

The Relationship Between Multicultural Supervision, Multicultural Competence, and
Multicultural Self-Efficacy and the Effect of Previous Supervisors on the Development of
Multicultural Supervision, Multicultural Competence, and Multicultural Self-Efficacy

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by

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Abstract

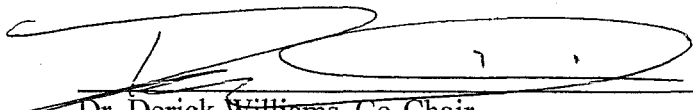
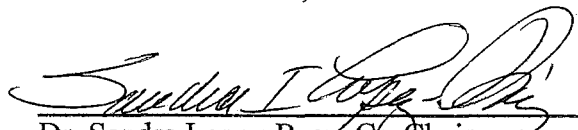
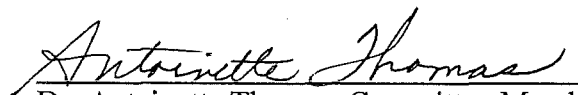
Derick Williams and Sandra Lopez-Baez

The purpose of this study is to examine the relationship between multicultural competence and multicultural self-efficacy. Additionally, this study seeks to examine the effect that previous supervisors have on practicing supervisors' multicultural competence, multicultural self-efficacy, and development of skills and behaviors associated with multicultural supervision. There were 141 participants in the study comprised of both master's and doctoral level supervisors from university, community, and primary and secondary school settings. There was a significant relationship between multicultural competence and multicultural self-efficacy. There was also an interaction between perceived cultural similarity to previous supervisors and perceived demonstration of multicultural supervision by previous supervisors on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. Also, there were significant relationships between perceived cultural similarity to a previous supervisor and practicing supervisors multicultural competence and multicultural self-efficacy, and between perceived demonstration of multicultural supervision by a previous supervisor and multicultural competence. Implications for supervisors and counselor educators are discussed, and suggestions for future research are provided.

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APPROVAL OF THE DISSERTATION

This dissertation, The Relationship Between Multicultural Supervision, Multicultural Competence, and Multicultural Self-Efficacy and the Effect of Previous Supervisors on the Development of Multicultural Supervision, Multicultural Competence, and Multicultural Self-Efficacy, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of [Doctor of Education or Doctor of Philosophy].


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April 6, 2011 Date

*For those who seek to educate
by first understanding themselves*

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CHAPTER 1

INTRODUCTION

Supervision is an integral part of the counseling profession. It is through supervision that the profession regulates the practice of counseling, determines who is allowed to practice, sets standards for members' behavior, and disciplines incompetent or unethical members (Goodyear & Guzzardo, 2000). In order to fulfill these crucial functions, supervisors need to be competent in the areas that they provide supervision and have confidence in their ability to adequately perform the skills and behaviors required (Bandura, 1977, 1989, 1993). An area of competence that is emerging in supervision is the provision of multicultural supervision (D'Andrea & Daniels, 1997; Vander Kolk, 1974). As increasing amounts of research demonstrates the benefits of multicultural competence (D'Andrea, Daniels, & Heck, 2001; McRae & Johnson, 1991) and multicultural self-efficacy (Briones, Tabernero, Tramontano, Caprara, & Arenas, 2009; Harrison, Chadwick, & Scales, 1996; Tsang, 2001) it is important that supervisors develop the necessary skills to provide multicultural supervision that contributes to increasing these characteristics in their supervisees. Fostering multicultural competence and multicultural self-efficacy can benefit supervisees' growth, their work with clients, and influence the type of supervisors that their supervisees may become (Hird, Cavalieri, Dulko, Felice, & Ho, 2001; Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999b).

In order to develop the skills necessary to conduct multicultural supervision, supervisors need to be multiculturally competent and possesses multicultural self-efficacy. Current practicing supervisors and counselor educators need to strengthen their own multicultural competence and multicultural self-efficacy to help supervisees grow in these areas. Counselor education programs have been a primary focus for increasing the incorporation and integration of multicultural competence (Constantine, 1997; D'Andrea & Arredondo, 1996; LaFromboise & Foster, 1992; Priest, 1994; Ridley, Espelage, & Rubinstein, 1997), but the importance of the influence of supervision should not be overlooked (Ladany et al., 1999b). Experiences in the classroom and in workshops can increase personal awareness about attitudes towards multicultural issues and knowledge of multicultural issues, two of the three areas of multicultural competence (Arredondo et al., 1996; Sue et al., 1982; Sue, Arredondo, & McDavis, 1992), but not the skills necessary for working with diverse populations (D'Andrea et al., 2001; Ottavi, Pope-Davis, & Dings, 1994; Pope-Davis, Reynolds, Dings, & Ottavi, 1994). The development of the belief or the ability to demonstrate multiculturally appropriate behaviors and skills can be related to multicultural self-efficacy (Constantine & Ladany, 2000, 2001) and can possibly be instilled in supervisees by their supervisors use of social learning theory (McRoy, Freeman, Logan, & Blackmon, 1986).

The lack of understanding of what constitutes the skills and behaviors that are part of multicultural supervision may explain the difficulty of training supervisors who are able to model multicultural competence and multicultural self-efficacy for their supervisees. Further complicating the issue is how supervisors receive training in

general. Since counselors are frequently master's level practitioners, when they become supervisors their conception of what supervision should be could be based solely on the model of their previous supervisors (Ladany et al., 1999b), and they lack formal training in supervision or the opportunity to practice supervision while receiving supervision of supervision that occurs in counselor education doctoral programs. This indicates two potential areas for intervention, the first is through training practicing supervisors in the skills and behaviors of multicultural supervision, the second is through incorporating more supervision training at the master's level to offer both formal training in multicultural supervision and exposure to more supervisors who can act as models to provide a framework for what students learn in supervision class (Bandura, 1973).

The purpose of the present study is to examine the skills and behaviors that are part of multicultural supervision as described in the literature and how they are related to supervisors' multicultural competence and multicultural self-efficacy. Further, this study will examine the effect of previous supervisors on practicing supervisors' development of multicultural competency, multicultural self-efficacy, and skills and behaviors associated with multicultural supervision. Previous researchers have demonstrated the importance of multicultural supervision, counselors' multicultural competence, and cross-cultural self-efficacy, but there is a lack of research on how these constructs are related to each other, and how previous supervisors affect the development of skills and behaviors related to multicultural supervision of practicing supervisors.

Chapter one contains a brief review of the primary concepts used in the study as addressed in previous literature. The terms to be reviewed are multicultural supervision,

multicultural competence, multicultural self-efficacy, and social learning theory. A description of the population to be studied, purpose of the study, the need for the study, the significance of the study, the research questions that drive the study, and definitions of the major terms associated with the study are presented as well.

Introduction of the Study Variables

The following is a description of the constructs from previous literature that will help provide a context for the research questions that are analyzed in the study.

Multicultural Supervision

Supervision is an important part of counseling; supervision provides a method of self-regulation of the practice of counseling through selecting who is allowed to practice, setting standards for members' behavior, and disciplining incompetent or unethical members (Goodyear & Guzzardo, 2000). The primary tasks of supervisors are to help supervisees develop their own sense of self-efficacy (Lent, Hackett, & Brown, 1998), facilitate the development of supervisees by allowing them to provide services to clients in a monitored environment, and provide endorsement of supervisees' fitness to practice (Bhat & Davis, 2007). Supervisors need to be expert consultants, supporters, and evaluators of supervisees who are considered less experienced and knowledgeable about the counseling process (D'Andrea & Daniels, 1997). When the Association for Counselor Education and Supervision (ACES) endorsed the multicultural competencies suggested by the Association of Multicultural Counseling and Development (AMCD), it indicated that multicultural competence is now a standard of the profession (D'Andrea & Arredondo, 1996). For supervisors this means developing their skills of multicultural

supervision to maintain their position as ethically competent practitioners and to be able to train counselors who are multiculturally competent.

The recognition of the need for multicultural supervision is not new; the importance of attending to the attitudes and behaviors between supervisors and their culturally different supervisees was recognized over thirty years ago (Vander Kolk, 1974). Since the initial call for increased training for supervisors in multicultural issues, there have been several studies noting the importance of multicultural supervision (e.g. Bernard & Goodyear, 1998; Chen & Bernstein, 2000; D'Andrea & Daniels, 1997; Hird et al., 2001). Numerous issues impede the widespread adoption of skills and behaviors associated with multicultural supervision. Even though ACES endorsed the multicultural competencies 15 years ago, many supervisors who graduated before that time may not have been exposed to the updated competencies. Though supervisors may endorse multicultural attitudes, it does not mean that they are adequately trained to demonstrate the skills and behaviors related to multicultural competence (Burkard, Knox, Hess, & Schultz, 2009; Gatmon et al., 2001; Ridley et al., 1997). Additionally, due to counseling being a masters-level field, supervisors may have limited exposure to supervision training and base their practice of supervision on the model used by their previous supervisors (Ladany et al., 1999b; Steward, 1998). This modeling of previous supervisors' behavior can lead to the perpetuation of biases of these supervisors on practicing supervisors (Nelson et al., 2006).

Multicultural supervision is the act of modeling, supporting, teaching, coaching, directing, and evaluating supervisees' development as related specifically to multicultural

issues while continuing to foster supervisees development of general counseling skills (Hird, et al., 2001). The foundation of the multicultural supervising relationship is similar to the foundation of a "traditional" supervision relationship based on unconditional positive regard, empathy, and congruence (Vander Kolk, 1974), and the social influence of traits such as supervisor attractiveness, expertness, and trustworthiness (Goodyear & Guzzardo, 2000). Several researchers have outlined specific skills and behaviors that are associated with multicultural supervision (Constantine, 1997; Carney & Kahn, 1984; Chen & Bernstein, 2000; D'Andrea & Daniels, 1997; Hird et al., 2001; Ladany et al., 1999b; Lane, Daugherty, & Nyman, 1998; Lent et al., 1998; Nelson et al., 2006). The foundation for the development of skills and behaviors related to multicultural supervision may be related to training (Bernard & Goodyear, 1998; Constantine; Carney & Kahn, 1984; D'Andrea et al., 2001; Gatmon et al., 2001; LaFromboise & Foster, 1992; Leach & Carlton, 1997; Nelson et al.; Pope-Davis, Reynolds, Dings, & Neilson, 1995; Neville et al., 1996; Remington & DaCosta, 1998; Sue et al., 1982), and the exposure to these behaviors by previous supervisors (Goodyear & Guzzardo; Ladany, Brittan-Powell, & Pannu, 1997; Ladany; LaFromboise & Foster; McRoy et al., 1986; Nelson et al., 2006; Steward, 1998).

Multicultural competence and multicultural self-efficacy are related to the provision of multicultural supervision. If supervisors lack multicultural competence or multicultural self-efficacy, their use of skills and behaviors of multicultural supervision may be impaired. If supervisors have not developed their multicultural competence or multicultural self-efficacy, it can affect the development of their supervisees'

multicultural competence and multicultural self-efficacy (Constantine, 1997; Hird, Tao, & Gloria, 2004; Lane et al., 1998; Steward, 1998). Supervisees' development of multicultural competence and self-efficacy are important as the demographics in the United States becomes more culturally diverse and the presence of multicultural competence is related to improved services to diverse clients (D'Andrea & Daniels, 1997).

The foundation of multicultural supervision relies on supervisees' previous exposure to multicultural issues for a supervisor to build on (Bernard & Goodyear, 1998), though the nature of that foundation can vary greatly depending on how multicultural counseling was presented during the supervisees' training (Ridley et al., 1997). It may be the supervisors' responsibility to provide guidance to supervisees regarding multicultural issues, though there should not be an assumption about supervisors' multicultural competence. Supervisors who have developed a broad awareness and knowledge base in multicultural counseling should conduct multicultural supervision, though this is not often the case (D'Andrea & Daniels, 1997; Carney & Kahn, 1984). There are several reasons why supervisors may fail to provide multicultural supervision (Bhat & Davis, 2007; Constantine, 1997; Cook & Helms, 1999; D'Andrea & Daniels; Gatmon et al., 2001), which can negatively affect the provision of multicultural supervision. Failure to provide multicultural supervision can be detrimental to the supervisory relationship (Carney & Kahn; D'Andrea & Daniels; Dressel, Consoli, Kim, & Atkinson, 2007; Ladany et al., 1997; Toporek, Ortega-Villalobos, & Pope-Davis, 2004) leading to power differentials (Hernández, Taylor, & McDowell, 2009; Hird et al. 2001; McRae &

Johnson, 1991; Nelson et al., 2006) and microaggression (Constantine & Sue, 2007; Murphy-Shigematsu, 2010).

Receiving multicultural supervision has several positive benefits for supervisees beyond increased cultural sensitivity. Receiving multicultural supervision is a predictor of supervisees' future multicultural competence (Constantine, 2001b) and multicultural self-efficacy (Constantine; Hird et al., 2004). Through multicultural supervision, supervisees have the opportunity to integrate learning from the training environment into practice (Constantine) and receive feedback on their performance, which can influence their development of self-efficacy (Lane et al., 1998) and their ability to accurately assess their performance and determine how to improve (Lent et al., 1998).

While there have been several studies that have indicated the importance of providing multicultural supervision, there has been limited research about what constitutes multicultural supervision and how supervisors develop the skills and behaviors necessary to provide multicultural supervision. Vander Kolk (1974) indicated the need to examine the tasks that multiculturally competent supervisors engage in, and while several researchers have suggested skills and behaviors related to multicultural supervision (Carney & Kahn, 1984; Chen & Bernstein, 2000; Constantine, 1997; D'Andrea & Daniels, 1997; Hird et al., 2001; Ladany et al., 1999b; Lane et al., 1998; Lent et al., 1998; Nelson et al., 2006) there has been limited research into these specific skills (Dressel et al., 2000) and what affects the development of these skills. There is some indication that the skills may be related to receiving appropriate multicultural training (Bernard & Goodyear, 1998; Constantine; Carney & Kahn; D'Andrea et al.,

2001; Gatmon et al., 2001; LaFromboise & Foster, 1992; Leach & Carlton, 1997; Nelson et al.; Pope-Davis et al., 1995; Neville et al., 1996; Remington & DaCosta, 1998; Sue et al., 1982), by modeling these tasks and behaviors of previous supervisors (Goodyear & Guzzardo; Ladany et al., 1997; Ladany et al.; LaFromboise & Foster; Lee et al., 2007; McRoy et al., 1986; Nelson et al.; Steward, 1998), or through seeking on going supervision (Bhat & Davis, 2007), but there has been limited research examining the actual affect of previous training (Nelson et al.), previous supervision (Ladany et al.), or ongoing supervision on the development of the skills or behaviors related to multicultural supervision. In addition, there are indications that the development and demonstration of skills and behaviors of multicultural supervision are related to supervisors' multicultural competence (Constantine & Ladany, 2000) and multicultural self-efficacy (Steward).

The present research seeks to examine if skills and behaviors associated with multicultural supervision are related to supervisors' multicultural competence and multicultural self-efficacy. Additionally, it seeks to examine what factors influence perceptions of previous influential supervisors, such as perceived cultural similarity and perceived demonstration of skills and behaviors associated with multicultural supervision. Finally, the current research seeks to examine the effect of previous supervisors on practicing supervisors' demonstration of skills and behaviors associated with multicultural supervision.

Multicultural Competence

Korman (1973) commenting on the American Psychological Associations' 1973 Vail Conference indicated the professional recognition of the need to provide competent

services to clients from increasingly diverse cultural backgrounds. This initial invitation to the profession to explore multicultural issues was followed by books and book chapters to help White counselors focus on the cultural differences that exist between their clients and themselves (e.g., Atkinson, Morten, & Sue, 1979; Banks, 1977; Pederson, Lonner, & Draguns, 1977). From these articles, Sue et al. (1982) recognized that research had failed to produce a realistic understanding of the various cultural groups in the United States and that the researchers had continued to pathologize racial/ethnic differences. Recognizing that one form of counseling was not sufficient for all clients Sue et al. proposed general guidelines to help develop more concrete and sophisticated competencies for working with culturally diverse clients. They identified three broad characteristics of multiculturally skilled counselors: the extent to which counselors have awareness of their attitudes towards diversity, knowledge of multicultural issues, and skills necessary to work with diverse clients.

Revisions of multicultural competency standards, such as the 33 competencies endorsed by the AMCD, are built on the three broad characteristics that describe multiculturally competent counselors (Arredondo et al., 1996; Dressel et al., 2007; Sue, Arredondo, & McDavis, 1992). Working with the AMCD, on behalf of the ACA, the APA using the multicultural competencies as a foundation produced *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (APA, 2003), with the goal of helping guide mental health practitioners in integrating multicultural competence into their practice. The increasing incorporation and the importance of multicultural competences into practice, research, and education

has lead to the focus on multicultural issues being deemed the fourth force in counseling (Pederson, 1990).

The integration of multicultural competencies into counseling has lead to several positive outcomes. The discussion of multicultural issues by counselors and clients leads to a stronger therapeutic relationship with clients, which contributes to improved outcomes such as increased satisfaction and perceived helpfulness of counseling (Constantine, 2001c; Fassinger & Richie, 1997; Leach & Carlton, 1997; McRae & Johnson, 1991). The failure to address or neglecting to address multicultural issues leads to several negative counseling consequences such as a lack of multicultural sensitivity, decreased utilization of services by minority clients, and increased drop out rates from counseling (McRae & Johnson). Researchers uniformly acknowledge the benefit of increased training in multicultural issues, and the need for ongoing training in multicultural competencies (e.g., D'Andrea et al., 1991; Neville et al., 1996; Ottavi et al., 1994; Pope-Davis et al., 1995; Pope-Davis et al., 1994; Sadowsky, Kuo-Jackson, Richardson, & Corey, 1998).

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) recognized in its first edition of the standards the need for counselors to have training in multicultural competence through the inclusion of Social and Cultural Foundations as a core curriculum area (CACREP, 1981). CACREP has demonstrated continuing belief in the importance of this curriculum area through keeping it in each subsequent update to the standards (see CACREP, 1988, 2001, 2009). Outside of CACREP, the National Board of Certified Counselors (NBCC) requires that

counselors participate in social/cultural foundations training before they are eligible to sit for the National Counselor Examination to become a Nationally Certified Counselor (NCC; NBCC, 2010).

After obtaining the NCC credential, there is no obligation for counselors to participate in multicultural competence training as a prerequisite for continued certification. The guidelines only suggest nationally certified counselors participate in training in the "social and cultural foundations" content area. It is up to the discretion of individual counselors if they wish to pursue additional training in multicultural competence. Researchers suggest that continued course work, readings, and professional memberships offer increased exposure to multicultural experiences (Priest, 1994), and that both coursework and training lead to an increase in multicultural counseling competence (Constantine, 2001a). Further, continued exposure to multicultural experiences has an additive effect on multicultural competence, (Constantine, 2001b) indicating that even multiculturally competent supervisors can benefit from continued participation in multicultural activities such as continued education, workshops, cultural immersion, and communicating with cultural "ambassadors" (Bhat & Davis, 2007; D'Andrea & Daniels, 1997). Continuing contact with multicultural clients and multicultural experiences is additive, which suggests that increased experience in multicultural issues can help supervisors further develop their multicultural competence.

Researchers have focused on the importance of counselors' multicultural competence when working with clients (Constantine, 2001c; Fassinger & Richie, 1997; Leach & Carlton, 1997; McRae & Johnson, 1991) and how counselors can increase their

multicultural competence (Pope-Davis et al., 1994). There is limited empirical evidence concerning the relationship between multicultural competence and the factors that may increase supervisors' multicultural competence. Continuing education activities (Constantine, 2001b; Pope-Davis et al., 1995), memberships in professional organizations (Priest, 1994), and supervisors' experience with addressing cultural issues in supervision (Constantine, 2001b; Hird et al., 2001), are ways to increase multicultural competence. In regards to previous supervisors' effect on practicing supervisors' multicultural competence, researchers indicated that cultural similarity between supervisor and supervisee may help facilitate the supervisory relationship and may lead to avoidance of certain cultural issues limiting the development of multicultural competence (Balkin, Schollosser, & Levitt, 2009). LaFromboise and Foster (1992) suggest that cross-cultural supervisor-supervisee pairings may actually increase multicultural competence, but they did not examine if their assumption was correct.

This study seeks to examine factors related to practicing supervisors' multicultural competence. The effect of previous influential supervisors on multicultural competence will be examined. Practicing supervisors' perception of similarity to previous influential supervisors may impact multicultural competence. Further, previous influential supervisors' demonstration or lack of demonstration of skills and behaviors associated with multicultural supervision may affect practicing supervisors' multicultural competence. Finally, multicultural competence will be examined in relation to multicultural self-efficacy. Multicultural self-efficacy may be part of multicultural competence and related to supervisors' belief in their ability to put into practice the

awareness, knowledge, and skill components of multicultural self-efficacy. (Constantine & Ladany, 2001)

Multicultural Self-Efficacy

Awareness of attitudes towards diversity and knowledge about other cultures are components of multicultural competence, but there is a gap between awareness of attitudes towards diversity and knowledge about multicultural issues and the belief in the ability to use this awareness and knowledge to demonstrate appropriate multicultural skills and behaviors in practice. Supervisors' belief in their ability to demonstrate appropriate multicultural skills or behaviors is related to multicultural self-efficacy (Constantine & Ladany, 2000). Bandura (1977) defined self-efficacy as individuals' belief in their ability to complete a task or behavior. Multicultural self-efficacy is likely linked with supervisors' ability to translate their multicultural competence into demonstrable skills (Bandura, 1989). This is relevant because multicultural self-efficacy can help anticipate supervisors' ability to enter into relationships with supervisees from other cultures and help supervisees in their development of multicultural competence.

There is limited empirical evidence on multicultural self-efficacy as it relates specifically to counseling and supervision. Studies have included an examination of cross-cultural self-efficacy in individuals who are engaged in cross-cultural interactions such as international students and expatriates. Researchers have indicated that multicultural self-efficacy is related to several positive benefits for entering other cultures and engaging individuals from those cultures (Briones et al., 2009). Individuals with higher multicultural self-efficacy adapt better when entering other cultures, are more

likely to actively seek out new cultural experiences, are more confident in their social capacity when engaging individuals from a different culture, and are more motivated to integrate into different cultures. These individuals also demonstrate better adjustment to other cultures, leading to decreased stress and greater integration when interacting in different cultures (Harrison et al., 1996). Tsang (2001), further signifying the gap between multicultural awareness and knowledge and the demonstration of appropriate multicultural skills and behaviors, indicated that even when individuals' knowledge of another culture is high multicultural self-efficacy and multicultural self-efficacy is if supervisors better predicts how quickly they adjust to other cultures. Individuals with low multicultural self-efficacy are more likely to avoid contact with individuals from different cultures, choosing isolation over integration (Briones et al.).

Briones et al. (2009) proposed five components of multicultural self-efficacy that help identify the individuals' belief in their ability to effectively use skills or behaviors that demonstrate their multicultural awareness and knowledge. The five components of multicultural self-efficacy include: if an individual believes that they can mix satisfactorily with other cultures, understand other ways of life, process information about other cultures, cope in other cultures, and understand the language of other cultures. Of these five factors, three are relevant for examining multicultural self-efficacy in the context of supervision. First, is the examination of supervisors' belief in their ability to mix satisfactorily with other cultures, which can be assessed by supervisors' belief in their ability to effectively engage and interact with supervisees from cultural backgrounds different from their own. Second, is the examination of

supervisors' belief in their ability to understand other ways of life, which can be assessed by supervisors' belief in their ability to understand diverse supervisees' worldviews and recognize them as cultural beings. The final measure of multicultural self-efficacy is supervisors' belief in their ability to process information about other cultures, which can be assessed by supervisors' belief in their ability to use their own multicultural awareness and knowledge to engage diverse supervisees.

McRoy et al. (1986) indicated that using social learning theory to study cross-cultural interactions could provide insight into what could lead to effective training in multicultural interactions domestically. Researchers' examination of multicultural self-efficacy has focused on expatriates' interactions in other cultures. Their findings indicate that multicultural self-efficacy is related to positive interactions with other cultures (Briones et al., 2009; Harrison et al., 1996; Tsang, 2001), but this relationship has not been examined domestically or in relation to supervision relationships. Further, researchers examining counseling self-efficacy have indicated that multicultural self-efficacy is different from general counseling self-efficacy (Coleman, 1998; Constantine, 2001b).

There are three aspects of multicultural self-efficacy as it relates to supervision that will be explored empirically in this study: is multicultural self-efficacy different from multicultural competence (Constantine & Ladany, 2000), are the skills and behaviors of multicultural supervision related to multicultural self-efficacy (Coleman, 1998), and what contributes to the development of supervisors' multicultural self-efficacy (Constantine, 2001b). This study also seeks to explore what affects the development of multicultural

self-efficacy. To understand how multicultural self-efficacy is developed it is necessary to explore if social learning, as well as the factors related to social learning, occurs during practicing supervisors' own experience in supervision. Finally, this study seeks to determine if multicultural self-efficacy is a component of multicultural competence or if it is an independent construct.

Social Learning Theory

Bandura (1977) proposed the concept of social learning theory, which indicates four methods of social learning that can affect individuals' self-efficacy. Self-efficacy is defined as an individuals' belief that they can perform a given behavior or task. Since the original conceptualization of social learning theory, Bandura has continued to build on the effect of social learning on self-efficacy (see 1982, 1986, 1989, 1993, 1997).

