

WURST, KATHERINE M., Ed.D. An Exploration of Cross-cultural Interactions Among Collegiate Sport Coaches and International Student-athletes. (2018)
Directed by Dr. Diane L. Gill. 51 pp.

The purpose of the project was to understand collegiate sport coaches' engagement in cross-cultural interactions with international student-athletes (ISAs). Horn's working model of coaching effectiveness (2008) identifies cultural context as an antecedent that shapes values, expectancies, and behaviors exhibited by sport coaches. Sue's multicultural competencies model (MCC) (1982, 1992) emphasizes the importance of awareness, knowledge, and skills used to enhance cross-cultural relationships in all service fields. Surveys and semi-structured interviews were used to gain a deeper understanding of cross-cultural interactions among coaches and ISAs. Results indicated that collegiate sport coaches rate their ability to interact with athletes of low socio-economic status as higher than other cultural groups, and feel most limited in their ability to serve transgender athletes. In terms of coach interactions with ISAs, about one-third reported limited competence when interacting with student-athletes that are recent immigrants, and/or use English as their second language. A majority express agreement on cultural competence being an essential component of sport coaching, but disagree somewhat on whether it should be included in coach certifications. Interviews with coaches reinforced these findings, and offered suggestions for how to integrate cultural competence into coach training and education.

AN EXPLORATION OF CROSS-CULTURAL INTERACTIONS
AMONG COLLEGIATE SPORT COACHES AND
INTERNATIONAL STUDENT-ATHLETES

by

Katherine M. Wurst

A Dissertation Submitted to
the Faculty of The Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
2018

Approved by

Committee Chair

© 2018 Katherine M. Wurst

APPROVAL PAGE

This dissertation written by Katherine M. Wurst has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

Committee Chair _____

Committee Members _____

Date of Acceptance by Committee

Date of Final Oral Examination

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
CHAPTER	
I. PROJECT OVERVIEW	1
Introduction.....	1
Literature Review.....	2
Purpose of Study.....	4
Methodology.....	5
Results.....	10
Discussion.....	19
II. DISSEMINATION	22
Overview of Research Project	22
Relevant Literature.....	23
Findings.....	25
Recommendations.....	26
III. ACTION PLAN	28
Information Sharing	29
Departmental Collaboration.....	31
Future Directions	32
REFERENCES	33
APPENDIX A. INFORMED CONSENT FORM	38
APPENDIX B. COLLEGIATE COACHES DEMOGRAPHIC FORM.....	40
APPENDIX C. MULTICULTURAL SKILLS SURVEY.....	41
APPENDIX D. SPORT COACHING CULTURAL COMPETENCE QUESTIONNAIRE	43
APPENDIX E. INTERVIEW GUIDE.....	44

APPENDIX F. SPORT COACH QUOTES45

LIST OF TABLES

	Page
Table 1a. Multicultural Skills Survey Questions	11
Table 1b. Multicultural Skills Survey Responses	12
Table 2a. Sport Coaching Cultural Competence Questionnaire Items	12
Table 2b. Sport Coaching Cultural Competence Questionnaire Responses	13
Table 3. Interview Categories and Themes.....	14
Table 4. Cultural Competence in Sport Coaching Learning Experiences	26

CHAPTER I

PROJECT OVERVIEW

Introduction

Sport coaches are tasked with developing effective interactions with an increasingly diverse array of student-athletes. As pressures and expectations within athletic competition rise, collegiate sport coaches are in constant search of a competitive edge, which often leads into international student-athlete (ISA) recruitment and retention (Ridinger & Pastor, 2001). In order for coaches to engage in positive cross-cultural interactions with ISAs, it is critical to acknowledge that athlete achievement-goal perspectives are influenced by variations in sociocultural background (Li & Lee, 2004). Horn's model of coaching effectiveness (2008) identifies sociocultural context as a direct antecedent to coach and athlete behaviors. Unfortunately, there is a lack of research available to guide the development of learning opportunities and resources designed for sport coaches to integrate cultural competence into their applied practices (Burden & Lambie, 2011). As diversity continues to increase within college athletics, it is critical to conduct research where cross-cultural interactions among coaches and ISAs are prevalent to understand how to engage in inclusive and effective sport coaching practices.

Literature Review

Research on coaching effectiveness emphasizes understanding how coaches influence the performance, behavior, and overall well-being of athletes. According to Horn (2008), sport coaches' expectancies, values, beliefs, and goals are shaped by sociocultural context. Côté and Gilbert (2009) proposed that coaching effectiveness is identified by consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts. Understanding behaviors in diverse settings is facilitated by using an established model for developing effective cross-cultural interactions. Sue and colleagues model of multicultural competence (1982, 1992, 2003) establishes three cross-cultural competencies including awareness, knowledge, and skills. Acknowledging personal belief systems, working to understand diverse worldviews, and practicing cultural sensitivity, open-mindedness, and other relevant behaviors are critical foundations for competent professional service (Sue, 1992; Pope-Davis & Coleman, 1997). Cultural competence refers to the ability to understand and integrate differences, while working effectively in cross-cultural situations (Yan & Fitzpatrick, 2016). Horn's model (2008) establishes cultural context as an antecedent determining sport coaching behaviors, therefore cultural competence is a critical component of effective sport coaching.

Research focused on cross-cultural interactions in athletic settings is scarce, and is not keeping pace with the diversification of collegiate athletics (Popp et al., 2010).

Content analysis of prominent sport psychology journals found that authors in only 11.5% of the articles identified participants' cultural backgrounds, and only 1.5% examined cultural background as a main component of their theoretical framework (Ram et al., 2004). As increasing globalization continues to be a major component of modern society, the number of student-athletes moving across national and cultural borders to pursue both life and sport aspirations will continue to rise (Ryba et al., 2013).

Geographic mobility is a critical component of career advancement for ISAs, which brings about questions of identity, and challenges related to sociocultural context (Blodgett & Schinke, 2015; Carter, 2011; Maguire & Falcous, 2010). Lee and Rotella (1991) examined cultural generalizations in the context of athletic participation, and found that although some athletes may act in accordance with one or more cultural generalizations, they also apply their own unique worldviews. Blodgett and Schinke (2015) explored the cultural transitions of aboriginal hockey players who relocated into Euro-Canadian cultural contexts to pursue dual careers as students and athletes. Their stories revealed the existence of cultural tensions due to a sense of loss of belonging within the aboriginal community, negative stereotypes about not being able to “make it,” and the need to give back to their original communities.

Schinke and Gannon (2014) also found that cross-cultural interactions can be viewed through a specific focus on the athletes themselves, or shared among sport coaches. This creates an opportunity for coaches to engage in dialogue focused on cultural understanding (Popp et al., 2009; Schinke & McGannon, 2013). As individuals renegotiate their athletic identities from what they know to be their own cultural values

and experiences, opportunities to increase respect and inclusion also arise (Schinke et al., 2012; McGannon & Johnson, 2009). Sport coach and ISA athletic careers are constantly unfolding within the context of cultural transition, and progressive research is vital to understanding how to increase sport coaching effectiveness.

Purpose of Study

With the globalization of sport and society, collegiate athletic programs are discovering a consistent increase in the number of participants from a variety of cultural backgrounds (Maguire, 1999). Coaches who are unaware of what these changes represent have the potential to inadvertently overlook how cultural identity may impact their ability to interact with ISAs in an effective manner (Coakley, 2009). It is critical for coaches to avoid culturally insensitive interactions, continuously work to discover best practices through the specific lens of culture, and share what works best with other coaches and athletes (Burden & Lambie, 2011). Collegiate athletic departments regularly cite diversity and inclusion as a core component of their values, yet often there is a lack of learning opportunities for coaches to develop awareness, knowledge, and skills to appropriately manage cross-cultural coach and athlete interactions. Further research is needed to understand cross-cultural interactions among collegiate sport coaches and international student-athletes to encourage effective sport coaching practices. This research project stands to increase knowledge regarding sport coaches' interactions with ISAs in the interest of capturing effective coaching behaviors.

The purpose of this research project was to understand collegiate sport coaches' engagement in cross-cultural interactions with ISAs. The primary aim of this project was to gather coaches' views on their experiences of cross-cultural interactions with ISAs based on their own practical coaching experiences. The following research questions created a framework for this study including: How do collegiate sport coaches engage in cross-cultural interactions with ISAs? What coaching behaviors do coaches use when interacting with ISAs? This research stands to assist collegiate coaches in understanding cross-cultural interactions in an ever-changing athletic environment.

Methodology

A mixed methods approach is commonly used when seeking to understand a range of experiences (Marshall & Rossman, 2011). Interaction between coaches and athletes highlight many interpersonal experiences, and this research methodology was aimed at specifically understanding cross-cultural interactions within the context of collegiate athletics. Collegiate athletic coaches were asked to participate in this study to discover how coaches engage in cross-cultural interactions with international student-athletes. Participants were varied in gender identification, held head and assistant coach roles, and were actively engaged in collegiate sport coaching of a variety of team and individual sports. Miles and Huberman (1994) describe the value of establishing the setting (university), the subjects (sport coaches), the events (surveys/interviews), and the process (sport coaching practices) as the critical elements of a successful inquiry process. This university features a significant enrollment of ISAs from nations like Paraguay,

Spain, Australia, and Serbia, making it an ideal setting for data collection. Following approval from the university's institutional review board, sport coaches were recruited to complete surveys, and participate in audio recorded semi-structured interviews to enrich the project.

