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Change in “Everyday Multicultural Competencies” as a Response to Resident Advisors Multicultural Training: Association with Five-Factor Personality Traits

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I am submitting herewith a dissertation written by Nicole Crystal Chery entitled "Change in "Everyday Multicultural Competencies" as a Response to Resident Advisors Multicultural Training: Association with Five-Factor Personality Traits." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Psychology.

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Change in “Everyday Multicultural Competencies” as a Response to Resident Advisors
Multicultural Training: Association with Five-Factor Personality Traits

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Nicole Crystal Chery
August 2017

Dedication

This dissertation is dedicated to Margarita Cherry; a little girl from a little town in a little country who had the courage to aspire to a big education. Thank you for being my inspiration.

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Abstract

Residence Life “Resident Advisors/Assistants” (RAs) are an essential component of student affairs staff on many college campuses. They live in residence halls and share important responsibility for the emotional health, physical safety, and student development of the undergraduates living in their residence hall. Because they provide such an important function, RAs often receive extensive training, however, the emphasis on multicultural training varies from university to university. Surprisingly, there is little research to show whether the training makes a difference. This study utilizes the 29-item *Brief Everyday Multicultural Competencies Scale* (BEMCS) as a tool for measuring the effects of multicultural programming of a week-long Summer Training program for University of Tennessee RAs. This study also explores how Big Five personality factors interact with training to influence training outcomes. Findings suggest that the RA selection process already in place tends to attract trainees with higher everyday multicultural competencies than typical first year UT students. Also, applicants with the Five Factor traits of Openness, Agreeableness, and Extraversion may become the most successful RAs. Those with Neurotic tendencies may be at risk for not succeeding. Students of color, women, and especially women of color seem to have the highest levels of everyday multicultural competency, and therefore may become the most effective RAs. Additionally, more time and intentionality needs to be placed on multicultural education of RAs.

KEYWORDS: resident assistant training, resident advisor training, multicultural competency, multicultural training, big five personality

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Chapter I

Introduction

Residence Life “Resident Advisors/Assistants” (RAs) are an essential component of student affairs staff on many college campuses. They live in residence halls and share important responsibility for the emotional health, physical safety, and student development of the undergraduates living in their residence hall. They are a critical component of a quality undergraduate learning experience. For example Brigham (2012) described RAs as being a key component to the retention of first-generation college students by encouraging students’ involvement in residence halls as well as facilitating student’s social connections with others. Additionally, according to Trujillo (2009), holding an on-campus leadership position such as being an RA significantly contributes to leadership development skills essential to the job market. On most campuses RAs also deliver multicultural and diversity programming.

Research suggests that RAs can make an important difference for undergraduate students. For example, Fier (2002) suggested that increased RA programming related to mental health resources may be beneficial to students regarding increasing their awareness and comfort with using mental health services. Additionally, RA’s can help students with acclimation to the college environment and act as allies for marginalized students, such as members of the LGBTQI community (D’Augelli, 1989).

Because they provide such an important function, RAs often receive extensive training, both before they begin their work and afterwards as in-service training. For example, Grosz (1990), Lipson, Speer, Brunwasser, Hahn and Eisenberg (2014), Pasco, Wallack, Sartin and Dayton (2012) all studied suicide prevention gate-keeper training for RAs. Thombs, Gonzalez, Osborn, Rossheim and Suzuki (2015) discussed the prevalence of First Aid training for RAs as

part of their training curriculum, while Carey (2011) discusses specific training related to sexual assault awareness. This rigorous training extends to both private and public institutions (Elleven, Allen & Wircenski, 2001).

A recent study on determination of learning outcomes for RA training (Diesner, 2015), showed a common point of agreement between professional staff members and resident assistants that the capacity to connect and work with others, particularly others different from oneself was the most valuable skill an RA can gain. However, the emphasis on multicultural training varies from university to university. In a cross-sectional study of how over 330 institutions' approach to RA training, findings revealed that an increased emphasis on safety and security concerns in RA training has tended to replace topics related to cultural understanding and community development – a development that the author (Koch, 2012) found regrettable because multicultural training is equally important.

Unfortunately, despite all the effort that goes into training RAs, there is surprisingly little research to show whether the training makes a difference. One study of a 3-session RA in-service training in conflict resolution skills found that the brief training was effective in producing increases in positive behavior, but was not effective at reducing problematic behavior (Murray, Snider, Midkiff, & Bucknell, 1999). However, a search of literature could not identify any previous study of the effectiveness of multicultural and diversity training for RAs. A major problem in this area is that, until recently, there was no single valid and reliable measure to assess the effectiveness of multicultural and diversity training, for RAs or anyone else (Dessel & Rogge, 2008). Certainly there are measures of training outcomes, but each project tends to develop its own specialized scale like Johnson and Kang's (2006) development of a measure to

address RA confidence in responding to issues involving diversity. This makes it impossible to systematically compare results across studies and settings.

To meet this need, Mallinckrodt, Miles, Bhaskar, Chery, Choi and Sung, (2014) developed the 48-item Everyday Multicultural Competencies / Revised Scale of Ethnocultural Empathy (EMC/RSEE). The measure has six subscales: (a) *Cultural Openness and Desire to Learn*; (b) *Resentment and Cultural Dominance*; (c) *Anxiety and Lack of Multicultural Self-Efficacy*; (d) *Empathic Perspective-Taking*; (e) *Awareness of Contemporary Racism and Privilege*; and (f) *Empathic Feeling and Acting as an Ally*. The second and third subscales measure constructs that some multicultural programs intend to reduce, specifically, “backlash” resentment, or anxiety and lack of self-efficacy in multicultural situations. For the purpose of this study it is important to note that one of the three focus groups Mallinckrodt et al. used to generate an item pool consisted of RAs at the same campus my study was conducted. To generate the items RAs in this focus group were asked to discuss:

Imagine a bright, ambitious undergraduate senior graduating from a large public university. Considering the range of multicultural environments, both in the U.S. and abroad, that this student is likely to experience in a productive career, please discuss the following three questions: (a) What are the attitudes, personal awareness, and ways of thinking that this student should possess to function effectively? (b) What are the skills that this student must acquire to function effectively? (c) What bases of knowledge must this student have to function effectively?

A 48-item measure might be too lengthy for some purposes, especially in training settings where participants' time is valuable, and/or if the measure is to be given repeatedly. Therefore, a part of the original development team (Mallinckrodt, Miles, Chery, & Pahwa, 2016) created the 29-item *Brief Everyday Multicultural Competencies Scale* (BEMCS). They used item response theory methods to create brief subscales that retain as much information value as possible from the original 48 items. The first purpose of this study was to field test the BEMCS to determine its sensitivity for measuring the effects of multicultural programming, specifically, the week-long Summer Training program for University of Tennessee RAs.