All four methods of social learning that can contribute to increasing self-efficacy are available in the supervision setting. Supervisors can direct supervisees to tasks that will allow them to perform skills that lead to performance mastery, supervisors can model the use of different skills as a form of vicarious learning, supervisors can provide praise and feedback on supervisees' performance, and through establishing a safe and supportive supervisory environment supervisors can help manage supervisees' level of physiological arousal. The failure of supervisors to capitalize on using social learning theory in supervision can affect supervisees' counseling self-efficacy and potentially their supervising self-efficacy in the future (Steward, 1998). Researchers have indicated several positive benefits of using social learning theory in supervision (Hagen, Gutkin, Wilson, & Oats, 1998; Kaduvettoor, O'Shaghnessy, Mori, Beverly, Weatherford, &

Ladany, 2009; Kocarek & Pelling, 2003; LaFromboise & Foster, 1992; Lent et al., 1998; McRoy et al., 1986; Neville et al., 1996; Sadowsky et al., 1998), though in many cases supervisors do not use social learning theory in their own practice (Constantine, 1997; D'Andrea & Daniels, 1997; Gatmon et al., 2001; Ladany et al., 1997; Steward). The issues around supervisors not providing adequate social learning opportunities can influence supervisees' development of multicultural competence and multicultural self-efficacy.

Given the positive effects of social learning in supervision, it is important to understand why self-efficacy is relevant and what can affect it. Researchers have shown that counselors' development of self-efficacy is most likely linked to counselors' experience in supervision (Ladany, Ellis, & Friedlander, 1999a). Supervisors' multicultural self-efficacy can affect their supervisees' multicultural self-efficacy around multicultural issues (Lent et al., 1998; Steward, 1998). Supervisors' lack of comfort with multicultural issues may be linked to their own experience in supervision (Ladany et al., 1999a), so it is important to explore how supervisors' experience of supervision influenced their development of multicultural competence and multicultural self-efficacy, as their own development in these domains may affect their supervisees, and their supervisees' development into supervisors.

The use and effect of social learning in the supervising environment is an important area for study due to the effect that it can have on supervisees and its influence on supervisees' development as supervisors. Many researchers have examined counseling self-efficacy, but few studies have been conducted regarding multicultural

self-efficacy, and more specifically the effect of a supervisors' multicultural self-efficacy on a supervisees' multicultural self-efficacy. Steward (1998) indicated that supervisors' self-efficacy could affect a supervisees' self-efficacy. More importantly, a supervisors' approach to supervision may be the model supervisee use to approach supervision (Ladany et al., 1999b). Previous supervisors' level of utilization of social learning around the areas of multicultural competence and multicultural self-efficacy could impact future supervisors and subsequently their supervisees.

This study will use social learning theory, specifically vicarious learning aspects of the supervisory relationship, to explore practicing supervisors' development of multicultural self-competence, self-efficacy, and the skills and behaviors associated with multicultural supervision. By examining practicing supervisors' perception of previous influential supervisors' cultural similarity and their demonstration of skills and behaviors associated with multicultural supervision. The researcher hopes to find a relationship between these perceptions to practicing supervisors' multicultural competence, multicultural self-efficacy, and the skills and behaviors associated with multicultural supervision.

Practicing Supervisors

Supervisors were chosen as the target population for the present study due to the limited amount of research that has been conducted on what influences their development as supervisors. Researchers have examined counselors' multicultural competence and their counseling competence, and results of their research indicated that supervisors influence counselors' development in these areas. There is limited research on what

factors influence supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

Supervisors from university settings, public and private schools, and community mental health settings were targeted for participation in the study. The selected population allowed for the examination of multicultural competence in relation to multicultural self-efficacy. In addition, as practicing supervisors have participated in their own supervision they will be able to comment on social learning in relation to their previous influential supervisors. Practicing supervisors will be able to respond to previous influential supervisors' cultural similarity and demonstration of multicultural supervision, and how that affects their multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

Statement of the Problem

Receiving multicultural supervision from a previous supervisor may affect practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. Supervisors' multicultural competence and multicultural self-efficacy are the foundation for providing adequate multicultural supervision to their supervisees. Supervisors' provision of multicultural supervision has an effect on their supervisees' multicultural competence, multicultural self-efficacy, and possibly the outcomes of counseling when working with clients. When supervisors lack multicultural competence and multicultural self-efficacy, they may fail to sufficiently support supervisees around cultural issues, adequately model how to deal with circumstances through a multicultural lens, or

consistently expose their supervisees to clients from various backgrounds. It is through continued support, modeling, and exposure to multicultural issues by supervisors that supervisees develop both multicultural competence and multicultural self-efficacy. The failure of supervisors to practice multicultural supervision, to develop multicultural competence, and to develop multicultural self-efficacy affects the training of future supervisors who may model their practice of supervision based on their previous experiences and subsequently perpetuate the failure to provide multicultural supervision to their supervisees.

Need for the Study

There is a gap in the literature on the relationship between previous supervision and its impact on supervisors' development of their own approach to supervision issues (Ladany et al., 1999b) including their development of multicultural competence and multicultural self-efficacy. Researchers have focused primarily on current supervisors' multicultural competence (e.g. Constantine 2001a, Ladany et al., 1997) and not on how supervisors develop their multicultural competence. More specifically, there are only a few empirical studies in which the relationship between modeling multicultural behaviors in supervision and multicultural competence. Researchers have demonstrated that the more similar a supervisor is perceived to the supervisee the greater the likelihood of vicarious learning (Carp, Halenar, Quandt, Sklar, & Compton, 2009, 2009) indicating that a supervisors' perception of similarity to previous supervisors could affect their development of multicultural competence and development of skills and behaviors associated with multicultural supervision. In the literature, race and racial identity has

dominated the discussion of multicultural issues in supervision (e.g., Cook, 1994; Ladany et al., 1997), with other cultural variables such as gender, sexuality, religion/spirituality, and socioeconomic status being discussed less frequently (Bhat & Davis, 2008). There has been little exploration of what cultural similarities that supervisors and supervisees share, may affect social learning in the supervisory relationship. If the perception of cultural similarity increases vicarious learning, then the more culturally similar practicing supervisors perceive their prior supervisors. This in turn may increase the social learning aspects that occur in the supervisory relationship. This increase in social learning could affect practicing supervisors development of their multicultural competence, multicultural self-efficacy, and skills and behaviors associated with multicultural supervision.

Lastly, is not only important for supervisors to develop multicultural competence but also multicultural self-efficacy. Self-perception of multicultural awareness and knowledge is important, it is also important that supervisors believe that they can transfer their self-knowledge into actual work with others. Though counselors and supervisors may have a high self-rating of multicultural competence, when viewed by external raters they do not demonstrate observable multicultural skills and behaviors that are equivalent to what would be expected from their self-rating (Dunn, Smith, & Montoya, 2006). This indicates that there is a mitigating factor between counselors' perceived multicultural competence and demonstrated multicultural behavior. Ladany and Constantine (2000) identified this gap as multicultural self-efficacy, the belief in the ability to perform multiculturally appropriate skills and behaviors. Exploring the relationship between

multicultural competence and multicultural self-efficacy could provide insight into differentiating between supervisors who are multiculturally competent and those who believe that they are able to utilize multiculturally appropriate skills and behaviors.

Significance of the Study

Influence of previous supervisors

There is limited empirical data on the relationship of the influence that previous supervisors have on their former supervisees. Ladany et al. (1999b) indicated that practicing supervisors may model their supervisory practice on their observations of their previous supervisors. This is important because supervisors' multicultural competence (Constantine, 2001b) and multicultural self-efficacy (Constantine, 2001a, 2001b; Hird et al., 2001; Steward, 1998) can affect supervisees' multicultural competence and multicultural self-efficacy. Further, this study will attempt to advance the understanding of multicultural competence and multicultural self-efficacy in the demonstration of skills and behaviors associated with multicultural supervision. It is important to examine if specific multicultural supervisory skills and behaviors are influenced by supervisors' multicultural competence and multicultural self-efficacy. When supervisors practice multicultural supervision and demonstrate a willingness to address multicultural issues in supervision it can lead to positive outcomes both within the supervision session and in supervisees' work with clients (e.g., Burkard et al., 2006; Chen, & Bernstein, 2000). Using multicultural supervision provides supervisees a model of how to approach multicultural issues (Cook, 1994), shapes how future multicultural experiences in supervision are perceived (Toporek et al., 2004), and creates a safe environment for

supervisees to explore their cultural selves (Hird et al., 2001). If previous supervisors affect practicing supervisors' multicultural competence and multicultural self-efficacy, it is important to understand what influences social learning for practicing supervisors related to their previous supervisory relationships. These factors can help develop supervisors who are better prepared to understand their influence on the development of supervisees' multicultural competence and multicultural self-efficacy and prepare them to provide multicultural supervision as future supervisors.

Benefits of multicultural competence

Furthermore, by being aware of the effect of their multicultural competence and multicultural self-efficacy on their supervisees it may encourage supervisors to seek increased training and supervision of their supervision to prevent passing their biases onto their supervisees (Ladany et al., 1999b). When supervisors are willing to address the inherent power dynamics of the supervising relationship (Nelson et al., 2006) and reduce microaggressions, (Murphy-Shigematsu, 2010) supervisors can improve supervising outcomes for supervisees and their clients (e.g., Gatmon et al., 2001; McRoy et al., 1986; Toporek et al., 2004). Supervisors' with higher levels of multicultural competence and multicultural self-efficacy may potentially address multicultural issues at a higher frequency in supervision. This increased discussion of multicultural issues can lead to supervisees feeling more respected and supported by their supervisor and gaining more knowledge from their supervisors' multicultural expertise (Toporek et al.). Failure to address self-biases by supervisors and to discuss multicultural issues can result in ineffective learning experiences, a lack of skill attainment, an inaccuracy in intention and

perception within supervisory dialogues and unawareness about the salience of cultural variables when working with clients (Constantine, 1997).

Benefits of multicultural supervision

Ultimately, the goal of multicultural supervision is to produce supervisees who are multiculturally competent and demonstrate multicultural self-efficacy. By supervisors helping supervisees develop multicultural competence and multicultural self-efficacy, it prepares them to become supervisors who are able to provide multicultural supervision. To achieve this goal, supervisors need to create an environment conducive to developing multicultural competence and facilitating social learning to offer opportunities for supervisees to develop multicultural self-efficacy. To facilitate this type of environment supervisors need to be willing to address multicultural issues, which benefit the supervising relationship (e.g., Bhat & Davis, 2007; Constantine, 1997; Hilton, Russell, & Salmi, 1995; Gatmon et al., 2001; Goodyear & Guzzardo, 2000; Ladany et al., 1997) and can reduce conflict in the relationship (e.g., Cook, 1994; Remington & DaCosta, 1998; Toporek et al., 2004). Increasing supervisees' multicultural competence and multicultural self-efficacy through the provision of multicultural supervision, should create a self-perpetuating system of supervisees who become multiculturally competent supervisors with high multicultural self-efficacy. These supervisors would then pass on similar traits and their practice of multicultural supervision to their future supervisees through social learning theory techniques.

Research Questions

The research focused on determining the relationship that social learning theory has on the development of supervisors' multicultural competency and multicultural self-efficacy. The research questions follow.

Research question #1: Is there a relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, skills in working with other cultures, total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures?

Research question #2: How much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, and skills working with other cultures can be accounted for by total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures?

Research question #3: How much variance in supervisor's multicultural competence can be accounted for by supervisor's perceived similarity to their most influential supervisor (i.e., age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender)?

Research question #4: Is there a mean difference in practicing supervisor's multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision based on supervisor's perceived cultural similarity to their most influential supervisor and the most influential supervisor's demonstration of multicultural supervision skills and behaviors?

Definition of Terms

There are four constructs in the study: Multicultural supervision, multicultural competence, multicultural self-efficacy, previous influential supervisor, and perceived cultural similarity; definitions follow.

Multicultural supervision

Multicultural supervision consists of skills and behaviors that model, support, teach, coach, direct, and evaluate supervisees' development specifically in multicultural issues, in addition to the traditional task of focusing on general counseling skills (Hird et al., 2001). In this study, the researcher measured practicing supervisors' demonstration of skills and behaviors associated with multicultural supervision using the Supervisor Multicultural Skills and Behaviors Questionnaire (MSSBQ; Sherman, 2011). Previous influential supervisors' demonstration of skills and behaviors were measured using the Supervisor Multicultural Skills and Behaviors Questionnaire Modified (MSSBQM; Sherman, 2011)

Multicultural competency

Multicultural competency refers to the extent to which supervisors possess awareness of their attitudes towards diversity, knowledge of multicultural issues, and skills to work with diverse clients (D'Andrea et al., 1991; LaFrombosie, & Foster, 1992). In the current study, multicultural competence was measured using the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition-Revised (MAKSS-CE-R; Kim, Cartwright, Asay, & D'Andrea, 2003).

Multicultural self-efficacy

Multicultural self-efficacy is supervisors' belief in their ability to demonstrate skills and behaviors related to addressing diversity (Constantine & Ladany, 2000). In the current study, the Cultural Self-Efficacy Scale for Adolescents (CSES-A; Briones et al., 2009) was used to measure multicultural self-efficacy.

Previous influential supervisor

The participant identifies the previous influential supervisor. When reflecting on their previous supervisors, the most influential supervisor would be the supervisor that the participant thinks most influenced their own development as a counselor and/or supervisor.

Perceived cultural similarity

Perceived cultural similarity is related to the vicarious learning aspect of social learning theory. The more similar to themselves supervisees perceive their supervisors to be, the greater the likelihood for social learning via vicarious learning (Carp et al., 2009). Perceived cultural similarity refers to similarity based on cultural traits such as age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender (Hays, 2003). In this study perceived cultural similarity to a previous influential supervisor was measured using the Supervisor Perceived Cultural Similarity Scale (SPCSS; Sherman, 2011)

Organization of the Study

The research study is designed to address the relationship between multicultural competence and multicultural self-efficacy in practicing supervisors' demonstration of

skills and behaviors associated with multicultural supervision, the relationship between practicing supervisors' perception of their cultural similarity to a previous influential supervisor, their previous influential supervisors' multicultural competence to their own multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. This chapter presented the need to determine factors that affect the development of supervisors' practice of multicultural supervision, multicultural competence, and multicultural self-efficacy such as a lack of sufficient opportunities for positive social learning. Chapter two presents the literature relevant to the present study. Chapter three presents the methodology of the study, including research questions and hypothesis, procedure, participants, instrumentation, and analysis of data. Chapter four presents the results of the analyses, including descriptive statistics of the instruments and the reliability of the instruments, and the results. Chapter five chapter presents the research findings, limitations of the research, implications, and areas for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Chapter one presented the purpose of this study as an exploration of the relationship between skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy in supervisors. Additionally, the study seeks to examine practicing supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy using social learning theory. This chapter presents a review of the available literature on multicultural supervision, multicultural competence, multicultural self-efficacy, and learning theory. Both theoretical articles and empirical studies are presented.

Multicultural Supervision

Definition of Multicultural Supervision

Supervision is the foundation for keeping counseling a reliable and responsive field. It is through supervision that the field of counseling self-regulates. This self-regulation consists of controlling who is admitted to practice, setting standards for members' behavior, and disciplining incompetent or unethical members (Goodyear & Guzzardo, 2000). In order to fulfill these necessary functions there are certain tasks that supervisors should demonstrate when working with supervisees. These tasks include providing access to clients in a monitored environment, providing endorsement of

supervisees' fitness and ability to work in the counseling field (Bhat & Davis, 2007), being an expert consultant, supporting supervisees (D'Andrea & Daniels, 1997), and providing clear and accurate feedback (Lent et al., 1998).

Beyond the basic tasks of supervision is creating a supervision environment that is responsive to cultural needs. Multicultural supervision is a recognition that supervision in its most basic form is a cross-cultural relationship between supervisors and supervisees. Supervisors are responsible for modeling, supporting, teaching, coaching, and directing supervisees' development of multicultural competence (D'Andrea & Daniels, 1997; Hird et al., 2001). Multicultural supervision is founded on similar skills of "traditional" supervision such as unconditional positive regard, empathy, and congruence (Vander Kolk, 1974) and social influence traits such as supervisor attractiveness, expertness, and trustworthiness (Goodyear & Guzzardo, 2000). Multicultural supervision is different in its integration of culture as part of supervision (Hird et al., 2001).

Supervisors

Before discussing multicultural supervision, there needs to be a discussion of who conducts supervision. The majority of practitioners providing supervision in the field of counseling possess a terminal master's degree, though in most programs they do not receiving the necessary training to be supervisors (Bernard, 1992). The American Counseling Association (ACA; 2005) and The Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2009) acknowledge this need for master's level counselors to receive training for all services they provide, including supervision. The CACREP (2009) standards for counselors do not indicate the depth or breadth of

information that programs need to provide to master's level students. This lack of specificity in the standard can lead to wide discrepancies between different counselors' awareness and knowledge of supervision skills (Worthington, 2006). Supervisors need to be more than competent counselors. Supervisors need to possess counseling competence in addition to the ability to convey their knowledge and skills to their supervisees (Dye & Borders, 1990). The skills necessary to be a competent counselor are different from the skills that make effective supervisors. Supervisors, in addition to helping counselors develop their counseling effectiveness, work with supervisees on an interpersonal level to help them form their professional identity (Dye & Borders).

Historical Perspective of Multicultural Supervision

Vander Kolk (1974) was one of the first researchers to indicate the need for multicultural supervision after observing the differing needs of Black supervisees from White supervisees. While supervisors were providing the core tasks of supervision (i.e. demonstration of empathy, congruence, and unconditional positive regard), Black supervisees expected to experience lower levels of these tasks from their supervisors. Supervisees' expectations affected their attitudes and experience in supervision. Vander Kolk recognized that there was limited knowledge available to supervisors on minority supervisees' attitudes and how these attitudes change. His conclusion was that supervisors needed to attend more to the attitudes and behaviors between supervisors and their culturally different supervisees.

From Vander Kolk's research there emerged several researchers who expanded the focus from racial differences to all cultural differences and emphasized the

importance of these differences. Research on how supervisees have varied sociopolitical histories based on their liking and trust on different supervisors' attitudes and behaviors it has prompted recognition of how these differences can influence the supervisory process (Chen & Bernstein, 2000). Supervisees' cultural influences shape their individual characteristics, and supervisors who have the skills to understand supervisees' worldviews can benefit the supervisory relationship (Hird et al., 2001). Supervisors who are not sensitive to cultural issues and attempt to separate supervisees from their cultural context can marginalize cultural issues (Bernard & Goodyear, 1998). Failure to address cultural issues in supervision can lead to the use of standards of dominant society as a framework for the supervisory relationship, which can lead to feelings of fragmentation, disempowerment, mistrust, and hypervigilance in the supervisory relationship (Hird et al., 2001). Supervisors should explore cultural issues as it can lead to positive outcomes in the supervisory relationship (Chen & Bernstein).

Recognizing the positive effects of addressing multicultural issues in supervision, The Association for Counselor Education and Supervision (ACES) acknowledge the need for supervisors to possess additional skills beyond general supervision skills. ACES became the first division in the American Counselor Association (ACA) to endorse the multicultural counseling competencies developed by the Association for Multicultural Counseling and Development ([AMCD]; D'Andrea & Arredondo, 1996). The endorsement of the AMCD competencies indicated that multicultural training for supervisors is important in the provision of multicultural supervision and is vital to the sustainability of the counseling profession.

Skills and Behaviors Associated with Multicultural Supervision

The adoption of the AMCD competencies by ACES indicated the necessity of supervisors to develop skills and behaviors beyond the traditional tasks required in supervision. There are specific skills and behaviors that distinguish multicultural supervision from “traditional” supervision. Specific skills and behaviors related to multicultural supervision that supervisors can use to assist supervisees with are providing minority clients for interns to work with, processing cultural differences between the supervisor and supervisee, exploring supervisees’ cultural background (Constantine, 1997), indicating to supervisees how their knowledge of culture can impact their work with clients, helping supervisees explore their attitudes towards diversity, helping supervisees identify the source of their attitudes towards diversity, the supervisor modeling how to process their own cultural struggles, supporting supervisees’ autonomous decisions about personal and professional identity (Carney & Kahn, 1984), bridging the dissimilarities between cultures, fostering safety and respect in the supervisory relationship, helping supervisees understand their own worldview and cultural self (Hird et al., 2001), modeling taking risks in cultural discussions, exploring diversity issues (Chen & Bernstein, 2000), and providing clear and accurate feedback (Ladany et al., 1999b; Lane et al., 1998; Lent et al., 1998). There are several behaviors that supervisors can model to help supervisees become more comfortable with multicultural issues such as recognizing the limits of their own multicultural competence, seeking out and consulting with members of different cultural communities, clarifying the strengths and limitations of their own cultural competence (D’Andrea & Daniels, 1997),

and remaining open to the complexities and ambiguities of the supervising relationship that may immerse due to cultural issues (Nelson et al., 2006). Taken together these skills and behaviors identified in the literature, coupled with traditional supervisory skills, form a foundation for providing multicultural supervision.

Development of Skills and Behaviors Associated with Multicultural Supervision

There are two major influences on the development of skills and behaviors related to multicultural supervision: Education and previous supervisors. Supervisors' knowledge of multicultural supervision begins with their first exposure to multicultural counseling, but there may be limited opportunity to be exposed to multicultural counseling (LaFromboise & Foster, 1992; Sue et al., 1982) and a lack of direction in multicultural training in the academic setting (Leach & Carlton, 1997). Several researchers have noted the need for increased course offerings and training in multicultural issues (Gatmon et al., 2001; Remington & DaCosta, 1998). It is important for supervisors to participate in training in multicultural counseling, because supervisors need to move fully through their own development of multicultural competence before they can adequately supervise others' development of multicultural competence (Carney & Kahn, 1984). Further, increased training in multicultural issues through peer supervision, workshops, conferences, and reading material (Constantine, 1997) can improve supervisors awareness of their attitudes towards diversity and knowledge of multicultural issues (D'Andrea et al., 2001; Pope-Davis et al., 1995).

Exposure to skills and behaviors related to multicultural supervision by previous supervisors may affect practicing supervisors' development of similar multicultural

supervision skills. There is an indication that supervisors model their own practice of supervision based on behaviors they observed in previous supervisors (Ladany et al., 1999b) and that previous supervisors affect supervisees' development of self-efficacy (Steward, 1998). It is therefore important to understand what influence modeling by previous supervisors may have on the development of multicultural supervisory behaviors in practicing supervisors. Supervisors can model for supervisees how to navigate role conflict and role ambiguity in the supervisory relationship to help facilitate discussion of supervisors' and supervisees' racial identities (Goodyear & Guzzardo, 2000), which can influence supervisees' racial identity through raising awareness of their racial identity (Ladany et al., 1997). Modeling how to discuss issues involving racial identity prepares supervisees for addressing them with their clients and with their future supervisees. Supervisees who participate in cross-cultural supervision pairings can be exposed to a supervisory model that helps contextualize the implications of interpreting behavior of people who may be culturally different from them (LaFromboise & Foster, 1992). This modeling can help supervisees understand how to approach ethnic and racial issues and how they may affect the client counselor relationship (McRoy et al., 1986). Finally, supervisors who model taking risks in the supervisory relationship when approaching multicultural issues increase supervisees' likelihood of approaching these issues in the future (Nelson et al., 2006).

Positive Consequences of Using Multicultural Supervision

There are several positive benefits for supervisees who receive multicultural supervision. By addressing multicultural issues in supervision, a supervisees'

multicultural competence increases (Constantine, 2001b; Hird et al., 2004). By increasing supervisees' multicultural competence, supervisors may also increase multicultural self-efficacy. In multicultural supervision supervisees have the opportunity to integrate learning from the training environment into practice under supervision (Constantine, 2001b) and receive feedback on their performance from their supervisor, which can affect supervisees' development of self-efficacy (Lane et al., 1998) and their ability to self-evaluate to determine their areas of growth (Lent et al., 1998). Increases in supervisees' self-efficacy are related to openness to and successful learning of advanced counseling skills that are required for working with diverse clients (Constantine, 2001b).

Barriers to Multicultural Supervision

Several barriers can impede or discourage supervisors from developing the skills necessary to assess and address multicultural issues with their supervisees. The primary barrier preventing supervisors from adopting skills and behaviors associated with multicultural supervision is the minimal training in multicultural issues and supervision they receive (Nelson et al., 2006). In a majority of programs multicultural counseling is infused across counselor education classes and frequently fails to provide sufficient depth or experience with multicultural issues (Ridley et al., 1997). With the brevity in which multicultural counseling is presented, usually multicultural supervision is not addressed. This lack of exposure to multicultural counseling education can cause supervisors to not feel confident in addressing multicultural issues (Gatmon et al., 2001) leading to the avoidance of discussing multicultural issues with supervisees (Burkard et al., 2006). In addition, education can build supervisors awareness of their attitudes towards diversity

and knowledge of cultural issues yet it does not seem to affect the development of skills in working with issues of diversity (Nelson et al.). By not addressing multicultural issues, supervisors do not have the opportunity to gain confidence in their ability to provide multicultural supervision leading to a self-perpetuating cycle of avoidance of multicultural issues.

In addition to a lack of training in multicultural issues in general, many practicing supervisors do not receive formal training in supervision, which would help them merge their knowledge of multicultural issues and supervision. As counseling is primarily a master's-level field, supervisors may not have received formal supervision training that is often a part of doctoral-level counselor education training programs (Steward, 1998). Practicing supervisors, lacking formal training, may carry out their supervision skills and behaviors based on the skills and behaviors they observed demonstrated by their own supervisor (Ladany et al., 1999b). Therefore, it is important that supervisors model the skills and behaviors associated with multicultural supervision because it can affect future supervisors and their supervisees (Nelson et al., 2006).

Taken together, this lack of training in multicultural counseling and exposure to supervision skills give rise to several reasons for supervisors not providing multicultural supervision. Supervisors may believe that supervisees know more about multicultural issues than they do (Constantine, 1997) and fear making mistakes or appear incompetent to their supervisees (Hird et al., 2001) so they avoid discussing multicultural issues due to their own insecurities (Gatmon et al., 2001). They may also feel as if they need to live up to unrealistic expectations about their own multicultural competence (D'Andrea &

Daniels, 1997). Supervisors may have concerns about their supervisees perceiving them as being overly concerned with cultural issues for their own benefit (Gatmon et al.). If supervisors chose to avoid discussing cultural issues, it can lead to negative supervisory experiences.