As a sport coach and coach educator, I have experienced extensive interactions with sport coaches and ISAs through immersion experiences in Europe and Asia. My previous scholarly work focused on examining the personal characteristic antecedent of Horn's working model (2008), which led to a further interest in cultural context. As I am a current sport coach at the university, familiarity was established, and the project was received as a professional development opportunity. Interviews were conducted in private locations in the interest of reducing bias due to professional relationships (Huberman & Miles, 2002). The research design afforded coaches the opportunity to freely express their experiences of sport coaching with regards to cross-cultural interactions.

Survey Measures

The initial data collection process involved completion of a survey packet including an informed consent form (Appendix A), a demographics form (Appendix B), an adapted version of the Multicultural Awareness-Knowledge-Skills (MAKSS) Survey (MSS - Appendix C) (D'Andréa, Daniels & Heck, 1991; D'Andréa, Daniels & Heck, 1993; D'Andrea, Daniels, & Noonan, 2003), and a cultural competence questionnaire (Appendix D) adapted to cater to sport coaches. Each measure used within this study was

adapted from previous scholarly work aimed at identifying perceived cultural competence among challenge course facilitators, who work in professional atmospheres similar to those of sport coaches (Lange, 2011). The original MAKSS is grounded in the Multicultural Counseling Competence framework, and was designed to measure cultural awareness, knowledge, and skills (Sue et al., 1982; Sue, 1992). This adapted Multicultural Skills Survey (MSS) measures perceived skill level of sport coaches interacting with different cultural groups via 14 items featuring four possible answers of Likert-type ratings including “Very Limited” (1), “Limited” (2), “Good” (3) and “Very Good” (4). The original MAKSS has been used extensively in the counseling, psychology, and social work disciplines, and it has been proven to be a reliable tool for measuring multicultural competence (Pope-Davis et al., 2003). The sport coaching cultural competence questionnaire (SCCCQ) assesses coaches’ perceptions of the importance of cultural competence in sport coaching. It includes six questions with the Likert-type format, but using “Strongly Disagree” (1), “Disagree” (2), “Agree” (3), and “Strongly Disagree” (4) as optional responses. A convenience sampling strategy was applied to recruiting participants to complete surveys due to the scarcity of available free time for collegiate sport coaches engaging in team activities (Marshall & Rossman, 2011).

Interviews

Semi-structured interview questions pertaining to coaches’ cultural competence in their coaching practice, and how to facilitate further learning in this specific context,

were asked of each sport coach, and are included in Appendix E. Each interview lasted no longer than 20 minutes, and sensitizing concepts from the research questions directly informed the research site selection (Marshall & Rossman, 2011). Data collection took place within the private offices or athletic conference rooms specified for coaching staff meetings, which encouraged participants to feel comfortable about sharing their experiences. Creswell (2009) highlights that gathering information by talking directly to individuals engaged in the context aligning with the research inquiry is a critical component of sound research. All participants were informed that their interview participation would remain anonymous, and a majority reflected an interest in learning more about how sociocultural context intersects with effective sport coaching.

Data Analysis

A mixed methods approach was used to enrich the survey data provided by sport coaches (Creswell, 2009). All quantitative data were entered into SPSS for descriptive analyses of survey responses including frequency, mean, and standard deviations. Transcription of each recorded interview took place verbatim, and content analysis was used to explore the coaches' responses (Miles & Huberman, 1994). At the start, inductive analysis was performed by reading each interview to identify and code for meaning units (Tesch, 1990). Sensitizing concepts offered a starting point for organizing meaning units based on my personal knowledge and professional experiences with sport coaching and cultural competence in both immersion, and academic environments. Once each transcript had been reviewed for an initial identification of meaning units, a second

reading took place to highlight reoccurring themes found in all coaches' responses. Quotes from all coaches were organized within a chart to assist in identifying the corresponding theme. A third review of all transcripts resulted in establishing higher-order categories based on essential components of Sue's model of multicultural competence (1982, 1992), and Horn's model of coaching effectiveness (2008). Quotes were reorganized to reflect both the themes and categories that emerged from this rigorous review process. A major goal was to explore coaches' responses, and identify critical components of culturally competent behaviors.

Several techniques were used to establish trustworthiness throughout the course of this data collection process (Patton, 2002). As a result of the authors' sport coaching experiences, extra caution was taken to limit researcher bias by using quotes when sharing coaches' recorded experiences. Establishing an interview script with anchoring questions also decreased the probability of leading the subject towards specific responses (Rubin & Rubin, 2012). A pilot interview was also conducted, and reviewed by an experienced qualitative researcher who provided feedback to finalize the interview guide. Creswell and Miller (2000) identify member checking as a procedure to assist with ensuring rigor and usefulness of a qualitative study. Member checks were conducted by granting participants the opportunity to reflect on their responses immediately following the conclusion of each interview in the format of an open-ended discussion. Additions or corrections were made immediately based on coach feedback, and responses to the researcher's additional questions to ensure accurate representation of responses were captured.

As the main researcher is employed as a sport coach engaged in a competitive season, availability of time to meet with a second coder was not a viable option during the data analysis phase. This limitation was addressed by sharing results of the data analysis process with a dissertation advisor, and continuously making corrections based on feedback from this advisor in preparation of submission of finalized documentation. Conducting related research in a timeframe that is out of a competitive athletic season to enable the usage of a second coder is a recommendation for future extensions of this scholarly work.

Results

A total of 30 active sport coaches employed at a university competing in NCAA Division II athletics completed surveys, and four of them participated in semi-structured interviews. Of those 30 respondents, 20 (66.7%) identified as male, and 10 (33.3%) were female, ranging in age from 23 to 57 years old. Regarding race/ethnicity, 21 (70%) of respondents were White/Caucasian, 3 identified as Black/African American (10%), 1 (3.3%) identified as Hispanic/Latino/Spanish Origin, Asian 1 (3.3%), American Indian/Alaskan 1 (3.3%) or other 4 (13.3%). A majority (83.3%) identified as heterosexual, and 16.7% identified as homosexual. As for coaching experience, 66% had 1-10 years of professional experience in collegiate sport coaching, and 33% reported more than 10 years of experience. Thirteen participants recorded 2-5 years of experience as the majority, and only 1 coach indicated more than 20 years of experience. Over half of coaches surveyed (17, 56.7%) reported that they have not participated in a diversity/cultural competence workshop in the course of their careers.

Surveys

Responses for the MSS revealed a high percentage of sport coaches report a high rating of their ability to coach and assess the needs of student-athletes from culturally diverse backgrounds. Collegiate coaches reported their ability to assess the behavioral and learning needs of student-athletes from low socio-economic backgrounds with the highest ratings, and gave the lowest ratings to assessing the behavioral and learning needs of transgender student-athletes. Coaches were not very confident in dealing with ISAs, as about one-third reported limited competence when interacting with student-athletes that are recent immigrants, and/or use English as their second language. A list of questions included in the MSS are listed in Table 1a, and Table 1b features all responses in the form of descriptive statistics.

Table 1a. Multicultural Skills Survey Questions.

- Q1. How would you rate your ability to coach student-athletes from a cultural background significantly different than your own?
- Q2. How would you rate your ability to effectively assess the needs of student-athletes from a cultural background different from your own?
- Q3. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by student-athletes?
- Q4. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?
- Q5. In general, how would you rate your ability to accurately articulate a student-athlete's behavioral problem when that individual is from a cultural group significantly different than your own?
- Q6. How would you rate your ability to effectively consult with another professional concerning the learning and behavioral needs of student-athletes whose cultural background is significantly different from your own?
- Q7. How would you rate your ability to effectively secure information and resources to better serve culturally different student-athletes?
- Q8. How would you rate your ability to accurately assess the behavioral and learning needs of female student-athletes?

- Q9. How would you rate your ability to accurately assess the behavioral and learning needs of male student-athletes?
- Q10. How would you rate your ability to accurately assess the behavioral and learning needs of transgender student-athletes?
- Q11. How would you rate your ability to accurately assess the behavioral and learning needs of student-athletes who identify as non-heterosexual (gay, lesbian, bisexual)?
- Q12. How would you rate your ability to accurately assess behavioral and learning needs of student-athletes from low socio-economic backgrounds?
- Q13. How would you rate your ability to accurately assess the behavioral and educational needs of student-athletes who are recent immigrants to the United States?
- Q14. How would you rate your ability to accurately assess the behavioral and educational needs of student-athletes where English is their second language?

Table 1b. Multicultural Skills Survey Responses.

Multicultural Skill Survey Responses: Frequencies & Descriptive Statistics

	Very Limited (1)	Limited (2)	Good (3)	Very Good (4)	Mean	S.D.
Q1	0 (0.0)	2 (6.7)	13 (43.3)	15 (50.0)	3.43	.626
Q2	0 (0.0)	5 (16.7)	18 (60.0)	7 (23.3)	3.06	.639
Q3	0 (0.0)	4 (13.3)	15 (50.0)	11 (36.7)	3.23	.678
Q4	0 (0.0)	3 (10.0)	17 (56.7)	10 (33.3)	3.23	.626
Q5	0 (0.0)	5 (16.7)	17 (56.7)	8 (26.7)	3.10	.661
Q6	0 (0.0)	5 (16.7)	12 (40.0)	13 (43.3)	3.26	.739
Q7	0 (0.0)	9 (30.0)	16 (53.3)	5 (16.7)	2.86	.681
Q8	4 (13.3)	7 (23.3)	13 (43.3)	5 (16.7)	2.65	.936
Q9	0 (0.0)	3 (10.0)	12 (40.0)	15 (50.0)	3.40	.674
Q10	7 (23.3)	19 (63.3)	4 (13.3)	0 (0.0)	1.90	.607
Q11	0 (0.0)	8 (26.7)	16 (53.5)	6 (20.0)	2.93	.691
Q12	0 (0.0)	0 (0.0)	11 (36.7)	19 (63.3)	3.63	.491
Q13	1 (3.3)	10 (33.3)	11 (36.7)	7 (23.3)	2.63	.850
Q14	1 (3.3)	10 (33.3)	11 (36.7)	7 (23.3)	2.82	.848

of respondents (% of respondents), Total = 28 (93.3), Missing = 2 (6.6)

The sport coaching cultural competence questionnaire (SCCCQ) asked whether coaches felt cultural competence was essential in their coaching practice, and whether they felt cultural competence improved interactions with ISAs. Other items asked about

placement of cultural competence in sport coaching learning activities. A list of questions, and descriptive statistics of responses are recorded in Table 2a and 2b.