The RAs work role can be demanding, especially for students of color. A qualitative study involving focus groups with 52 Black male RAs at six predominantly white institutions (PWIs) reported that these students reported a great many stressful experiences associated with their roles. These included a sense of "onlyness" as a Black male RA, and experience of racial microaggressions (Harper, Davis, Jones, McGowan, Ingram, & Platt, 2011). To provide coping skills for dealing with these stressors, and concrete skills that help RAs to perform their roles as multicultural facilitators, every RA on our campus participates in at least one week of summer training. A part of this training focuses on diversity awareness and multicultural facilitation skills. The primary researcher has had considerable experience with this training, and I have observed that personality traits seem to play a big role in whether the training is effective. There is a bit of research to back this up. A study examined three self-reported personality traits of 99 RAs and correlated these with performance ratings provided by over 370 of their student residents. Regression results suggested that Extraversion and positive affect were predictors of positive performance, but Conscientiousness was not (Deluga & Mason, 2000). In another study, conducted at a large, four-year rural institution, Openness to Experience significantly

predicted RA performance in the fall semester, as measured by existing performance evaluations from supervisors at the institution. However, there was no correlation observed for any of the factors in the spring semester (Sadouskas, 2011).

The second purpose of this study was to explore how Big Five personality factors interact with training to influence training outcomes. The dominant paradigm in personality assessment is the “Big Five” model. An extensive body of research (McCrae & Costa, 1997) suggests that adult personality can be characterized along five relatively orthogonal dimensions: (a) Openness to Experience, (b) Conscientiousness, (c) Extraversion, (d) Agreeableness, and (e) Neuroticism. Although RAs are not selected based on these personality traits, given what we know about the selection process we expect that the greatest gains in “everyday multicultural competencies” resulting from RA training will be associated with personality traits of Openness to Experience, and Agreeableness, whereas Conscientiousness and Neuroticism will be negatively associated with changes due to training. For some work settings Conscientiousness is a desirable trait, but I expect it to be negatively associated with multicultural skills because persons high in this trait tend to dislike ambiguity, to be inflexible and desire high structure. Based on personal experience as an Assistant Hall Director at UT, I believe that flexibility and an ability to work with ambiguity are necessary to be successful in multicultural competency as an RA.

Chapter II

Methods

Participants

Students participating in summer training as a university housing Resident Assistant (RA) were solicited for this study. Participants were approached in two consecutive years of training. In each year, pre-training survey packets were completed online in the week before training began. Post-training surveys were also completed online, at least two weeks but no more than three weeks after training ended. A total of 128 RAs provided useable data at pre-training, but only 103 (80%) of these provided data at post-training. A participant-generated code name scheme was used to match pre- and post-training data. The suggested code consisted of an RA's mother's first two initials followed by the last four digits of her phone number. The scheme was not universally effective. Only 82 (80%) of the 103 post-training surveys could be unambiguously matched to pre-training data, 48 in Year 1 and 34 in Year 2. Of the total pre-post matched sample, 43 (52%) were women and 39 (48%) were men. Their mean age was 19.96 ($SD = 1.03$, range = 18-24 years). In terms of ethnic/racial identification 60 (73%) "White," 15 (18%) "African American," 3 (3.7%) "Asian American," 2 (2.4%) "Latino/a Hispanic," 1 (1.2%) "Native American" and 1 who did not respond. Regarding class standing, 29 (35%) reported "Sophomore," 19 (23%) "junior," 32 (39%) "senior" 1 (1.2%) "graduate student" and one did not report. For 42 RAs (51%) the upcoming year would be their first, whereas 40 (49%) were returning after one or more years of previous service.

Measures

Brief Everyday Multicultural Competencies Scale. The BEMCS (Mallinckrodt, Miles, Chery, & Pahwa, 2016) is a shortened 29-item version of the 48-item EMC/RSEE

(Mallinckrodt et al., 2014). The BEMCS measures the same factors as the full scale, but the two subscales measuring empathy have been combined. The resulting five factors are: Factor 1, *Cultural Openness and Desire to Learn*; Factor 2, *Resentment and Cultural Dominance*; Factor 3, *Anxiety and Lack of Multicultural Self-Efficacy*; Factor 4/6, *Perspective-Taking, Empathic Feeling, and Acting as an Ally*; and Factor 5, *Awareness of Contemporary Racism and Privilege*. All factors are measured with five items, except Factor 4/6 contains nine items. The BEMCS uses the same six-point Likert-type response format as the original scale 1 (*strongly disagree*), 2 (*moderately disagree*), 3 (*slightly disagree*), 4 (*slightly agree*), 5 (*moderately agree*), and 6 (*strongly agree*). In the original sample of college students used to develop the EMC/RSEE Mallinckrodt et al. 2016 reported correlations between BEMCS subscales and full length scales ranged from .93 (Factor 2) to .96 (Factor 1), except that the new Factor 4/6 correlated with EMC/RSEE Factor 4, $r = .62$ and Factor 6, $r = .87$. Internal reliability for the BEMCS subscales ranged from .72 (Factor 4/6) to .86 (Factor 1) in Mallinckrodt et al's (2014) sample of 676 undergraduates. Like the full scale, in that sample the BEMCS subscales were significantly correlated in expected directions with subscales of the Miville-Guzman Universality Diversity Scale – Short form (Fuertes, Miville, Mohr, Sedlacek & Gretchen, 2000), and the Openness to Diversity/Challenge Scale (Pascarella, Edison, Nora, Hagedon, & Terenzini, 1996). In the current study, for RAs pre-training internal reliabilities (coefficient alpha) were: .73, .69, .84, .60, and .78 for the five BEMCS factors, respectively. Coefficient alphas after training were .86, .66, .88, .55, and .77 for the five BEMCS factors respectively. Clearly in this study the new combined Factor 4/6 created for the BEMCS did not perform well in terms of internal reliability at pre-training (.60) or after training (.55). Internal reliability for Factor 2

(.69 and .66) was also marginal in this sample compared to that reported by Mallinckrodt et al (2016).

NEO-Five Factor Inventory. The NEO-FFI (Costa & McCrae, 1992) is a measure of “Big Five” major traits of personality for normal adults. It is a 60 item abbreviated version of 240 item NEO-PI-R. The personality traits assessed are: Openness (vs. closeness), Conscientiousness (vs. lack of direction), Extraversion (vs. introversion), Agreeableness (vs. antagonism), and Neuroticism (vs. emotional stability). Each of these personality traits is assessed by a 12 item subscale. Respondents use a 5-point Likert-type response scale with anchors of 1 (*strongly disagree*) to 5 (*strongly agree*). Two-week test-retest reliability ranged from 0.86 to 0.90 for the subscales in a study of college students (Robins, Fraley, Roberts & Trzesniewski, 2001). In the current study, internal reliability (coefficient alpha) was: .79 (Neuroticism), .82 (Extraversion), .73 (Openness), .81 (Agreeableness), and .74 (Conscientiousness). Here is a more extended description of each of the personality traits assessed by the NEO-FFI: (a) Openness involves a tendency to seek out new experiences, receptivity to change, and an inclination toward innovation, novel experience, and new learning; (b) Conscientiousness is characterized by dependability, reliability, trustworthiness, a desire to honor commitments, and inclination to adhere to norms, rules, and values; (c) Extraversion involves a tendency to be sociable, outgoing, gregarious, expressive, talkative, congenial, warmhearted, and energized by other people and social cues; (d) Agreeableness, is characterized by a propensity for working as part of a team and functioning cooperatively on work group efforts, as well as a disposition to be amiable, pleasant, equable and avoid disagreements in interpersonal interactions; finally, (e) Neuroticism/Emotional Stability is indicative of overall

level of adjustment, resilience, emotional stability, and ability to work effectively under stressful conditions.