Negative Consequences not Providing Multicultural Supervision

When supervisors do not utilize multicultural supervision, it can lead to negative experiences in supervision for both supervisors and supervisees. Supervisors' lack of awareness of their own racial, ethnic, and cultural biases can be the foundation for many unsuccessful supervisory behaviors (Dressel et al., 2007) such as questioning the ability of supervisees and not being aware of cultural issues confronting supervisees and their clients (Toporek et al., 2004). Supervisors who are not in tune to the cultural issues between the supervisor and supervisee may misidentify conflict in the supervising relationship, attributing conflict to supervisees instead of to supervisors' unwillingness to address cultural issues (D'Andrea & Daniels, 1997). This can cause general overall conflict between the supervisor and supervisee, which extends beyond issues relating to culture (Carney & Kahn, 1984; Ladany et al., 1997).

Supervisors' lack of development of multicultural competence can amplify issues of power differentials in supervision and lead to microaggressions. Power differentials between supervisors and supervisees can lead to supervision being ineffective (McRoy et al., 1986; Nelson et al., 2006) and establish a majority/minority dynamic, which can lead to a supervisee feeling fragmented and disempowered (Hird et al., 2001). Supervisors need to be knowledgeable about these issues, as supervisees tend to be attentive to these

issues (Goodyear & Guzzardo, 2000). Supervisors inattentiveness to power differentials and abuse of their powers model overt racism, a lack of flexibility, appear less attentive, more negative, and combative in the supervisory relationship (Hernández et al., 2009). Microaggression can manifest in supervisors blaming clients for their mental health issues, stereotyping, and failing to address positions of privilege (Constantine & Sue, 2007; Murphy-Shigematsu, 2010). Supervisees who work with culturally unresponsive supervisors have less positive interactions in supervision, whereas supervisees with culturally responsive supervisors tend to grow from the experience demonstrating increased cultural sensitivity (Murphy-Shigematsu).

Areas for Future Research

Several areas have not been researched in regards to supervisors' development of skills and behaviors associated with multicultural supervision. Despite the indication that previous experiences influence the development of multicultural supervisory skills and behaviors, there has been limited research exploring the effect of supervisors' previous experiences (Ladany et al., 1999b; Nelson et al., 2006). Specifically, there is a dearth of research around the effect of previous supervisors' modeling of supervisory behaviors. Several researchers have suggested what skills and behaviors should be part of multicultural supervision, there has not been a comprehensive look into the use of these skills by supervisors (Dressel et al., 2000). Finally, there is an absence of research examining how skills and behaviors associated with multicultural supervision are related to supervisors' multicultural competence (Constantine & Ladany, 2000) and multicultural self-efficacy (Steward, 1998).

Multicultural Competence

Definition

Sue et al. (1982) posed the initial conception of what comprised multicultural competence. The initial multicultural competencies have been revised several times (see Sue et al., 1992; Arredondo et al., 1996). Through the revisions the three core components of multicultural competence have remained the same. Multicultural competency refers to the extent to which supervisors possess awareness of their attitudes towards diversity, knowledge of multicultural issues, and skills to work with diverse clients (D'Andrea et al., 1991; LaFrombosie, & Foster, 1992).

Development of the Multicultural Competencies

At the 1973 American Psychological Association's conference, several individuals indicated that there was a need to provide services for an increasingly diverse clientele (Korman, 1973). From this initial recognition of the need for increased training in multicultural issues there were several texts released on how to work with diverse individuals. Pedersen et al. (1977) published a text on various cultural contexts and interventions focused on working with minority groups, and Atkinson et al. (1979) expanded the trend looking at historical and contemporary experiences of minority individuals, issues facing minority clients, and how to provide culturally appropriate training. Despite the increase in focus on minority clients Banks (1977) indicated that counselor training failed to focus enough on context or external stress put on social groups, instead counselor education taught students that the environment was a fixed constant. Researchers advocated for counselors to recognize how social identity affects

therapeutic relationships, and supported this by publishing research indicating the need for increased cultural competence when working with clients from diverse backgrounds.

Sue et al. (1982) after reviewing the research on multicultural issues, proposed the first complete set of multicultural competencies. The researchers indicated that research had failed to produce a realistic understanding of various groups in America and continued pathologizing cultural differences. The research that had been conducted, even with good intentions, was subject to individual researchers' interpretation and linked to "personal, professional, and societal value systems." This personal researcher bias created multicultural research that focused on deficits instead of strengths, and when coupled with personal bias indicated a neurotic, psychotic, or psychopathic description of minorities. The misunderstandings perpetuated in the literature subsequently created impediments to the therapeutic relationship.

Sue et al. (1982) provided a definition of cross cultural counseling as "any counseling relationship in which two or more of the participants differ with respect to cultural background, values, and lifestyles." Counselors who do not understand cross-cultural counseling could be blocked in their attempts to work with clients by a lack of understanding of the true cause of clients' issues, an inability to empathize with their worldview, and the inability to utilize culturally relevant counseling techniques. Noting that most graduate programs had failed to provide adequate training even after the indication for the need of increased training Sue et al. presented multicultural competencies as general guidelines to help standardized and further training in

multicultural counseling. The three large characteristics of culturally skilled counselors proposed by Sue et al. focused on counselors' beliefs/attitudes, knowledge, and skills.

From these three broad categories Sue et al. (1992) refined further the multicultural competencies. The revision was necessary due to the continuing need to justify why counselors should be multiculturally competent. The counseling relationship being reflective of the greater sociopolitical realities of the United States, and due to the changing population in the United States, counselors need to be trained to deal with issues of diversity. Arredondo et al. (1996) re-examined the multicultural competencies to provide additional clarification to what makes a multiculturally competent counselor and identify ways to develop and increase competence. The revised multicultural competencies used the Personal Identity Model (PIM; Arredondo & Glauner, 1992), consisting of three dimensions, as a way of conceptualizing the competencies. The A dimension is a listing of things relevant to all people, such as things that they are born into; characteristics in the A Dimension are mostly "fixed" and less changeable than the other dimensions. The C Dimension focuses on historical, political, sociocultural, and economic contexts that impact persons' culture and life experience. The B Dimension is the "consequences" of the A and C Dimensions. It is the interplay between persons' "fixed" characteristics and the sociopolitical and historical contexts they experience. The PIM demonstrates the complexity of each individual, and encourages counselors to think about all individuals as consisting of multiple cultures.

Furthering the counseling professions' demonstration of its commitment to training multicultural competent practitioners the American Psychological Association, in

conjunction with the AMCD, published Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003). The goal of AMCD and ACA publishing the document was to encourage continuing the development of multicultural competence among practitioners and help ensure a high level of professional practice through outlining guidelines that can be used in both practice and training. The importance of integrating multicultural competencies into training and practice are demonstrated in the positive outcomes for clients when multiculturalism is taken into consideration.

These advancements in understanding what multicultural competence consist of led to an explosion of research in the area of multicultural issues. Pedersen (1990) indicated that multiculturalism is a “fourth force” in its influence on the field of mental health counseling. Understanding multicultural issues allows for disagreement between two people without one being right and the other being wrong, tolerates and encourages a more diverse and complex perspective on mental health and communication, and is relevant to all multicultural populations. This change in research focus encouraged researchers to examine broad ethnographic variables such as ethnicity, nationality, religion, and language, as well as demographic variables such as age and gender, status variables, such as social economic and educational, and affiliations ranging from the more formal memberships to the more informal networks when conducting research. The emphasis on multicultural issues helped counselors understand that culture is complex in its construction and dynamic. Using multicultural knowledge can help counselors

increase their accuracy in their work with clients, as behavior is meaningless without context.

Both the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2010) and the National Board of Certified Counselors (NBCC, 2010) indicate the importance of multicultural competence. CACREP requires that accredited programs provide training in “Social and Cultural foundations (CACREP, 1981, 1988, 2001, 2009), and the NBCC requires participation in a content area covering “social/cultural foundations.” The inclusion of multicultural issues by accrediting bodies has improved counselors’ exposure to multicultural issues and development of multicultural competence.

Improving Multicultural Competence

Training is the primary method through which multicultural competence can be increased. Training is important for all individuals regardless of cultural background (D’Andrea et al., 1991) as it can increase understanding of race and racial identity, and the appreciation of multiculturalism (Neville et al., 1996). Supervisors can help improve the development of multicultural competence (Ottavi et al., 1994) by exposing supervisees to culturally diverse clients and discussing multicultural issues in supervision (Pope-Davis et al., 1995). Interns who receive more multicultural supervision, complete more multicultural workshop hours, and take greater amounts of multicultural course work report greater multicultural knowledge and skills than interns who have lower levels of participation in these activities (Constantine, 2001a; Pope-Davis et al., 1994).

Supervisors can seek out opportunities on their own beyond classroom and workshop experiences to improve their multicultural competence. In addition to increased exposure to minority clients and multicultural coursework, practitioners should take it upon themselves to conduct further research into minority cultures (Sodowsky et al., 1998). In addition, through active participation in organizations that focus on multicultural issues or different cultural populations can help increase multicultural competence (Priest, 1994).

Benefits of Multicultural Competence

The focus by researchers on multicultural competence has indicated several positive outcomes of practitioners being multiculturally competent. Counselors' multicultural competence accounts for a significant amount of satisfaction with counseling by clients, even after accounting for attitudes towards counseling and general counseling competence (Constantine, 2001c). Multiculturally competent counselors are better prepared to address the cultural uniqueness of clients, which can advance the counseling process through their understanding of clients' cultural milieu, personality traits, behavioral choices, ability, interest, and life roles (Fassinger & Richie, 1997). The demonstration of multicultural competence and increased cultural sensitivity can increase the utilization of services by minority clients and reduce their drop out rates from counseling (McRae & Johnson, 1991). For counselor educators, increasing multicultural competence can make them a better trainer and leads to recruitment and retention of culturally diverse faculty (Leach & Carlton, 1997). These improvements at the academic

level lead to better experiences for students and for society at large through better trained counselors and supervisors.

Barriers to Increasing Multicultural Competence

Ridley et al. (1997) indicate that there are different ways to present multicultural issues in an accredited program leading to a lack of clarity about how to present multicultural counseling education. The absence of consistency in the educational environment takes on additional import when the lack of reinforcement for seeking multicultural experience after graduation occurs. The National Board of Certified Counselors (NBCC) requires that counselors participate in social/cultural foundations training before they are eligible to become Nationally Certified Counselors (NCC; NBCC, 2010). Once counselors become NCC they are required to participate in continuing education experiences, but there are no set guidelines for what the continuing education consists of, it is counselors' responsibility to seek further training in the "social and cultural foundations" content area.

Multicultural Competence and Multicultural Self-Efficacy

Constantine and Ladany (2001) suggested that multicultural self-efficacy is one of six dimensions of multicultural competence. Multicultural self-efficacy is counselors' belief in their ability to use their multicultural competence to deliver competent multicultural services. Multicultural self-efficacy is directly tied to specific behaviors, whereas beliefs about dimensions such as knowledge and self-awareness are self-perceptions linked to multicultural competence, but do not deal with beliefs about translating knowledge or self-awareness into practice. Both multicultural self-efficacy

and self-perceptions of multicultural competence could be inaccurate, and both may or may not be linked to the provision of true multiculturally competent counseling services.

Areas for Future Research

There is limited research examining what affects a supervisors' multicultural competence. Supervisors need to address cultural issues to increase supervisees multicultural competence; to do this supervisors need to receive their own training to improve their multicultural competence (Carney & Kahn, 1984; Constantine, 2001b) and receive increased educational exposure to multicultural issues (Pope-Davis, et al., 1995). Previous supervisors' multicultural competence and willingness to discuss multicultural issues may have an effect on practicing supervisors' development of multicultural competence (Constantine, 2001b, Hird et al., 2001). Matching of supervisors and supervisees on cultural variables may lead to increased rapport, but may not challenge supervisees to change their views on other cultures. Similarity to previous supervisors may lead practicing supervisors to have a level of multicultural competence that reflects their previous supervisors willingness to discuss other cultures (Balkin et al., 2009). Finally, researchers have suggested that cross-cultural supervisor-supervisee relationships may increase multicultural competence but it has not been explored (LaFromboise & Foster, 1992).

Multicultural Self-Efficacy

Definition of Multicultural Self-Efficacy

Self-efficacy is individuals' belief in their ability to complete a task or behavior (Bandura, 1977). Multicultural self-efficacy is individuals' belief in their ability to

complete skills and behaviors related to addressing issues of diversity (Constantine & Ladany, 2000). Multicultural self-efficacy is different from multicultural competence that focuses on knowledge of multicultural issues, whereas multicultural self-efficacy is the belief in the ability to transfer the knowledge of multicultural competence into demonstrable skills and behaviors.

Research on Cross-Cultural Self-Efficacy

Much of the research on multicultural self-efficacy has focused on the cross-cultural interactions of expatriates. McRoy et al. (1986) indicated that research on cross-cultural interactions could serve as a basis for understanding multicultural self-efficacy domestically. Briones et al. (2009) found that there were differences between individuals with high and low cross-cultural self-efficacy. Individuals with high cross-cultural self-efficacy better adapted to entering into other cultures and adjusted quicker to other cultures (Harrison et al., 1996), were more likely to seek out new cultural experiences, demonstrated greater confidence in their ability to socially interact with individuals from other cultures, and had greater motivation to integrate into their host culture (Briones et al.). Expatriates with lower cross-cultural self-efficacy avoided contact with individuals from other cultures (Harrison et al., 1996). Even when individuals possess knowledge about the culture they are entering into, the relative quickness in which they adjust and integrate is related to their cross-cultural self-efficacy, separate from their knowledge of the culture (Tsang, 2001).

Briones et al. (2009) identified five components of multicultural self-efficacy that help identify the individuals' belief in their ability to effectively use skills or behaviors

that demonstrate their multicultural awareness and knowledge. The first component of multicultural self-efficacy stresses the belief that individuals can mix satisfactorily with other cultures through taking part in social activities and enjoying the activities of another culture. Second is the belief in the ability to understand other ways of life such as understanding art and music of different cultures. The third component is the belief in the ability to process information about other cultures. This encompasses individuals' belief in their ability to use knowledge of a culture to understand people from another culture, make themselves understood to others, and recognize what they know about a culture. The fourth component is the belief in the ability to cope with homesickness and separation in other cultures through overcoming loneliness and nostalgia for friends and families. The final component of multicultural self-efficacy is the belief in the ability to understand the language of other cultures.

Self-Efficacy and Supervision

While there is limited research on supervising self-efficacy (Haley, 2002; Hess, 1986; Stevens, Goodyear, & Robertson, 1997), there is research on the effect of a leaders' self-efficacy on employees (Villanueva, Sánchez, & Howard, 2007). Employees who worked with a leader who participated in training designed to increase leadership self-efficacy, demonstrated increased self-efficacy. Increases in leaders' self-efficacy is linked to increases in the self-efficacy of employees they supervise, which lends credence to Steward's (1998) theory that supervisors' supervising self-efficacy effects counselors' self-efficacy. There are distinct differences between the role of a team leader and supervisor, but in the absence of research relating directly to counseling supervisors, it

provides valuable insight into the how self-efficacy of supervisors can impact the individuals they supervisee.

While training can increase self-efficacy (Johnson & Steward, 2008; Villanueva et al., 2007), Chiaburu and Marinova (2005) note that lower self-efficacy leads to more difficulty in transferring skills from training to practice. If supervisors do not continue to develop and maintain their supervising self-efficacy through classroom or workshop experience training, they may experience a decline in supervising self-efficacy. This can be seen in supervisors concerns over addressing multicultural issues with supervisees who appear more competent due to more recent training in multicultural counseling (Gatmon et al., 2001). Also, if there is a time lag between training and the opportunity to use learned skills there may be declines in self-efficacy (Stevens et al., 1997). It is therefore important for supervisors to continue their training, but also, if there is a gap in their practice of supervision, supervisors need to be even more diligent in making sure that they are re-educating themselves on changes in both counseling and supervision practices.

Areas for Future Research

Though Briones et al. (2009), Harrison et al. (1996), and Tsang (2001) researched the effects of cross-cultural self-efficacy there remains limited investigation into domestic multicultural self-efficacy. Constantine and Ladany (2001) indicate that self-efficacy impacts multicultural competence, but that it is different from multicultural competence (Constantine & Ladany, 2000) and general competence (Coleman, 1998). Constantine (2001b) indicated that high self-efficacy does not equal multicultural self-efficacy, which

leads to the conclusion that multicultural-self-efficacy may be a unique construct.

Multicultural self-efficacy may be related to the demonstration of specific multicultural skills and behaviors, but absent from the literature is research into the relationship of multicultural self-efficacy and these skills and behaviors. Finally, there is a need to examine how multicultural self-efficacy can be increased, which is an important area of examination as higher levels of multicultural self-efficacy may be related to openness to and successful learning of advanced counseling skills that are required for working with diverse clients (Constantine, 2001b).

Social Learning Theory

Definition of Social Learning Theory

Social learning theory is a method by which individuals increase their self-efficacy. Self-efficacy is individuals' belief in their ability to perform a given behavior or task. There are four methods of social learning that can affect self-efficacy:

Performance mastery, vicarious learning, verbal persuasion, and arousal (Bandura, 1977, 1982, 1989, 1993, 1997).

Four Types of Social Learning

Bandura (1977) introduced social learning theory as way to help individuals with phobias develop enough self-efficacy to confront their phobias. He proposed four methods of social learning that would increase an individuals' self-efficacy, or their belief in their ability to complete a task. The first method of social learning is through the performance of a task or behavior by an individual or through an individual's ability to generalize the successful completion of a task similar to the current task. By

successfully completing a task or behavior once, it increases an individual's belief in their ability to successfully repeat the behavior. The second social learning method for affecting self-efficacy is through vicarious learning or modeling. Vicarious learning builds self-efficacy through the observation of another individual completing a task or behavior. The more similar an individual views the observed model, the greater the effect that watching the model complete a task or behavior has on the observer's self-efficacy (Carp et al., 2009). The more similar individuals view themselves to the observed model the stronger the vicarious learning is when observing the model's actions. Interpersonal closeness enhances vicarious learning. This interpersonal closeness may be related to beliefs, values, and backgrounds (Carp et al.). Verbal persuasion is the third method of social learning. When individuals receive reaffirming messages and encouragement regarding their ability to complete a task or behavior, it serves to increase their self-efficacy and underscores their personal capabilities (Bandura, 1993). Feedback is a form of verbal persuasion that helps individuals accurately assess their own performance and identify areas of growth (Lent et al., 1998). Physiological arousal is the final factor that affects social learning and individuals' development of self-efficacy. If arousal levels are too low, individuals may not feel motivated to complete a task; too much arousal and individuals may be too anxious to believe in their ability to attempt a behavior. A moderate amount of arousal is the ideal for increasing individuals' belief in their ability to complete a behavior (Bandura, 1997).

Effects of Self-Efficacy

Self-efficacy is related to self-regulation, reduction of stress reactions, achievement strivings, and growth of intrinsic interests (Bandura, 1982). Self-efficacy beliefs are the product of a complex process of self-persuasion and information conveyed through action, vicarious learning, social proof, and physiological arousal (Bandura, 1993). Self-efficacy increases through enactive mastery of progressively more threatening activities. Self-efficacy beliefs affect thought patterns that may be self-aiding or self-hindering. Individuals with higher self-efficacy set higher goals for themselves and demonstrate a higher commitment to attaining those goals even when confronted with setbacks and if they experience setbacks, they have a quicker recovery (Bandura, 1989). Individuals with high self-efficacy are able to readjust goals based on progress; individuals with low self-efficacy will give up sooner or set lower goals. Higher self-efficacy increases individuals' ability to persevere, and demonstrate a creative use of resources and personal capabilities (Bandura, 1993). Higher self-efficacy allows individuals to better envision success that can lower performance anxiety.

Self-efficacy is linked to increased motivation. Individuals create beneficial environments for themselves and avoid situations beyond their coping ability; individuals with higher self-efficacy will create more challenges in their environment, whereas those with lower self-efficacy will limit their challenges (Bandura, 1989). Those with high self-efficacy view tasks as something to be mastered instead of avoided. Using their creative ability, an individual with high self-efficacy can modify their environment to maximize their likelihood for success. The less controllable a situation appears to an

individual with low self-efficacy the quicker they give up, have lower aspirations, and suffer a deterioration of performance (Bandura, 1993). When provided a monitored environment, individuals can transform knowledge into demonstrable skills, which help increase self-efficacy (Bandura, 1989).

Use of Social Learning Theory in Supervision

Researchers have indicated several positive benefits of using social learning theory. Verbal persuasion and vicarious learning are linked to independent performance accomplishments beyond the training/supervision environment (Hagen et al., 1998), vicarious learning can influence the self-evaluation of multicultural skills (Kaduvettoor et al., 2009), providing accurate feedback helps supervisees better assess their performance and what they need to do to improve their performance (Lent et al., 1998), modeling of approaching ethnic/racial issues by supervisors helps supervisees learn how to approach multicultural issues (McRoy et al., 1986), vicarious learning through the use of role-plays can enhance skill development of multiculturally appropriate skills (Kocarek & Pelling, 2003), and providing opportunities to work with diverse clients can increase performance mastery and decrease physiological arousal at encountering diverse clients (LaFromboise & Foster, 1992; Neville et al., 1996; Sadowsky et al., 1998).

There are several potential reasons why supervisors may not use social learning theory in their work with supervisees. Supervisors may direct supervisees away from opportunities to work with certain clients due to supervisors' own lack of multicultural competence (D'Andrea & Daniels, 1997), to avoid discussing issues or experiences related to diverse clients due to the supervisors' lack of insight or awareness of the need

to address multicultural issues (Constantine, 1997; Ladany et al., 1997), lack training in multicultural counseling or supervision, fear that supervisees will perceive them as overly concerned about multicultural issues, uncertainty about discussing diversity issues due to their own insecurities (Gatmon et al., 2001), and low supervising self-efficacy (Steward, 1998).

Another concern for developing counselors and supervisors who are multiculturally competent are the supervisors who serve as models of multicultural competence. Racial and ethnic minority supervisors spend more time discussing multicultural issues than white supervisors (Hird et al., 2004), and racial and ethnic minority supervisors are perceived to be more multiculturally competent by both White and minority supervisees than White supervisors (Ladany et al., 1997). The perception of the multicultural competence of a supervisor can have both positive and negative effects on supervisees. When supervisees who are racial and ethnic minorities receive supervision from a model that is visually similar to them in race or ethnicity, these supervisors are more likely to be more multiculturally competent and more willing to discuss multicultural issues with their supervisees. Having a culturally similar supervisor can create an opportunity for positive vicarious learning for ethnic and minority supervisees. White supervisees in a similar situation, working with racially and ethnically different supervisors, may have a different vicarious learning experience. White supervisees may come to understand that racial and ethnic minority supervisors discuss culture, which then translates to their practice as White supervisors who spend more time discussing cultural issues with racially and ethnically dissimilar supervisees

(Hird et al.). Both racial and ethnic minority and White supervisees indicated feeling more multiculturally competent when receiving supervision from a racial and ethnic minority supervisor (Hird et al.). Often times White supervisees work with White supervisors who have historically failed to demonstrate multicultural competence (Sodowsky et al., 1998). White supervisees who have white supervisors who do not address culture in the supervising environment lack the opportunity for positive vicarious learning experiences with a culturally similar model (Hird et al.). Conversely, White supervisees may experience a White supervisor avoiding the discussion of multicultural issues or working with diverse clients. Additionally, when racial and ethnic minority supervisees work with a White supervisor who they do not perceive as being multiculturally competent they miss the opportunity to work with a supervisory who they view as being multiculturally competent (Hird et al.). Many supervisees become supervisors, this leads to a cycle of supervisors who lack multicultural competence modeling their behavior after their own supervision experiences (Ladany et al., 1999b).

Areas for Future Research

While researchers have focused on how social learning through the perception of models may affect supervision for supervisees, there has not been any empirical analysis on the influence of social learning from previous supervisors on practicing supervisors. Ladany et al. (1999b) suggested that practicing supervisors may be influenced by the skills and behaviors their previous supervisors demonstrated but there is no follow up to confirm this hypothesis. There is also the indication that modeling of approaching multicultural issues may influence the development of multicultural competence

(Constantine & Ladany, 2000) and multicultural self-efficacy (Steward, 1998), but to what degree, if any, has not been examined.

Summary

This chapter provided a literature review on a number of studies related to multicultural supervision, multicultural competence, and multicultural self-efficacy in supervisors. In addition, it focused on literature related to social learning theory and its relationship to supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy in supervisors. Chapter three presents the methodology of the study, including research questions and hypothesis, procedure, participants, instrumentation, and analysis of data.

CHAPTER 3

METHODOLOGY

The research study was designed to address factors affecting practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. This study was designed to assess the effect of social learning in previous supervision relationships that influences practicing supervisors. This effect was examined through supervisors' perceived cultural similarity with a previous influential supervisor and previous supervisors perceived demonstration of multicultural skills and behaviors. Chapter 1 presented the rationale for the study. Chapter 2 presented relevant literature about multicultural supervision, multicultural competence, multicultural self-efficacy, and learning theory. This chapter describes the methodology for this study, including research questions and hypothesis, procedure, participants, instrumentation, analysis of data, and the limitations of the study.

Research Questions and Hypotheses

Research question #1: Is there a relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, skills with working with other cultures, total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures?

Hypothesis #1: There is a significant relationship between supervisor's total multicultural competence, awareness of attitudes towards diversity, knowledge of

cultures, and skills with working with other cultures and total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures.

Research question #2: How much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, and skills with working with other cultures can be accounted for by total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures?

Hypothesis #2: Supervisor's total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures will account for a significant amount of variance in multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, and skills with working with other cultures.

Research question #3: How much variance in supervisors' multicultural competence can be accounted for by supervisors' perceived similarity to their most influential supervisor (i.e., age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender)?

Hypothesis #3: A significant proportion of supervisors' multicultural competence will be accounted for perceived cultural similarity to their most influential supervisor.

Research question #4: Is there a mean difference in practicing supervisor's multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision based on the most influential supervisor's

demonstration of multicultural supervision skills and behaviors and supervisor's perceived cultural similarity to their most influential supervisor?

