assignment to service learning with a culture different than theirs, students showed statistically significant differences between IDI scores at the end of the semester compared to IDI scores at the beginning of the semester (Tupy, McNabb & Leidell, 2012).

With interactive, experiential assignment to a cultural partnership, students showed statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (Sandell & Tupy, 2012).

There were no statistically significant differences between scores received by students according to their gender, age, academic major, academic classification (Tupy, McNabb, & Leidell, 2012) or personality temperament type (Akyeampong & Onadipe, 2014).

Akyeampong, Kwame Opoku and Onadipe, Olufolajimi. (2014). “The relationship between temperament and changes in cultural competency among undergraduate students,” presented at the 2013 MSU Undergraduate Research Symposium, Mankato, MN and at the 2014 National Conference on Undergraduate Research, Lexington, KY. The study examined the relationship between Temperament Type and changes in Cultural Competency among a group of university undergraduate students. For this study, Temperament Type (Keirse, 1998) was considered to be a set of observable personality traits, e.g., communication, habits, behavior patterns, values, attitudes, talents, etc. Cultural Competency, according to Hammer and Bennett (2010), was defined as “the capability to accurately understand and adapt behavior to cultural difference and commonality.” The study responded to this research question: To what extent does Temperament Type affect changes in the Cultural Competency of undergraduates? Data was collected using two computer-based, online inventories. First 50 undergraduate students completed the 70-question Keirse Temperament Sorter – II (KTS-II) to categorize their personality type. These types are based on four categories of personality: (a) introvert – extrovert; (b) intuitive – sensory; (c) feeling – thinking; and (d) judging – perceiving. Second, students completed the Intercultural Development Inventory (IDI), developed by Hammer and Bennett (1998, 2001.) The IDI had 50 Likert-type items that were answered in 20 to 30 minutes. The IDI was based on Bennett’s Developmental Model of Intercultural Sensitivity (1986), which

identified five orientations toward cultural differences: denial, polarization, minimization, acceptance, and adaptation. Data was collected at the beginning and at the conclusion of the 16-week course, in order to measure changes in Cultural Competency that occurred possibly as a result of the course experiences. Statistically significant changes occurred in cultural competence of undergraduates as a result of the human relations course. Results indicated that temperament does not affect the change in cultural competence of undergraduates.

Lieske, Sarah; Leidall, Sadie; and Munkvold, Philip. (2014). "What constitutes a welcoming community? Mankato leaders go beyond the 'Welcome Wagon' for new immigrants," presented at the 2014 MSU Undergraduate Research Symposium, Mankato, MN and at the 2014 National Conference on Undergraduate Research, Lexington, KY. The purpose of this study was to understand how leaders responded to the community's increasing diversity. According to previous research, "adults in the state demonstrate both marked support for programs and policies supporting immigrants and refugees, and considerable xenophobia" (Fennelly, 2006). Of all the states receiving new immigrants, Minnesota has the greatest diversity (Somali, Hmong, Sudanese, Hispanic, Russian, South Asian) (Brower, 2013). Fennelly & Federico (2008) also found that rural residents hold more negative attitudes toward immigrants. Intergroup contact theory and acculturation studies address these issues. The study responded to these research questions: How do leaders conceptualize the ideas of diversity and welcoming? What are the leaders' goals for creating a community that welcomes non-European Americans? How do the leaders operationalize their concepts of diversity and welcoming? Acculturation, intergroup contact theory, and the Minnesota context form the foundation of the research project. Ten to twelve community leaders (key actors) were purposefully selected from the education, non-profit, business, and government sectors (such as city administrators, school principals). Interviews took place to elicit information about what leaders think diversity and welcoming mean; their goals for a welcoming community; and how leaders implement those goals. Interviews were transcribed, coded, and analyzed using software to identify themes and trends. Outcomes of the study may be used by leaders to identify the community's strengths and weaknesses.