Table 2a. Sport Coaching Cultural Competence Questionnaire Items.

1. Cultural competence is essential in my sport coaching practice.
2. Cultural competence is essential in all sport coaching practice
3. Cultural competence improves interactions with student-athletes in sport coaching practice.
4. Cultural competency trainings/workshops would improve sport coaching practice.
5. All sport coaches should have training/education in cultural competence.
6. Cultural competence should be a part of all sport coaching certifications.

Table 2b. Sport Coaching Cultural Competence Questionnaire Responses.

Sport Coaching Cultural Competence Questionnaire Responses: Frequencies & Descriptive Statistics

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean	S.D.
1	0 (0.0)	1 (3.3)	9 (30.0)	20 (66.7)	3.63	.556
2	0 (0.0)	1 (3.3)	9 (30.0)	20 (66.7)	3.63	.556
3	0 (0.0)	0 (0.0)	7 (23.3)	23 (76.7)	3.76	.430
4	0 (0.0)	1 (3.3)	12 (40.0)	17 (56.7)	3.53	.571
5	0 (0.0)	1 (3.3)	13 (43.3)	16 (53.3)	3.50	.572
6	0 (0.0)	4 (13.3)	14 (46.7)	12 (40.0)	3.26	.691

of respondents (% of respondents), Total = 30 (100.0), Missing = 0 (0.0)

Nearly all coaches surveyed responded that they agree that cultural competence is vital to sport coaching practice, and that it improves interactions with all SAs. A majority of coaches ‘agree’ (12) or ‘strongly agree’ (17) that cultural competency trainings and/or workshops would improve sport coaching practices, and that all sport coaches should have training in cultural competence. However, most coaches only ‘agree’ (14), and four ‘disagree’ that cultural competence should be included in coach certifications.

Interviews

Over 50 minutes of interview material were analyzed, with results of analysis producing four emerging categories, and eight second-level themes that accurately describe the recorded interactive experiences with coaching ISAs. Categories and themes were established by theory-generated understanding derived from the literature review of both sport coaching effectiveness, and cultural competence (Marshall & Rossman, 2011). This included referencing several studies found in the previous literature review which focused on components of Horn's working model of coaching effectiveness (2008), and Sue's multicultural competencies model (1982, 1992). Table 3 offers a summary of the categories and themes generated from this analytical process. Appendix F includes all quotes from each of the four coaches interviewed, representing both team and individual sports, with each segment coded under one of eight distinctive themes, and organized under a higher-order category used to describe the shared information describing interactions between sport coaches and ISAs.

Table 3. Interview Categories and Themes.

Semi-structured Interviews with Sport Coaches: Categories and Themes

Categories	Themes
Cultural Integration	Adjustment Cultural Knowledge
Coach Communication	Interpretation Instructional Style
Competition	Athlete Ability Athlete Personal Characteristics
Coach-athlete Expectations	Cultural Awareness Stereotyped Beliefs

Quotes from each coach (R, V, S, G) have been included to offer examples of the categories embedded in the responses, and to offer insight into sport coaches' perceptions and behaviors, as well as suggestions for increasing cultural competence among sport coaches.

Cultural Integration. Sport coaches described a process of helping ISAs feel welcome by working to gain cultural knowledge through several different learning methods and resources. Duchesne and colleagues (2011) interviewed college soccer coaches who expressed the need to adapt to the special needs of ISAs to assist in managing homesickness, and other cultural adjustment issues. Several quotes described this process of making adjustments, and gaining cultural knowledge through their coaching practice:

Yeah, with me, and now that I'm East Coast there's a whole new ballgame out here, so it's getting to learn more people, or trust more people and figure out what I can and can't do here, and what's going to work. (Coach G)

Observing them and then trying to fit into their world. Adjusting to what works best for them. (Coach R)

Gaining cultural knowledge was the second theme falling under cultural integration where coaches described engaging in learning processes, and also shared what they felt was ineffective at increasing cross-cultural coaching effectiveness.

More activities...a lot more activities, like team building, or doing something to where you can learn about their culture, at the same time that they learn about our culture, just making that effort, you know. (Coach R)

Ask around, I mean I would reach out to other...my college coach was from Spain, and so I learned a lot just from European countries, and he actually took us there for a training trip my senior year so we learned a lot about their culture, but anyways with European countries I would just ask him...or you know, go to your resources...there's always international coaches too. (Coach S)

Well, the survey talked about training and I'll be honest, I find trainings that we get, whether if it's in terms of modules in a variety of issues, whether title nine training, diversity training, I don't find those very effective. That may just be me. I think the greatest teacher is unfortunately experience. And so, once you have one student athlete from a different culture or different country, it does make it easier the next time, and I think there are carry overs even though the cultures are very different. (Coach V)

Coach Communication. Talking with athletes, asking questions, and *interpretation* of conversations and behaviors were referenced throughout the interviews as areas to attend to in the interest of promoting positive cross-cultural interactions.

The worst I guess, of the three some years I have been coaching, I guess it's more of how they interpret what you're saying compared to how they think you're saying it or what they hear so, I think that's where the worst part comes in, I mean not that it's a worst part but, they see something or hear something differently than how you think it or play it out to be. (Coach G)

I mean, I think it's having an understanding of where they are coming from, and like not just judging by their actions, like actually getting to know them, and if you sit and talk to them. If you think like, I don't know, somethings a little bit odd about what they're doing, and you just actually ask them, instead of judging them and telling them to do it this way. (Coach S)

Coaches also discussed realizing that certain *instructional styles* may inspire more challenging interactions, and referenced the process of learning to adjust their behaviors, which in turn, made an impact on their overall coaching process.

The bad experience is communicating to them, and then reacting to, like I said, the American coaching style, because they're not always used to someone yelling at them like we do here in America. (Coach R)

Competition. Coaches shared how ISAs increase the team's level of competitiveness due to their athletic ability, and they improve on the drive to achieve athletic success of the team as a whole.

I mean they tend to be pretty good, so the best experience is that you bring in a very driven athlete that has played at a high-level for their respective national teams. Generally, on the junior level. So they played at a high level, they help you win. Which is certainly kind of what it's all about in one sense. (Coach V)

I mean it's kind of a good thing to for them though because they know how to prep themselves mentally, and they know how to take care of themselves in order to perform at a high level. (Coach S)

References to athlete personal characteristics provided insight into coach perceptions of ISAs behaviors.

The best experience is that they are kind of more disciplined than American kids, just because of their culture that they have lived, you know that they have been around. It feels that when you get them, they have like a little bit more responsibility than kids have here in America. They respect authority a lot better. (Coach R)

Coach-athlete Expectancies. Several examples of *stereotyped beliefs* from coaches were present, which shaped their views of ISAs in areas such as organization, team cohesion, and timeliness.

This is where I think stereotypes come in useful...I know you are recording this, so I don't want this to come off in the wrong way...in my experience, the student athletes, from say the Northern European countries, from say Australia, it really comes down to our concept of being on time is very different, then say, my Italians. And so, my student-athlete from Belgium was one of the most straight-laced students, and student-athletes you've met. I mean, he was always on time, he was always up early, his life was organized, he was orderly. My Australians, they lived up to their stereotype, they had a good time, in some sense. But again, they had that kind of shared, almost British culture, so they understood that of time. (Coach V)

I mean I don't...like training wise I think they're great, like that experience is really great, but I think team oriented versus on their own they are more on their own, I guess that's, that's what they're used to, that's just what I've picked up on...and you know in all the other countries they are not used to team sports. (Coach S)

In addition, cultural awareness was a common theme, including several examples of intersections between different aspects of cultural identification.

I guess, I mean for me, recruiting is...getting to know the player and who they are, and from what culture they are from. (Coach G)

And that is like your cultural identifiers can be that you come from different backgrounds, so say a student athlete will have grown up in Hong Kong their whole life, but have moved to the U.S., or immigrated, then have two years in country, and then they're not technically an international student, but what is their kind of background and context.? (Coach V)

Coaches' perspectives on values, beliefs, goals and experiences clearly emerge in discussions regarding interactions with ISAs. Utilizing this information to add depth to the survey data increases the knowledge gained from this research project overall to inspire further learning for sport coaches.