Hypothesis #4a: There will be a mean difference between supervisors who have high versus low perceived cultural similarity to their most influential supervisor on practicing supervisors' demonstration of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy.

Hypothesis 4b: There will be a mean difference between supervisors' whose previous most influential supervisor demonstrated high versus low multicultural supervising behaviors on practicing supervisors' demonstration of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy.

Hypothesis 4c: There will be an interaction effect between perceived cultural similarity to a previous influential supervisor and demonstration of skills and behaviors associated with multicultural supervision by a previous supervisor on practicing supervisors' demonstration of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy.

Participants

The participants in this research study are current or previous Master's and Doctoral-level counselor supervisors who work in universities, public or private school, and public or private mental health settings. Using *a priori* power analysis, a total *N* of 20 per group, at an alpha level of .05 is required for a medium effect size at a power level of .8 when using multiple analysis of variance with four groups (i.e., low perceived cultural similarity to most influential supervisor, high perceived cultural similarity to

most influential supervisor, low perceived demonstration of multicultural supervision by most influential supervisor, and high perceived demonstration of multicultural supervision by most influential supervisor) to analyze the results. For a canonical correlation a total N of 85, at an alpha level of .05 is required for a medium effect size at a power level of .8. Finally, for regression analysis a total N of 84, at an alpha level of .05 is required for a medium effect size at a power level of .8 (Cohen, 1992). The overall target N for the research is 220. Given the expected response rate to surveys of 40-60% this should result in approximately 88 responses at a 40% response rate.

Using the CACREP list of accredited doctoral programs (CACREP, 2009), a list of 58 programs doctoral programs within the United States were identified as locations for soliciting both doctoral student and faculty participants. Other participants such as community mental health counselors, private practice counselors, and public and private school counselors were contacted using professional contacts and through online counseling list-servs, which as an electronic forum has the potential to attract respondents from across the United States.

Instrumentation

A demographic form (see Appendix A) and four instruments were used in the current study. The instruments were used to operationalize the constructs of skills and behaviors of multicultural supervision, multicultural competence, and multicultural self-efficacy. The potential effect of social learning that occurred in previous supervision experiences will be assessed through practicing supervisors perceived cultural similarity to their previous supervisors and perceived multicultural competence of previous

supervisors in relation to their effect on the outcome variables of multicultural competence, multicultural self-efficacy, and skills and behaviors of multicultural supervision.

*Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition-Revised
(MAKSS-CE-R)*

The Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition-Revised (MAKSS-CE-R; Kim, Cartwright, Asay, & D'Andrea, 2003) (see Appendix B) is an updated version of the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) designed by D'Andrea et al. (1991). The MAKSS-CE-R consists of 32 Likert-type items in three subscales: Awareness-Revised, Knowledge-Revised, and Skills-Revised. The purpose of the MAKSS-CE-R is to assess counselors' multicultural competence as an operationalized form of Sue et al.'s (1982) conceptualization of multicultural competence as awareness of attitudes towards diversity, knowledge of multicultural issues and clients' worldview, and skills to work with diverse clients.

The original MAKSS, which consisted of 60 Likert-type questions, was revised to a shorter 32-item instrument in the MAKSS-CE-R, the MAKSS-CE-R retained the factor structure and scales of the original survey. There are several reasons that the MAKSS-CE-R was revised. First, it needed further factor analysis studies to test its three-dimensional construct (i.e. awareness, knowledge, and skills). Second, it needed to be compared to other multicultural competence instruments to demonstrate construct validity. Last, the MAKSS-CE was reviewed for its criterion validity through random assignment. Through conducting analysis on the MAKSS-CE the researchers revised it

to a shorter 32-item instrument that demonstrated the hypothesized three-dimensional construct, improved construct validity, and criterion validity (Kim et al., 2003).

The MAKSS-CE-R can be used to examine individuals' overall multicultural competence or their scores on individual subscales. Total multicultural competence is derived through the total score on the three subscales; the three subscales are related to awareness, knowledge, and skills. The MAKSS-CE-R was selected for use in the current study due to its reliability and psychometric properties. The researchers found coefficient alphas of .71, .85, and .87 for the Awareness-Revised, Knowledge-Revised, and Skills-Revised subscales respectively, and .82 for the full scale (Kim et al., 2003). These scores of internal consistency help indicate that the survey is reliable across the several populations and settings that were accessed for potential participants in the study (Dunn et al., 2006; Kim et al.). When compared with similar surveys (e.g., Multicultural Counseling Knowledge and Awareness Scale [MCKAS]; Ponterotto, Gretchen, Utsey, Rieger, & Austin, 2002) the MAKSS-CE-R demonstrated construct validity, .67 and .35 between Awareness-R and MCKAS-Awareness and MCKAS-Knowledge, and .48 between Knowledge-R and MCKAS-Knowledge. Additionally, it does not correlate with instruments of social desirability (e.g. Rosenberg Self-Esteem Inventory [RSEI]; Rosenberg, 1965), .17, .17, and .14 between the RSEI and MAKSS-CE-R, Knowledge, R, and Skills-R respectively (Kim et al.). There has been concern with scores on prior multicultural competence instruments, such as the original Skills subscale of the MAKSS, being related to social desirability (Constantine & Ladany, 2000). The MAKSS-CE-R is the only measure to demonstrate a three factor goodness of fit (i.e.,

awareness, knowledge, and skills), compared to other multicultural competence measures, such as the Multicultural Counseling Knowledge and Awareness Scale (Ponterotto et al., 2002), that demonstrate a two-factor goodness of fit or fail to differentiate between the three constructs, (e.g., the original MAKSS; Dunn et al.). The survey has significant criterion-related validity, $F(4, 303) = 4.11, p = .003$, in differentiating the multicultural competence between those who had previous training in multicultural counseling versus those who did not, though it yielded small correlations, .32, .19, .26, and .17, for total, Awareness-R, Knowledge-R, and Skills-R, between number of years experience in dealing with culturally diverse clients and multicultural competence, indicating that receiving training is more important than the number of years working with diverse clients.

The MAKSS-CE-R is a full-scale score for multicultural competence and subscales for awareness, knowledge, and skills. The individual subscales consist of 4-point Likert-type questions: Awareness-R, 1 = *very limited*, 4 = *very aware*; Knowledge-R, 1 = *very limited*, 4 = *very good*; Skills-R, 1 = *strongly disagree*, 4 = *strongly agree*. A sample item from awareness scale: "Promoting a client's sense of psychological independence is usually a safe goal to strive for in most counseling situations." A sample item from the knowledge scale: "At this time in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?" A sample item from the skills scale: "How would you rate your ability to effectively secure information and resources to better serve culturally different clients?"

Cultural Self-Efficacy Scale for Adolescents (CSES-A)

The Cultural Self-Efficacy Scale for Adolescents (CSES-A; Briones et al., 2009) (see Appendix C) was designed to measure adolescent students ability to successfully enter into another culture. The CSES-A consists of 45 Likert-type items in five subscales: Cultural self-efficacy in mixing satisfactorily with other cultures, cultural self-efficacy in understanding other ways of life, and cultural self-efficacy in processing information about other cultures, cultural self-efficacy to cope in other cultures, and cultural self-efficacy in understanding the language of other cultures. The CSES-A (Briones et al., 2009) was designed to assess if adolescents' believe they possess skills that allow for successful participation in cross-cultural interactions with minimal stress, as individuals with higher self-efficacy are better able to reduce their stress reactions (Bandura, 1982). In the current study, the CSES-A was modified to address supervisors' willingness to engage in interactions with their supervisees' culture.

When considering instrument selection, the CSES-A was selected as it measures an individuals' belief in their ability to successfully enter into another culture, which conceptually is similar to a supervisors' belief in their ability to enter into a supervisee's culture through allowing for cultural exploration as opposed to attempting to ignore the culture of the supervisee or forcing the supervisee to enter into the supervisors' culture. The CSES-A consists of a five-factor structure, three factors of which were chosen for inclusion in the modified CSES-A: cultural self-efficacy in mixing satisfactorily with other cultures (CSESM), cultural self-efficacy in understanding other ways of life (CSESU), and cultural self-efficacy in processing information about other cultures (CSESP). The three scales were chosen due to their ability to assess supervisors' belief

in their ability to enter into and perform in multicultural interactions. The other two scales, ability to cope in other cultures and understand the language of other cultures, were omitted due to the items being focused on entering into other cultures instead of being related the ability to interact with another culture.

The rationale for keeping the chosen CSESM, CSESP, and CSESU follows. CSESM was chosen for supervisors' belief in their ability to interact with individuals from different cultures, indicating a willingness to engage in multicultural interactions. CSESP is a measure of a supervisors' self-efficacy in processing information about other cultures different from their own. Finally, CSESU was chosen to assess a supervisors' belief in their ability to understand other ways of life. The subscales related to cultural self-efficacy in coping with homesickness and separation and cultural self-efficacy in learning and understanding another language were omitted due to their greater relevance to an individual leaving their home culture versus engaging in a supervisory relationship.

Items were modified to reflect work in the supervision environment versus the physical entrance into another culture. Examples of modified questions are "Speaking to people from a different culture I can..." modified to "Working with supervisees from a different culture I can..." and "Use information I have on that culture to understand people from that culture (CS-E3)" modified to "Use information I have on that culture to understand supervisees from that culture (CS-E3)." The CSES-A was chosen as a starting point for the discussion of if multicultural self-efficacy is a separate and distinct construct from multicultural competence. One item was added to the CS-E2 subscale, "Understand how individuals relate in a different culture," to capture an understanding of

how individuals from a different culture relate, in addition to couples and families which is already captured by the scale.

The CSES-A was chosen due to the absence of a scale designed to measure supervisors' or counselors' multicultural self-efficacy. Though used in assessing adolescents' cultural self-efficacy, it was normed on college-aged adults. Multicultural self-efficacy is the supervisors' belief in their ability to demonstrate skills and behaviors associated with the awareness and knowledge aspects of multicultural competence. In this study, multicultural self-efficacy is defined as supervisors' belief in their ability to demonstrate appropriate multicultural skills or behaviors (Constantine & Ladany, 2001).

Briones et al. (2009) conducted both exploratory and confirmatory factor analysis in designing the CSES-A. The confirmatory factor analysis resulted in five subscales, cultural self-efficacy in mixing satisfactorily with other cultures (CS-E1), cultural self-efficacy in understanding other ways of life (CS-E2), and cultural self-efficacy in processing information about other cultures (CS-E3), cultural self-efficacy in coping with homesickness and separation (CS-E4), and cultural self-efficacy in learning and understanding another language (CS-E5). The coefficient alphas for each of the three subscales used in this study ranged from .839-.914. The three subscales demonstrated concurrent criterion validity with positive correlations with perception of cultural contact, .241, .153, and .27, and cultural enrichment .325, .288, and .315 respectively. The subscales also demonstrate concurrent criterion validity with general self-efficacy, .31, .219, and .263. The CSESM, CSESP, and CSESU subscales consist of 19 5-point Likert-type choices, 1 = cannot do at all, 5 = certain can do.

Permission was given by Dr. Elena Briones to make these changes. The original authors of this instrument do not believe that this change in wording will significantly change the psychometric properties of this instrument.

Supervisor Perceived Cultural Similarity Survey (SPCSS)

The Supervisor Perceived Cultural Similarity Survey (SPCSS; Sherman, 2011) (see Appendix D) was designed for use in the current research. The SPCSS consists of nine Likert-type items based on the Hays' (2003) ADDRESSING model. Hays' ADDRESSING model provides a framework for identifying different forms of cultural diversity. ADDRESSING is an acronym for (A)ge and generational influences, (D)evelopmental disabilities, (D)isabilities acquired later in life, (R)eligion and spiritual orientation, (E)thnic and racial identity, (S)ocioeconomic status, (S)exual orientation, (I)ndigenous heritage, (N)ational origin, and (G)ender. The SPCSS was designed to assess the level of perceived cultural similarity between practicing supervisors and their previous supervisors. Similarity to an observed model, according to social learning theory, should increase the vicarious learning experience of the observer (Carp, Halenar, Quandt, Sklar, & Compton, 2009). The scale consists of 4-point Likert-type choices, 1 = not at all similar, 2 = somewhat similar, 3 = similar, 4 = very similar, and an option to indicate that this aspect of cultural similarity was unknown or not addressed. Scores on individual cultural comparisons on the SPCSS range from one to four, and full-scale scores range from 0 to 36 with higher scores indicating a greater level of perceived cultural similarity to a previous supervisor. The SPCSS is divided into high and low ranges to allow for a MANOVA analysis of Research Question #4. It creates the

categories high perceived similarity to most influential supervisor and low perceived similarity to most influential supervisor. A high range of perceived cultural similarity to most influential supervisor is 36 – 19, low range of perceived cultural similarity to most influential supervisors is 18 – 0. The high and low ranges were set by the researcher, and arrived at by dividing the scores on the SPCSS in half.

Multicultural Supervision Skills and Behaviors Questionnaire (MSSBQ)

The Multicultural Supervision Skills and Behaviors Questionnaire (MSSBQ; Sherman, 2011) (see Appendix E) is a series of questions related skills and behaviors that are associated with multicultural supervision. The MSSBQ consists of 26 Likert-type items drawn from the research indicating what skills and behaviors supervisors providing multicultural supervision should demonstrate. Sample items include: “I foster safety in the supervisory relationship,” “I help supervisees understand how their knowledge of culture impacts the counseling process,” and “I model processing of my own cultural struggles.” The MSSBQ was designed to assess how frequently supervisors perceive themselves to be demonstrating skills and behaviors associated with multicultural supervision. The scale consists of 4-point Likert-type choices, 1 = *not frequently*, 2 = *infrequently*, 3 = *frequently*, 4 = *very frequently*. The MSSBQ is divided into high and low ranges to allow for a MANOVA analysis of Research Question #4. It creates the categories high demonstration of multicultural supervision by most influential supervisor and low demonstration of multicultural supervision by most influential supervisor. Individual scores on skills and behaviors on the MSSBQ range from one to four, and full-

scale scores range from 26 to 104 with higher scores indicating more frequent use of skills and behaviors associated with multicultural supervision.

Multicultural Supervision Skills and Behaviors Questionnaire-Modified (MSSBQ-M)

Supervisor Perceived Multicultural Supervision Skills and Behaviors (MSSBQ-M) is a modification of the MSSBQ (see Appendix F). The item structure of the MSSBQ was retained, though the questions were modified to reflect the participants' perception of their previous supervisor's use of skills and behaviors associated with multicultural supervision. An example of an adapted question: The original question, "I explore supervisees' cultural background" is modified to "My previous supervisor explored my cultural background." The response options on the MSSBQ-M are the same as in the MSSBQ, the questionnaire consists of 4-point Likert-type choices, 1 = *not frequently*, 2 = *infrequently*, 3 = *frequently*, 4 = *very frequently*. The MSSBQ-M is scored in the same manner as the MSSBQ. A high range of demonstration of skills and behaviors associated with multicultural supervision is from 104 – 65, low range of demonstration of skills and behaviors associated with multicultural supervision is 64 – 26. The high and low ranges were set by the researcher, and arrived at by dividing the scores on the MSSBQM in half. The high and low ranges were set by the researcher, and arrived at by dividing the scores on the MSSBQM in half.

Procedure

The study was submitted to the University of Virginia Institutional Review Board (IRB) for permission to distribute the survey to participants. Participants were recruited from CACREP accredited doctoral programs, community mental health agencies, and

online counseling list-servs. I uploaded the instrument packet consisting of informed consent documentation, a demographics form, the MSSBQ, MAKSS-CE-R, CSES-A, SCPSS, MSSBQM, and debriefing form to the online survey site QuestionPro (www.questionpro.com). After the survey was uploaded, I contacted the program chairs of CACREP accredited doctoral programs via email (see Appendix G) or by phone (see Appendix H). Directors of community counseling programs were contacted via publically listed phone numbers and email address (e.g., <http://www.vacsb.org/directory.html>) with a message from the researcher requesting that they distribute the survey link to qualified participants (see Appendix I). The directors of community counseling programs were selected via convenience sampling. For both directors of CACREP accredited programs and Directors of community counseling programs three attempts were made to contact them. I also submitted a request to participate in the survey to online counseling list-servs, such as CESNET which consists of counselor educators and supervisors and online discussion groups such as "<http://groups.yahoo.com/group/elementary-counselors>" which serves elementary level school counselors (see Appendix J). Two follow-up attempts via email were made at two and three weeks after the initial request for participation through the list-servs (see Appendix K), and at three weeks via telephone or email to the directors of CACREP programs and directors of community counseling programs. The decision to follow-up via telephone or email was made based on how the original contact was initiated.

Participants who followed the QuestionPro link in the email were directed to a website. The first page the participants see is the informed consent. The informed

consent informed them of the purpose of the study, of the benefits and risks, and the amount of time it would take to complete the study (see Appendix L). Participants were informed that the completion of the survey could take approximately 20 to 25 minutes. After reading the informed consent, participants were given the option to continue if they consented to participate in the study. After clicking continue, the next page contained instructions for completing the instruments. After reading the informed consent and confidentiality information, participants had the option to choose to participate in the survey by clicking the "Submit" button. The participants were directed to a webpage displaying the data collection instruments. The instruments included a demographic section, the MSSBQ, MAKSS-CE-R, CSES-A, SPCSS, and MSSBQM in that order. Once participants completed the survey they were directed to press another "Submit" button, which completed the instrumentation part of the study. After they completed the instrumentation part of the study the participants were presented with options to participate in a raffle, receive the results of the study, and to be contacted regarding issues or questions arising from their participation in the study.

Participants were asked if they wanted to submit their email address to participate in the raffle. Participants who selected to be entered into the raffle received a message asking them for their email addresses and indicating that their participation in the raffle had no link to their survey responses; the researcher would not attempt to identify participants based on their email addresses. After the conclusion of the study, all of the participants who indicated that they wished to be entered into a raffle had their email placed on a list and using a random number table four participants were selected. Their

gift card was emailed directly to them through amazon.com. After selecting if they wish to participate in the raffle, participants responded “yes” or “no” to a question asking if they wanted to receive the results of the study in aggregate form. Those participants who wished to receive the results of the survey received a message requesting that they enter their email address and a message indicating that their email address would not be linked to their survey responses. After the conclusion of the study participants who requested the results received a brief discussion of the results and how they related to previous literature.

The last option participants were presented with was the option to indicate if they wanted the opportunity to follow up with the researcher. Participants who wished to receive follow-up contact were asked to submit their email address so that the researcher could follow up with them and discuss their experience having participated in the study. Participants could have potentially experienced psychological distress (i.e., anxiety, feelings of sadness) as a result of participating in the study. The instruments used could potentially result in participants feeling uncomfortable. In addition, the study could have resulted in participants experiencing some distress by reflecting on the content of the instruments. Participants were informed that their email address would not be linked to their survey responses and the researcher will make no attempt to identify participants' responses based on their email. Follow up included checking with the participant via email to see how he or she is doing after having completed the survey and by asking if any further assistance was needed (e.g., counseling services) and responding to any questions that may have arisen from the completion of the study. The researcher

attempted to answer any question that the participant had and provided them with resources (e.g., a list of books and articles about multicultural competence, multicultural self-efficacy, and/or multicultural supervision) or provided them with the phone numbers to Counseling and Psychological Services (CAPS) at the University of Virginia, who could help them located appropriate counseling services if necessary. By referring them to CAPS, it allowed the participants concerns and their responses to remain confidential. Finally, participants were presented with a request to read the debriefing statement. The debriefing statement indicated the purpose for the research, the anonymity of the data collected, how to seek help if any issues arose from their participation, and whom they could contact with any concerns (see Appendix M).

Data Analysis

Data collected will be entered in the Statistical Package for the Social Sciences (SPSS 19) program for statistical analysis. The specific analysis used to answer the research questions are delineated below:

Research question #1: Is there a relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity, total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures?

This question was analyzed using a Canonical Correlation to determine the strength of relationship between the variables.

Research question #2: How much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of cultures, and skills with working with other

cultures can be accounted for by total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures? This question was analyzed using a multiple linear regression, using total multicultural self-efficacy, mixing with other cultures, understanding other cultures, and processing information about other cultures as the independent variables and total multicultural competence and the related subscales of awareness of attitudes towards diversity, knowledge of other cultures, and skills in working with diversity as the dependent variables.

Research question #3: How much variance in supervisors' multicultural competence can be accounted for by supervisors' perceived similarity to their most influential supervisor's age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender? This question will be analyzed using a multiple linear regression, using most influential supervisor's age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender as the independent variables and total multicultural competence and the related subscales of awareness of attitudes towards diversity, knowledge of other cultures, and skills in working with diversity as the dependent variables.

Research question #4: Is there a mean difference in practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision based on the most influential supervisors' demonstration of multicultural supervision skills and behaviors and supervisors'

perceived cultural similarity to their most influential supervisor? This question was analyzed using a 1x2 factorial MANOVA. The independent variables are perceived cultural similarity to a previous influential supervisor (high and low) and perceived demonstration of skills and behaviors associated with multicultural supervision by a previous supervisor (high and low). The data produced three groups, high perceived cultural similarity to a previous supervisor and high perceived demonstration of multicultural supervision by a previous supervisor, high perceived cultural similarity to a previous supervisor and low demonstration of multicultural supervision by a previous supervisor, and low perceived cultural similarity to a previous supervisor and low demonstration of multicultural supervision by a previous supervisor. The data did not provide for a low cultural similarity to a previous supervisor and high demonstration of multicultural supervision group. The dependent variables are multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

Limitations of the Study

The limitations of this study include constrained choices on the instruments, over representation of doctoral students, the use of convenience sampling, relying on the distribution of the survey by others, instruments being used for the first time, and issues with self-report. One of the potential limitations of the study is the constrained choice (i.e., Likert-type) form of the surveys used. Participants were only able to select the choices presented to them by the items. Responses were restricted to the choices given.

The forced choice nature of the item responses might minimize the richness of the data gathered and will limit the conclusions that can be drawn from the data.

Another potential limitation of the study may be the over representation of doctoral-level student supervisors. The largest targeted population selected through convenience sampling will be of CACREP accredited programs, with individual directors being contacted directly, which may lead to a larger percentage of respondents being individuals in doctoral programs. This could lead to a lack of generalizability of the results or a skewing of the results due to doctoral-level student participants having more classroom exposure to multicultural issues which may increase their multicultural competence over masters-level participants (Pope-Davis et al., 1995).

The use of convenience sampling is a limitation of the study. Only directors of CACREP programs were targeted, excluding supervisors that are in non-CACREP accredited programs. In addition, by targeting community counseling directors the research excluded private practice supervisors and school counseling supervisors. These populations may have been captured in their participation of the survey as distributed through online list-servs, but they were not directly targeted for participation. In addition, supervisors who have an interest in multicultural issues may have participated at a higher rate, which skews the results to make supervisors appear more multiculturally competent than they actually are in the general population.

Through soliciting program directors to select potential participants, a selection bias may exist in who was offered the chance to participate beyond the limitations made beyond the request of the researcher. For example, the directors could have only

distributed the survey only to participants in Ph.D. programs and not to students in Ed.D. programs, students who are mental health counseling supervisors, or students who are substance abuse counseling supervisors. Furthermore, as there was no random sampling, there is bias in those who self-select to participate.

A modified version of the CSES-A was used in the research, and conducting an exploratory and confirmatory factor analysis on the modifications was beyond the scope of the study. The proposed modification to the CSES-A retained fidelity to the original structure of the three scales that were confirmed through confirmatory factor analysis (Briones et al., 2009), so it was assumed that with the change in language to the original survey items the CSES-A should maintain the factor structure of the original instrument.

The SPCSS and MSSBQM were designed for the current study and were not previously piloted. The items on the surveys were selected based on previous research. Further, the high and low cut-offs for the instruments were arbitrarily assigned to the midpoint. A different scale or refined scale based on the research could affect the results of the study. Due to the exploratory nature of the instruments, this was considered an acceptable compromise.

One final potential limitation of the study is the self-report nature of the surveys. Previous researchers demonstrated the lack of reliability of self-report multicultural competence and its lack of correlation with observed practice. While the MAKSS-CE-R does account for issues of social desirability, there was the possibility that the participants would attempt to answer the survey in a way that they believed the researcher desired indicating a higher level of multicultural competence. Further, individuals tend to rate

their multicultural competence higher than outside observers recognize in their demonstration of multicultural competence (Cartwright et al., 2008; Dunn et al., 2006). In this study, the limitation of self-report of multicultural competence was considered acceptable due to the exploratory nature of the research. There were also other factors in the participant environment that could not be completely controlled, especially given the web-based nature of the survey (e.g., supervisors were not in a controlled setting and the environment around them could have affected their level of attention when completing the survey). Finally, there could potentially be issues with testing validity based on the order in which the participants complete the survey, with one survey influencing the responses on subsequent surveys. The instruments were given with participants completing the MSSBQ first, followed by the MAKSS-CE-R, CSES-A, SPCSS, and MSSBQM in that order. By completing a survey on multicultural supervision skills and behaviors first, supervisors may have been primed to think about their multicultural knowledge, which could have potentially inflated their scores of actual competence and self-efficacy.

Summary

Chapter three included the methodology section that included the research questions and hypotheses, procedure, participants, instrumentation, analysis of data, and the limitations of the study. Chapter one presented the need to determine factors that affect the development of supervisors' demonstration of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Chapter two presented the literature relevant to the study. Chapter four will presents the

results of the analyses, including descriptive statistics of the instruments and the reliability of the instruments.

CHAPTER 4

RESULTS

Chapter one presented the rationale for the study. Chapter two presented relevant literature about multicultural supervision, multicultural competence, multicultural self-efficacy, and learning theory. Chapter three presented participants, procedures, research questions and hypotheses, and how the research questions were analyzed. This chapter presents the results of the analyses, including descriptive statistics of the instruments and the reliability of the instruments. The results of the research questions and hypothesis are given.