Procedure

A series of three invitations to participate were sent by email to RAs, one month prior, two weeks prior then 3-4 days prior to the beginning of their summer training. The invitations contained a link to the consent form and pre-training survey hosted on the “SurveyMonkey” web site. The online pre-training survey contained two instruments NEO-PI-R and BEMCS, as well as demographic items. The online post-training survey presented only the BEMCS. The link to the post-training survey was distributed by email 10 days after conclusion of the one-week training. The consent form was repeated for the post-training survey. For both online surveys “question-logic” parameters were set in SurveyMonkey so that potential participants who did not indicate “I agree” to the provisions of the consent agreement were not presented with the surveys. Potential participants were offered a \$20 gift certificate as an incentive.

The third SurveyMonkey survey requested two pieces of information, the student’s email address, and the time-sensitive password that was displayed at the end of the second survey. Each day, incentive gifts were distributed to students who entered information and a correct time-sensitive password into the third database. Gift “certificates” were not delivered in person; rather, participants were sent an authorization code via email that they could use to redeem their gift online. A participant who returned a password that expired more than 24 hours previously was sent an email message requesting their code label to verify participation. If the code label appeared in the data, a gift label was issued with no further questions asked. After verification and delivery of the gift card, the communication was destroyed so that the participants’ data returned to a fully anonymous state. Note that this procedure resulted in no

incentive issued for students who completed only the first survey, but not the second. The informed consent document stated that they may discontinue participation at any time and skip any item that they prefer not to answer, but they must read all way through to the last question of the second survey before discovering how to receive their \$20 gift certificate.

Chapter III

Results

We begin by comparing the large general sample of undergraduates collected by Mallinckrodt et al. (2014), with the Resident Assistants who participated in this study. Results of independent samples t-tests are shown in Table 1. All five subscales of the BEMCS significantly differed between the two samples. Not surprisingly, the RAs had significantly higher scores on Factor 1 (Cultural Openness and Desire to Learn), and Factor 4/6 (Perspective-taking Empathic Feeling and Acting as an Ally), and lower scores on Factor 2 (Resentment and Cultural Dominance). However, contrary to expectations, RAs scored lower than the general sample on Factor 5 (Awareness of Contemporary Racism and Privilege) and higher in Factor 3 (Anxiety and Lack of Multicultural Self-Efficacy).

The second set of preliminary analyses investigated correlations between Five Factor personality traits and BEMCS factors. Results shown in Table 2 suggest that the three traits of Extraversion, Openness to Experience, and Agreeableness are desirable for RAs, in that these three traits were significantly correlated with a desire to learn about other cultures (Factor 1) and empathic feeling and action (Factor 4/6). Openness to Experience and Agreeableness were also significantly negatively correlated with resentment and attitudes favoring cultural dominance (Factor 2).

The final set of preliminary analyses examined demographic differences in BEMCS factors before training, this time including the 41 RAs of Color as well as the 87 who indicated their racial/ethnic identification was White. A two-way MANOVA (multivariate analysis of variance) was conducted, sex (female vs. male) X race/ethnicity (RAs of Color vs. White), one mean differences for the five BEMCS factors. Results suggested significant main effects for

sex, $F(5,120) = 2.75, p = .022$; significant main effects for race/ethnicity, $F(5,120) = 5.26, p < .001$; and significant sex X race/ethnicity interactions, $F(5,120) = 2.66, p = .026$. Detailed results are shown in Table 3. When we consider high scores on Factor 1, 4/6 and 5 to be desirable, and low scores on Factor 2 and 3 to be desirable, then the general pattern of results show in Table 3 is that (a) women in general had more desirable scores than men in general, (b) RAs of Color had more desirable scores than White RAs in general, and (c) there was a positive interaction such that female RAs of color had even more desirable scores than either demographic factor would predict alone.

For the final set of analyses we investigated the effects of training. Once again, these analyses were restricted to only the 87 students who indicated “White” as their racial/ethnic identity. The sample was further restricted to only the 60 of these students who completed surveys both after training and before. Mean scores are shown, and indicate that training seems to have resulted in only one significant change. Scores on Factor 3 decreased, which can be considered a very desirable outcome. Recall that Factor 3 is, “Anxiety and Lack of Multicultural Self-Efficacy.” We examined the PowerPoint presentation that introduced the RA training (Appendix D). The four goals were described as: (1) To create a space for a conversation about diversity and inclusion, (2) To deepen the level of authentic dialogue about difference, (3) To explore our multiple identities and group memberships, (4) To work toward building an inclusive campus community. Thus, it seems that these goals would be consistent with an improvement by reducing scores on Factor 3. Note that the repeated measures MANOVA that considers all five subscales together was not significant, $F(5,55) = 1.18, p = .33$. Although we noted the only significant mean change, we call attention to some worrisome trends. Scores on Factor 1 and 4/6, and 5 decreased, and Factor 2 increased as a result of

training. These are numeric changes, not statistically significant, but they are the opposite effects we would hope to see.

Results of tests of the main hypotheses in this study are shown in Table 5. We made specific predictions about the role of Big Five personality traits in the RAs response to training. Table 5 shows partial correlations with Big Five traits, which modeled change as correlations with post-training BEMCS scores, controlling for pre-training levels of the BEMCS factors. This is called a *residual gain* approach to change, and is considered superior to merely subtracting post-test from pre-test because of better control of measurement error. The only significant correlation was for Openness to Experience with Factor 3. (Recall that the previous analyses in Table 4 showed that only this factor changed significantly). As expected, Neuroticism and Conscientiousness were negatively associated with change, but not at a statistically significant level. As expected, Agreeableness was generally associated with favorable improvements, but none were statistically significant. Recall that positive correlations with Factor 1, 4/6, and 5 are desirable, and negative correlations with Factor 2 and 3 are desirable. Thus, the one significant finding in Table 5 is opposite to the direction we expected. Therefore, none of our hypotheses were supported, and the one significant finding we obtained was contrary to expectation.

Chapter IV

Discussion

The first purpose of this study was to field test the BEMCS to determine its sensitivity for measuring the effects of multicultural programming, specifically, the week-long Summer Training program for UT RAs. In order to effectively assess sensitivity, we first compared the general sample of undergraduates with the UT RAs, as shown in Table 1. The significantly higher scores on Factor 1 (Cultural Openness and Desire to Learn), and Factor 4/6 (Perspective-taking Empathic Feeling and Acting as an Ally), coincide with expectations that RA's because of their desire to seek a job that puts them into direct contact with others different from themselves, would be more culturally open than their peers. We also expected RAs to display a greater sense of empathy, required for connecting with residents and fellow staff. Significantly lower scores on Factor 2 (Resentment and Cultural Dominance), also coincide with the expectation that RAs display more multicultural competency than their peers.