Discussion

As the majority of coaches who completed surveys identified as male (66%), coaches' stereotyped beliefs may have contributed to why coaches rated their ability to assess the behavioral and learning needs of female and transgender athletes as the most challenging. Gilbert and Trudel (2004) found that coaches adjust their role frame based on whether they are coaching male or female athletes, indicating that gender-differential expectations may affect coaching decisions and behaviors. Coach-athlete interactions may also vary depending on if athletes fit various feminine or masculine stereotypes (Griffin, 1998). Sport is gendered, and socially charged by race/ethnicity, class, and sexuality in a manner that may influence coach behaviors (Kontos & Breland-Noble, 2002; Gill, 2004). Coaching expectancies influence implementation of various coaching skills, including adjustments in instructional style, or communication as a means of influencing coach-athlete interactions. Horn's (2008) hypothesized link between coaches' attitudes, values, and beliefs, and coaching behaviors is supported by multiple interview responses, such as in this response from Coach R.

It's also learning their style, being observant of what works while you are coaching, because, you know, American coaching is a lot different than coaching other ways. Yeah, that one kid (from Norway), I stopped yelling at him, or stopped using profanity. I would just bring him to the side, and talk to him.
(Coach R)

Schinke and colleagues (2007) examination of elite Aboriginal athletes and their coaches found that effective communication came as a result of showing empathy, care and compassion, and expressing knowledge of the culture. Over a third of sport coaches

indicated in the survey that recent immigrants and student-athletes who use English as a second language inspire less confidence in terms of managing coach-athlete interactions. This finding makes this study unique, and stands to make a significant contribution to an underrepresented area of scholarly work dedicated to coaching effectiveness. One coach described “getting to know the person” as a priority in terms of recruiting, and forging positive relationships, which highlights that special attention must be paid to breaking down barriers due to language, and cultural understanding. Sue’s multicultural competencies model (MCC) (1982, 1992) outlines culturally competent service as a product of increasing knowledge, awareness, and skills when engaging with diverse individuals, which all four coaches described when discussing their positive experiences. Sport coaches cited examples of misinterpretation of behaviors, as well as lack of experience in team settings as challenges. Increasing communication, and adjusting to meet the needs of others to increase effectiveness were outlined as critical steps to increase coaching effectiveness. Sport coaches shared ways to learn about ISAs through planned efforts toward cultural integration, and utilizing various activities to engage in shared cultural experiences.

The purpose of this study was to understand coaches’ engagement in cross-cultural interactions with international student-athletes. As the NCAA continues to feature more international student-athletes each year, the demand will increase for coaches who exhibit culturally competent behaviors (Coakley, 2009). Future studies may look to engage ISAs and coaches in discussions about personal characteristics that are likely to encourage or inhibit positive cross-cultural interactions. Based on these

findings, collegiate coaches should make a concerted effort to learn about different cultural backgrounds, and prepare to make adjustments in communication, and expectancies to meet the needs of ISAs. For athletic departments to properly address the need for inclusive coaching practices, it is recommended to develop cultural competence workshops for sport coaches that encourage interaction with ISAs from a variety of sport backgrounds, to encourage cultural knowledge acquisition, while raising awareness.

CHAPTER II

DISSEMINATION

Completion of a report focused on cross-cultural interactions among sport coaches and ISAs is the focus for dissemination. Previous research studies have sought to examine cultural transitions of international athletes, but far fewer seek feedback from sport coaches regarding the critical role they play in their experiences. Studies indicate there is a lack of focus on cultural issues in sport coaching research, highlighting that a comprehensive report serves as a valuable resource for coaches and athletic departments (Burden & Lambie, 2011; Kamphoff et. al, 2010). Sport coaching effectiveness varies as a result of multiple antecedent factors such as personal characteristics, competitive level, and cultural context, while cultural competence relies on gaining knowledge, awareness, and skills that are appropriate for the specified professional environment (Horn, 2008; Sue & Sue, 2003). The target audience for this report is collegiate sport coaches, and athletic administrators who are in a position to advocate for, and develop training and educational opportunities. The report includes an overview of the research project, relevant literature, analysis of results, and future implications for professional development initiatives.

Overview of Research Project

Cultural diversity among athletes, sports, and training and competition environments is significantly increasing within the United States (Royce et al., 2002;

Harrison et al., 2004; Passmore, 2009; Ryba et al., 2013). American college and university campuses are globally recognized by over 17,000 registered NCAA international student-athletes (ISAs) as premier educational and athletic destinations (Newell, 2015). International students make up 10% of this specific campus population, and a majority of these individuals are student-athletes who trend towards high-level athletic and academic achievement. This research was designed to learn about sport coaches and their interactions with ISAs, as well as their perceptions of cultural competence in the context of sport coaching serves to inform the institution about best practices, and potential areas for professional development. Thirty (n=30) sport coaches consented to complete a multicultural skills survey, and a cultural competence questionnaire. A sample (n=4) of sport coaches were also interviewed to add more feedback on how collegiate sport coaches engage in cross-cultural interactions with ISAs. Results reveal valuable information about sport coaches' applied practices, and suggestions for potential training activities, inviting collaboration from several departments on campus. A brief summary of relevant literature is offered next to provide context on the information gained from this research project.

Relevant Literature

Effective sport coaches are those individuals who learn to work with a diverse array of student-athletes (Horn, 2008). An integrative definition of effective sport coaching is the vigilant application of professional, interpersonal, and intrapersonal knowledge to assist athletes in developing competence, confidence, connection, and

character while serving in leadership positions associated with sport coaching (Côté & Gilbert, 2009). Culturally competent sport coaching involves openness and understanding of differences, and the ability to apply knowledge gained to accommodate the needs of diverse student-athletes (Campinha-Bacote, 2002). Horn's model of coaching effectiveness clearly links cultural context to perceptions, beliefs, and attitudes, which then directly impacts coach and athlete behaviors. Chelladurai's (1978, 1990, 2007) and Smoll and Smith's (1989) models of leadership effectiveness also support that cultural context has an impact on behaviors exhibited by sport coaches. Cross-cultural interactions among ISAs and coaches may involve a broad spectrum of beliefs, values, motivational orientations, and interpretations of specific factors (Schinke & Hanrahan, 2009). Sue and colleagues (1998) identify awareness, knowledge, and skills as critical components of interacting with diverse individuals. Sport coaches who create positive cross-cultural interactions with ISAs gain an advantage in recruiting, building team cohesion, and enhancing athlete performance.

Immersion in a new culture often forces coaches into a role of assisting ISAs in confronting obstacles related to language comprehension, surviving in a foreign environment, and thriving through immersion (Adler, 1975). Blodgett and colleagues (2014) point out that these are critical transitions for athletes and coaches as they inspire questions of identity, and challenges related to unfamiliar environments. Collegiate athletic programs feature diversity and inclusion statements as representations of their values, yet often there is a lack of learning opportunities for coaches to gain an understanding of appropriate behaviors in cross-cultural settings (Burden & Lambie,

2011; Martens et al., 2000). Information shared within this research project offers insight into sport coaches perspectives on cross-cultural interactions, and shares suggestions for developing educational activities to enhance sport coaches' application of cultural competence.

Findings

Surveying and conducting interviews with collegiate sport coaches actively engaging with ISAs provided valuable information on culturally competent coach-athlete interactions. Results from the multicultural skills survey indicate that sport coaches generally rate themselves as possessing good to very good abilities when coaching and assessing the needs of student-athletes from diverse backgrounds. Coaches feel they are good at assessing the learning needs, and interacting with individuals of low socio-economic status. They also report less competence when interacting with specific cultural groups, particularly transgender student-athletes. Coaches also gave relatively low ratings to working with female athletes, perhaps because a majority of coaches surveyed identify as male and work with all male athletes. In terms of ISAs specifically, sport coaches reported student-athletes with recent immigrant status, and/or who use English as their second language to be perceived more of a challenge when engaging in cross-cultural interactions.

Sport coaches' perceptions on cultural competence were captured through survey responses. Sport coaches indicated that cultural competence is critical to improving interactions with ISAs, yet over half indicated that they had not participated in a diversity

or cultural competence course or workshop. A majority of sport coaches agreed that coaches should have training in cultural competence, and initiatives such as these would improve sport coaching practice; however, less support was offered for including cultural competence in sport coaching certifications. A list of suggested learning experiences offered by sport coaches includes:

Table 4. Cultural Competence in Sport Coaching Learning Experiences.

1. Surveys completed by ISAs
2. Team building activities with ISAs and sport coaches
3. Panel discussion featuring ISAs at different points in their careers
4. “How to” course on integrating cultural competence into professional practice
5. Interaction with other international sport coaches
6. Cultural knowledge presentations to advance learning about different cultures
7. Joint campus tour with coaches and ISAs
8. Question and answer sessions with ISAs regarding their unique cultures

Responses from both surveys and interviews offer support for integrating cultural competence into sport coaching practice; the challenge lies in utilizing coaches’ suggestions to tailor a cultural competence workshop for coaches. Engaging with other colleagues in critical thinking, and discussions on how to enhance learning within the athletic department, diversity and inclusion office, and the center for international student education is the next step towards increasing coaching effectiveness.

Recommendations

Advancing the athletic experience for ISAs on many campuses is the intended goal of this scholarly work. Findings from this research project offer a suggestion for the athletic department to look to collaborate with the international student resource center,

and diversity and inclusion offices to develop a sport coaching cultural competence workshop for coaches that align with the orientation programming ISAs receive upon arriving to campus. Exposing coaches to a panel of experienced individuals who have worked with ISAs, and have awareness of situations that are related to cross-cultural interactions, while discussing avenues where knowledge of other cultures may be gained, will be implemented to direct sport coaches towards a culture of inclusivity. Sharing this information with the sport coaches increases cultural awareness, knowledge, and skills leading to improvements in recruitment and retention of ISAs, and it inspires departmental collaboration to provide exceptional services to ISAs on a regular basis.