Lohrenz, Elizabeth and Pestereva, Olga. (2013). "Comparison of inter-cultural competency between American and Russian undergraduate students," presented at the 2013 MSU Undergraduate Research Symposium, Mankato, MN, at the 2013 MN Conference of Undergraduate Scholarly and Creative Activity, at the 2013 National Conference on Undergraduate Research, LaCrosse, WI, and at the 2014 MN Undergraduate Scholars Posters at St. Paul. The purpose of this study was to compare the American undergraduate students' cultural competency to that of Russian university students. The analysis of the cultural competency of Russian students acted as a comparison variable in the continued research of cultural competency in the classroom among American undergraduate university students. This research was based on the Developmental Model of Intercultural Sensitivity, developed by Bennett (1986). The DMIS described six stages of cultural competence: (a) Denial or Unaware; (b) Polarization or Defense; (c) Minimization; (d) Acceptance; (e) Adaptation; and (f) Integration. Based on the DMIS, Hammer and Bennett (1998, 2001) developed the Intercultural Development Inventory (IDI). Subjects for this study included 26 persons, 18 to 30 years old, who were enrolled in the North-Eastern State University, Magadan, and 26 persons, 18 to 30

years old, who were enrolled in Minnesota State University, Mankato. This study assessed cultural competency with the IDI (Hammer & Bennett, 1998, 2001). The IDI consisted of fifty, Likert-type items that can be answered in 20 to 30 minutes. All students completed the IDI on-line in their first language. The investigators used the group mean scores on developmental scales to evaluate whether any significant indicators of change were observed in these areas of intercultural development. Results indicated statistically significant differences in orientation to cultural diversity between Russian and American undergraduate students. The foundational components for intercultural competence development included: Attitudes, Knowledge, Skills, and Behaviors. Scholarly research suggests that intercultural competency is primarily developed through: Effective intercultural training and education in addition to repeated and intentional exposure to culturally diverse others where the core components of intercultural competency can be practiced and developed. Contributing factors to the differences between American and Russian university students may be attributed to the implementation or absence of effective educational pedagogy that supports a curriculum of intercultural competence development; varying levels of continuous and intentional exposure to culturally diverse others; and differences in an overall willingness to develop one's individual intercultural competence between Russian and American university students. American students were in the level Minimization, which was significantly higher than that of the Russian students, which were in the level of Polarization.

Koenig, Erika and Lohrenz, Elizabeth. (2012). "Impact of a cultural partnership on cultural disengagement of undergraduate students," presented at the 2012 Undergraduate Research Symposium at Minnesota State University, Mankato. This study compared changes in the Cultural Disengagement of undergraduate students in a course, Human Relations in a Multicultural Society. The hypothesis for this study was that the intentional, cross-cultural experiences in which the students participated in the course would have an impact on the Cultural Disengagement of each student. A convenience sample of 85 students registered for 4 sections during fall 2011. Research subjects represented students in academic majors such elementary education, social work, and journalism. The course design provided for intercultural partnerships with individuals from diverse populations outside the classroom and for reflection on such interactions. Each student completed (1) minimum of 18 hours service learning at an agency with persons of a culture different than that of the students, (2) a minimum of 9 hours of cultural partnership with a person of a culture different than that of the students, and (3) several self-reflection papers about temperament and course experiences. The Intercultural Development Inventory (IDI) (Hammer and Bennett, 1998 and 2001) was used as a measure of Cultural Disengagement. The IDI was completed by subjects at the beginning and at the conclusion of the semester. The two researchers coded two reflection papers (the qualitative data) according to subjects' expressions of engagement or disengagement with their own cultures of each student among three levels: Unresolved, Resolutions, and Resolved. Researchers compared their own scores of the papers to determine inter-rater reliability and also compared their scores of the papers with the subjects' scores on the IDI. Based on their analysis of the reflection papers, investigators determined that the majority of students who were disengaged with their own cultures at the beginning of the semester became engaged with their own cultures by the end of the semester, as shown by their IDI scores at the end of the semester. Students who were resolved in their own cultures at the start of the semester remained resolved throughout the Human Relations course.