Sample

The participants in this study were solicited from CACREP accredited doctoral programs, directors of community counseling center, and online list-servs (e.g. CESNET, ASCANET). The number of potential participants for this study cannot be determined based on the use of online list-servs. Also, the response rate of CACREP programs and community counselors cannot be determined due program directors being the individuals who disseminated the surveys to their students and employees and due to their not being a means for participants to indicate how they were solicited for participation in the study. Using the data reporting of the online survey website, it is known that 494 people viewed the survey. Of those who viewed the survey, 290 began the survey and 154 completed the survey in its entirety for a total completion rate of 53% for participants who started it.

Demographics

The sample was 78% female and 22% male. The ethnic/racial composition of the sample consisted primarily of Caucasians (77%); other ethnic/racial groups represented were African or African American (8%), European (4%), Latino/a (4%), Asian or Asian American (2%), and biracial (2%). The ethnic/racial representation of the sample is approximately representative to the United States population demographic based on the 2010 census (U.S. Census Bureau, 2008). The average age of the participants was 44.

The descriptive data per instrument by demographics are indicated in Appendices N-Q. Gender differences between the instruments appears to be minimal with exception of the MSSBQ, with females ($M = 76.9$) scoring higher than males ($M = 73.31$). Asian Americans and Latino/a Americans indicated higher levels of multicultural competence, than the other racial/ethnic groups, but they were a relatively small proportion of the sample total sample. There were no other notable differences across the constructs based on race or ethnicity. Counseling psychologists ($M = 121.69$) indicated a higher level of multicultural competence than the other professions. There were no other notable differences across the constructs based on profession. Doctoral level practitioners indicated a higher level of multicultural competence and demonstration of skills and behaviors associated with multicultural supervision than master's level practitioners, though master's level practitioners indicated a higher level of multicultural self-efficacy.

All participants were required to have provided supervision to a counselor or counselor-in-training in the past. As the current focus of the study is on vicarious learning in supervision, participants from non-counseling related fields (e.g., counseling

psychologists, social workers) were included in the sample as they may have provided supervision to counselors. The non-counseling professions composed a relatively small portion of the sample ($\geq 13\%$). The largest professional group was counselor educators (28%), followed by professional school counselors (19%) and community mental health counselors (16%). Fifty-eight percent of the participants were those with terminal master's degrees and the remaining were those with doctoral degrees.

The participants took up to 11 multicultural courses and up to 50 multicultural workshops. Some had no multicultural course or attended no multicultural workshop. Most participants had one multicultural course ($n = 48$) and participated in three multicultural workshops ($n = 22$). The average number of years counseling clients identified as being multicultural or diverse was 13.38. The average number of years that participants had as a supervisor was 7.84, though most participants indicated only have one year of experience as a supervisor ($n = 23$). The participants took up to 18 courses on supervision and up to 25 supervision workshops. Most participants had taken one supervision course ($n = 53$) and most had attended zero workshops on the topic of supervision ($n = 43$).

Data Preparation

Before conducting and analyzing the research questions the data was screened for normality and missing data. Data preparation included reviewing the data for outliers and normality, in addition to addressing the issue of missing data. After imputing missing data, the data was analyzed a second time for outliers and normality. The data was prepared and analyzed using IBM SPSS Version 19.

*Item-Level Statistics**Univariate Outliers and Case Deletion*

Item-level descriptive statistics for the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition-Revised (MAKSS-CE-R; Kim et al., 2003), consisting of three subscales: Awareness-Revised (AR), Knowledge-Revised (KR), and Skills-Revised (SR); Cultural Self-Efficacy Scale for Adolescents (CSES-A; Briones et al., 2009), consisting of three subscales: Cultural self-efficacy in processing information about other cultures (CSESP), cultural self-efficacy in mixing with other cultures (CSESM), and cultural self-efficacy in understanding other cultures (CSESU); Supervisor Perceived Cultural Similarity Scale (SPCSS; Sherman, 2011), the Multicultural Supervision Skills and Behaviors Questionnaire (MSSBQ; Sherman, 2011), and the Multicultural Supervision Skills and Behaviors Questionnaire Modified (MSSBQM; Sherman, 2011) following the deletion of 13 cases and prior to missing data imputation are presented in Appendices R-V. All data fell within the range of the instruments.

Standardized residuals for each item were reviewed for univariate outliers ($-3.29 \geq Z \geq 3.29, p \leq .001$) (Tabachnick & Fidell, 2007). There were two participants with outliers on four different items on the MAKSS-CE-R, seven participants with outliers on eight items on the CSES-A, three participants with outliers on three items on the MSSBQ, and one participant with an outlier on one item of the MSSBQM. Univariate normality was examined using histograms, evaluation of skewness and kurtosis, and through the Shapiro-Wilk test statistic. The results indicate that the items with outliers were kurtotic at greater than acceptable limits ($p \leq .01$) (Tabachnick & Fidell). Further,

the Shapiro-Wilk test statistic was significant indicating a violation of normality. Given the kurtotic items and violation of the Shapiro-Wilk test statistic, 13 cases were deleted from the sample resulting in a working N of 141.

Following the deletion of the 13 cases the standardized residuals for each item was reviewed for univariate outliers. Two participants were outliers on CSESM4, and one participant was an outlier on both CSESM7 and CSESU4 of the CSES-A. Given the low number of outliers the cases were kept in the data set during the analysis of univariate normality in order to not unnecessarily delete cases that may contribute to the overall analysis. Univariate normality was re-examined using histograms, evaluation of skewness and kurtosis, and through the Shapiro-Wilk test statistic. Following the deletion of the 13 cases one item was found to be skewed MSSBQ item 5 ($Sk = -1.574$), and five items were found to be kurtotic: SR31 on the MAKSS-CE-R ($K = -1.106$), MSSBQ item two ($K = -1.405$), item three ($K = -1.561$), and item 25 ($K = -1.131$), and MSSBQM item 25 ($K = -1.142$). The other variables were within acceptable limits ($\leq .01$). The Shapiro-Wilk tests revealed statistically significant departures from normality. Considering the Shapiro-Wilk tests, which are highly sensitive, with the other methods of data screening and the fact that multivariate analysis of variance (MANOVA) is robust to violations of normality as long as they are not the results of outliers the assumptions of normality were judged as being met for the required analysis.

Missing Data Imputation

After removing the univariate outliers, the data was reviewed for missing values. There were a total of 113 items missing, consisting of a total of .7% of the data. No item

was unanswered by more than 10% of the participants, so the missing data is assumed to not be related to any individual item. The most frequently unanswered item was MSSBQ item seven, which asked if participants provided diverse clients for their supervisees to work with, with six cases missing constituting a total of 4.3% of the total sample. Item seven of the MSSBQ was eventually removed from the analysis due to failing to load on any of the factors during factor analysis.

The missing data was replaced using IBM SPSS version 19 Missing Values Analysis (MVA) module. Multiple imputation (MI) procedures were used in the current investigation to address missing data, instead of using list-wise deletion or inserting the mean value of non-missing data as these strategies have been shown to produce biased parameter estimates and standard errors (Baraldi & Enders, 2010; Schlomer, Bauman, & Card, 2010). MVA utilizes multiple imputation procedures to analyze the pattern of “missingness” in the data and replace missing values with plausible estimates (SPSS, 2010).

Using SPSS’ fully automatic imputation mode all of the data was analyzed and the most suitable imputation method was determined based on the data. As there is an expected relationship between all 113 items, the full item set was selected for inclusion in the imputation analysis. The result of the multiple imputation procedure is a replacement of each missing value by a plausible value based on predictive, multivariate distribution among the entire data set (Schafer & Olsen, 1998). Descriptive statistics for the MAKSS-CE-R, CSES-A, SPCSS, MSSBQ, and the MSSBQM after the deletion of 13 cases and imputation of missing values are displayed in Appendices W-AA.

As a result of the data imputation, there were data that fell outside the range of the instruments. Data on the AR1 (minimum = -.73); AR3 (minimum = -.23), AR10 (minimum = .24), KR18 (maximum = 4.47), KR21, KR22, KR23, SR24, SR25, SR27, SR29, SR30, SR31, SR32, SR33 (maximum = 5), and SR26 (maximum = 6.05) fell outside the range of the MAKSS (minimum = 1, maximum = 4). Data on SPCSS item four (minimum = -1.48) fell outside the range of the SPCSS (minimum = 1, maximum = 4). Data on MSSBQ item seven (minimum = -.57, maximum = 5.06) and item 11 (maximum = 4.42) fell outside the range of the MSSBQ (minimum = 1, maximum = 4). Data on MSSBQM item four (minimum = .18), item five (minimum = .12), item 11 (minimum = .33), and item 12 (minimum = .83) fell outside the range of the MSSBQM (minimum = 1, maximum = 4). The other items fell within the range of the instruments. All of the imputed values were used for subsequent analysis.

Data Screening Post Imputation of Missing Values

Univariate Outliers

Standardized residuals for each item were reviewed again after imputing missing values. There were five outliers across four participants. When deleting the case that accounted for two outliers it created more outliers on other items and other cases so the case was left in the data set. MANOVA's can tolerate a few outliers if they are not too extreme, and there is a reasonable N (Tabachnick & Fidell, 2007). Given the low number of outliers and considering the results of the analysis of univariate normality the other cases were also retained.

Univariate normality was re-examined using histograms, evaluation of skewness and kurtosis, and through the Shapiro-Wilk test statistic. Following the imputation of missing values one items found to be skewed MSSBQ item five ($Sk = -1.158$). Five items were found to be kurtotic: CSESM5 ($K = -1.655$), CSESM7 (-1.164), CSESU1 (-1.158), CSESU2 (-1.844) and CSESU5 (-1.115) on the CSES-A, SPCSS item four (1.209), MSSBQ item two ($K = -1.405$), item three ($K = -1.566$), and item 25 ($K = -1.131$), and MSSBQM item 12 (-1.154) and item 25 ($K = -1.142$). The other variables were within acceptable limits ($\leq .01$). While several items were above the .01 limit, Curran, West, and Finch (1996) indicate that kurtosis less than 3 should not have an appreciable effect on multivariate analysis. The Shapiro-Wilk test continued to indicate statistical departures from normality after data imputation. Taking into consideration the limited number of outliers and the other methods of data screening, the assumption of normality was achieved.

Following missing data imputation the full-scale and subscale totals of the MAKSS-CE-R and CESS-A were calculated. Table 1 provides the descriptive statistics. For the full-scale and subscale totals there were no univariate outliers, and all of the variables were within acceptable limits of skewness and kurtosis ($\leq .01$). The Shapiro-Wilk test revealed statistically significant departures from normality on the Skills subscale of the MAKSS-CE-R, CSESP, CSESM, and CSESU subscales of the CSES-A, the SPCSS, and the MSSBQM.

Table 1

Item Descriptive Statistics for Instruments Full-Scale and Sub-Scales

Instrument	N	Minimum	Maximum	Mean	SD
MAKSS	141	82	134	110.958	9.959
AR	141	16	37	26.826	3.766
KR	141	29	55	44.53	5.509
SR	141	27	45	39.602	4.586
CSESA	141	48	91	68.421	7.326
CSESP	141	11	25	3.3158	3.316
CSESM	141	17	40	4.746	4.746
CSESU	141	15	26	21.488	2.937
SPCSS	141	11	36	5.984	5.984
MSSBQ	141	51	104	82.207	10.38
MSSBQM	141	24.72	104	66.7	20.647

MANOVA Outliers

Before analysis, the data was screened for multivariate outliers, examined for multivariate normality, and the homogeneity of between group variance/covariance matrices was evaluated. There were no multivariate outliers when evaluated at $\chi^2 = 16.3$ ($p \leq .001$). Examination of Box's test of equality of covariance matrices did not indicate a statistical departure from normality ($p = .289$). Group descriptive statistics are displayed in Table 2.

Table 2
Item Descriptive Statistics by Group

Group	Instrument	n	Mean	SD
HighHigh	MAKSS-CE-R	80	116.86	10.18
	CSES-A	80	62.92	6.82
	MSSBQ	80	77.83	9.28
HighLow	MAKSS-CE-R	42	113.96	10.68
	CSES-A	42	61.89	6.43
	MSSBQ	42	74.51	10.97
LowLow	MAKSS-CE-R	19	109.58	8.04
	CSES-A	19	58.35	5.62
	MSSBQ	19	72.7	10.12

Note. HighHigh = High perceived cultural similarity to a previous influential supervisor and high demonstration of multicultural supervision by a previous influential supervisor; LowHigh = Low perceived cultural similarity to a previous influential supervisor and high demonstration of multicultural supervision by a previous influential supervisor; Low = Low perceived cultural similarity to a previous influential supervisor and low demonstration of multicultural supervision by a previous influential supervisor

Item Correlations

Five scales were used in this study, the MAKSS-CE-R, consisting of awareness, knowledge, and skills subscales (Kim et al., 2003), the CSESA, consisting of processing, mixing, and understanding subscales (Briones et al., 2009), the SPCSS (Sherman, 2011), the MSSBQ (Sherman, 2011), and the MSSBQM (Sherman, 2011). Before beginning analysis the psychometrics of the instruments were examined using inter-item correlation and exploratory factor analysis.

Principal axis factor (PAF) extraction was performed, and both varimax and oblim rotations were considered for each of the five scales and related subscales in an attempt to uncover the factor structure of the instruments. To determine the number of

factors to retain the data were evaluated against eight criteria. The eight criteria included (a) Horn's (1965) parallel analysis is satisfied; (b) unrotated factors satisfied Kaiser's (1958) criterion of eigenvalues greater than 1.00; (c) accepted factor configurations have to account for an appreciable percentage of the total score variance (i.e., $\geq 50\%$); (d) solutions should meet Cattell's (1966) minimum scree requirement; (e) each rotated factor have to include at least two appreciable factors (i.e., $\geq 40\%$); (f) no more than 5% of the items should load on more than one factor; (g) resultant dimensions should demonstrate good internal consistency (Cronbach's $\alpha \geq .7$); and the factors should be comparable with theoretical understandings of the instruments.

MAKSS-CE-R. Participants' multicultural competence was measured using the MAKSS-CE-R (Kim et al., 2003). The MAKSS-CE-R is a 33-item instrument (Appendix B) and consists of three subscales designed to assess awareness of attitudes towards diversity (AR), knowledge of cultural issues (KR), and skills in working with diversity (SR). The internal consistency reliability of the MAKSS-CE-R items was analyzed using a Pearson product moment correlation between the 33 items. Correlations were statistically significant for all items at the $p \leq .05$ level; correlations range from -.249 to .783.

PAF extraction revealed the presence of nine eigenvalues greater than 1.0, which accounted for 66.96% of the observed score variance. The results of Horn's parallel analysis suggested the retention of 15 factors. A three factor solution accounted for 43.97% of the observed score variance, each factor accounted for at least 5.8% of the total variance. Examination of the structure matrix failed to reveal a clear pattern of

simple structure across the three factors; as a result both varimax (orthogonal) and obliquing (non-orthogonal) rotations were examined.

The results of the varimax rotation indicated distribution of the variance across five factors, each accounting for greater than 6% of the observed variance. The rotated structure matrix failed to reveal a simple structure. The oblimin rotation, when restricted to the expected three factors for the instrument given its three subscales, revealed that the three factors accounted for 25.53%, 7.68%, and 5.43% of the observed variance respectively. The rotated pattern matrix generally revealed a pattern consistent with simple structure when loadings $\geq .277$ were considered. Table 3 displays the rotated pattern matrix.

Table 3
Rotated Pattern Matrix for the MAKSS-CE-R

	Factor		
	1	2	3
SR25	0.841	-0.102	-0.004
SR33	0.789	0.040	-0.040
SR26	0.780	-0.022	0.069
SR31	0.766	0.088	-0.032
SR28	0.734	0.035	-0.077
SR29	0.702	0.063	0.147
KR23	0.690	-0.011	-0.037
SR24	0.674	-0.112	0.022
SR32	0.651	-0.100	-0.128
SR27	0.629	0.004	-0.071
SR30	0.628	-0.067	0.067
KR21	0.566	-0.085	-0.127
KR22	0.544	-0.116	-0.136
AR2	0.010	0.683	0.035
AR4	0.015	0.545	0.042
AR9	-0.061	0.506	-0.009
AR3	-0.050	0.453	0.207
AR1	-0.063	0.440	0.185
AR5	-0.054	0.408	-0.153
AR6	0.145	0.395	-0.050
AR8	-0.066	0.366	-0.043
AR7	0.074	0.356	-0.130
KR14	-0.026	0.085	-0.792
KR12	0.035	0.156	-0.756
KR13	-0.087	-0.210	-0.613
KR17	0.048	0.088	-0.610
KR20	0.206	0.180	-0.510
KR15	0.177	-0.061	-0.466
KR16	0.005	-0.070	-0.444
KR18	0.205	-0.112	-0.425
KR19	0.275	0.185	-0.304
KR11	0.243	0.092	-0.283
AR10	-0.016	0.219	-0.277

Note. Bolded numbers indicate factor loadings on each dimension.

The three factors mostly correspond with the expected theoretical loadings of the scale, and they account for 43.97% of the total score variance. Oblimin rotation indicated nine eigenvalues greater than 1, but only the first three factors contributed to a considerable amount of the total observed score variance. Factor one was defined primarily by the 10 items on the Skills subscale, with the exception of Knowledge items 21, 22, and 24 also loading on factor one. The subscale demonstrated appreciable factor loadings (i.e., $\geq .544$). Factor two was defined by nine items from the Awareness subscale, with the exception of item 10 which loaded on factor three. The Awareness subscale demonstrated factor loadings at $\geq .356$. The third factor was associated primarily with the remaining 11 items of the Knowledge subscale and item 10 of the Awareness subscale. The Knowledge subscale demonstrated loadings at $\geq .277$. No doublets (i.e., an items that loads on two factors) were observed. The internal consistency for the three factors is .918, .698, and .825 respectively. The internal reliability for the full scale MAKSS-CE-R is .87. Table 4 displays the factor correlations for the MAKSS-CE-R. Tables 5-7 display the internal reliability for the three factors.

Table 4
Factor Correlations on MAKSS-CE-R

Factor	1	2	3
1	1		
2	-0.022	1	
3	-0.457	-0.092	1

Table 5

Reliability and Item Total Statistics for Skills Subscale

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
KR21	0.593	0.914
KR22	0.585	0.915
SR24	0.609	0.913
SR25	0.789	0.906
SR26	0.703	0.909
SR27	0.629	0.912
SR28	0.746	0.907
SR29	0.625	0.912
SR30	0.581	0.915
SR31	0.738	0.908
SR32	0.687	0.910
SR33	0.771	0.907

Table 6

Reliability and Item Total Statistics for Awareness Subscale

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
AR1	0.346	0.677
AR2	0.553	0.634
AR3	0.346	0.677
AR4	0.450	0.659
AR5	0.305	0.684
AR6	0.307	0.689
AR7	0.274	0.689
AR8	0.341	0.683
AR9	0.464	0.655

Table 7
Reliability and Item Total Statistics for Knowledge Subscale

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
AR10	0.211	0.831
KR11	0.437	0.816
KR12	0.671	0.793
KR13	0.459	0.814
KR14	0.676	0.793
KR15	0.515	0.810
KR16	0.40	0.822
KR17	0.588	0.803
KR18	0.503	0.810
KR19	0.439	0.815
KR20	0.60	0.805
KR23	0.327	0.825

CSES-A. Participants' multicultural self-efficacy was measured using the CSES-A (Briones et al., 2009). Nineteen items were used from the CSES-A and were modified to reflect the participants' experience as supervisors (Appendix C). The CSES-A consists of three subscales: Cultural self-efficacy in processing information about other cultures, cultural self-efficacy in mixing with other cultures, and cultural self-efficacy in understanding other cultures. The internal consistency of the CSES-A was analyzed using Pearson product moment correlations between the 19 items; correlations were statistically significant at the $p \leq .05$ and range from -.157 to .750.

PAF extraction revealed the presence of five eigenvalues greater than 1.0, which accounted for 64.49% of the observed score variance. The results of Horn's parallel analysis suggested the retention of nine factors. A three factor solution accounted for 53.13% of the observed score variance with each factor accounting for at least 10.97% of the variance. Examination of the structure matrix failed to reveal a clear pattern of

simple structure across the three factors, as a result both varimax (orthogonal) and oblimin (non-orthogonal) rotations were examined.

The results of the varimax rotation indicated distribution of the variance across three factors, each accounting for greater than 10% of the observed variance. The rotated structure matrix failed to reveal a simple structure. The oblimin rotation, when restricted to the expected three factors for the instrument given its three subscales, revealed that the three factors accounted for 21.94%, 13.26%, and 10.67% of the observed variance respectively. The rotated pattern matrix generally revealed a pattern consistent with simple structure when loadings $\geq .26$ were considered. CSESM item two and CSESU item two loaded below .3 and were excluded from analysis. After removing the two items, simple structure was consistent when loadings were $\geq .363$. Table 8 displays the rotated pattern matrix with the two items removed.

The factors mostly corresponded with the expected loadings of the CSES-A, with three factors accounting for 58.22% of the total score variance. Oblimin rotation indicated four eigenvalues greater than 1, but only the first three contributed to a considerable amount of the total observed score variance. Factor one was defined primarily by the five items on the cultural self-efficacy in processing information about other cultures subscale, with only CSESM item one loading on factor one. The subscale demonstrated appreciable loadings (i.e., $\geq .730$). Four items from the cultural self-efficacy in understanding other cultures subscale defined factor two, with the exception of CSESU item one loading on factor three. The CSESU subscale demonstrated loadings at $\geq .750$. The third factor was associated primarily with the remaining six items of the

cultural self-efficacy in mixing with other cultures subscale and item one of the CSESU subscale. The CSESM subscale demonstrated loadings at $\geq .363$. No doublets (i.e., an item that loads on two factors) were observed. The internal consistency for the three factors is .905, .878, and .717 respectively. The internal consistency for the full scale CSES-A is .70. Table 9 displays the factor correlations for the CSES-A. Tables 10-12 display the internal consistency for the three factors.

Table 8

Rotated Pattern Matrix for the CSES-A

	Factor		
	1	2	3
CSESP3	0.871	0.031	0.006
CSESP4	0.839	0.013	-0.035
CSESM1	0.803	-0.145	-0.003
CSESP5	0.745	-0.063	-0.083
CSESP2	0.743	0.153	0.106
CSESP1	0.730	0.102	0.015
CSESU3	0.011	0.836	-0.048
CSESU4	0.009	0.811	0.000
CSESU5	-0.069	0.801	0.007
CSESU6	0.112	0.750	0.018
CSESM8	0.056	-0.194	0.710
CSESM5	-0.023	-0.046	0.707
CSESU1	-0.026	0.062	0.551
CSESM6	-0.057	-0.103	0.520
CSESM3	0.030	0.044	0.396
CSESM4	0.094	0.061	0.382
CSESM7	-0.157	0.080	0.363

Note. Bolded numbers indicate factor loadings on each dimension.

Table 9

Factor Correlations on CSES-A

Factor	1	2	3
1	1		
2	0.161	1	
3	-0.115	0.076	1

Table 10

Reliability and Item Total Statistics for Processing Subscale

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
CSESP1	0.695	0.894
CSESP2	0.713	0.893
CSESP3	0.821	0.877
CSESP4	0.793	0.879
CSESP5	0.699	0.896
CSESM1	0.745	0.887

Table 11

Reliability and Item Total Statistics for Understanding Subscale

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CSESU3	0.760	0.835
CSESU4	0.740	0.842
CSESU5	0.745	0.840
CSESU6	0.704	0.857

Table 12

Reliability and Item Total Statistics for Mixing Subscale

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CSESM3	0.337	0.704
CSESM4	0.331	0.706
CSESM5	0.552	0.610
CSESM6	0.441	0.683
CSESM7	0.346	0.710
CSESM8	0.554	0.650
CSESU1	0.449	0.679

SPCSS. Participants' perceived culturally similarity to their previous most influential supervisor was measured using the SPCSS (see Appendix D) (Sherman, 2011). The SPCSS is composed on nine items based on Hays (2001) ADDRESSING model. The internal consistency of the SPCSS was analyzed using Pearson product

moment correlations between the nine items; correlations were statistically significant at the $p \leq .05$; correlations range from .099 to .749.

Principal axis factor (PAF) extraction revealed the presence of one eigenvalue greater than 1.0, which accounted for 57.58% of the observed score variance. The results of Horn's parallel analysis suggested the retention of four factors. A single factor structure revealed a clear pattern of simple structure. The single factor demonstrated loadings at $\geq .34$. The internal reliability for the factor is .900. Inter-item reliability statistics are displayed in Table 13.

Table 13

Reliability and Item Total Statistics for SPCSS

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SPCSS1	0.336	0.907
SPCSS2	0.709	0.885
SPCSS3	0.332	0.916
SPCSS4	0.666	0.888
SPCSS5	0.778	0.880
SPCSS6	0.828	0.875
SPCSS7	0.832	0.875
SPCSS8	0.767	0.880
SPCSS9	0.760	0.881

Note. SPCSS1 = Perceived similarity in age, SPCSS2 = Perceived similarity in physical/mental ability, SPCSS3 = Perceived similarity in religious and/or spiritual orientation, SPCSS4 = Perceived similarity in ethnic/racial identity, SPCSS5 = Perceived similarity in Socioeconomic status, SPCSS6 = Perceived similarity in sexual orientation, SPCSS7 = Perceived similarity in indigenous heritage, SPCSS8 = Perceived similarity in national origin, SPCSS9 = Perceived similarity in gender.

MSSBQ. Participants' demonstration of skills and behaviors associated with multicultural supervision was measured using the MSSBQ (Sherman, 2011). The twenty-six items that comprise the MSSBQ were derived from the literature describing characteristics of multicultural supervision (Appendix E). The internal consistency of the

MSSBQ was analyzed using Pearson product moment correlations between the 26 items; correlations were statistically significant at the $p \leq .05$ level; correlations range from $r = .182$ to $r = .587$.