CHAPTER III

ACTION PLAN

Collegiate sport coaches have a major impact on the lives of the student-athletes they interact with throughout the course of their educational and athletic careers. ISAs have a unique experience in that often their college coach is the individual who opens a door to experiences that may not be realized without the element of athletic competition. In order to ensure these opportunities are regarded as positive experiences, it is vital to utilize research focused on cross-cultural interactions as a way to increase awareness, knowledge, and aid in developing skills to increase cultural competence in the context of sport coaching. A critical component of ensuring ISAs have a positive experience interacting with collegiate sport coaches is that research from cross-cultural interactions is utilized to develop training and education programs.

Athletic administrators have the ability to provide all sport coaches with opportunities to participate in diversity and inclusion training activities, which inspires collaboration between the athletics, diversity and inclusion, and international education offices. This research project may bring staff from several departments on a college campus together in the interest of developing and implementing a cultural competence training and education platform for collegiate sport coaches that integrates research into applied practice to increase coaching effectiveness.

Information Sharing

As the purpose of this research study is to understand how sport coaches engage in cross-cultural interactions with ISAs, and learn about behaviors that promote positive coach-athlete interactions, a logical first step is to present the findings to the athletic director, as this individual oversees professional development for all active sport coaches. The main goal of the first meeting will be to present the survey and interview results, and discuss a short-term plan for developing curriculum for a coach education workshop by collaborating with the director of the diversity and inclusion office, and an international student supervisor who both work in their respective resource centers on campus.

A long-term plan involves integrating the coach education workshop into an annual offering that coincides with the arrival of ISAs on campus. Reviewing survey and interview results with related discussion points highlights a need for collaboration with the diversity and inclusion office, and international education department. These initial discussions assist in formulating a timeline for attending the international student orientation program in the fall, and establishing a timeline to meet once a month to develop the pilot workshop for the spring season with assistance from representatives of each department. The curriculum and pilot workshop will lead to an annual professional development offering for sport coaches at the institution, which will serve as a model to share with other athletic programs.

After an initial meeting with the athletic director, the director of the diversity and inclusion office is the next step. There is an existing relationship with the athletics

department, and an expectation for sport coaches to schedule a diversity and inclusion workshop for all student-athletes at the beginning of each school year. Coaches are in attendance for this session, which serves to increase awareness of issues impacting diverse student-athletes. Using feedback from this specific training to prepare coaches to enhance cross-cultural interactions with ISAs increases the intentional focus of increasing cultural competence among the cohort of sport coaches. Reaching out to schedule a meeting with the director, sharing the dissemination report, and setting a timeline to meet with the international education staff are critical steps to take in the curriculum development process. This meeting increases awareness of existing programming within the diversity and inclusion office that specifically caters to serving international students, and discovering where the research can be applied to increase engagement with sport coaches. Taking in the diversity and inclusion director's feedback, and securing a commitment to attend a collaborative meeting with the international education staff is a critical connection to be made to enact this action plan.

As this college campus has a robust international education department, it is highly beneficial to request an in-person meeting with staff who inspire positive cross-cultural experiences among all members of the campus community. ISAs are required to attend an orientation meeting that occurs at the beginning of each semester prior to any athletic participation that is designed to ease the transition from home to campus. Engaging in a meeting with the staff about the format for this requirement stimulates ideas regarding an education and training segment that would have similar value for sport coaches. Engaging sport-coaches to participate in a coach-specific cultural competence

workshop sets the precedent of valuing diversity and inclusion within the athletic department. The goal for this meeting would be to understand the timing, format, and resources needed to develop curriculum for a workshop focused on sport coach development alongside the existing ISA orientation program.

Departmental Collaboration

After each individual meeting with a representative of the athletic, diversity and inclusion, and international education departments has taken place, the next step is to brainstorm ideas for piloting a workshop for sport coaches focused on managing cross-cultural interactions with ISAs. Attending the fall ISA orientation program is the first step to understand the flow, content, and delivery offered to the ISAs to develop consistency in the pilot workshop for the sport coaches. Setting a meeting with the international student and diversity and inclusion directors, after delivery of the ISA workshop, is next to develop a schedule for monthly meetings to establish the curriculum based on feedback and data from the research project. The main objective is to establish a formal outline for a pilot of a cultural competence-based workshop for sport coaches, and request participation from staff members to lead activities in a collaborative manner.

Reporting back to the athletic director about timing, resources, and providing an overview of the outline for the coaches' workshop all must take place. Managing logistics, including scheduling a location, preparing resources, and other critical tasks are also vital to the success of the action plan. It is imperative to share this information with the greater campus community so efforts to increase cultural competence are recorded

and recognized through the campus cultural calendar, and notifications through the regular electronic news bulletins. Use of a feedback form at the close of the cultural competence workshop serves to gather data on how to continuously increase effectiveness of the training and education initiative to ensure continued development regarding coach and athlete cross-cultural interactions takes place.

Future Directions

A long-term goal for this action plan is to formalize the workshop as a standard offering for sport coaches in each new athletic competition cycle. Collaboration with the international student and diversity and inclusion staff to collect feedback forms, and conduct continuous research to aid in developing new content each year, is vital to ensure quality delivery of the workshop on a routine basis. Sharing the process of culturally competent professional development with the wider coaching community also needs to be prioritized. An abstract for a presentation to share the process of developing a cultural competence workshop for sport coaches tailored to addressing cross-cultural interactions with ISAs will be submitted to the United States Center for Coaching Excellence, to be presented at the North American Coach Development Summit. This step allows for further collaboration among coaches, and as representatives from national governing bodies of sport regularly attend this event, it will inspire increased awareness among sport coaches, and organizations tasked with coach development. As scholarly work on the intersection of cultural competence and sport coaching effectiveness is rare, it is critical to utilize this research as a tool for making a direct impact on the professionalism and inclusivity of the daily practices of collegiate sport coaches.

REFERENCES

- Adler, P. (1975). The transnational experience. An alternative view of culture shock. *Journal of Humanistic Psychology, 15*(4), 13–23.
- Blodgett, A. T., Schinke, R. J., McGannon, K. R., Coholic, D. A., Enosse, L., Peltier, D., & Pheasant, C. (2014). Navigating the insider-outsider hyphen: A qualitative exploration of the acculturation challenges of Aboriginal athletes pursuing sport in Euro-Canadian contexts. *Psychology of Sport and Exercise, 15*(4), 345-355.
- Blodgett, A. T., & Schinke, R. J. (2015). “When you're coming from the reserve you're not supposed to make it”: Stories of Aboriginal athletes pursuing sport and academic careers in “mainstream” cultural contexts. *Psychology of Sport and Exercise, 21*, 115-124.
- Burden, J. W., & Lambie, G. W. (2011). Sociocultural competencies for sport coaches: A proposal for coaches and coach education. *International Journal of Sport Coaching, 4*(3), 3-28.
- Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing, 13*(2), 181-184.
- Carter, T. F. (2011). *In foreign fields: the politics and experiences of transnational sport migration*. Pluto Press.
- Chelladurai, P. (1978). A contingency model of leadership in athletics. (Unpublished doctoral Dissertation), University of Waterloo, Waterloo, ON.
- Chelladurai, P. (1990). Leadership in sports: A review. *International Journal of Sport Psychology, 21*, 328-354.
- Chelladurai, P. (2007). Leadership in sports. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of Sport Psychology (3rd ed.)* (pp.113-135). Morgantown, WV: Fitness Information Technology.
- Coakley, J. (2009). *Sports in society: Issues and controversies (10th Ed.)*. New York: McGraw-Hill.

- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323
- Creswell, J. W. (2009). Mapping the field of mixed methods research.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training. *Journal of Counseling & Development*, 70, 143-150.
- D'Andrea, M., Daniels, J., & Heck, R. (1993). The multicultural awareness, knowledge, and skills survey (MAKSS). In P. McGrath & J.A. Axelson, *Assessing awareness and developing knowledge: Foundations for skills in a multicultural society* (pp. 9-15). Pacific Grove, CA: Brooks/Cole.
- D'Andrea, M., Daniels, J., & Noonan, M. J. (2003). New developments in the assessment of multicultural competence: The Multicultural Awareness-Knowledge-Skills Survey – Teachers Form. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies in counseling and psychology* (pp. 154-167). Thousand Oaks, CA: Sage Publications, Inc.
- Duchesne, C., Bloom, G. A., & Sabiston, C. M. (2011). Intercollegiate coaches' experiences with elite international athletes in an American sport context. *International Journal of Coaching Science*, 5(2).
- Gilbert, W.D., & Trudel P. (2004) Role of the coach: How model youth team sport coaches frame their roles. *The Sport Psychologist*, 18, 21-43.
- Gill, D.L. (2004). Gender and cultural diversity across the lifespan. In Weiss, M.R. (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp. 475-501). Morgantown, WV: Fitness Information Technology.
- Griffin, P. (1998) *Strong women, deep closets: Lesbians and homophobia in sport*. Champaign, IL: Human Kinetics.
- Horn, T. S. (2008). Coaching effectiveness in the sports domain. In T. S. Horn (Ed.), *Advances in sport psychology (3rd ed.)* (pp.239-267). Champaign, IL: Human Kinetics.
- Huberman, M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Thousand Oaks, CA: Sage publications.