Alternately though, RAs scored lower than the general sample on Factor 5 (Awareness of Contemporary Racism and Privilege) and higher in Factor 3 (Anxiety and Lack of Multicultural Self-Efficacy). This result is contrary to expectations and in direct contrast with Martin and Blechschmidt's (2014) study finding that RA's tend to rate higher than their peers on intercultural effectiveness. One explanation for this may be that RAs are displaying what Hook et al (2013) referred to as "cultural humility". Cultural humility is part of a process-oriented view of multicultural competency, whereby an individual acknowledges that to be truly multiculturally competent requires acknowledgement that one is in a constant state of growth; learning more about the other, continually questioning ones own biases and accepting that competency is an unending journey. Rather than a vaccine that one can take once and suddenly

become multiculturally competent, a view of multicultural competency as more like a hygiene-related belief, that is, something you have to keep doing and revisiting over and over again (like brushing your teeth). Maybe the higher level of RA anxiety and doubts about multicultural self-efficacy found in this study resulted from a realization that there is much they do not know, even though they may know more than their fellow undergraduate peers. In contrast, the higher scores on Factor 3 found among the White first year UT students in Mallinckrodt et al's 2014 sample may reflect a naïve overconfidence in their skills. Perhaps they don't yet "know what they don't know." If this is true, the initial steps in much diversity training could result in a downward self-estimate of one's skills compared to naïve initial ratings. This is not at all something to be concerned about. Actually, trainers should be encouraged because the downward ratings in the first phase of training could reflect a more sophisticated understanding of the complexity involved in becoming multiculturally competent.

The second purpose of this study was to explore how Big Five personality factors interact with training to influence training outcomes. We hypothesized that the greatest gains in "everyday multicultural competencies" resulting from RA training would be associated with personality traits of Openness to Experience, and Agreeableness, whereas Conscientiousness and Neuroticism would be negatively associated with changes due to training.

As expected, the traits of Openness to Experience, and Agreeableness were significantly correlated with a desire to learn about other cultures (Factor 1) and empathic feeling and action (Factor 4/6) as shown in Table 2 pre-training results. Openness to Experience and Agreeableness were also significantly negatively correlated with resentment and attitudes favoring cultural dominance (Factor 2) in pre-training, indicating that these personality traits are highly desirable in a multiculturally competent RA. Additionally, as expected pre-training

results showed a significant negative correlation between Neuroticism and Factor 1, Cultural openness and a Desire to Learn. There were no significant correlations between Conscientiousness and any of the five factors. An unexpected desirable trait was Extraversion, which was significantly correlated with cultural openness and a desire to learn (Factor 1) and empathic feeling and action (Factor 4/6). In retrospect, this makes sense because outgoing, Extraverted people might be expected to seek out new cultural experiences and have deeper empathy for others.

Despite these overall positive results seen in pre-training regarding a correlation between personality traits and everyday multicultural competencies, these interactions did not translate to a significant effect on gain in everyday multicultural competency after training. In fact, there was only one significant change in training overall which was an increase in Factor 3 (Anxiety and Lack of Multicultural Self-Efficacy). Interestingly, the only significant correlation of a Five Factor personality trait with change after training was Openness to Experience with Factor 3. In other words, the more open to experience a White RA trainee was before training started, the more that training resulted in a decrease in their estimate of cultural abilities (and increase in anxiety).

Although this result is concerning on surface observation, it may also be evidence of openness to experience is related to higher cultural humility. It may be that as the RAs learned more about diversity from their brief training, they realized how much more there was to learn, resulting in even more anxiety than they previously had. Though this humility is desirable, the concerning aspect is the lack of self-efficacy. The hope is that cultural humility inspires one to seek further training and more contact with those who are culturally different. However, RAs

may be suspended in the realization of the vast well of cultural awareness they lack, without the additional confidence to seek it out.

Finally, turning now from our hypotheses to exploratory findings about demographic differences shown in Table 2. Significant main effects for sex were observed for Factor 2 and Factor 4/6, with men exhibiting more dominance and cultural resentment, and women exhibiting more cultural empathy. There was also a significant effect for race/ethnicity, with RAs of Color showing more cultural interest and desire to learn (factor 1), more perspective-taking, empathy and willingness to act as an ally (factor 4/6), more awareness of White privilege and contemporary racism (factor 5), and less resenting and cultural dominance attitudes (factor 2). These main effects were significant at an overall level on all five factors, and there was an additional interaction effect such that being a woman of color exhibited more positive effects than being either a person of color or woman. We might describe this interaction as a kind of positive intersectionality on everyday multicultural competencies. These findings suggest that the most multiculturally skilled residence hall paraprofessional staff, by far, are women of color.

It is important to note that UT unlike some other institutions has no requirement for any multicultural courses or activities. Thus, it is possible for White students to matriculate through all their years and not have cultural competence. However, a person of color does not have this option. Survival in the dominant culture requires bicultural competence (Wei et al., 2010). Therefore, the main effects for race/ethnicity seen in Table 2 may be partly a result of this dynamic. Interestingly, White men had the highest mean on factor F2 (resentment and cultural dominance). This mean was by far higher than men of color and white women.

Limitations

It is important to recognize a number of important limitations in this study. First, not everyone who participated in the training agreed to participate in the study, and of these 128, only 103 provided data on both occasions. They may have been different in ways that might have biased the results (for example more agreeable or conscientiousness, or less threatened by a study of their cultural attitudes). If the benefit from training somehow was related to dropout rate, that would cause an overestimate or underestimate of the effect of training. Second, the sample size was modest, especially after restriction to White RAs only who provided data at both time points. This limited statistical power. Third, the BEMCS has at least one subscale that did not perform well in this sample, although it did in the original development study (Mallinckrodt et al., 2016). Perhaps summer RA training had important goals that were not assessed effectively, or not assessed at all by the BMECS.

Fourth, there is a limitation that comes from the training itself. Only three hours of this week long training (less than 5%) focused directly on topics related to everyday multicultural competencies. In retrospect, it is unlikely to expect such a small amount of instruction to have a major impact on cultural competency, except perhaps to awaken students to how much they do not know. There may have been far greater changes if the training had been more experiential (e.g., intergroup dialogue) and more extensive in terms of time. The shift away from cultural competency training for RAs toward security and efficient administration has been criticized (Koch, 2012).

Conclusions and Implications

If future studies avoid some of these limitations and add confirming findings we could have more confidence in these results. Until then, all conclusions must remain very tentative. A reading of the concerns and stresses experienced by students on this campus with respect to

diversity suggests that the cultural competency of RAs in our residence halls may be more important than it has ever been. Findings suggest that the selection process already in place tends to attract trainees with far higher everyday multicultural competencies than typical first year UT students.

Findings of this study suggest that from a personal selection point of view, applicants with the Five Factor traits of Openness, Agreeableness, and Extraversion may become the most successful RAs. Those with Neurotic tendencies may be at risk for not succeeding. Students of color, women, and especially women of color seen to have the highest levels of everyday multicultural competency, and therefore may become the most multiculturally effective RAs.