PAF extraction revealed the presence of six eigenvalues greater than 1.0, which accounted for 66.62% of the observed score variance. The results of Horn's parallel analysis suggested the retention of 12 factors. A two factor solution accounted for 46.48% of the observed score variance with each factor accounting for 35.51% and 8.09% of the variance. Examination of the structure matrix failed to reveal a clear pattern of simple structure across the three factors; as a result varimax (orthogonal) rotations were examined.

The results of the varimax rotation indicated distribution of the variance across two factors, each accounting for greater than 8% of the observed variance. The rotated structure matrix failed to reveal a simple structure. MSSBQ item seven was removed due to the failure to load on any of the factors. After removing item seven a varimax rotation limited to two factors revealed that the two factors accounted for 33.16% and 10.97% of the observed variance respectively. Item 24 loaded below .3 and was removed from a third varimax analysis. With items seven and 24 removed the two factors accounted for 34.47% and 10.94%. The rotated pattern matrix generally revealed a pattern consistent with simple structure with loadings $\geq .405$. Table 14 displays the rotated pattern matrix with the two items removed.

Table 14
Rotated Pattern Matrix for the MSSBQ

	Factor	
	1	2
MSSBQ17	0.837	0.096
MSSBQ18	0.837	0.086
MSSBQ19	0.807	0.078
MSSBQ16	0.774	0.045
MSSBQ12	0.755	0.083
MSSBQ11	0.747	0.140
MSSBQ10	0.739	0.147
MSSBQ9	0.703	0.156
MSSBQ23	0.685	0.180
MSSBQ20	0.631	0.131
MSSBQ21	0.584	0.151
MSSBQ15	0.577	0.186
MSSBQ8	0.559	0.166
MSSBQ6	0.557	0.241
MSSBQ14	0.549	0.220
MSSBQ26	0.535	0.159
MSSBQ22	0.468	0.140
MSSBQ25	0.455	0.117
MSSBQ13	0.405	0.400
MSSBQ2	0.135	0.723
MSSBQ4	0.131	0.684
MSSBQ5	0.186	0.637
MSSBQ1	-0.047	0.633
MSSBQ3	0.211	0.520

Note. Bolded numbers indicate factor loadings on each dimension.

The two factors of the MSSBQ correspond with multicultural supervision skills and behaviors, and "traditional" supervision skills respectively. Two factors accounted for 37.47% of the total score variance. Varimax rotation indicated five eigenvalues greater than 1, but only the first two contributed to a considerable amount of the total observed score variance. Factor one was defined by MSSBQ items 6-26 with appreciable loadings (i.e., $\geq .405$). Factor two was defined by MSSBQ items 1-5 and demonstrated

appreciable loadings (i.e., $\geq .520$). No doublets (i.e., an item that loads on two factors) were observed. The internal reliability for the two factors is .936 and .780 respectively. For the full scale MSSBQ the internal reliability is .93. Table 25 displays the factor correlations for the MSSBQ. Inter-item reliability statistics are displayed in Table 15-17.

Table 15

Factor Transformation Matrix MSSBQ

Factor	1	2
1	0.984	-0.318
2	-0.318	0.948

Table 16

Reliability and Item Total Statistics for Factor 1 MSSBQ

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQ6	0.566	0.934
MSSBQ8	0.566	0.934
MSSBQ9	0.693	0.932
MSSBQ10	0.721	0.931
MSSBQ11	0.718	0.931
MSSBQ12	0.723	0.931
MSSBQ13	0.462	0.936
MSSBQ14	0.572	0.934
MSSBQ15	0.595	0.933
MSSBQ16	0.729	0.931
MSSBQ17	0.798	0.929
MSSBQ18	0.799	0.929
MSSBQ19	0.772	0.930
MSSBQ20	0.637	0.933
MSSBQ21	0.600	0.934
MSSBQ22	0.489	0.935
MSSBQ23	0.693	0.932
MSSBQ25	0.458	0.936
MSSBQ26	0.556	0.934

Table 17

Reliability and Item Total Statistics for Factor 2 MSSBQ

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQ1	0.527	0.751
MSSBQ2	0.606	0.721
MSSBQ3	0.480	0.767
MSSBQ4	0.617	0.719
MSSBQ5	0.572	0.737

MSSBQM. Participants' perception of their most influential previous supervisors' demonstration of multicultural supervision was measured using the MSSBQM (Sherman, 2011). The 26 items were based on the items in the MSSBQ and modified to reflect perceptions of a previous supervisor (Appendix F). The internal consistency of the MSSBQ was analyzed using Pearson product moment correlations between the 26 items; correlations were statistically significant at the $p \leq .05$ level; correlations range from $r = .351$ to $r = .861$.

PAF extraction revealed the presence of four eigenvalues greater than 1.0, which accounted for 86.54% of the observed score variance. The results of Horn's parallel analysis suggested the retention of 12 factors. In the four factor solution, each factor accounted for at least 5.27% of the variance. Examination of the structure matrix failed to reveal a clear pattern of simple structure across the four factors, as a result both varimax (orthogonal) and oblimin (non-orthogonal) rotations were examined.

The results of the varimax rotation indicated distribution of the variance across four factors, each accounting for greater than 16.72% of the observed variance. The rotated structure matrix failed to reveal a simple structure. The oblimin rotation, when restricted to four factors, accounted for less variance than the varimax rotation. The

varimax rotation was decided upon based on accounting for a higher level of observed variance and a clear pattern of simple structure when loadings were $\geq .537$. Table 18 displays the structure matrix.

Table 18

Structure Matrix for the MSSBQM

	Factors			
	1	2	3	4
MSSBQM1	0.246	0.272	0.172	0.872
MSSBQM2	0.313	0.143	0.112	0.894
MSSBQM3	0.779	0.305	0.299	0.247
MSSBQM4	0.782	0.295	0.352	0.288
MSSBQM5	0.801	0.345	0.295	0.297
MSSBQM6	0.798	0.385	0.222	0.269
MSSBQM7	0.376	0.722	0.288	0.182
MSSBQM8	0.320	0.800	0.264	0.233
MSSBQM9	0.343	0.768	0.273	0.186
MSSBQM10	0.537	0.421	0.490	0.255
MSSBQM11	0.260	0.396	0.728	0.279
MSSBQM12	0.312	0.142	0.869	0.025
MSSBQM13	0.264	0.488	0.713	0.207
MSSBQM14	0.246	0.272	0.172	0.872
MSSBQM15	0.313	0.143	0.112	0.894
MSSBQM16	0.779	0.305	0.299	0.247
MSSBQM17	0.782	0.295	0.352	0.288
MSSBQM18	0.801	0.345	0.295	0.297
MSSBQM19	0.798	0.385	0.222	0.269
MSSBQM20	0.376	0.722	0.288	0.182
MSSBQM21	0.320	0.800	0.264	0.233
MSSBQM22	0.343	0.768	0.273	0.186
MSSBQM23	0.537	0.421	0.490	0.255
MSSBQM24	0.260	0.396	0.728	0.279
MSSBQM25	0.312	0.142	0.869	0.025
MSSBQM26	0.264	0.488	0.713	0.207

Note. Bolded numbers indicate factor loadings on each dimension.

The four factors were identified as foundational multicultural supervision, interpersonal development, intrapersonal development, and supervisory alliance. Four

factors accounted for 86.54% of the total score variance. Varimax rotation indicated four eigenvalues greater than 1, and all four contributed to a considerable amount of the total observed score variance. Factor one was defined by MSSBQM items 3-6, item 10, items 16-19, and item 23. Factor one demonstrated appreciable loadings (i.e., $\geq .537$). Factor two was defined by MSSBQM items 7-9 and items 20-22, and demonstrated appreciable loadings (i.e., $\geq .722$). The third factor was defined by MSSBQ items 11-13, and items 24-26, with appreciable loadings (i.e., $\geq .713$). MSSBQM items 1, 2, 13, and 14 defined the fourth factor. The fourth factor demonstrated appreciable loadings (i.e., $\geq .872$). No doublets (i.e., an item that loads on two factors) were observed. The internal reliability for the four factors is .982, .958, .957, and .975 respectively. For the full scale MSSBQM the internal reliability is .98. Table 19 displays the factor correlations for the MSSBQM. Inter-item reliability statistics and items related to each factor are displayed in Table 20-23.

Table 19

Factor Transformation Matrix MSSBQM

Factor	1	2	3	4
1	0.595	0.523	0.475	0.383
2	0.128	-0.208	-0.565	0.788
3	-0.762	0.135	0.429	0.466
4	0.222	-0.815	0.521	0.122

Table 20

Reliability and Item Total Statistics for Factor 1 MSSBQM

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQM3	0.893	0.980
MSSBQM4	0.933	0.979
MSSBQM5	0.952	0.978
MSSBQM6	0.931	0.979
MSSBQM10	0.834	0.982
MSSBQM16	0.893	0.980
MSSBQM17	0.933	0.979
MSSBQM18	0.952	0.978
MSSBQM19	0.931	0.979
MSSBQM23	0.834	0.982

Table 21

Reliability and Item Total Statistics for Factor 2 MSSBQM

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQM7	0.836	0.954
MSSBQM8	0.903	0.946
MSSBQM9	0.865	0.951
MSSBQM20	0.836	0.954
MSSBQM21	0.903	0.946
MSSBQM22	0.865	0.951

Table 22

Reliability and Item Total Statistics for Factor 3 MSSBQM

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQM11	0.871	0.950
MSSBQM12	0.845	0.952
MSSBQM13	0.896	0.946
MSSBQM24	0.871	0.950
MSSBQM25	0.845	0.952
MSSBQM26	0.896	0.946

Table 23

Reliability and Item Total Statistics for Factor 4 MSSBQM

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MSSBQM1	0.937	0.967
MSSBQM2	0.936	0.967
MSSBQM14	0.937	0.967
MSSBQM15	0.936	0.967

Research Questions and Hypotheses

After screening the data, imputing missing values, and analyzing internal reliability the research questions and hypothesis were analyzed using the methods provided in chapter three. The data was analyzed using IBM SPSS Version 19.

*Research Question One**Research Question, Hypothesis, and Analysis*

The first research question examined was: Is there a relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity, total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures? The related hypothesis was that there is a significant relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, and skills with working with diversity as measured using the MAKSS-CE-R (Kim et al. 2003), and total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures as

measured using the CSES-A (Briones et al., 2009). The question was analyzed using a canonical correlation to determine the strength of relationship between the variables.

Canonical Correlation Analysis. Tests of dimensionality for the subscale canonical dimensions are show in Table 24. Of the three dimensions, only the first dimension is required to explain the relationship between the variables. The first dimension is significant at the $p \leq .001$ level. Dimension one had a canonical correlation of .707 (Canonical Multiple $F(9, 329) = 12.47, p = .001$) between the sets of variables.

Table 25 presents the standardized canonical coefficients for the first dimension across both sets of variables. For the MAKSS-CE-R subscales, the first canonical dimension is most strongly influenced by the Skills subscale ($r = .831$). The CSES-A subscales are most strongly influenced by the cultural self-efficacy in processing information about other cultures subscale ($r = .945$). Examining the redundancy of the canonical correlation indicates that the MAKSS-CE-R subscales account for 24.7% of the variance in the CSES-A subscales, and accounts for 49.36% of the total variance in its own subscales. The CSES-A subscales account for 18.53% of the variance in the MAKSS-CE-R subscales, and accounts for 37.03% of the variance in its own subscales.

Table 24

Table of Subscale Canonical Dimensions

Dimension	Canonical Correlation	Canonical Multi. F	df1	df2	p
1	0.707	12.469	9	328.71	0.001
2	0.141	0.712	4	272	0.584
3	0.025	0.087	1	137	0.768

Table 25
Table of Standardized Canonical Coefficients

		Dimension
		1
MAKSS-CE-R Subscales		
	SR	0.831
	AR	-0.134
	KR	0.237
CSES-A Subscales		
	CSESP	0.945
	CSESU	0.163
	CSESM	-0.093

The hypothesis for the first research question was partially confirmed; there is a relationship between multicultural competence and multicultural self-efficacy. The relationship between these variables is primarily explained by the Skills Subscale and the cultural self-efficacy in processing information about other cultures. Research question two explores the relationship between multicultural competence and multicultural self-efficacy in greater depth.

Research Question Two

Research Question, Hypothesis, and Analysis

The second research question examined was: How much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, and skills with working with diversity can be accounted for by total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures? It was hypothesized that supervisors' total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural

self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures will account for a significant amount of variance in multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, and skills with working with diversity. This question was analyzed using multiple linear regression.

Regression Analysis. The three subscales of the CSES-A and the full score CSES-A were used as predictors for each of the subscales of the MAKSS-CE-R and the full score MAKSS-CE-R. In this analysis, there should be minimal concern over shrinkage effects to the regression analysis due to a ratio of 141:4 between sample size and predictors.

The full regression model with the three subscales included was not significantly related to awareness about attitudes towards diversity. The full model only accounted for 2% of the variance in the Awareness-R subscale, $R^2 = .017$, $p = .507$. Table 26 displays the individual t -scores.

Table 26
t-Scores for Awareness-R Regressed on CSES-A Subscales

Variable	t	Sig.
CSESP	-1.391	0.166
CSESU	0.521	0.603
CSESM	0.395	0.693

The full regression model with the three subscales included was significantly related to knowledge about other cultures. The full model accounted for 26% of the variance in the Knowledge-R subscale, $R^2 = .257$, $p \leq .001$. The CSESP subscale contributed significantly to explaining a proportion of variance in Knowledge subscale (t

= 6.35, $p \leq .001$). The other two scales failed to contribute to explaining a significant amount of the variance. Table 27 displays the individual t -scores.

Table 27

t-Scores for Knowledge-R Regressed on CSES-A Subscales

Variable	t	Sig.
CSESP	6.345	0.000
CSESU	0.484	0.629
CSESM	-1.367	0.174

The full regression model with the three subscales included was significantly related to skills in working with diversity. The full model accounted for 48% of the variance in the Skills-R subscale, $R^2 = .478$, $p \leq .001$. The CSESP ($t = 10.27$, $p \leq .001$) and CSESU ($t = 2.15$, $p = .033$) subscales contributed significantly to explaining a proportion of variance in the Skills subscale. Table 28 displays the individual t -scores.

Table 28

t-Scores for Skills-R Regressed on CSES-A Subscales

Variable	t	Sig.
CSESP	10.273	0.000
CSESU	2.156	0.033
CSESM	-0.719	0.437

The CSESP subscale was partialled out to determine if the CSESU subscale was making a unique contribution to the regression model. With CSESP already in the model, the regression was run a second time to determine the incremental R^2 of CSESU. CSESU accounts for 2% of the variance in Skills above the contribution of CSESP. Despite the low percentage of variance accounted for by CSESU it was still explained a significant amount, $R^2 = .017$, $p = .035$.

The full regression model with the three subscales included was significantly related to the total multicultural competence. The full model accounted for 36% of the variance in the MAKSS-CE-R, $R^2 = .355, p \leq .001$. The CSESP subscale contributed significantly to explaining a proportion of variance in the MAKSS-CE-R ($t = 7.93, p \leq .001$). The other two scales failed to contribute to explaining a significant amount of the variance. Table 29 displays the individual t -scores.

Table 29

t-Scores for MAKSS-CE-R Regressed on CSES-A Subscales

Variable	t	Sig.
CSESP	7.93	0.000
CSESU	1.586	0.115
CSESM	-0.892	0.374

The hypothesis for the second research question was partially confirmed, that multicultural self-efficacy accounts for a significant amount of variance in multicultural competence. Though the full scale CSES-A accounts for a significant amount of variance in multicultural competence, the subscale cultural self-efficacy in processing information about other cultures is the subscale best able to predict multicultural competence in general, and more specifically in the multicultural competence components skills in working with diversity and knowledge about other cultures.

Research Question Three

Research Question, Hypothesis, and Analysis

The third research question was: How much variance in supervisors' multicultural competence can be accounted for by supervisors' perceived similarity to their most influential supervisor's age, ability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and

gender? The hypothesis was that a significant proportion of supervisors' multicultural competence as measured by the MAKSS-CE-R (Kim et al., 2003) will be accounted for by perceived cultural similarity to their most influential supervisor as measured by the SPCSS (Sherman, 2011). The question was analyzed using multiple linear regressions.

Regression Analysis. The nine-items of the SPCSS each of the subscales of the MAKSS-CE-R and the full score MAKSS-CE-R. In this analysis, there should be minimal concern over shrinkage effects to the regression analysis due to a ratio of 141:9 between sample size and predictors.

The full regression model with the items from the SPCSS included was not significantly related to awareness about attitudes towards diversity. The full model only accounted for 5% of the variance in the Awareness subscale, $R^2 = .053$, $p = .062$. Table 30 displays the individual t -scores.

Table 30

t-Scores for Awareness-R Regressed on SPCSS Items

Variable	t	Sig.
SPCSS1	2.065	0.041
SPCSS2	-0.164	0.870
SPCSS3	-1.737	0.085
SPCSS4	0.481	0.631
SPCSS5	0.253	0.801
SPCSS6	-1.209	0.229
SPCSS7	0.837	0.404
SPCSS8	-1.981	0.050
SPCSS9	0.317	0.752

Note. SPCSS1 = Perceived similarity in age, SPCSS2 = Perceived similarity in physical/mental ability, SPCSS3 = Perceived similarity in religious and/or spiritual orientation, SPCSS4 = Perceived similarity in ethnic/racial identity, SPCSS5 = Perceived similarity in Socioeconomic status, SPCSS6 = Perceived similarity in sexual orientation, SPCSS7 = Perceived similarity in indigenous heritage, SPCSS8 = Perceived similarity in national origin, SPCSS9 = Perceived similarity in gender.

Despite the full regress model not being significant, perceived cultural similarity to a previous supervisor in age ($t = 2.065, p = .041$) and in national origin ($t = -1.981, p = .05$) contributed significantly to explaining the variance in Awareness subscale; a linear regression using only SPCSS items 1 and 8 were used as predictors for the Awareness subscale. With only two items in the model it accounted for 7% of the variance in the Awareness subscale, $R^2 = .073, p = .002$. Both items contributed significantly to explaining the variance in the Awareness subscale, $t = 2.071, p = .04$ and $t = -3.027, p = .003$ respectively. To determine the independent contribution of perceived similarity in age, perceived similarity in national origin was partialled out. Without perceived similarity in age in the model, similarity in national origin accounted for 4% of the variance in the Awareness Subscale, $R^2 = .044, p = .012$. Perceived similarity to a previous influential supervisor in age accounted for 3% of the variance in the Awareness subscale with perceived similarity in national origin already accounted for, $R^2 = .029, p = .04$.

The full regression model with all the items from the SPCSS included was significantly related to knowledge about other cultures. The full model accounted for 9% of the variance in the Knowledge-R subscale, $R^2 = .091, p \leq .01$. Perceived cultural similarity to a previous supervisor in sexual orientation contributed significantly to explaining a proportion of variance in Knowledge subscale ($t = -2.484, p \leq .014$). The other items failed to contribute to explaining a significant amount of the variance. Table 31 displays the individual t -scores.

Table 31

t-Scores for Knowledge- R Regressed on SPCSS Items

Variable	<i>t</i>	Sig.
SPCSS1	1.292	0.199
SPCSS2	0.825	0.411
SPCSS3	0.92	0.359
SPCSS4	0.822	0.413
SPCSS5	1.363	0.175
SPCSS6	-2.484	0.014
SPCSS7	0.451	0.653
SPCSS8	0.543	0.588
SPCSS9	0.995	0.322

The full regression model with all nine perceived cultural similarity to a previous influential supervisor variables included was significantly related to skills in working with diversity. The full model accounted for 23% of the variance in the Skills-R subscale, $R^2 = .226, p \leq .001$. Perceived similarity in age ($t = 2.39, p = .018$) and religious and/or spiritual orientation ($t = 2.47, p = .026$) contributed significantly to explaining a proportion of variance in the Skills subscale. Table 32 displays the individual *t*-scores.

Table 32

t-Scores for Skills-R Regressed on SPCSS Items

Variable	<i>t</i>	Sig.
SPCSS1	2.39	0.018
SPCSS2	0.942	0.348
SPCSS3	2.247	0.026
SPCSS4	0.027	0.979
SPCSS5	1.505	0.125
SPCSS6	-1.112	0.268
SPCSS7	-0.041	0.967
SPCSS8	-0.414	0.680
SPCSS9	1.349	0.180

Perceived similarity to a previous influential supervisor in age was partialled out to determine if perceived similarity to a previous influential supervisor in religious and/or spiritual orientation was making a unique contribution to the regression model. SPCSS1, perceived cultural similarity in age, independently accounted for 10% of the variance in the Skills subscale, $R^2 = .097, p \leq .001$. With SPCSS1 already in the model, the regression was run a second time to determine the incremental R^2 of SPCSS3, perceived cultural similarity in religious and/or spiritual orientation. SPCSS3 accounts for 6% of the variance in Skills-R subscale above the contribution of SPCSS, $R^2 = .063, p = .002$.

The full regression model with all the items of the SPCSS included was significantly related to the full scale score of the MAKSS-CE-R. The full model accounted for 19% of the variance in the MAKSS-CE-R, $R^2 = .188, p = .001$. Perceived cultural similarity to a previous supervisor in age ($t = 2.717, p = .007$) and similarity in sexual orientation ($t = -2.26, p = .025$) contributed significantly to explaining a proportion of variance in MAKSS-CE-R. The other items scales failed to contribute to explaining a significant amount of the variance. Table 33 displays the individual t -scores.

Table 33

t-Scores for MAKSS-CE-R Regressed on SPCSS Items

Variable	t	Sig.
SPCSS1	2.717	0.007
SPCSS2	0.867	0.387
SPCSS3	1.076	0.284
SPCSS4	0.585	0.560
SPCSS5	1.594	0.113
SPCSS6	-2.26	0.025
SPCSS7	0.468	0.619
SPCSS8	-0.692	0.490
SPCSS9	1.353	0.179

Perceived similarity to a previous influential supervisor in age was partialled out to determine if perceived similarity to a previous influential supervisor in sexual orientation was making a unique contribution to the regression model. Perceived similarity in age independently accounted for 10% of the variance in total multicultural competency, $R^2 = .099$, $p \leq .001$. With perceived similarity in age already in the model, the regression was run a second time to determine the incremental R^2 of perceived similarity in sexual orientation. With perceived similarity in age already in the model perceived similarity in sexual orientation did not explain a significant amount of additional variance in the total multicultural competence, $R^2 = .005$, $p = .39$.

The hypothesis for the third research question was confirmed, that perceived cultural similarity to a previous influential supervisor accounts for a significant amount of variance in multicultural competence. Though perceived cultural similarity to a previous supervisor accounts for a significant amount of variance in multicultural competence, perceived cultural similarity to a previous supervisor was related to awareness of attitudes towards diversity, and skills in working with diversity. Perceived cultural similarity in

religious and/or spiritual orientation, in addition to perceived similarity in age, was a predictor of awareness of attitudes towards diversity, and perceived cultural similarity in sexual orientation was a significant predictor of knowledge about other cultures.

Research Question Four

Research Question, Hypothesis, and Analysis

The fourth research question was: Is there a mean difference in practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision based on the most influential supervisor's demonstration of multicultural supervision skills and behaviors and supervisors' perceived cultural similarity to their most influential supervisor? There were three hypothesis associated with research question four. The first hypothesis is that there will be a mean difference between supervisors who have high versus low perceived cultural similarity to their most influential supervisor on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

The second hypothesis was that there will be a mean difference between supervisors' whose previous most influential supervisor demonstrated high versus low multicultural supervising behaviors on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. The final hypothesis is that there will be an interaction effect between perceived cultural similarity to a previous influential supervisor and demonstration of skills and behaviors associated with multicultural supervision by a previous supervisor on

practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. This question was analyzed using a three level MANOVA as only three of the expected four groups met the grouping criteria following examination of the data. The three groups to be examined are high perceived cultural similarity to a previous influential supervisor and high demonstration of multicultural supervision by a previous influential supervisor, high perceived cultural similarity to a previous influential supervisor and low demonstration of multicultural supervision by a previous influential supervisor, and low cultural similarity to a previous influential supervisor and low demonstration of multicultural supervision. The dependent variables are multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

MANOVA. A three level MANOVA of group variance was conducted on the three dependent variables of multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. Significant multivariate tests were further evaluated using Roy-Bargman stepdown analysis on the prioritized dependent variables. These orthogonal tests were each evaluated at $p \leq .05$. The independent variables are perceived cultural similarity to a previous influential supervision (high and low) and perceived demonstration of skills and behaviors associated with multicultural supervision by a previous influential supervisor (high and low).

Wilk's criterion indicated that the combined dependent variables were significantly effected by the interaction between high perceived cultural similarity and

high perceived multicultural supervision group and the low perceived cultural similarity and low perceived multicultural supervision group, $F(3, 95) = 4.786, p = .004$. The interaction between the two groups was found to be significant on all three of the dependent variables. Results of the interaction are displayed in Table 34. The effect size for this interaction was $\eta^2 = .088$, which indicates that the interaction helps explain 9% of the variance in the dependent variables.

Table 34

Interaction of Summary of High Perceived Cultural Similarity and High Perceived Multicultural Supervision group and Low Perceived Cultural Similarity and Low Perceived Multicultural Supervision group

Instrument	df	Error df	MS	Error	F	Sig
MAKSS-CE-R	1	97	816.647	96.474	8.465	0.004
CSES-A	1	97	320.647	43.706	7.337	0.008
MSSBQ	1	97	405.159	89.095	4.547	0.035

Wilk's criterion failed to indicate a significant interaction between the high perceived cultural similarity and high perceived multicultural supervision group, and the high perceived cultural similarity and low perceived multicultural supervision group, though there was a significant difference in the means on the CSES-A, multivariate $F(1, 59) = 4.27, p = .04$. Table 35 displays the tests of between subject effects.