- Kamphoff, C. S., Gill, D.L., Araki, K. & Hammond C.C. (2010). A content analysis of cultural diversity in the Association for Applied Sport Psychology's conference programs. *Journal of Applied Sport Psychology*, 22(2), 231-245.
- Kontos, A. P., & Breland-Noble, A. M. (2002). Racial ethnic diversity in applied sport psychology: A multicultural introduction to working with athletes of color. *The Sport Psychologist*, 16, 296-315.
- Lange, E. H. (2011). *Perceived cultural competence levels among challenge course facilitators*. Greensboro: University of North Carolina Press.
- Lee, C., & Rotella, R. J. (1991). Special concerns and considerations for sport psychology consulting with black student athletes. *The Sport Psychologist*, 5(4), 365-369.
- Li, W., & Lee, A. (2004). A review of conceptions of ability and related motivational constructs in achievement motivation. *Quest*, 56(4), 439-461. McGannon, K. R., & Johnson, C. R. (2009). Strategies for reflective cultural sport psychology research. *Cultural Sport Psychology*, 57-75.
- Maguire, J. (1999). *Global sport: Identities, societies, civilizations*. Cambridge, UK: Polity Press.
- Maguire, J., & Falcous, M. (Eds.). (2010). *Sport and migration: Borders, boundaries and crossings*. Routledge.
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*. Thousand Oaks, CA: Sage publications.
- Martens, M.P., Mobley, M., & Zizzi, S.J. (2000). Multicultural training in applied sport psychology. *Sport Psychologist*, 14, 81-97.
- Miles, M.B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage publications.
- Newell, E. M. (2015). International student–athlete adjustment issues: Advising recommendations for effective transitions. *The Journal of the National Academic Advising Association*, 35(2), 36-47.
- Patton, M.Q., (2002). *Qualitative research and evaluation methods: Integrating theory and practice* (3rd ed.). Los Angeles: SAGE. ISBN: 9781412972123.

- Passmore, J. (Ed.). (2015). *Excellence in coaching: The industry guide*. Kogan Page Publishers.
- Popp, N., Hums, M., & Greenwell, T. (2009). Do international student-athletes view the purpose of sport differently than United States student-athletes at NCAA division universities? *Journal of Issues in Intercollegiate Athletics*, 2, 93-110.
- Popp, N., Love, A. W., Kim, S., & Hums, M. A. (2010). Cross-cultural adjustments and international collegiate athletes. *Journal of Intercollegiate Sport*, 3(1), 163-181.
- Pope-Davis, D.B. & Coleman, H.L.K. (1997). *Multicultural counseling competencies: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.
- Pope-Davis., D., Coleman, H., Lui, W., & Toporek, R. (2003). *Handbook of Multicultural Competencies in Counseling and Psychology*. Thousand Oaks, CA: Sage Publications.
- Ram, N., Starek, J., & Johnson, J. (2004). Race, ethnicity, and sexual orientation: Still a void in sport and exercise psychology? *Journal of Sport & Exercise Psychology*, 26, 250-268.
- Ridinger, L. L., & Pastore, D. L. (2001). Coaches perceptions of recruiting international student-athletes. *ICHPER-SD Journal*, 37(1), 19-25.
- Rubin, H.J., & Rubin, I.S. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd ed.). Los Angeles: Sage. ISBN: 978-1-4129-7837-8
- Ryba, T. V., Stambulova, N. B., Si, G., & Schinke, R. J. (2013). ISSP position stand: Culturally competent research and practice in sport and exercise psychology. *International Journal of Sport and Exercise Psychology*, 11(2), 123-142.
- Schinke, R. J., Ryba, T. V., Danielson, R., Michel, G., Pickard, P., Peltier, D., Enosse, L., Pheasant, C. & Peltier, M. (2007). Canadian Aboriginal elite athletes: The experiences of being coached in mainstream cultures. *International Journal of Sport and Exercise Psychology*, 5(2), 123-141.
- Schinke, R. & Hanrahan, S. (2009). *Cultural Sports Psychology*. Champaign, IL: Human Kinetics. ISBN-13: 9780736071338
- Schinke, R. J., Smith, B., & McGannon, K. R. (2013). Pathways for community research in sport and physical activity: Criteria for consideration. *Qualitative Research in Sport, Exercise and Health*, 5, 460-468.

- Schinke, R. J., & McGannon, K. R. (Eds.). (2014). *The Psychology of Sub-culture in Sport and Physical Activity: Critical Perspectives*. Routledge.
- Smoll, F. L., & Smith, R. E. (1989). Leadership behaviors in sport: A theoretical model and research paradigm. *Journal of Applied Social Psychology, 19*, 1522-1551.
- Sue D.W., Bernier J.B., Duran M., Feinberg L., Pedersen P. (1982). Position paper: cross-cultural counseling competencies. *Counseling Psychology, 10*(2): 45–52.
- Sue, D.W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70*(2), 477-486.
- Sue, D.W., Carter, R.T., Casas, J. M., Fouad, N., Ivey, A. E., Jensen, M., et al. (1998). *Multicultural counseling competencies: Individual and organizational development*. Thousand Oaks, CA: Sage publications.
- Sue, D.W., & Sue, D. (2003). *Counseling the cultural diverse: Theory and practice (4thed.)*. New York: Wiley.
- Tesch, R. (1990). *Qualitative research analysis types and software tools*. New York: Falmer.
- Yan, Z., & FitzPatrick, K. (2016). Promoting Cultural Competence, Health Behaviors, and Professional Practice in Undergraduate Education through Peer Learning. *Journal of Physical Education, Recreation & Dance, 87*(2), 27-32.

APPENDIX A

INFORMED CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT

Study Title: An Exploration of Cross-Cultural Interactions Among Collegiate Sport Coaches and International Student-athletes

What is the purpose of this study?

The purpose of this research project is to explore collegiate sport coaches' engagement in cross-cultural interactions with International student-athletes.

What will I be asked to do after I consent to participating in this study?

Your participation is voluntary. This study involves completion of a survey consisting of twenty multiple choice questions, and a possible follow up audio recorded interview lasting no more than 30 minutes. Because your voice will be potentially identifiable by anyone who hears this recording, your confidentiality for things said cannot be guaranteed, although the researcher will try to limit access to the recording. Questions regarding the research itself will be answered by Katherine Wurst at (303) 803-7955, kmwurst@uncg.edu or Diane Gill at dgill@uncg.edu.

What are the risks?

Participation in this study poses no physical risk, but this sensitive topic may lead to minimal psychological discomfort. If you experience distress, you may choose to avoid answering uncomfortable questions.

Are there any benefits for taking part in this research study?

This research may result in creating more accessible, safe, and welcoming environments for diverse cultural minorities in collegiate athletic settings. In addition, this study may expand the current sport coaching research and literature focused on multicultural interactions.

Are there any payments and/or costs for participating in this research study?

There are no direct monetary payments or costs associated with participating in this study.

How will my information be kept confidential?

All participant information submitted via the paper-based survey is confidential. The survey format assures participants' confidentiality by not requesting any personal information that might identify participants. All documentation related to surveys and interviews will be password protected, and stored in a locked facility. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I wish to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way.

What if new information becomes available that is related to the study?

If significant information relating to the study becomes available, which may relate to your willingness to participate, this information will be provided. The *University of North Carolina at Greensboro* and the

Institutional Review Board ensures that research involving human subjects follows all federal regulations. They have approved this research, methodology, and consent form.

BY CHECKING **YES** ON THIS FORM, YOU ARE AGREEING THAT YOU ARE 18 YEARS OF AGE OR OLDER. YOU ALSO AGREE TO PARTICIPATE IN THE STUDY AS DESCRIBED TO YOU.

YES, I agree to participate in this study.

IMPORTANT NOTE: This consent form is an important part of your rights as a participant. A copy of this document may be requested at any time.

APPENDIX B

COLLEGIATE COACHES DEMOGRAPHIC FORM

Please circle and/or write responses for all questions. Use the space provided to offer any explanation needed.

Gender Identification: _____ Age (in years): _____

Racial Identity
(Please Circle): American Asian
Black/African-American Indian/Alaskan Native
Native Hawaiian/Other White/Caucasian Other: _____
Pacific Islander

Ethnicity (Please Circle):
Hispanic or Latino or Spanish Origin Not Hispanic or Latino or Spanish Origin

Sexual Orientation (Please Circle):
Heterosexual (*Lesbian/Gay*) Homosexual Bisexual Other

Current Collegiate Sport Coaching Position(s) (please list title, level, sport, and years in position(s):

Previous Collegiate Sport Coaching Position(s) (please list title, level, sport, and years in each position):

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

Total Years of Professional Experience in Collegiate Sport Coaching:

Under 1 year 2-5 years
6-10 years 11-15 years
16-20 years More than 20 years

Have you ever participated in a Diversity/Cultural Competence Course/Workshop? YES NO

APPENDIX C

MULTICULTURAL SKILLS SURVEY

This survey is designed to provide information about the needs of collegiate athletic coaches who are interested in enhancing their professional effectiveness. *This is not a test.* No grades or scores are given, and your results are confidential.

You will find a list of statements and/or questions about a variety of issues related to multicultural interactions. Please read each statement/question carefully, and reply to the best of your knowledge.

From the available choices, **mark the response that best fits** your reaction to each statement/question.

Very limited Limited Good Very Good

Please mark **one response for each item**

1. How would you rate your ability to coach student-athletes from a cultural background significantly different than your own?

Very limited Limited Good Very Good

2. How would you rate your ability to effectively assess the needs of student-athletes from a cultural background different from your own?

Very Limited Limited Good Very Good

3. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by student-athletes?