Perhaps the most important conclusion is that RA summer training needs to focus more intensively on cultural competence if the intention of that training is to make a positive impact in this area. To continue to build upon the valuable asset of students pre-training skills and positive personality traits, more time and intentionality needs to be placed on multicultural education of RAs.

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Appendices

Table 1

Comparison of BEMCS Subscale Scores, Study 1 Undergraduates vs. Study 2 Resident Assistants

	Mallinckrodt et al 2014 (Time 2, <i>n</i> = 676)		Current Project (Pre-training, <i>n</i> = 87)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Factor 1	4.29	0.90	5.35	0.61	10.44	.0001
Factor 2	3.33	0.83	3.13	0.82	2.12	.034
Factor 3	2.43	0.85	2.91	1.31	4.61	.0001
Factor 4/6	3.73	0.66	4.30	0.64	7.61	.0001
Factor 5	3.76	0.92	3.22	1.17	4.98	.0001

Factor 1: Cultural Openness and Desire to Learn; Factor 2: Resentment and Cultural Dominance; Factor 3: Anxiety and Lack of Multicultural Self-Efficacy; Factor 4/6: Perspective-Taking, Empathic Feeling, and Acting as an Ally; Factor 5: Awareness of Contemporary Racism and Privilege.

Table 2

Pre-training Correlations of BEMCS with Five-Factor Personality Traits for White Trainees

BEMCS Factor	Neuroticism	Extraversion	Openness to Experience	Agreeable- ness	Conscien- tiousness
Factor 1	-.26*	.42**	.43**	.39**	.16
Factor 2	.18	-.19	-.30**	-.35**	-.03
Factor 3	.04	.01	-.11	.02	.02
Factor 4/6	-.11	.26*	.27*	.28**	.10
Factor 5	.17	-.11	-.08	-.06	-.09

Note. $n = 87$. BEMCS = Brief Everyday Multicultural Competences Scale. Factor 1: *Cultural Openness and Desire to Learn*; Factor 2: *Resentment and Cultural Dominance*; Factor 3: *Anxiety and Lack of Multicultural Self-Efficacy*; Factor 4/6: *Perspective-Taking, Empathic Feeling, and Acting as an Ally*; Factor 5: *Awareness of Contemporary Racism and Privilege*.

** $p < .01$ * $p < .05$

Table 3

Pre-training Analyses of Main Effects of Sex and Race/Ethnicity, and Sex X Ethnicity Interactions

	----- Female -----				----- Male -----				Univariate Tests, Main Effects and Interaction					
	RAs of Color (<i>n</i> = 27)		White (<i>n</i> = 45)		RAs of Color (<i>n</i> = 14)		White (<i>n</i> = 42)		main effect for sex		main effect for race/ethnicity		sex X ethnicity interaction	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	^a <i>F</i> (1,124)	<i>p</i>	^b <i>F</i> (1,124)	<i>p</i>	^c <i>F</i> (1,124)	<i>p</i>
Factor 1	5.61	0.69	5.52	0.50	5.56	0.48	5.17	0.67	2.88	.092	4.05	.046*	1.47	.228
Factor 2	2.16	0.71	2.99	0.77	2.73	0.75	3.29	0.86	7.69	.006**	19.94	.000**	0.76	.384
Factor 3	2.61	1.55	3.11	1.45	3.17	1.37	2.70	1.11	0.09	.764	.00	.950	3.25	.074
Factor 4/6	4.94	0.64	4.42	0.52	4.37	0.61	4.16	0.73	11.31	.001**	8.43	.004**	1.62	.205
Factor 5	3.78	1.35	3.27	1.15	3.67	1.47	3.16	1.21	0.18	.665	4.25	.041*	0.00	.999

Note. Study 2, pre-training sample *N* = 128. BEMCS = Brief Everyday Multicultural Competences Scale. Factor 1: *Cultural Openness and Desire to Learn*; Factor 2: *Resentment and Cultural Dominance*; Factor 3: *Anxiety and Lack of Multicultural Self-Efficacy*; Factor 4/6: *Perspective-Taking, Empathic Feeling, and Acting as an Ally*; Factor 5: *Awareness of Contemporary Racism and Privilege*.

^aMANOVA main effects for sex, $F(5,120) = 2.75, p = .022$.

^bMANOVA main effects for race/ethnicity, $F(5,120) = 5.26, p < .001$.

^cMANOVA sex X race/ethnicity interactions, $F(5,120) = 2.66, p = .026$.

Table 4

Effects of Training on RAs who Indicated Racial/ethnic Identification as White

	Pre-training		Post-training		<i>t</i> (59)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Factor 1	5.37	0.56	5.29	0.69	1.49	.14
Factor 2	3.11	0.90	3.17	0.84	0.85	.40
Factor 3	3.14	1.22	2.97	1.24	2.09	.04*
Factor 4/6	4.30	0.63	4.26	0.58	0.74	.46
Factor 5	3.21	1.23	3.14	1.17	0.95	.35

Note: $n = 60$. Repeated measures MANOVA, $F(5,55) = 1.18$, $p = .33$.

Factor 1: *Cultural Openness and Desire to Learn*; Factor 2: *Resentment and Cultural Dominance*; Factor 3: *Anxiety and Lack of Multicultural Self-Efficacy*; Factor 4/6: *Perspective-Taking, Empathic Feeling, and Acting as an Ally*; Factor 5: *Awareness of Contemporary Racism and Privilege*.

Table 5

Association of Five Factor Personality Traits with Response to Training for RAs who Indicated Racial/ethnic Identification as White

Pre/post training change in:	----- Partial Correlation -----				
	Neuroticism	Extraversion	Openness to Experience	Agreeable- ness	Conscien- tiousness
Factor 1	-.06	-.05	.24	.19	-.08
Factor 2	-.17	-.01	.04	-.07	-.12
Factor 3	-.20	.12	.34**	.16	-.01
Factor 4/6	-.06	.22	-.08	-.04	-.17
Factor 5	.04	-.09	-.18	.07	.07

Note. n = 60

Partial correlations with post-training, controlling for pre-training levels of BEMCS factors. Positive values indicate association with a pre/post increase. Factor 1: *Cultural Openness and Desire to Learn*; Factor 2: *Resentment and Cultural Dominance*; Factor 3: *Anxiety and Lack of Multicultural Self-Efficacy*; Factor 4/6: *Perspective-Taking, Empathic Feeling, and Acting as an Ally*; Factor 5: *Awareness of Contemporary Racism and Privilege*;, and BEMCS

* $p < .05$

Appendix A

Email sent for the Pre-Survey:

Hello!

We're sending this message to students who are about to begin Summer, 2013, Resident Assistant Training, to invite you to consider participating in an online research study.

The purpose of the study is to measure the changes that the training you are about to complete might have on your attitudes and perceptions. We are also measuring dimensions of personality that we believe might be related to the training effects. The survey is completely confidential, and you are never asked to provide your name or other personally identifying information. If you decide to participate, you would complete a Pre-training survey online in the next 2-3 days that will require about 20-35 minutes to finish. You would be asked to complete a second Post-training survey, also online, about three weeks from now that takes about 15 minutes to complete.

If you agree to participate, you may stop participating at any time. At the link below you will also find more detailed information about the procedures to protect your confidentiality and how to earn the research incentive.