Table 35

Tests of Between-Subject Effects

Source	Dependent Variable	F	Sig.
HighHigh vs HighLow	MAKSS-CE-R	2.17	0.143
	CSES-A	0.655	0.420
	MSSBQ	3.112	0.08
HighHigh vs LowLow	MAKSS-CE-R	8.47	0.004
	CSES-A	7.34	0.008
	MSSBQ	4.55	0.035
HighLow vs. LowLow	MAKSS-CE-R	2.54	0.116
	CSES-A	4.27	0.043
	MSSBQ	0.374	0.543

Roy-Bargman Stepdown. The impact of each main effect on the individual dependent variables was investigated using Roy-Bargman stepdown analysis on the prioritized dependent variables. The highest priority dependent variable, multicultural competence, was evaluated within a univariate analysis of variance (ANOVA) framework. Thereafter, the higher priority variable multicultural competence, served as a covariate for examining the effects of the lower priority dependent variable multicultural self-efficacy, and finally demonstration of skills and behaviors associated with multicultural supervision.

Comparisons between high perceived cultural similarity and low perceived cultural similarity indicated a significant difference on multicultural competence, stepdown $F(1, 139) = 6.34, p = .013$. A univariate comparison revealed a statistically significant difference between perceived cultural similarity on the multicultural self-efficacy variable, $F(1, 137) = 10.89, p = .001$, this variable contributed a statistically significant difference after considering multicultural competence, stepdown $F(1, 138) = 11.51, p = .05$. Also, a univariate comparison revealed a statistically significant

difference between perceived cultural similarity on demonstration of skills and behaviors associated with multicultural supervision, $F(1, 137) = 41.64, p \leq .001$, this difference was already represented in the stepdown analysis by the higher prioritized multicultural competence and multicultural self-efficacy variables, stepdown $F(1, 137) = 1.01, p = .316$. The means for the dependent variables by group are displayed in Table 36.

Table 36

Means for Dependent Variables by HPCS LPCS Groups

Instrument		n	Mean	SD
MAKSS-CE-R	HPCS	122	115.87	10.41
	LPCS	19	109.58	8.04
CSES-A	HPCS	122	62.56	6.68
	LPCS	19	58.35	5.62
MSSBQ	HPCS	122	76.69	9.97
	LPCS	19	72.7	10.12

Note. HPCS = High perceived cultural similarity; LPCS = Low perceived cultural similarity.

Comparisons between high perceived multicultural supervision and low perceived multicultural supervision indicated a significant difference on multicultural competence, stepdown $F(1, 139) = 6.15, p = .014$. A univariate comparison revealed a statistically significant difference between high perceived multicultural supervision and low perceived multicultural supervision on the multicultural self-efficacy variable, $F(1, 138) = 12.4, p = .001$, though this difference was already represented in the step down analysis by the higher prioritized multicultural competence variable, stepdown $F(1, 138) = 1.45, p = .231$. Also, a univariate comparison revealed a statistically significant difference between high perceived multicultural supervision and low perceived multicultural supervision on demonstration of skills and behaviors associated with multicultural supervision, $F(1, 137) = 40.41, p \leq .001$, this difference was already represented in the

stepdown analysis by the higher prioritized multicultural competence and multicultural self-efficacy variables, stepdown $F(1, 137) = 2.72, p = .102$. The means for the dependent variables by group are displayed in Table 37.

Table 37

Means for Dependent Variables by HPMS and LPCMS Groups

Instrument		n	Mean	SD
MAKSS-CE-R	HPCS	80	116.87	10.18
	LPMS	61	112.59	10.08
CSES-A	HPCS	80	62.92	6.82
	LPMS	61	60.79	6.36
MSSBQ	HPCS	80	77.83	9.28
	LPMS	61	73.94	10.66

Note. HPCS = High Perceived Cultural Similarity; LPCS = Low Perceived Cultural Similarity

The hypotheses for the fourth research question were partially confirmed. There was an interaction effect between perceived cultural similarity to a previous influential supervisor and perceived demonstration of multicultural supervision by a previous influential supervisor on the dependent variables. This difference between groups was only noted in the high perceived cultural similarity and high perceived multicultural supervision group contrasted with low perceived cultural similarity and low perceived multicultural supervision. There were significant main effects for both independent variables. High perceived cultural similarity was related to higher levels of multicultural competence and multicultural self-efficacy. High perceived multicultural supervision was related to higher levels of multicultural competence.

Summary of the Data Analysis

The researcher questions were all at least partially confirmed. There was a relationship between multicultural competence and multicultural self-efficacy. The

relationship between multicultural competence and multicultural self-efficacy was primarily explained by the multicultural competence component of skills in working with diversity and the multicultural self-efficacy component of cultural self-efficacy in processing information about other cultures. Research question two was used to analyze the relationship between multicultural competence and multicultural self-efficacy in greater depth. Multicultural self-efficacy accounted for a significant amount of variance in multicultural competence. Total multicultural self-efficacy accounted for a significant amount of variance in multicultural competence. The multicultural self-efficacy component, cultural self-efficacy in processing information about other cultures, was the component of multicultural self-efficacy best able to predict multicultural competence in general, and more specifically the multicultural competence components of skills in working with diversity and knowledge about other cultures.

Research questions three and four attempted to analyze how perceived cultural similarity to a previous supervisor and the demonstration of multicultural supervision by a previous supervisor influenced practicing supervisors multicultural competence, multicultural self-efficacy, and their provision of multicultural supervision. Perceived cultural similarity to a previous influential supervisor accounted for a significant amount of variance in total multicultural competence. Though the totality of a supervisors' perceived cultural similarity to a previous influential supervisor accounted for a significant amount of variance in total multicultural competence, supervisors' perceived cultural similarity to a previous supervisor in age was related to the multicultural competence components of awareness of attitudes towards diversity and skills in working

with diversity. Perceived cultural similarity in religious and/or spiritual orientation, in addition to perceived similarity in age, was a predictor of the multicultural component of awareness of attitudes towards diversity, and perceived cultural similarity in sexual orientation was a significant predictor of the multicultural component of knowledge about other cultures. There was an interaction effect between supervisors' perceived cultural similarity to a previous influential supervisor and perceived demonstration of multicultural supervision by a previous influential supervisor on multicultural competence, multicultural self-efficacy, and supervisors' own practice of multicultural supervision. The difference between the groups was only noted in the high perceived cultural similarity to a previous influential supervisor and high perceived multicultural supervision by a previous supervisor group contrasted with low perceived cultural similarity to a previous supervisor and low perceived multicultural supervision by a previous supervisor. There were significant main effects for both independent variables. High perceived cultural similarity was related to higher levels of multicultural competence and multicultural self-efficacy. High perceived multicultural supervision was related to higher levels of multicultural competence.

CHAPTER 5

DISCUSSION

Chapter one presented the rationale for the study. Chapter two presented relevant literature about multicultural supervision, multicultural competence, multicultural self-efficacy, and learning theory. Chapter three presented demographics, procedures, research questions and hypotheses, and how the research questions were analyzed. Chapter four presented the results of the analyses, including descriptive statistics of the instruments and the reliability of the instruments, and the results. This chapter presents the research findings, limitations of the research, implications, and areas for future research.

Overview of the Study and Findings

The goal of this study was to examine the relationship between practicing supervisors' multicultural competence and multicultural self-efficacy, and how previous supervisors influenced practicing supervisors' development of multicultural competence, multicultural self-efficacy, and the skills and behaviors associated with multicultural supervision. Previous researchers explored counselors' multicultural competence (D'Andrea et al., 1991; Constantine, 2001a; Pope-Davis et al., 1994) and supervisors' influence on developing counselors' multicultural competence (Ottavi et al., 1994; Pope-Davis et al., 1995), but none examined how supervisors' developed their multicultural competence, multicultural self-efficacy, and the skills and behaviors associated with

multicultural supervision. There is some indication that supervisors model their practice of supervision from what they observed in their own supervision (Ladany et al., 1999b). There is little evidence of the examination of the link between multicultural competence and multicultural self-efficacy. Constantine and Ladany (2001) indicated that self-efficacy is a component of multicultural competence, but there has not been an empirical exploration of the link between the two. Each of these areas was explored in the current study.

The hypotheses proposed in the current study were generally supported by the results of the analyses. There was a relationship between multicultural competence, as measured by the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition-Revised (MAKSS-CE-R; Kim et al., 2003), and multicultural self-efficacy, as measured by the Cultural Self-Efficacy Scale-Adolescent (CSES-A; Briones et al., 2009). Further, the results indicated that multicultural self-efficacy accounted for a significant amount of variance in multicultural competence. There was a significant relationship between perceived cultural similarity to a previous supervisor, as measured by the Supervisor Perceived Cultural Similarity Scale (SPCSS; Sherman, 2011), and practicing supervisors' multicultural competence and multicultural self-efficacy. There was also a significant relationship between a previous supervisor's demonstration of skills and behaviors associated with multicultural supervision, as measured by the Multicultural Skills and Behaviors Questionnaire Modified (MSSBQM; Sherman, 2011) and practicing supervisors' multicultural competence. There was a significant interaction between perceived cultural similarity to a previous influential supervisor and perceived

demonstration of skills and behaviors associated with multicultural supervision by a previous influential supervisor on practicing supervisors' multicultural competence, multicultural self-efficacy, and their own practice of multicultural supervision.

The results of the current study have several implications for supervisors and counselor educators regarding the development of multicultural competence and multicultural self-efficacy, and supervisors' development of the skills and behaviors associated with multicultural supervision. The most notable implication for supervisors and counselor educators is the potential influence of modeling by supervisors and how it influences the future supervision practices of their supervisees. Despite the significant results, there were also several limitations in the current study that would be beneficial for future researchers to explore further in expanding this line of inquiry. Areas of future research include exploring how multicultural self-efficacy affects the actual practice of supervision, the effect of multicultural supervision on the supervision relationship, exploring how the supervision relationship affects vicarious learning of multicultural competence and multicultural self-efficacy, and instrument revision.

Discussion of Findings and Hypotheses

Hypothesis One

Previous researchers hypothesized that there was a relationship between multicultural competence and multicultural self-efficacy. Constantine and Ladany (2001) indicated that multicultural self-efficacy could be one of the variables influencing multicultural competence. In an experiment examining self-perceived multicultural competence and the demonstration of multiculturally appropriate skills, counselors were

found to have higher self-perceptions of multicultural competence than their actual performance would attest (Cartwright et al., 2008). The gap between self-perception of multicultural competence and demonstration of skills and behaviors associated with multicultural competence in actual practice could potentially be explained by multicultural self-efficacy (Constantine & Ladany).

Despite mentioning the potential influence of multicultural self-efficacy, there has been a dearth of research focusing what comprises multicultural self-efficacy and its relationship with multicultural competence. McRoy, Freeman, Logan, and Blackmon (1986) suggested using the experience of expatriates entering into other cultures as a parallel to study what factors may affect domestic practitioners' multicultural self-efficacy. Briones et al. (2009) found that there were differences between expatriates with low versus high multicultural self-efficacy when entering into other cultures. Those with high multicultural self-efficacy were more likely to seek out new cultural experiences and possessed a higher confidence in their ability to interact with people who are culturally different. Multicultural self-efficacy was also related to an improved ability to enter into other cultures and the ability to adjust quicker to other cultures (Harrison et al., 1996).

In the current study the question of an existing relationship between supervisors' total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity, total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures was analyzed. The hypothesis, based on Constantine and Ladany's (2001) indication that

multicultural self-efficacy was a variable that influenced multicultural competence, was that there would be a relationship between multicultural self-efficacy and multicultural competence.

Results of Hypothesis One

The research question was analyzed using a canonical correlation to examine the relationship the individual components of multicultural competence consisting of awareness of attitudes towards diversity, knowledge of other cultures, and skills in working with diversity, and the individual components of multicultural self-efficacy consisting of cultural self-efficacy in processing information about other cultures, cultural self-efficacy in mixing with other cultures, and cultural self-efficacy in understanding other cultures . The MAKSS-CE-R consists of three subscales based on Sue et al.'s (1982) multicultural competencies: Awareness of attitudes towards diversity, Knowledge of other cultures, and Skills in working with diversity. The CSES-A consists of three subscales also, cultural self-efficacy in processing information about other cultures, cultural self-efficacy in mixing with other cultures, and cultural self-efficacy in understanding other cultures. All three of the MAKSS-CE-R subscales and the CSES-A subscales demonstrated internal reliability of a Cronbach's alpha $\geq .70$.

The individual components of multicultural competence and multicultural self-efficacy were significantly related and accounted for variance in the other (Canonical Multiple $F(9, 329) = 12.47, p = .001$). The components of multicultural competence accounted for 24.7% of the variance in the components of multicultural self-efficacy, and multicultural self-efficacy components accounted for 37.03% of the variance in the

multicultural competence components. Skills in working with diversity ($r = .831$) and cultural self-efficacy in processing information about other cultures ($r = .945$) accounted for the majority of the difference in the variance between multicultural competence and multicultural self-efficacy.

The significant relationship between multicultural competence and multicultural self-efficacy was confirmed in this analysis. If multicultural self-efficacy is related to the belief in the ability to demonstrate knowledge and skills with working with diverse clients then it makes sense that the majority of the relationship between multicultural competence and multicultural self-efficacy would be between the skills subscale and cultural self-efficacy in processing information about other cultures. Cultural self-efficacy in processing information about other cultures is related to an individuals' belief in their ability to use knowledge of a culture to understand people from another culture, make themselves understood by others, and recognize what they know about a culture (Briones et al., 2003). For supervisors, believing that they possess information about another culture and believing that they can make themselves understood, should increase their willingness to use their skills with working with diverse individuals (Gatmon et al., 2001). Based on the research findings, multicultural self-efficacy is an important component of multicultural competence and requires further exploration to understand how it contributes to the development and demonstration of multicultural competence.

Hypothesis Two

The first analysis established that there was a relationship between multicultural competence and multicultural self-efficacy as suggested by Constantine and Ladany

(2001). As there is a relationship between multicultural competence and multicultural self-efficacy, being able to predict the nature of that relationship could be important for supervisors and counselor educators. Being able to predict the nature of the relationship between multicultural competence and multicultural self-efficacy could help supervisors and counselor educators evaluate their effectiveness with supervisees and trainees and better anticipate performance in real world experiences. If as indicated in the first analysis, that multicultural competence and multicultural self-efficacy are significantly related, can multicultural self-efficacy be used to predict a counselor or supervisors demonstration of multicultural counseling skills. This is important because measures of multicultural competence fail to predict the actual performance of multicultural counseling (Cartwright et al., 2008).

The second hypothesis in the current study is based on the initial hypothesis regarding the relationship between multicultural competence and multicultural self-efficacy by Constantine and Ladany (2001) and Cartwright et al.'s (2008) research. Constantine and Ladany (2000) indicated that multicultural competence and multicultural self-efficacy were separate constructs based on the fact that self-perception of each could be incorrect independent of the other. If the concepts were directly related then as individuals' multicultural competence increases their multicultural self-efficacy should increase accordingly, which has not been demonstrated to be true by previous researchers (Cartwright et al.). In the current study, the nature of the relationship was examined to determine if and how the multicultural competence and multicultural self-efficacy are related.

Results of Hypothesis Two

The research question was analyzed using multiple linear regression analyses to examine how much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity, total multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures was analyzed. It was hypothesized that supervisor's total multicultural self-efficacy, and the subcomponents of multicultural self-efficacy, cultural self-efficacy in mixing with other cultures, cultural self-efficacy in understanding other cultures, and cultural self-efficacy in processing information about other cultures would account for a significant amount of variance in multicultural competence, and it's related components of awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity.

The components of multicultural self-efficacy accounted for a significant amount of variance in multicultural competence. The components of multicultural self-efficacy accounted for 36% of the variance in multicultural competency ($R^2 = .355, p \leq .001$). Cultural self-efficacy in mixing with other cultures and cultural self-efficacy in understanding information about other cultures did not account for a significant amount of variance when cultural self-efficacy in processing information about other cultures was partialled out ($R^2 = .015, p = .208$). Cultural self-efficacy in processing information accounted for 30% of the variance beyond the other two components of multicultural self-efficacy ($t = 7.93, p \leq .001$).

Regarding the components of multicultural competence, the components of multicultural self-efficacy accounted for a significant amount of variance in the multicultural competencies of knowledge about other cultures and skills in working with diversity; multicultural self-efficacy did not account for a significant amount of variance in multicultural competency of awareness of attitudes towards diversity. Cultural self-efficacy in processing information about other cultures accounted for a significant amount of variance in the multicultural competence of knowledge about other cultures ($t = 6.345, p \leq .001$). Both cultural self-efficacy in processing information about other cultures ($t = 10.27, p \leq .001$) and cultural self-efficacy in understanding information about other cultures ($t = 2.15, p = .033$), accounted for a significant amount of variance in the multicultural competence of skills in working with diversity. When cultural self-efficacy in processing information about other cultures was already in the regression model, cultural self-efficacy in understanding information about other cultures did contribute significantly to accounting for variance in skills in working with diversity ($R^2 = .017, p = .03$). Independently, cultural self-efficacy in processing information about other cultures accounted for 46% of the variance in skills in working with diversity ($R^2 = .459, p \leq .001$).

The hypothesis that there is a relationship between multicultural competency multicultural self-efficacy and their related components was confirmed. As noted, the indication that the translation of knowledge and skills associated with multicultural competence is related to multicultural self-efficacy was further supported by the regression analysis. Supervisors' belief in their ability to successfully process

information about other cultures is related to multicultural competence in regards to knowledge about other cultures and skills in working with diversity issues. Supervisors' perception of their ability to understand information about other cultures is also related to skills with working with issues of diversity issues, but to a lesser degree than their belief in their ability to process information about other cultures.

McRoy et al.'s (1986) indication that research on multicultural self-efficacy could be modeled on prior research focusing on the experience of expatriates was supported. The CSES-A, an instrument designed to anticipate the adjustment of expatriates to other cultures, contributed to the understanding of supervisors' multicultural self-efficacy. The cultural self-efficacy scale in processing information about other cultures and cultural self-efficacy in understanding information about other cultures subscales provides a good starting point for further exploring the discussion of what constitutes multicultural self-efficacy in counseling and supervision. Also, it can help understand how multicultural self-efficacy is related to supervisors' ability to utilize their multicultural competence around knowledge about other cultures and skills in working with diversity issues in their practice of supervision.

Hypothesis Three

There have been several previous research studies examining the effect of supervisors on counselors' development of multicultural competence (Ottavi et al., 1994; Pope-Davis et al., 1994; Pope-Davis et al., 1995). Conversely, there has been an absence of research focusing on how supervisors develop their own multicultural competence,

though Ladany et al. (1999b) suggest that supervisors model their practice of supervision based on their own experience in supervision.

Bandura (1977, 1982, 1989, 1993, 1997) proposed social learning as a method of learning skills and behaviors. The participants in the current research study were asked to think retrospectively about their perceptions regarding a previous influential supervisor, in an attempt to capture vicarious learning as described in Bandura's Social Learning Theory model. Vicarious learning, learning through observing, can increase self-efficacy by watching a model perform skills or behaviors. In the present study, vicarious learning focused on the effect of observing skills and behaviors associated with multicultural supervision. The more similar an observer perceives a model to be to themselves the increases the likelihood of vicarious learning occurring and successful increasing self-efficacy (Bandura, 1977). Carp et al. (2009) indicate that perceived similarity may be related to cultural similarity including similar beliefs, values, and backgrounds in addition to overtly observable similarities such as sex and race.

The effect of vicarious learning in the supervision relationship has not been examined directly. Researchers have examined if similarities between supervisors and their supervisees has an effect on different aspects of the supervision experience. The majority of previous studies have the focus on race and racial identity (Hird et al., 2004; Ladany et al., 1997; Sadowsky et al., 1998), and mixed results have been found. The most common conclusion is that white supervisors with white supervisees demonstrated lower multicultural competence, whereas white or ethnic minority supervisees with

ethnic minority supervisors demonstrated higher multicultural competence (Ladany et al.).

In the current study, the question of the relationship between perceived cultural similarities to a previous influential supervisor and practicing supervisors' multicultural competence was analyzed. The hypothesis, based on Bandura's (1977, 1982, 1989, 1993, 1997) social learning theory and Carp et al.'s (2009) hypothesis that perceived similarity in cultural variables may be related to vicarious learning, was that there would be a relationship between perceived cultural similarity to a previous influential supervisor and multicultural competence.

Results of Hypothesis Three

The research question was analyzed using multiple linear regression analysis to examine how much variance in total multicultural competence, awareness of attitudes towards diversity, knowledge of other cultures, skills with working with diversity could be accounted for by the total perceived cultural similarity to a previous influential supervisor and on individual markers of cultural similarity. The SPSS demonstrated a Cronbach's alpha .90. It was hypothesized that that a significant proportion of supervisors' multicultural competence will be accounted for by perceived cultural similarity to their most influential supervisor.

The components of multicultural competence and perceived cultural similarity to a previous influential supervisor were related and accounted for variance in each other. The first canonical dimension was most strongly influenced by skills in working with diversity ($r = .831$); and perceived cultural similarity to a previous influential supervisor

in religious and/or spiritual orientation ($r = -.428$), socioeconomic status (SES) ($r = -.436$), and sexual orientation ($r = .394$) most strongly influenced the first canonical dimension.

When total multicultural competence was regressed on perceived cultural similarity to a previous influential supervisor, several cultural identities accounted for a significant amount of variance. Overall perceived cultural similarity to a previous influential supervisor accounted for 19% of the variance in multicultural competency ($R^2 = .188, p = .001$). In the full model perceived similarity in age ($t = 2.72, p \leq .001$) and sexual orientation ($t = -2.26, p = .025$) to a previous influential supervisor accounted for the most variance over other forms of perceived cultural similarity to a previous influential supervisor. Combined perceived cultural similarity to a previous supervisor in age and sexual orientation accounted for 10% of the variance in multicultural competency ($R^2 = .104, p = .001$). When perceived similarity to a previous supervisor in sexual orientation was partialled out, it accounted for less than 1% of the variance in multicultural competence, when perceived similarity to a previous supervisor in age was already included in the model.

On the subcomponents of multicultural competency, individual forms of perceived cultural similarity to a previous influential supervisor accounted for a significant amount of variance in the multicultural competencies of knowledge about other cultures and skills in working with diversity. When considering all forms of perceived cultural similarity to previous supervisors, perceived cultural similarity failed to account for a significant amount of the variance in the multicultural competence of

awareness of attitudes towards diversity. Of note though, independent of other forms of cultural similarity, perceived similarity to a previous supervisor in age ($t = 2.065, p = .041$) and national origin ($t = -1.981, p = .05$) accounted for a significant amount of variance in attitudes towards diversity. With only those two items in the regression model, they accounted for 7% of the variance in awareness of attitudes towards diversity, which was significant at $p = .002$.

When considering all forms of perceived cultural similarity to previous supervisors, perceived cultural similarity accounted for 9% of the variance in the multicultural competence of knowledge of other cultures, $R^2 = .091, p \leq .01$. Perceived similarity to a previous supervisor in sexual orientation was the only form of cultural similarity that accounted for a significant amount of variance in knowledge of other cultures ($t = -2.484, p \leq .014$).

When considering all forms of perceived cultural similarity to previous supervisors, perceived cultural similarity accounted for 23% of the total variance in the multicultural competence of skills in working with diversity, $R^2 = .226, p \leq .001$. Both perceived similarity to a previous supervisor in age ($t = 2.39, p = .018$) and religious and/or spiritual orientation ($t = 2.47, p = .026$) contributed significantly to explaining a proportion of variance in skills in working with diversity. Independent of other forms of cultural similarity, perceived similarity in age to a previous influential supervisor accounted for 10% of the variance in skills in working with diversity. With perceived similarity in age already accounted for in the model perceived similarity in religious

and/or spiritual orientation accounted for 6% of the variance in skills in working with diversity, $R^2 = .063$, $p = .002$.

The hypothesis that multicultural competency could be predicted by perceived cultural similarity to a previous supervisor was partially confirmed. The cultural similarity variables that were significant in predicting multicultural competence are not necessarily variables that can be observed. Previous supervisors would have had to discuss their age, religious and/or spiritual, and sexual orientation with their supervisees in order for the participants to be able to assess how culturally similar they are to their previous supervisors based on these cultural variables. Independent of further feedback from participants it is hard to know if vicarious learning is occurring or if the relation to multicultural competence is due to previous supervisors being willing to talk about cultural issues such as religion and/or spirituality, SES, and sexual orientation.

Hird et al. (2001) indicated that bridging cultural dissimilarities between supervisor and supervisees was one of the tasks of multicultural supervision, as is being able to take risks in initiating cultural discussions (Chen & Bernstein, 2000). Due to the less overt nature of the perceived cultural similarity variables it cannot be concluded that the explanation in variance is related to increased vicarious learning due to perceived cultural similarities or due to the fact that previous supervisors were open to discussing these cultural differences or similarities. The fact that a previous supervisor was willing to model having those discussions, regardless of cultural similarity, could have affected participants' multicultural competence.

Based on the results of the analysis, it would seem that it is more relevant to supervisors' multicultural competence that previous supervisors discuss cultural issues, than the actual cultural similarity between supervisors and their previous supervisor. Balkin et al. (2009) suggested that cultural similarity between supervisors and supervisees might inhibit the discussion of cultural issues. By focusing on overt cultural similarities, supervisors may avoid discussion of less overt cultural similarities, which then would not provide an opportunity to discuss salient cultural issues in the supervision dyad.

It is relevant to note that the majority of the sample was Caucasian (77%) and female (78%), and neither of these two cultural similarity variables (i.e., similarity in race and gender) was significantly related to multicultural competence. Hird et al. (2004) found that White supervisors spent more time discussing cultural issues with dissimilar supervisees, which may have influenced the results of this study. The majority of the participants are White, which means that their supervisors, according to Hird et al.'s findings, were less likely to discuss cultural issues with them. Another factor that could be affecting practicing supervisors' multicultural competence is the fact that White supervisors have historically failed to demonstrate multicultural competence (Sodowsky et al., 1998), which would not provide a model for practicing supervisors to advance their multicultural competence.