Leidall, Sadie and Lieske, Sarah. (2012). "Qualitative analysis of the impact of a cultural partnership on the cultural orientation of undergraduates," presented at the 2012 Undergraduate Research Symposium at Minnesota State University, Mankato. This study compared changes in the Cultural Orientation of four groups of undergraduate students in a course, Human Relations in a Multicultural Society. The hypothesis for this study was that the intentional, cross-cultural experiences the students experienced in the course did have an impact on the Cultural Orientation of each student. A convenience sample of 85 students registered for 4 sections during fall 2011. The course design provided for intercultural partnerships with individuals from diverse populations outside the classroom and for reflection on such interactions. Each student completed (1) minimum of 18 hours service learning at an agency with persons of a culture different than that of the students, (2) a minimum of 9 hours of cultural partnership with a person of a culture different than that of the students, and (3) several self-reflection papers about temperament and course experiences. The Intercultural Development Inventory (IDI) (Hammer and Bennett, 1998 and 2001) was used as a measure of Cultural Orientation. The IDI was completed by subjects at the beginning and at the conclusion of the semester. The two researchers coded two reflection papers according to the five stages of Cultural Orientation described by the IDI. The two researchers compared their own scores of the papers to determine inter-rater reliability and also compared their scores of the papers with the subjects' scores on the IDI. The investigators' analysis showed that the cultural orientation described in 62% of the student reflection papers did correspond to the student writers' cultural orientation on the IDI. Researchers concluded that the student reflection papers may not be the best indicator of the students' cultural orientation. This may be due to the timing during the semester (for example, the paper was due several weeks before the end of the course) or due to students' expressive writing skills.

Maas, Kimberly; Prew, Paul; and Sandell, Elizabeth. (2012). "Survival in Soviet gulags: a secondary analysis," *The Global Studies Journal*, 5(3), 111 – 120. Presented at the 2012 Fifth International Global Studies Conference, Moscow, RU. One of the most common book series on the subject of Soviet Gulags is Evgenia Ginzburg's "Journey into the Whirlwind" and "Within the Whirlwind." This paper used secondary analysis from anthology works with stories similar to Ginzburg's in combination with the works of several other authors such as Anne Applebaum (2011) and Geith and Jolluck (2011). It also examined extensively Raphaël Lemkin's definition of genocide and how it fits to what happened in the Soviet gulags. Researchers also explored details and lives of the Repressed through a series of ethnographic interviews. The research clarified some of the social psychological and life experiences faced in the gulags and what coping mechanisms they used to survive them.

McNabb, Camille and Tupy, Samantha. (2011). "Change in cultural competency among students during an intentional human relations course," *Journal of Undergraduate Research at Minnesota State University, Mankato: Vol. 11, Article 7.* This study measured changes in the intercultural competency of undergraduate students in a course, Human Relations in a Multicultural Society. The study included 70 undergraduate students between 18 and 35 years old who voluntarily enrolled in the course and represented students in academic majors such elementary education, sports management, social work, mass communications, journalism, and pre- professional studies (e.g., mortuary science, veterinary medicine, therapy). The

theoretical basis of the study was the Developmental Model of Intercultural Sensitivity (DMIS). For this study, the Intercultural Development Inventory (IDI), as a measure of cultural competency, was completed by subjects at the beginning of the semester and at the conclusion of the semester. Data was analyzed to identify the cultural orientation of each student among five stages of the DMIS: Denial, Defense, Minimization, Acceptance, and Adaptation. According to the baseline assessments, most of the undergraduates began the semesters in ethnocentric cultural orientations of Denial, Polarization, and low Minimization. Students also began the semesters with low levels of Cultural Disengagement, meaning that they felt some lack of involvement in core aspects of being members of a cultural community. Statistical analysis showed no significant difference between the means when comparing the Developmental Orientation of the pre-instruction group and the post-instruction group for students in the course during Fall 2010 and Spring 2011. However, students in the course during Fall 2011 (with curriculum revisions, including a cultural partnership assignment) had statistically significant higher post-instruction mean Developmental Orientation scores than pre-instruction mean scores. The instructional revisions appear to have helped students improve their cultural competency as measured by their Developmental Orientation scores.