After you complete the second survey, we will send to you by email a digital gift code number worth \$20 for any purchase from Amazon.com.

Here is a link to the first survey:

<https://www>

Thanks for considering this project!

Professor Brent Mallinckrodt

Ms. Nicole Chery

Ms. Kanwarjit Pahwa

UT Department of Psychology

Appendix B

Informed Consent

<< Informed Consent for Pre-training survey presented on the first pages of SurveyMonkey online survey >>

Personality and effects of training on multicultural competencies of UT Resident Advisors.

Pre-Training Survey

Purpose: Thank you for your interest in this study. You are invited to participate in research intended to measure the impact of the Resident Assistant training you are about to receive on changes in attitudes about diversity, interests, and cultural communication skills. We are also interested in how personality traits interact with training.

Confidentiality: Your decision about whether or not to participate in this study will have no impact upon your employment as a Resident Assistant. In fact, neither your supervisor, the staff providing your training, nor any other staff member of University Housing will know whether or not you have decided to participate in this survey. The study is being conducted by a professor in the Department of Psychology, Dr. Mallinckrodt, and two doctoral psychology students, Ms. Chery and Ms. Pahwa. None of us have a current connection with University Housing. The procedures described in the next section will explain how your confidentiality is protected, and there will be no way to personally identify your survey responses. Only the three members of the research team will know which RAs have decided to participate, and we will keep this information only for the few days it will require to send you the \$20 Amazon gift code by email. For these 3-7 days, we will only know the email address of participating RAs. At no point will

we be able to identify your survey responses. After the \$20 incentive gifts have been distributed, will we erase the list of email addresses. The online survey is hosted by a secure server that is password protected (“SurveyMonkey”). The data you provide will contain no personally identifying information, and only the two lead investigators, Ms. Chery and Dr. Mallinckrodt will have access to the password for downloading data from the “SurveyMonkey” online site.

Procedures: At the end of this information page you will be asked to click “agree” to participate in this study. This will bring you to the online survey pages that present a few demographic items, a 60-item personality questionnaire, and a 48-item measure of multicultural competencies. In pilot tests it required 20-35 minutes to complete these questionnaires. That’s all you are asked for the “Pre-training” survey today. About 7-10 days after your training has ended, you will receive a second email message with a link to a second online survey that presents only the 48 multicultural items. It should take about 10-15 minutes to complete this survey. We need a way to match the two surveys you complete, without asking for personally identifying information. To do this, we ask you to record a code label consisting of two initials (not based on your name) and four digits that make up the day and month (but not year) of your birth. This code label will be easy for you to remember, but can not be used by us to link with your personally.

Compensation: The final step is required to receive your \$20 gift incentive. The last page of the second survey will present you with a third online link, and a passcode to enter. You are asked to click on this final link, which records information completely independently from either of the first two surveys. There you will record your email address and the passcode. Within 48 hours of entering this information, we will send you an email message containing the serial numbers for two, \$10 Amazon.com gift certificates.

Risks: We do not foresee any risks of participation in this study. The survey items are not stressful and do not ask about embarrassing information. However, you are free to skip any item you do not want to answer. You do not need to provide a reason for skipping an item. You can take a break at any point if you need to do so. However, to save your work you must not leave the survey web site. Please note however, that you need to at least read the items of the second survey in order to receive the \$20 gift card. If you participate in the first survey, but not the second, you will not receive an incentive.

Benefits: The measure of training outcomes, the “Everyday Multicultural Competencies” scale is being field-tested in this project. Results of this study will determine its usefulness for assessing many other types of

training and programming on college campuses. There are no direct benefits to individual participants, apart from the compensation described above.

Contact: If you have any questions about this study or the procedures, you may contact the researcher, Nicole Chery, at 1404 Circle Dr., Rm. 305, Knoxville, TN 37996, or by phone 974-8319, or by email: nchery@utk.edu.

We suggest that you print this page for your records, or save it digitally for future reference.

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. All data from participants who withdraw before completing the survey will be erased. Clicking the “I agree” button below constitutes your consent to participate.

[I agree]

<< Note to reviewers, the survey will not be presented unless the [I agree] button has been checked. >>

<< Informed Consent for Post-training survey presented on the first pages of SurveyMonkey online survey >>

Personality and effects of training on multicultural competencies of UT Resident Advisors.

Post-Training Survey

Purpose: Thank you for your continuing interest in this study. As you recall from the first survey you completed, this research is intended to measure the impact of the Resident Assistant training you received on changes in attitudes about diversity, interests, and cultural communication skills. We are also interested in how personality traits interact with training.

Confidentiality: Your decision about whether or not to participate in the second part of this study will have no impact upon your employment as a Resident Assistant. In fact, neither your supervisor, the staff providing your training, nor any other staff member of University Housing will know whether or not you have decided to participate in this survey. The study is being conducted by a professor in the Department of Psychology, Dr. Mallinckrodt, and two doctoral psychology students, Ms. Chery and Ms. Pahwa. None of us have a current connection with UT University Housing. The procedures described in the next section will explain how your confidentiality is protected. Only the three members of the research team will know which RAs have decided to participate, and we will keep this information only for the few days it will

require to send you the \$20 Amazon gift incentive by email. For these 3-7 days, we will only know the email address of participating RAs. At no point will we be able to identify your survey responses. After the gift incentives have been distributed, we will erase the list of email addresses. The online survey is hosted by a secure server that is password protected. The data you provide will contain no personally identifying information, and only the two lead investigators, Ms. Chery and Dr. Mallinckrodt will have access to the password for downloading data from the “SurveyMonkey” online site.

Procedures: At the end of this information page you will once again be asked to click “agree” to participate in this study. This will bring you to the online survey pages that present a few demographic items, followed by the 48 multicultural items. It should take 10-15 minutes to complete this second survey. As before, we ask you to record a code label consisting of two initials (not based on your name) and four digits that make up the day and month (but not year) of your birth. This code label will be easy for you to remember, but can not be used to link with your personally.

Compensation: The final step is required to receive your \$20 gift incentive. The last page of the second survey will present you with a third online link, and a passcode to enter. You are asked to click on this final link, which records information completely independently from either of the first two surveys. There you will record your email address and the passcode. Within 48 hours of entering this information, we will send you an email message containing the serial numbers for two, \$10 Amazon.com gift certificates.

Risks: We do not foresee any risks of participation in this study. The survey items are not stressful and do not ask about embarrassing information. However, you are free to skip any

item you do not want to answer. You do not need to provide a reason for skipping an item.

You can take a break at any point if you need to do so. However, to save your work you must not log leave the survey web site. Please note however, that you need to at least read the items of the second survey in order to receive the \$20 incentive. If you participate in the first survey, but not the second, you will not receive an incentive.

Benefits: The measure of training outcomes, the “Everyday Multicultural Competencies” scale is being field-tested in this project. Results of this study will determine its usefulness for assessing many other types of training and programming on college campuses. There are no direct benefits to individual participants, apart from the compensation described above.