Very Limited Limited Good Very Good

4. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?

Very Limited Limited Good Very Good

5. In general, how would you rate your ability to accurately articulate a student-athlete's behavioral problem when that individual is from a cultural group significantly different than your own?

Very Limited Limited Good Very Good

6. How would you rate your ability to effectively consult with another professional concerning the learning and behavioral needs of student-athletes whose cultural background is significantly different from your own?

Very Limited Limited Good Very Good

7. How would you rate your ability to effectively secure information and resources to better serve

- culturally different student-athletes?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
8. How would you rate your ability to accurately assess the behavioral and learning needs of *female student-athletes*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
9. How would you rate your ability to accurately assess the behavioral and learning needs of *male student-athletes*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
10. How would you rate your ability to accurately assess the behavioral and learning needs of *transgender student-athletes*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
11. How would you rate your ability to accurately assess the behavioral and learning needs of *student-athletes who identify as non-heterosexual (gay, lesbian, bisexual)*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
12. How would you rate your ability to accurately assess behavioral and learning needs of student-athletes from *low socio-economic backgrounds*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
13. How would you rate your ability to accurately assess the behavioral and educational needs of student-athletes who are *recent immigrants to the United States*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very Limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|
14. How would you rate your ability to accurately assess the behavioral and educational needs of student-athletes where *English is their second language*?
- | | | | | |
|--|--------------|---------|------|-----------|
| | Very limited | Limited | Good | Very Good |
|--|--------------|---------|------|-----------|

Adapted from M. D'Andrea, J. Daniels, & M.J. Noonan (2003). New developments in the assessment of multicultural competence: The Multicultural Awareness-Knowledge-Skills Survey-Teacher's Form. In D. B. Pope-Davis, H.I. K. Coleman, W.M. Li u, & R.I. Toporek (Eds.). *Handbook of multicultural counseling and psychology*. (pp. 154-167). Thousand Oaks, CA: Sage.

APPENDIX D

SPORT COACHING CULTURAL COMPETENCE QUESTIONNAIRE

This questionnaire asks about the importance of cultural competence and cultural diversity issues in the sport coaching profession.

Instructions: Use the scale below and mark the *one* response that best describes how you feel about each statement. Please answer all questions. *There are no right or wrong answers.*

Strongly Disagree Disagree Agree Strongly Agree

Cultural Competence in the Sport Coaching Profession

Cultural competence is commonly defined as "the belief that people should not only appreciate and recognize other cultural groups, but also be able to effectively work with them" (Sue, 1998, p. 441). It can simply be described as *the ability to work with culturally diverse individuals, and provide culturally appropriate services.*

1. Cultural competence is essential in *my* sport coaching practice.
Strongly Disagree Disagree Agree Strongly Agree
2. Cultural competence is essential in *all* sport coaching practice.
Strongly Disagree Disagree Agree Strongly Agree
3. Cultural competence *improves* interactions with student-athletes in sport coaching practice.
Strongly Disagree Disagree Agree Strongly Agree
4. Cultural competency trainings/workshops *would improve* sport coaching practice.
Strongly Disagree Disagree Agree Strongly Agree
5. All sport coaches *should* have training/education in cultural competence.
Strongly Disagree Disagree Agree Strongly Agree
6. Cultural competence *should* be a part of all sport coaching certifications.
Strongly Disagree Disagree Agree Strongly Agree

Adapted from Lange, E. H. (2011). Perceived cultural competence levels among challenge course facilitators. Greensboro: University of North Carolina Press.

APPENDIX E

INTERVIEW GUIDE

Introduction of Research Study: An Exploration of Cross-Cultural Interactions among Collegiate Sport Coaches and International Student-Athletes

Thank you for participating in this valuable stage of this research project, and for completing the survey packet. As a reminder, the materials included will remain completely confidential. Audio recording will be taking place during this interview, but please do not allow this to distract you at any time. This will ensure any important information is recorded for accuracy, and as a reference when analyzing the information. No names or identifiable information will be connected to what is being recorded, and no individuals outside of this dissertation project and committee have access to these materials.

The purpose of our discussion today is to engage in a conversation about your experiences related to interacting with international student-athletes. Your participation aids in understanding behaviors coaches are using when engaging in cross-cultural interactions in their coaching practice. There is currently a lack of research related to cross-cultural interactions in the context of athletic participation, and your interview will have an impact on the profession of collegiate sport coaching. I have developed a list of questions that will help guide our discussion, and I would like to encourage you to maintain the same level of formality or informality you would use when speaking with a fellow coach or colleague, as opposed to concerning yourself with my responses as a researcher. My goal is to truly understand your authentic perspectives, so please do your best to feel comfortable and speak as honestly as possible.

Cross-Cultural Sport Coaching Questions:

1. How much experience do you have with international athletes?
2. What are your best and worst experiences coaching international athletes?
3. Culturally competent sport coaching involves working effectively with athletes of different cultures. What does this mean to you as a coach?
4. What would help coaches act in a culturally competent manner, and be more effective when interacting with international student-athletes?
5. What would be helpful within this athletic department to develop more positive coach-athlete interactions with international student-athletes?

Interview Conclusion

Thank you kindly for your time and attention, and for taking the time to clarify each summary of shared information. Your honesty and willingness to share your perspectives and experience is much appreciated. I look forward to transcribing our correspondence, and wish you all the best in your future coaching activities!

APPENDIX F

SPORT COACH QUOTES

CULTURAL INTEGRATION

Adjustment:

“It's more of, the way I want to see is, how that coach/player relationship is going to work, especially with the girls on the team.” – Coach G

“Like for me with golf, there's golfers all over the world so it's, it's, even when recruiting it's finding kids that want to play, but I am that are going to actually gel with you as a coach and the kids on your team as well.” – Coach G

“Yeah, with me, and now that I'm East Coast there's a whole new ballgame out here, so it's getting to learn more people, or trust more people and figure out what I can and can't do here and what's going to work.” – Coach G

“So I don't see it as much of a barrier, as more is just what kind of fits in with our team and the person they are.” – Coach G

“Like sometimes like I know my Norway kid was very taken back by it at the beginning, just kind of how aggressive I was, but I got used to just understanding this is a kid, he's new, just talk to him and give him criticism in a kind way” – Coach R

“Like I said, observing them and then trying to fit into their world. Adjusting to what works best for them” – Coach R

“I know with my rugby team at the high school level we do team activities, and getting them used to the culture, like we went to the Whitewater Center, you know getting them used to doing different things like that, and just making them feel welcome, you know, and building that, and making them feel like part of the family, even though they may be here for like a couple months or a full year” – Coach R

“It's being very open minded, you get some coaches who are just set in their ways, and don't adjust to the cultural, you know, the cultural development throughout the years” – Coach R

“A lot, I mean, of all the places that I worked we always had international athletes, so even in college like when I swam, half our team was international, so from there, and then going in to coaching age groupers at one of the other.. I used to coach in Jacksonville Florida at Bold school...and it was a boarding school, so we had a lot of international athletes there to so, yeah” – Coach S

“I know swimming is individual, but it's also a team, and like we are very like team oriented, and you know it's a little bit...you can see the difference between international, and like, you

know athletes from here so, and then that's probably like getting them to change their mind about like being a team, if that makes sense" – Coach S

"It's just, just getting to know them better I mean instead of just this is our way to do, and this is how we do it here or in the states, just you know.." – Coach S

"I do think that experience and just doing it over and over again, and now getting up towards the double digits of international athletes that I coach. I think has just helped me understand and given me a sense of my own maturity day in the level of patience and realizing that we're not going to change their cultural assumptions just because we write a team rule on a paper or we have the first semester. I do realize that it could be a little bit more process driven. Not that I'm lowering my expectations are in terms of punctuality, but that I am understanding that the timeline may be different." – Coach V

"No he likes America, I mean he's pretty American. We joke that my number eight right there is my Belgian student athlete and he actually married an American girl and we joke that as soon as he started drinking Starbucks every day that he had fully embraced, I would say he's not even a Belgium anymore, you're an American. Because he became, I mean he just did, he Americanized very quickly." – Coach V

"I mean, my Serbian had never been in the United States, got here on New Year's Day, and you know he started practice like two days later." – Coach V

"I guess if I had a better budget to go out and explore different countries to find other players I would want to come to Queens, that be awesome. I guess maybe just more support, not that we don't have support, it's just being able to find those kids and being able to have the money to do so." – Coach G

Cultural Knowledge:

"I like to learn their culture. I get to know them because obviously they are from a place that I have never been to, or I guess I've never heard of." – Coach G

"More activities...a lot more activities, like team building, or doing something to where you can learn about their culture, at the same time that they learn about our culture, just making that effort, you know" – Coach R

"I mean you learn about their culture, and like...they're not aware, so it's like, you know it's just..I think, I mean that's important, like especially with the swim team, we do have a lot of international athletes" – Coach S

"Ask around, I mean I would reach out to other..umm my college coach was from Spain, and so I learned a lot just from European countries, and he actually took us there for like a training trip my senior year so we learned a lot about like their culture, but anyways with like European countries I would just ask him..or you know, go to your resources...there's always international coaches too" – Coach S

“Maybe just an educational class, I think like a how to...like a how to...I mean I wouldn't..you know I wouldn't ..expect anyone to know everything about every other country of their athletes, but at least like a guideline on how to...this is the best and most effective way to interact with them is...you know..I don't know..I don't even know the best answer.” – Coach S

“Well, the survey talked about training and I'll be honest, I find trainings that we get, whether if it's in terms of modules in a variety of issues, whether title nine training, diversity training, I don't find those very effective. That may just be me. I think the greatest teacher is unfortunately experience. And so, once you have one student athlete from a different culture or different country, it does make it easier the next time and I think there are carry overs even though the cultures are very different.” – Coach V

“So you talk to little bit about training and we do like online modules it overwhelmingly I have found like...

