



Culturally-Informed Coaching

Bridging Identity to Academic & Career Success

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Objectives

- Discuss aspects of identity and how they may impact advising and career relationships with students.
- Demonstrate ability to broach conversations around identity as relevant to advising and career exploration.
- Begin integrating cultural understanding into your overall philosophy and model of working with students.

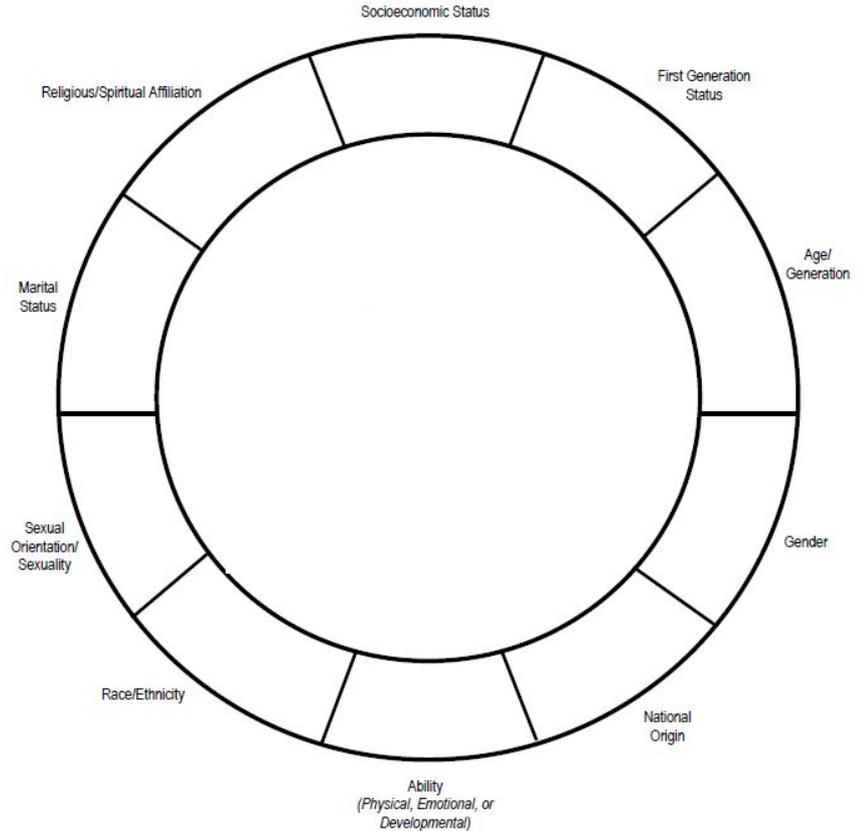


Identity Wheel



CULTURAL Identity
is the holistic combination of **national, political, cultural, religious, and family factors** which shape up one's identity.

Buzzle.com



Rationale

UTK: “...Respecting the contributions and strengths of each individual is integral to teamwork and to fostering a culture of inclusive excellence.”

NACADA: “Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity.” (NACADA Strategic Goals)

NACE: “...embraces and derives value from the variety of views that diverse organizations and individuals bring to a task at hand, and creates a supportive learning environment to foster open communication of diverse perspectives and realities”

“Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions...” (Global/Intercultural Fluency)

UTK Stats

- 28,894 Total Population (22,815 Undergraduates)¹
- 83% TN Residents³
- 13% of graduate/professional students are international (China, India, Iran)²
- ~24% are non-white (includes 2 races or more)¹
- 51% of all students identify as female
- 24% of all students identify as First-Generation



Office of Institutional Research & Assessment:

¹ Headcount Enrollment By Full-Time/Part-Time, Level, Gender, and Race/Ethnicity - Fall 2018)

² 5 Year Trend of Undergraduate Headcount Enrollment By Race/Ethnicity (Excludes Nonresident Aliens)

³ Top 10 Enrollment Feeders By Tennessee County, State, and Country - Fall 2018

UTK Fact Book 2018-2019

Barriers

- Can be individual, departmental, institutional, or systemic
- Idea of culture as backpack of items
- Harassment or discrimination
- Diversity of staff
- Physical environment (i.e. lack of symbols of awareness)
- Microaggressions
 - e.g. “I don’t know how to say their name,” “You must be really like math” (to Asian student), “Do you want to play professional sports” (to athlete)
 - About perception not intent

Developmental Implications

- Moving from constructing identity to forming relationships (Erikson)
- Learning to navigate and cope with transitions (Schlossberg)
- Developing career goals and committing to personal interests/activities is part of identity formation (Chickering)
- Higher ed professionals are key influences on student development
- Important to challenge and support students as appropriate

Considerations of Cultural Impacts

- Systemic oppression
- Presence in the media
- Family influence
- Prior experience
- Political environment

All of these considerations can influence how one perceives, internalizes, and discusses their experience of oppression along various identity lines

Mental Health Implications

- Increased anxiety
- Low self-efficacy/esteem
- Identity development
- Limited sense of community
- Cultural stigma
- ***Academic distress***
- ***Retention & Graduation***

(Nadal, Wong, Griffin, Davidoff, & Sriken, 2014)

Model for Culturally-Informed Coaching



Before You Start...