Contact: If you have any questions about this study or the procedures, you may contact the researcher, Nicole Chery, at 1404 Circle Dr., Rm. 305, Knoxville, TN 37996, or by phone 974-8319, or by email: nchery@utk.edu.

We suggest that you print this page for your records, or save it digitally for future reference.

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. All data from participants who withdraw before completing the survey will be erased. Clicking the “I agree” button below constitutes your consent to participate.

[I agree]

<< Note to reviewers, the next page of the survey will not be presented unless the [I agree] button has been checked. The Post-Training survey is identical to the Pre-training version, except that the 60 items on page 2-3 of the Pre-training survey are not presented. >>

Appendix C

Pre-training survey

<< Instructions for participants and online survey, following consent pages. >>

The first few questions ask about you. Please feel free to skip these, or any item on the following pages you prefer not to answer.

Age in years: _____

Ethnic/racial identification (please check as many as apply)

- African American
- Asian American / Pacific Islander
- European American, White or Caucasian
- Hispanic, Latina, Latino
- Native American
- Other single identity not listed
- Multiple identity including one or more not listed

Sexual Identification

- Female
- Male

Class standing at UT, starting next Fall

- Freshman

Sophomore

Junior

Senior

Graduate or professional student

What year did you graduate from High School? _____

What year did you begin college? (not necessarily UT) ? _____

Will next Fall Semester be your first serving as a UT Resident Assistant?

yes

no

If no, how many previous semesters have you served as an RA at UT? _____

INSTRUCTIONS FOR THE NEXT ITEMS: Carefully read all the instructions before beginning.

This questionnaire contains 60 statements. Read each statement carefully. For each statement click the choice with the response that best represents your opinion. Make sure that your answer is in the correct box.

SD = *strongly disagree* or the statement is definitely false

D = *disagree* or the statement is mostly false.

N = *neutral* on the statement, you cannot decide, or the statement is about equally true or false.

A = *agree* or the statement is mostly true.

SA = *strongly agree* or the statement is definitely true.

1. I am not a worrier.
2. I like to have a lot of people around me.
3. I don't like to waste my time daydreaming.
4. I try to be courteous to everyone I meet.
5. I keep my belongings clean and neat.

6. I often feel inferior to others.
7. I laugh easily.
8. Once I find the right way to do something, I stick to it.
9. I often get into arguments with my family and co-workers.
10. I'm pretty good about pacing myself so as to get things done on time.

11. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.
12. I don't consider myself especially "light-hearted."
13. I am intrigued by the patterns I find in art and nature.
14. Some people think I am selfish and egotistical.
15. I am not a very methodical person.

16. I rarely feel lonely or blue.
17. I really enjoy talking to people.
18. I believe letting students hear controversial speakers can only confuse and mislead them.
19. I would rather cooperate with others than compete with them.
20. I try to perform all the tasks assigned to me conscientiously.

21. I often feel tense and jittery.
22. I like to be where the action is.
23. Poetry has little or no effect on me.
24. I tend to be cynical and skeptical of others' intentions.
25. I have a clear set of goals and work towards them in an orderly fashion.

26. Sometimes I feel completely worthless.
27. I usually prefer to do things alone.
28. I often try new and foreign foods.
29. I believe most people will take advantage of you if you let them.
30. I waste a lot of time before settling down to work.

31. I rarely feel fearful or anxious.
32. I often feel as if I'm bursting with energy.
33. I seldom notice the moods or feelings that different environments produce.
34. Most people I know like me.
35. I work hard to accomplish my goals.

36. I often get angry at the way people treat me.
37. I am a cheerful, high-spirited person.
38. I believe we should look at our religious authorities for decisions on moral issues.
39. Some people think of me as cold and calculating.
40. When I make a commitment, I can always be counted on to follow through.

41. Too often, when things go wrong, I get discouraged and feel like giving up.
42. I am not a cheerful optimist.
43. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.
44. I'm hard-headed and tough-minded in my attitudes.
45. Sometimes I'm not as dependable or reliable as I should be.

46. I am seldom sad or depressed.
47. My life is fast-paced.
48. I have little interest in speculating on the nature of the universe or the human condition.
49. I generally try to be thoughtful and considerate.

50. I am a productive person who always gets the job done.

51. I often feel helpless and want someone else to solve my problems.

52. I am a very active person.

53. I have a lot of intellectual curiosity.

54. If I don't like people, I let them know it.

55. I never seem to be able to get organized.

56. At times I have been so ashamed I just wanted to hide.

57. I would rather go my own way than be a leader of others.

58. I often enjoy playing with theories or abstract ideas.

59. If necessary, I am willing to manipulate people to get what I want.

60. I strive for excellence in everything I do.

Cultural Perceptions

Instructions: The statements below are opinions you may have heard expressed at one time or another. Please indicate your current level of agreement with each statement using the following scale.

1	2	3	4	5	6
Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

1. I am interested in participating in various cultural activities on campus.
2. People who talk with an accent should work harder to speak proper English.
3. In America everyone has an equal opportunity for success.
4. I can relate to the frustration that some people feel about having fewer opportunities due to their racial or ethnic backgrounds.
5. I doubt that I can have a deep or strong friendship with people who are culturally different.
6. When I hear people make racist jokes, I tell them I am offended even though they are not referring to my racial or ethnic group.
7. I would like to work in an organization where I get to work with individuals from diverse backgrounds.
8. Because the founding fathers built this country, their culture should be the model for all others.
9. For two babies born with the same potential, in the U.S. today, in general it is still more

difficult for a child of color to succeed than a White child.

10. It is easy for me to understand what it would feel like to be a person of another racial or ethnic background other than my own.
11. I do not know how to find out what is going on in other countries.
12. When other people struggle with racial or ethnic oppression, I share their frustration.
13. I welcome the possibility that getting to know another culture might have a deep positive influence on me.
14. I am really worried about White people in the U.S. soon becoming a minority due to so many immigrants.
15. Today in the U.S., White people still have many important advantages compared to other ethnic groups.
16. It is difficult for me to relate to stories in which people talk about racial or ethnic discrimination they experience in their day to day lives.
17. I feel uncomfortable when interacting with people from different cultures.
18. When I see people who come from a different racial or ethnic background succeed in the public arena, I share their pride.
19. I would like to have dinner at someone's house who is from a different culture.
20. When in America, minorities should make an effort to merge into American culture.
21. I can see how other racial or ethnic groups are systematically oppressed in our society.
22. I don't know a lot of information about important social and political events of racial and ethnic groups other than my own.

23. I am afraid that new cultural experiences might risk losing my own identity.
24. I am touched by movies or books about discrimination issues faced by racial or ethnic groups other than my own.
25. I admire the beauty in other cultures.
26. There is too much focus on discrimination and oppression in the mainstream media.
27. I am aware of how society differentially treats racial or ethnic groups other than my own.
28. It is difficult for me to put myself in the shoes of someone who is racially and/or ethnically different from me.
29. I often find myself fearful of people of other races.
30. When I know my friends are treated unfairly because of their racial or ethnic backgrounds, I speak up for them.
31. All cultures have important strengths and values.
32. I think members of the minority blame White people too much for their misfortunes.
35. I get disturbed when other people experience misfortunes due to their racial or ethnic background.
36. The more I know about other cultures and ethnic groups the better I understand myself.
37. I do not understand why people want to keep their indigenous racial or ethnic cultural traditions instead of trying to fit into the mainstream.
38. White people can succeed without knowing much about the Black world, but most Blacks can't succeed without knowing about the White world.