We hate them. They are not effective, or I would say that they almost raise resentment in the other way. I don't want to respect title 9 when it's being brow beaten into me. Or it is really boring things that take up to an hour and forty minutes of my time. If you could find the right combination of student athletes who are able to articulate their experiences in a way that would then make me go "that's something I didn't think of" or think that's a really good thought, that I think it would have to come from, I think we connect most powerfully on stories. Not ones, not fake stories that we get in the modules, that are really hokey situations.” – Coach V

“I think that what would be the best training is if maybe a swimmer stood up and said this is what I learned from traveling the world in competitions and then coming to school in the United States. And then another student athlete maybe at the conclusion of their four years.” – Coach V

“And also, this has nothing like relative to this, but my husband is from Europe, so I ask him too because he learns..like he does a lot of business in other countries so he knows, and he does a lot more research than I do, but he..you like you can just tell...” – Coach S

COACH COMMUNICATION

Interpretation:

“The worst I guess, of the three some years I have been coaching, I guess it's more of how they interpret what you're saying compared to how they think you're saying it or what they hear so, I think that's where the worst part comes in, I mean not that it's a worst part but, they see something or hear something differently than how you think it or play it out to be.” – Coach G

“It's kind of, at the beginning, it's kind of hard...because you have to understand how to communicate best with them, and they obviously have to communicate best with you.” – Coach R

“Communication, I think, that's why I kept going with... the biggest thing is just communicating and making them feel welcome” – Coach R

“I mean I think it's having an understanding of where they are coming from, and like not just judging by their actions, like actually getting to know them, and if you sit and talk to them, If

you think like, I don't know somethings a little bit odd about what they're doing, and you just actually ask them, instead of judging them and telling them to do it this way.” – Coach S

“I mean, no, I think talking to them is the best, and just seeing where they're coming from” – Coach S

“It’s just better to talk to them and understand where they are coming from first” – Coach S

“I've had some other conversations, pretty significant conversations with students for whatever reason it didn't work out. Those include more Australians, a German, Swedish student athlete, and I'm in the process of recruiting a couple more Serbians.” – Coach V

“And so it's led to some frustration, I think some growing experience. And it's also allowed me to have conversations with, if you will, my domestic student athletes, and again, not all of them were raised to be on time, but we've talked about it and we've gotten better and talked about, hey basically it's like who are we waiting for, the Europeans. That's the common response.” – Coach V

Instructional Style:

“Its also learning their style, ummm being observant of what works while you are coaching, umm because, you know, American coaching is a lot different than coaching other ways, and yeah that’s basically it” – Coach R

“The bad experience is communicating to them, and then reacting to, like I said, the American coaching style, because they're not always used to someone yelling at them like we do here in America,” – Coach R

“Yeah...they have got language, but just our language, and using profanity and different things like that.” – Coach R

“Yeah, that one kid I stopped yelling at him, or stopped using profanity, I would just bring him to the side and talk to him” – Coach R

“But at the same time, you also get exposed to other cultures. Their outlooks, their opinions, will differ from your domestic student athletes and that's actually pretty exciting and leads to good discussions and healthy discussions, and even healthy disagreements.” – Coach V

“Llike my answer to you was just get to know them, ask questions..ahead of time...” - Coach S

“But you know being like more team interactive and like making sure everyone's doing things together, and I hope that makes sense..in that way like that being part of a collegiate team like you want them to be all in the team too, not just in like performing for themselves, so..” – Coach S

“Or have them fill out like a...have like the international students fill out a survey, like just ask them questions about and opinions about team atmosphere, or you know something like that, like different questions about what you find is important about your team, maybe” – Coach S

COMPETITION

Athlete Ability:

“Oh yeah. For me, I know there are a lot of players that are really good out there” – Coach G

“I think it's just getting to know like more kids, like for me, I think that I'd like to see a kid play and how they handle themselves on the golf course” – Coach G

“I mean it's kind of a good thing to for them though because they know how to prep themselves mentally, and they know how to take care of themselves in order to perform at a high level” – Coach S

“I mean they tend to be pretty good, so the best experience is that you bring in a very driven athlete that is played at a high-level for their respective national teams. Generally, on the junior level. So they played at a high level, they help you win. Which is certainly kind of what it's all about in one sense.” – Coach V

Personal Characteristics:

“It's just getting to know the person for me, to figure out who they are, and how they're going to work with me.” – Coach G

“I'm the kind of person I am when I'm recruiting, like, I want to know the person.” - Coach G

“Focused on one thing or just not opening their minds to things, just like this is how it has been done for years” – Coach R

“Cause for me, it's the personality of the person that matters. It's not more of the, if they're international or not, so like for me to be trained on like what kind of international kids to come in or whatever, I don't know if that would pertain to me very much. – Coach G

“The best experiences is that they are kind of more disciplined than American kids, just because of their culture that they have lived, you know that they have been around, it feels that when you get them they have like a little bit more responsibility than like kids have here in America, umm they respect authority a lot better.” – Coach R

“With my current team, my Italian and Serbian, they are the guys that are always late. And in trying to get across, because I am very time driven in terms of being on time to work or early.” – Coach V

“Well you know, one of them is a team leader in one sense, because being a first year program, we are majority freshman, but one of them is a grad student. Yes, he is mature except the ability to show up on time.” – Coach V

“And it's really rubbed off, it's become part of the DNA of our program and so the other 11 guys are on the bus ten minutes early because they know that's what I'm expecting. Where my Italian student athlete and my Serbian student athlete, they are always rushing to get here on

time. And so, I just think that's probably is the easiest, probably the most simplest, probably the most common” – Coach V

COACH EXPECTANCIES

Cultural Awareness:

“I guess, I mean for me, recruiting is.. getting to know the player and who they are, and from what culture they are from – Coach G”.

“I would say over my last two jobs, pretty significant in that I coached a Belgium student athlete, two student athletes from Israel, two from Australia, and then on my current team, an Italian and a Serbian student. And I've also recruited others.” – Coach V

“They help you look at the culture that you live in in a fresh way. And so I think that's pretty exciting.” – Coach V

“But I think you'll be a much better thing if you know if my Serbian, we speak with a broad brush in the international student athletes, but my Italian speaks five languages, has traveled all over Europe, studied abroad in his undergraduate experience in Italy in France, had been in the United States one time, but had traveled the world. Where my Serbian student athlete had basically only traveled within the Balkins, had very limited interactions even with the edges of the European Union, had spent most of his time in Southern Europe, speaks very good English because it was taught in his high school, most of the international students do speak English, but basically speak Serbian in English, so he's a very different international student athlete than my Italian student.” – Coach V

“But it really doesn't ring true in terms of how do I imprint in one sense, because this is what I expect from my teams, and I don't and it doesn't matter to me what area you come from across an ocean or from the state of North Carolina. It doesn't matter whether you come from a very wealthy socioeconomic background or a very poor one. It doesn't matter whether you're gay or straight. I just expect my guys to be on time early and prepared” – Coach V

“It's interesting that you bring up the Hawaiian, so at Grand Canyon I had four Hawaiians on my team. And so we talked about island time, and so even though the Hawaiians are considered, I always included them, I would always include Hawaiians in the international student athletes that I've coached, even though they're obviously part of the United States just because they have their own very distinct culture.

“And that is like your cultural identifiers can be that you come from different backgrounds, so say a student athlete will have grown up in Hong Kong their whole life, but have moved to the US or immigrated than have two years in country and then they're not technically international student, but what is their kind of background and context..” – Coach V

Stereotyped Beliefs:

“I mean I don't. ...like training wise I think they're great, like that experience is really great, but I think team oriented versus on their own they are more on their own, I guess that's, that's what

they're used to that's just what I've picked up on, like and you know in all the other countries they are not used to team sports" – Coach S

"You know that's a great question and so this is where I think stereotypes come in useful. I know you are recording this, so I don't want this to come off in the wrong way. In my experience that the student athletes from say the Northern European countries, from the Australia, it really comes down to, our concept of being on time is very different than let's say, my Italians. And so, my student athlete from Belgium was one of the most straight-laced students and student athletes you've met. I mean, he was always on time, he was always early, his life was organized, he was orderly. My Australians, they lived up to their stereotype, they had a good time, in some sense. But again, they had that kind of shared almost British culture, so they understood of time." – Coach V

"Obviously the difference between even the southern Europeans versus the northern Europeans I coach....they are very very different" – Coach V

"Depending on where they come from in the country, their mentality might be different too..so it just really depends like..North Germany to South Germany is totally different" – Coach S

"And you know there's, I've coached student athletes when I wasn't living here in the south. There was there is certainly a southern culture that was very different when you brought them up when I was coaching in Pennsylvania for instance. And so you know I think that we can limit, for the purpose of your research, we can limit international versus domestic if you will." – Coach V

"I've noticed when I swam in college, and in like going through here, so...And it's not bad..I don't look upon it like..like it's not...they just don't understand, because they have never had that before, a lot of other countries where they have been swimming are really small, and so they don't have that like team-oriented atmosphere" – Coach S

"But I think there are certainly regional biases or just different identities, you know the Southwest is very different from the mid-atlantic where I grew up, which is very different from the south." – Coach V