- Explore prior knowledge of student background
 - What are any gaps in my knowledge about this student's context?
 - What is pertinent information I can gather ahead of time or ask during the appointment?
- What are my initial goals and intentions?
- What identities may encourage or hinder building rapport with the student?
 - What are my strengths and areas of challenge around this consideration?
 - Monitor and evaluate your progress throughout

Step 1: Establish a Relationship

- Build mutual rapport and trust through understanding identities at play (both advisor and student)
- Incorporate knowledge or connection points
- Set foundation for holistic experience
 - Academically, socially, culturally, and professionally

Ask yourself: Based on this student's cultural context, what will be my approach to build trust?



Step 2: Identify Concerns & Relevance to Career

- Explore what brings student into the appointment
- Consider the student's cultural context and your reactions to it
- How might the student's information be conflicting with their cultural context?

Ask yourself: What concerns am I willing and able to address and which ones am I not?



Step 3: Consider Cultural Impact on Issues

- Identify cultural variables that may impact issues or decision-making
- Inquire about other cultural variables at play

Ask yourself: What cultural variables need additional “visibility” (if any)?



Step 4: Co-construct Goals with Student

- Utilize trust and rapport to establish framework for action
- Determine if goals are appropriate for students presenting issues and cultural context

Ask yourself: Are there some gaps in my knowledge about what might be appropriate goals?



Step 5: Implement Interventions

- Match interventions to co-constructed goals
- Discuss choices with student and ask for feedback
- If unable to complete in appointment session, consider how you will refer or follow up

Ask yourself: Do my interventions take into consideration my student's cultural context?



Step 6: Evaluate Impact on Decision-Making

- Finalize goals and outline an action plan
- Create a timeline for meeting goals
- Determine what outside resources are needed
 - How are these resources introduced to the student?
- This step may continue outside of an appointment

Ask yourself: What were the outcomes or consequences of my intervention(s)?



Step 7: Re-evaluate Action Plan

- Follow up with student about progress
- Discuss with student about any potential new cultural variables or context that may have shifted
- Troubleshoot any roadblock or barriers

Ask yourself: What issues were not addressed during my time with this student?



Case Study: Instructions

- Pair up with 3-4 team members
- Read through the case study
- Discuss the questions
- Come back to larger group for processing

Case Study #1

Jim Chung is a second semester sophomore with a declared major in Psychology. He is enjoying his major but he is receiving negative pressure from his Malaysian family members. Due to the culture the family would like for Jim to pursue a career in science, math, or technology. As his Academic Advisor, Jim meets with you to talk. Jim is overwhelmed with emotions, he is excelling in his major but does not want to disappoint his family since he is the first in his family and oldest male to go to college.

Please answer the questions using the model:

- What step would you use first with Jim?
- Are there campus resources or courses you might suggest?
- What questions might you ask him to learn more? How would you ask those?
- What other information about Jim might be helpful to know?
- When would you refer him to the Center for Career Development?

Case Study #2

As a Academic Advisor at a four-year private religious institution, you hold certain values to higher standards. One of your advisees, Dianne who identifies with the LGBTQ+ community and is a junior majoring in Social Work comes to talk to you about taking a internship in the Caribbeans. You know this company well, and you know this island does not accept this community. However, Dianne is super excited about this internship.

Please answer the questions using the model:

- What step would you use first with Dianne?
- Are there campus resources or courses you might suggest?
- What questions might you ask her to learn more? How would you ask those?
- What other information about Dianne might be helpful to know?
- When would you refer Dianne to the Center for Career Development?

Take-A-Ways

- Start applying what you've learned today
- Avoid assumptions about student's concerns or career plans (even if it's "positive")
- Attend cultural events on campus
- Consider ways you can demonstrate awareness and inclusivity (e.g. quotes, pictures, terminology, participation, etc)
- Be gracious with yourself
- Ask for help!