39. I feel supportive of people of other racial and ethnic groups, if I think they are being taken advantage of.
40. I find it thrilling to learn about other cultures and people.
41. I do not understand why minority people need their own TV channels.
42. The U.S. has a long way to go before everyone is truly treated equally.
43. I don't care if people make racist statements against other racial or ethnic groups.
44. I think it's cool to learn about the holidays, religion, and customs of another culture.
45. In general, the more that the people of other countries try to completely adopt the beliefs and practices of the U.S., the better off they will be.
46. I share the anger of people who are victims of hate crimes (e.g., intentional violence because of race or ethnicity).
47. When I meet someone from another culture, I should try to keep in mind that "different is not deficient."
48. Minorities get in to school easier and some get away with minimal effort.

Selecting a code label

This last step we ask you to complete today is to create a code label that you will be able to remember in 7-10 days when you complete the second survey.

We ask you to start with two initials. We suggest using your mother's first and middle initials. If you were raised by someone other than your mother, select the adult person who was most responsible for raising you when you were 16 years old. Then select four digits that correspond to the day and month of your birthday, using zeros to make four digits.

For example, If you were being raised at age 16 by Alice Rashida Bingham, and you were born on March 15, 1993, your code label would be:

AR-0315

Remember that you mom's last name initial and the year of your birth should not be a part of your label.

Here is one more example. If you were being raised by Maria Nunez Carpenter, and you were born on June 4, 1991, your code label would be:

MN-0604

Please enter your code label below

___ First name initial

___ Middle name initial

___ First digit of birth month (use a zero if necessary)

___ Second digit of birth month (use a zero if necessary)

___ First digit of birth day

___ Second digit of birth day

Thank you very much for completing this survey! You should receive the link for your second survey in 7-10 days.

<< Variation on “Selecting a Code Label Page that will be used for the Post-training Survey”>>

Receiving your \$20 gift incentive

Please record the code label you used on the first survey. Recall that we suggested using your mother’s first and middle initials. If you were raised by someone other than your mother, we asked you to select the adult person who was most responsible for raising you when you were 16 years old. Then we asked you to select four digits that correspond to the day and month of your birthday, using zeros to make four digits.

For example, If you were being raised at age 16 by Alice Rashida Bingham, and you were born on March 15, 1993, your code label would be:

AR-0315

Remember that your mom’s last name initial and the year of your birth should not be a part of your label.

Please enter the code label below you used on the first survey

___ First name initial

___ Middle name initial

___ First digit of birth month (use a zero if necessary)

___ Second digit of birth month (use a zero if necessary)

___ First digit of birth day

___ Second digit of birth day

Thank you very much for completing this survey! To receive your \$20 research incentive, you must within three hours of leaving this page go to this web link

<< third SurveyMonkey web link here >>

At this site you will be asked to enter your email address and this passcode

PEACH

We will use the email address you provide to send you the serial numbers of your gift certificate.

Appendix D

Diversity Training Sample Resident Assistants Received

Moving Diversity Forward

UT Housing RA Staff Training

August 8, 2013

- To create a space for a conversation about diversity and inclusion.
- To deepen the level of authentic dialogue about difference.
- To explore our multiple identities and group memberships.
- To work toward building an inclusive campus community.

To create a **SAFE** space for a conversation about diversity and inclusion.

- Why do we need a safe environment? What gets in the way?
- Here are the ground rules:
 - Support
 - Confidentiality
 - Honesty—about pain and difference
 - Don't demean, devalue, or disrespect
 - Every opinion counts
 - Seek to understand as well as be understood

Activity

- Find 5 ways you are similar to your partner.
- Find 5 ways you are different from your partner.

Exploring OUR Diversity

- What are group memberships that you rarely think about? Why?
- Which of your group memberships do you sometimes or often think about? Why?
- Which 2-3 group memberships seem to impact how you get seen or treated—more positively or more disrespectfully?

Authentic Dialogue

- Talk about a time in your life when you felt that you mattered~ when you were part of a group or situation where you felt included; important; valued, connected to others; you were respected for who you are.
- Talk about a time you felt you were treated less than, by someone or a group because of their attitudes towards some difference you had...or they perceived you had...
 - What happened...how did you feel?
 - What did you do?
 - What, if anything, did you or someone else do to intervene and create more inclusion, understanding, or stop the disrespectful treatment?

- Think about a time you felt uncomfortable or uneasy or biased about a certain group, but something happened and you **SHIFTED** to feel more accepting.
 - What was the turning point in your awareness?
 - What helped you to be more open minded and let go of your assumptions and discomfort a bit?

- Share a time you noticed something disrespectful and spoke up to create greater respect or inclusion...to educate...or to stop the negative treatment.

Silent Beats Video and Activity from University of Tennessee Office of Multicultural Student Life Diversity Educator Handbook

Action Planning

- Think about and write down 3-5 specific actions you will take to help create greater inclusion on campus.
 - What will you **STOP** doing?
 - What will you **START** doing?
 - What will you **CONTINUE** doing?

Moving Diversity Forward

- Treat everyone with dignity and respect.
- Ensure your interactions with others are not solely on the visible aspects of their culture.

- Beware of your own “Cultural Baggage.”
- Avoid culturally insensitive language.
 - “Handicapped”
 - “Ghetto”
 - Others?
- Engage in cultural learning.
 - Knowledge + Awareness + Skills
- Challenge and support.

Closing Reflections

- As I leave I feel...
- What I have experienced about this group...
- What I’ve appreciated about our session together is...
- As a member of this community, I will...
- One thing I’m taking with me is...

Vita

Nicole Crystal Chery was born on the island of St. Lucia to parents John Chery (police officer) and Margarita Chery (seamstress working from home). The youngest of four intelligent and active siblings Roderick, Anna and Melissa, Nicole was encouraged and supported to pursue her academic goals throughout her childhood. She attended the prestigious St. Joseph's Convent Secondary School in St. Lucia, where her two elder sisters before had attended. Nicole then attended the University of West Georgia (UWG) where she was involved in numerous extra-curricular activities and worked for Residence Life as an RA and later Resident Director. Nicole received her Bachelor of Science degree in Biology from UWG. She then spent two-years at her alma mater St. Joseph's Convent as a teacher of Biology, Chemistry, Human & Social Biology and Family Life Education to a the brightest, most creative group of young women. Nicole then returned to the United States and earned her Master's from Auburn University in Clinical Mental Health Counseling, pursuing internships in both community mental health and the university career center during her tenure. Nicole's passion for social justice advocacy and multicultural education then lead her to pursue a PhD in Counseling Psychology from the University of Tennessee Counseling Psychology program; the first APA accredited Scientist-Practitioner-Advocate model of training in psychology. Under the mentorship of her advisor, Dr. Brent Mallinckrodt, Nicole continued to build her skills in psychological practice, teaching and social justice advocacy.