The contribution of supervision to the development multicultural competence is especially relevant to the development of skills for working with cultural diversity. Personal awareness of attitudes towards diversity and knowledge about other cultures can

be developed through classroom and workshop experiences (D'Andrea et al., 2001; Pope-Davis et al., 1995), and development of skills to work with diverse individuals is developed through modeling of dealing with cultural issues in the supervisory relationship (LaFromboise & Foster, 1992; Nelson, Oliver, & Capps, 2006). The fact that the non-overt perceived cultural similarity items are linked to the multicultural competence of skills in working with diversity would indicate that this is one of the mechanisms through which practicing supervisors are developing this competence. Through previous supervisors' willingness to address cultural issues with them, practicing supervisors may learn how to approach non-overt and overt cultural issues in their own work. Discussing cultural factors is only one part of the tasks of multicultural supervision, the final research question is related to assessing if the demonstration of other skills and behaviors associated with multicultural supervision, in addition to discussing cultural differences in the supervision dyad, is related to practicing supervisors' multicultural competence, multicultural self-efficacy, and their own practice of multicultural supervision.

Hypothesis Four

Supervisors should possess the ability to work with supervisees on counseling competence and help them explore interpersonal issues that help them form their professional identity (Dye & Borders, 1990). Part of supervisors' role in helping supervisees develop their professional identity is assisting them in the exploration of their cultural identity and developing their multicultural competence (Hird et al., 2001). This development of cultural identity and cultural competence in supervision is important

because supervisees may not get the opportunity to explore their cultural selves in future contexts. Further, practicing supervisors, in the absence of the necessary training to be supervisors (Bernard, 1992), may likely model their own practice of supervision on what they experienced in supervision (Ladany et al., 1999b).

Previous research indicates that previous supervisors should have an effect on practicing supervisors' multicultural competence (Constantine, 2001b; Hird et al., 2004) and multicultural self-efficacy (Steward, 1998). Also, Ladany et al. (1999b) suggest that supervisors base their practice of supervision on previous models, so there should be a link between the perception of level of multicultural supervision demonstrated by previous supervisors and practicing supervisors' practice of multicultural supervision. Research question three indicated that perceived cultural similarity to previous influential supervisors, notably on age, religion and/or spiritual orientation, and sexual orientation, affected the development of practicing supervisors' multicultural competence, and more specifically their skills in working with diversity. If vicarious learning is occurring and is influenced by perceived cultural similarity to previous supervisors then there might be an interaction between perceived cultural similarity to a previous supervisor and previous supervisor's demonstration of multicultural supervision on practicing supervisors' multicultural competence, multicultural self-efficacy, and their practice of multicultural supervision.

In the current study the question of if there is a difference in practicing supervisors' multicultural competence, multicultural self-efficacy, and their practice of multicultural supervision that can be attributed to perceived cultural similarity to a

previous influential supervisor and perceived demonstration of multicultural supervision by a previous influential supervisor is examined. The hypothesis is based on Bandura's (1977, 1982, 1989, 1993, 1997) social learning theory, Carp et al.'s (2009) hypothesis that perceived similarity in cultural variables influences vicarious learning, and Ladany et al.'s (1999b) hypothesis that supervisors model their own practice of supervision based on previous supervisors. The expected outcome is that there would be an interaction effect between perceived cultural similarity and perceived demonstration of multicultural supervision by a previous influential supervisor on practicing supervisors' multicultural competence, multicultural self-efficacy, and their practice of multicultural supervision.

Results of Hypothesis Four

The research question was analyzed using a three level MANOVA of group variance to examine the difference between groups on the dependent variables of multicultural competence, multicultural self-efficacy, and their practice of multicultural supervision. Roy-Bargman Stepdown procedure was used to further examine significant multivariate results.

The initial analysis was anticipated to be a 2 x 2 MANOVA examining high perceived cultural similarity to a previous supervisor and high perceived demonstration of multicultural supervision by a previous supervisor, high perceived cultural similarity to a previous supervisor and low perceived demonstration of multicultural supervision by a previous supervisor, low perceived cultural similarity to a previous supervisor and high perceived demonstration of multicultural supervision by a previous supervisor, and low perceived cultural similarity to a previous supervisor and low perceived demonstration of

multicultural supervision by a previous supervisor. Based on the data there were no participants who met the criteria for the low cultural similarity to a previous supervisor and high demonstration of multicultural supervision by a previous supervisor group, changing the analysis to a three level MANOVA. Internal reliability for the full scale MSSBQ has a Cronbach's alpha of .93 and the Cronbach's alpha for the full scale MSSBQM is .98.

There were three hypotheses associated with research question four. The first hypothesis (4a) is that there will be an interaction effect between perceived cultural similarity to a previous influential supervisor and demonstration of skills and behaviors associated with multicultural supervision by a previous supervisor on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. The second hypothesis (4b) was that there will be a mean difference between supervisors who have high versus low perceived cultural similarity to their most influential supervisor on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision. The third hypothesis (4c) was that there will be a mean difference between supervisors' whose previous most influential supervisor demonstrated high versus low multicultural supervising behaviors on practicing supervisors' multicultural competence, multicultural self-efficacy, and demonstration of skills and behaviors associated with multicultural supervision.

The dependent variables were significantly affected by the interaction between high perceived cultural similarity to a previous influential supervisor and high perceived

demonstration of multicultural supervision by a previous supervisor group and the low perceived cultural similarity to a previous influential supervisor and low perceived demonstration of multicultural supervision by a previous supervisor group, $F(3, 95) = 4.786, p = .004$. The high perceived demonstration of multicultural supervision by a previous supervisor group and the low perceived cultural similarity to a previous influential supervisor group indicated higher levels of multicultural competence ($M = 116.87$), multicultural self-efficacy ($M = 62.92$), and demonstration of skills and behaviors associated with multicultural supervision ($M = 77.83$), than the low perceived cultural similarity to a previous influential supervisor and low perceived demonstration of multicultural supervision by a previous supervisor group on the same group of dependent variables ($M = 109.58$; $M = 58.35$; $M = 72.7$, respectively). There is a significant difference between the two groups, and the interaction between the two independent variables accounts for 9% of the variance in the dependent variables, $\eta^2 = .088$. For the other two groups the dependent variables were not significantly affected by the interaction of perceived cultural similarity to a previous influential supervisor and perceived demonstration of multicultural supervision.

Despite there not being a significant interaction effect, there were significant main effects. The univariate significance of the main effects was explored using the Roy-Bargman Stepdown method. Multicultural competence was used as the first prioritized variable due to previous studies linking supervisors' multicultural competence and supervisees' multicultural competence (e.g. Ottavi et al., 1994). The second prioritized variable was multicultural self-efficacy due to Steward's (1998) hypothesis that

supervisors' self-efficacy is related to their supervisees' self-efficacy. Demonstration of skills and behaviors was chosen as the final variable due to a lack of research examining how current supervisors' practice of multicultural supervision is impacted by previous supervisors.

The mean difference between practicing supervisors who had high perceived cultural similarity to a previous influential supervisor and low perceived cultural similarity to a previous influential supervisor indicated a significant difference on multicultural competence, stepdown $F(1, 139) = 6.34, p = .013$. Supervisors with high perceived cultural similarity to a previous influential supervisor ($M = 115.87$) demonstrated a higher level of self-perceived multicultural competency than supervisors with low perceived cultural similarity to a previous influential supervisor ($M = 109.58$). After accounting for multicultural competence, there was a statistical difference between groups on multicultural self-efficacy, stepdown $F(1, 138) = 11.51, p = .05$. Supervisors with high perceived cultural similarity to a previous influential supervisor ($M = 62.56$) had an increased level of multicultural competency than supervisors with low perceived cultural similarity to a previous influential supervisor ($M = 58.35$). Though there was a statistically significant difference between the two groups based on the demonstration of skills and behaviors associated with multicultural supervision, $F(1, 137) = 41.64, p \leq .001$, this difference was accounted for by the higher prioritized variables of multicultural competence and multicultural self-efficacy, stepdown $F(1, 137) = 1.01, p = .316$.

There was also a mean difference between practicing supervisors whose previous influential supervisors demonstrated high perceived multicultural supervision versus

those whose supervisors demonstrated low perceived multicultural supervision on multicultural competence, stepdown $F(1, 139) = 6.15, p = .014$. Supervisors whose previous influential supervisors demonstrated high perceived demonstration of multicultural supervision ($M = 116.87$) indicated higher self-perceptions of multicultural competency participants whose previous influential supervisors demonstrated low perceived demonstration of multicultural supervision ($M = 112.59$). Multicultural self-efficacy, $F(1, 138) = 12.4, p = .001$, and the demonstration of skills and behaviors associated with multicultural supervision, $F(1, 137) = 40.41, p \leq .001$, were significant, but the difference in their means was accounted for by the higher prioritized variable of multicultural competence.

Hypothesis 4a was partially confirmed. There was an interaction effect between supervisors' perceived cultural similarity to a previous influential supervisor and their perception of a previous influential supervisor's demonstration of multicultural supervision. The significance of the interaction effect was only present between the supervisors who indicated high perceived cultural similarity to a previous influential supervisor and high perceived demonstration of multicultural supervision by a previous influential supervisor, and supervisors who indicated low perceived cultural similarity to a previous influential supervisor and low perceived demonstration of multicultural supervision by a previous influential supervisor. There was a notable effect size for the interaction and it was significant for all three dependent variables.

Without a fourth group emerging from the sample consisting of low perceived cultural similarity to a previous influential supervisor and high perceived demonstration

of multicultural supervision by a previous supervisor it is difficult to make a full conclusion about these results. Due to there not being a significant difference in the dependent variables between supervisors who indicated high perceived cultural similarity to a previous influential supervisor and high perceived demonstration of multicultural supervision by a previous influential supervisor, and supervisors who indicated high perceived cultural similarity to a previous influential supervisor and low perceived demonstration of multicultural supervision by a previous influential supervisor limited conclusions can be drawn in regards to whether perceived cultural similarity or perceived demonstration of multicultural supervision is more important in practicing supervisors' development. In the absence of a group of participants indicating low perceived cultural similarity to a previous influential supervisor and high perceived multicultural competence by a previous influential supervisor, the unique contribution of each cannot be surmised.

Given the significant interaction between the high perceived cultural similarity to a previous influential supervisor and high perceived demonstration of multicultural supervision by a previous influential supervisor, and supervisors who indicated low perceived cultural similarity to a previous influential supervisor and low perceived demonstration of multicultural supervision by a previous influential supervision, it is reasonable to conclude based on the results that cultural similarity and the multicultural supervision by supervisors is important to the development of future supervisors. The absence of cultural similarity and the demonstration of multicultural supervision by previous supervisors do affect supervisors' multicultural competence, multicultural self-

efficacy, and demonstration of skills and behaviors associated with multicultural supervision negatively.

In research question three the relationship between perceived cultural similarity to a previous influential supervisor and multicultural competence was explored, and perceived cultural similarity was related to multicultural competence. Hypothesis 4b was partially confirmed; there was a significant difference between supervisors with high perceived cultural similarity to a previous influential supervisor and low perceived cultural similarity to a previous influential supervisor. What is important to note from this analysis is the difference between the two groups of perceived cultural similarity on multicultural self-efficacy. Supervisors who had high perceived cultural similarity to a previous influential supervisor also self-reported higher multicultural self-efficacy. Based on social learning theory the results would seem to suggest that perceived cultural similarity to a previous supervisor would be linked to multicultural self-efficacy. Further, it lends evidence to the idea that cultural similarity does affect increases in vicarious learning as Carp et al. (2009) suggested. By observing a model which practicing supervisors view as being similar to themselves, they are more likely to experience an increase in their belief, i.e., self-efficacy, to replicate the behaviors that they are observing. If the previous culturally similar model demonstrated both multicultural competence and modeled how to have cultural discussions, then practicing supervisors should experience increases in their multicultural competence and multicultural self-efficacy. This increase in multicultural competence and multicultural self-efficacy may come from supervisors' exposure to a previous supervisor addressing these issues with

them when they were supervisees (Gatmon et al., 2001). Supervisors who did not view a previous supervisor who they were similar to demonstrating multiculturally competent behaviors or supervision may not have similar increases in multicultural competence and multicultural self-efficacy.

Finally, hypothesis 4c was also partially confirmed. The difference between supervisors who indicated that a previous influential supervisor demonstrated high levels of multicultural supervision and those who indicated that a previous influential supervisor demonstrated low levels of multicultural supervision had a significant influence on practicing supervisors' self-perceptions of multicultural competence. Supervisors whose previous supervisors demonstrated high levels of multicultural supervision indicated increased multicultural competence than those whose previous supervisors demonstrated low levels of multicultural supervision.

The fact that high demonstration of multicultural supervision by previous supervisors was significantly related to multicultural competence and not multicultural self-efficacy could be related to the type of supervision being provided. It is possible that participants' supervision mimicked classroom or workshop experiences which increase awareness of attitudes towards diversity and knowledge about diversity issues but do not increase skills in working with diversity. As noted in the third hypothesis, skills with working with diversity was related to multicultural self-efficacy, so what may be occurring is that supervisors are teaching about issues related to other cultures and encouraging personal reflection, but they are failing to model cultural discussions. The modeling of cultural discussions between supervisors and supervisees is linked to

building supervisees' and future supervisors' confidence in their ability to replicate those discussions (Goodyear & Guzzardo, 2000; McRoy et al., 1986).

It is difficult to draw firm conclusions about the results based solely on quantitative methods. The analysis indicates that it is important for supervisors to practice multicultural supervision given that it does have a significant effect on future supervisors' multicultural competence. Based on the analysis in examining hypothesis three it is not clear if changes in multicultural competence and multicultural self-efficacy are related to perceived cultural similarity to a previous supervisor or to previous supervisors modeling how to discuss cultural issues. Due to the significant results though, the effect of perceived cultural similarity and multicultural supervision warrant further study.

Limitations

There are several limitations to the present study. The most notable limitation of the study is data collection procedures. Other limitations include the nature of the relationship between participants and their previous supervisors, not exploring additional forms of social learning, issues with instrumentation, and online data collection.

The data collected for this study was restricted to quantitative feedback on Likert-type scales. This restriction allowed for the initial exploration of previously un-examined relationships, but limits the depth of the conclusions that can be made. If participants were able to expound on their responses they may have indicated factors other than the ones included in the present study that affected their relationship with their supervisor,

multicultural competence, multicultural self-efficacy, and their own practice of multicultural supervision.

Similarly, the relationship between supervisor and supervisee are not known. Participants were asked to think about a previous influential supervisor when responding to questions about previous supervisors on the instrument, but there was no way for participants to indicate if the previous supervisor had a positive or negative effect on them. It is possible that even though participants viewed their previous supervisor as similar to themselves the supervisor could have demonstrated power differentials or microaggressions that the participants sought to avoid in their own practice.

The focus on the present study only examined vicarious learning between practicing supervisors and their former supervisors to the neglect of the other three methods of social learning (i.e., performance mastery, verbal persuasion, and physiological arousal). Previous supervisors could have provided verbal encouragement that would increase self-efficacy, provided diverse clients to improve participants' performance mastery and decrease anxiety around working with diversity. Through further exploration of other forms of social learning the actual effect of vicarious learning could be put into context.

The this study focused on participant differences based on instrument responses and not on demographics, further analyses of demographics could yield valuable information for future research. This lack of focus on demographics precludes the ability to make comments about specific cultural similarities and their effect on multicultural competence and multicultural self-efficacy. For example, hypothesis three indicated that

there is a relationship between perceived cultural similarity to a previous influential supervisor on religious and/or spiritual orientation and skills in working with diversity, how different religious or spiritual orientations effect this aspect of multicultural competence is unknown. Knowledge about specific religious or spiritual orientations could increase the specificity regarding what effect similarity in religious and/or spiritual orientation has on multicultural competence. This limits the ability to draw conclusions on the effect of cultural matching on increasing multicultural competence and multicultural self-efficacy.

Three of the instruments used in the present study were designed explicitly for the study, the MSSBQ, SPCSS, and MSSBQM. Though exploratory factor analysis and reliability analysis for each instrument was conducted and found to be reliable, further analysis on the instruments need to be conducted. In addition, arbitrary midpoints for the SPCSS and MSSBQM were established prior to data collection to allow for the dividing of groups to conduct a MANOVA analysis; given that the data was normally distributed further refinement of what constitutes high and low perceived cultural similarity and perceived demonstration of multicultural supervision could affect the results and validity of the MANOVA analysis.

Another limitation was the potential for self-selection bias. The primary concern about using online data collection is an issue of self-selection bias. Participants with a greater interest in multicultural issues are more likely to participate in a survey about multicultural competence and multicultural self-efficacy. This could lead to higher multicultural competence and multicultural self-efficacy scores than the general

population. A second, more general issue is who completed the survey. As the researcher was not administering the survey packet directly, there is no way to confirm that the participants are supervisors or even counselors. Given the normal distribution of the data, it is not believed to have had a significant effect, but it is worth taking into consideration when considering the generalizability of the results.

Implications

The implications for this study are relevant for supervisors and counselor educators. For supervisors it is important for them to understand the impact they have on their supervisees and subsequently their supervisees' development as supervisors. In addition, it is important for supervisors to understand how they can improve their own practice of supervision to help in the development of future supervisors. For counselor educators the implications of the current study indicate the importance of providing training in multicultural supervision for both their students and for the field of counseling.

Multicultural Self-Efficacy

The current study, through empirical analysis, found multicultural self-efficacy to be an independent construct separate from multicultural competence. This finding confirms Constantine and Ladany's (2000) hypothesis that multicultural self-efficacy is separate from multicultural competence; an individual can have high multicultural self-efficacy and low multicultural competence, and vice versa. Multicultural self-efficacy was also found to be useful in predicting multicultural competence and more specifically skills in working with diversity.

The link between multicultural self-efficacy and the skills in working with diversity may provide an important link between supervisors and counselors who perceive themselves to be multiculturally competent and those who use their multicultural competence in their work supervisees and clients. Being able to assess multicultural self-efficacy may better allow supervisors and counselor educators to predict supervisees' ability to translate academic knowledge into demonstrable practice, which assessments of multicultural competency failed to do on their own (Cartwright et al., 2008).

The relationship between multicultural self-efficacy and multicultural competence is especially relevant for supervisors to consider. In the present study cultural similarity to non-overt characteristics (i.e., religion and/or spirituality, SES, and sexual orientation) were related to multicultural competence. The findings in the fourth research question, that high perceived cultural similarity was related to both increased multicultural competence and multicultural self-efficacy, indicates that it may be the effect of supervisors having discussions about cultural issues and not necessarily the cultural similarity between supervisors and supervisee (Goodyear & Guzzardo, 2000; McRoy et al., 1986).

If the hypothesis that the gains in supervisors' multicultural competence and multicultural self-efficacy are related to previous supervisors modeling discussions about cultural issues is correct, it could explain the relationship between multicultural self-efficacy and skills in working with diversity. Previous researchers indicated that participation in classroom and workshop activities increases the awareness of attitudes

towards diversity and knowledge of other cultures components of multicultural competence, but does not affect the development of skills (D'Andrea et al., 1991; Nelson et al., 2006). The development of the multicultural competence of skills in working with diversity appears to be related to discussions in the supervisory relationship about culture, supporting the idea that the development of multicultural competence and multicultural self-efficacy extends beyond academic learning and is further developed in supervision (Constantine, 2001a). If previous supervisors are not modeling cultural discussions then future supervisors may never receive further exposure on how to approach multicultural issues.

For counselor educators, this indicates that they may need to do a better job of training, educating, and monitoring site supervisors for their students. If site supervisors are not effectively demonstrating their multicultural competence, counselor educators will need to either offer training to help increase multicultural self-efficacy or seek out different supervisors. When training supervisors in counselor educator programs, supervisors of supervision need to be cognizant of their demonstration of multicultural self-efficacy to help develop multicultural competence and multicultural self-efficacy in their supervisees, as well as provide a model for multicultural supervision.

Multicultural Supervision

Previous supervisors' demonstration of skills and behaviors associated with multicultural supervision does affect future supervisors' multicultural competence. Higher levels of demonstration of multicultural supervision by previous supervisors are related to increased multicultural competence in future supervisors. This indicates that

there should be more focus on training counselors in multicultural supervision in academe, and that that supervisors should seek out workshop experiences that will help them develop the skills required to be competent multicultural supervisors.

The current study focused on the full-scale measure multicultural competence and not the individual subscales of awareness, knowledge, and skills in regards to the influence of previous supervisors. With prior analysis indicating that perceived cultural similarity to a previous supervisor was highly related to the skills with working with diversity issues component of multicultural competence, it is possible that the demonstration of multicultural supervision by a previous supervisor was related to the awareness of attitudes towards diversity and knowledge of other cultures. This would help explain the interaction effect between perceived cultural similarity and perceived demonstration of multicultural competence, with each independent variable accounting for a different aspect of multicultural competence in their interaction. This might also clarify why multicultural supervision is not significantly related to multicultural self-efficacy. When supervisors observe a similar supervisor discussing cultural issues, it provided a similar model for them to increase their own self-efficacy. The other aspects of multicultural competence do not require observing a model, they are largely based on the self-exploration, awareness of one's own attitudes towards diversity and knowledge of other cultures, and not the modeling aspects that are part of skill development. In addition, if a supervisor does not have the personal self-efficacy to demonstrate skills for working with diversity, then they may not going to provide a model for their supervisees to develop these skills.

It is difficult to find a way to increase supervision training in CACREP accredited programs, due to the requirement of 60 credit hours of coursework. Counselor educators need to become creative about how to not only teach basic theories of supervision and supervision skills with master's level students, and find ways to incorporate multicultural supervision skills. A potential method for doing this through the use of triadic supervision followed by peer supervision, where the counselor educator can model multicultural supervision, followed by allowing the students to supervise each other with the counselor educator providing feedback on their demonstration of multicultural supervision skills and behaviors. For doctoral level students that task is easier due to dedicated coursework in supervision, counselor educators need to be able and willing to model multicultural supervision in the process of supervising supervision, and encourage their students to model multicultural supervision to their supervisees.

Conclusions

Though further research is needed, given the outcomes presented in the present study there is a need to focus on the vicarious learning aspects that are present in the supervisory relationship and the importance of multicultural supervision in the development of future supervisors. Counselor educators need to work to include more training on multicultural supervision into counselor education programs. Counselors' training is not sufficient to fully prepare counselors to become supervisors (Granello, 2010), which can be compounded by their lack of multicultural competence (Nelson et al., 2006). Including multicultural supervision as a component of counselor education programs would achieve a three-fold goal. First, it provides a basic exposure to the

different theories and approaches to supervision, providing counselors a standardized foundation upon which to model their practice of supervision, which would move away from differing models of supervisors (Ladany et al., 1999b). Second, by discussing what comprises multicultural supervision it can help develop overall multicultural competence (Pope-Davis et al., 1995). Third, through role-plays and modeling counselors can learn how to build relationships with diverse supervisees (LaFromboise & Foster, 1992; Ottavi et al., 1994), which can help with the development of multicultural self-efficacy (Gatmon et al., 2001).

For practicing supervisors, these results indicate the importance of the development of the cultural self and the need for ongoing training in multicultural competence and multicultural supervision. Though perceived similarity to race was not significantly related to multicultural competence in the present study, it may offer a relevant analogue to other cultural similarities that were found to be significant. Supervisors' racial identity has been linked in previous research to supervisees' development of their cultural self (Ladany et al., 1997; Neville et al., 1996). It may be that supervisors' development of cultural identity in other realms may be important in increasing supervisors' comfort with addressing cultural issues and helping supervisees develop their own sense of cultural self (Hird et al., 2001). Finally, it is important for supervisors to seek out continuing training and supervision experiences. Continuing training in multicultural issues has an additive effect, so if supervisors want to demonstrate a commitment to multicultural issues they need to seek additional training and view multicultural competence as an ongoing process (Constantine, 2001b). Also,

given the results of this study, experiences in supervision do affect the development of multicultural competence and multicultural self-efficacy, it is therefore reasonable to assume that even practicing supervisors could benefit from continuing supervision experiences (Bhat & Davis, 2007).

Areas for Future Research

The results of this study forms a foundation for several future areas of research that could continue to clarify the role of vicarious learning and multicultural supervision in the development of future supervisors. Future research should concentrate on the four major foci of this study: Multicultural competence, multicultural self-efficacy, the role of social learning in training future supervisors, and multicultural supervision. All four areas were addressed in the current research study, but there are several ways that future research could extend the understanding of the results presented here.

Multicultural Competence and Multicultural Self-Efficacy

The current study focused on vicarious learning aspects of supervision that affect multicultural competence and multicultural self-efficacy, but was constrained in how vicarious learning was assessed. Future research should examine what in particular that previous supervisors did that affected vicarious learning, for example, did they model specific skills, demonstrate role-plays, etc. The potential effect of other aspects of social learning is also worth examining. Qualitative methodology could be used to explore what practicing supervisors believe their previous supervisors did that was beneficial to increasing their multicultural competence and multicultural self-efficacy. It is possible that previous supervisors exposing supervisees to diverse clients lowered their

physiological arousal when working with diverse clients increasing their feelings of comfort and performance mastery, or a previous supervisor could have provided encouragement to supervisees to use their awareness of their attitudes towards diversity and knowledge of other cultures to translate their competence into practice. A further qualitative exploration of other social learning components could be helpful in better understanding the mechanisms of social learning that influence the supervision process.

The means by which participants learned about how they were culturally similar to previous influential supervisors was not explored in the present study. Perceived similarity was related to multicultural competence and multicultural self-efficacy, due to the constrained choice nature of the study participants were not able to articulate if it was simply that since their cultural supervisor was similar to them it increased vicarious learning, or if it was the fact that the supervisor talked to the participant about their cultural similarity that influenced their development of multicultural competence, multicultural self-efficacy, and their own practice of multicultural supervision. Future research should explore the relationship between cultural similarity and the actual discussion of cultural relatedness or dissimilarity.

Future research should focus on the real world relevance of these results. One of the reasons for exploring multicultural self-efficacy was the failure of self-perceived multicultural competence to predict the actual use of skills associated with working with diversity (Cartwright et al., 2003). Using either *in vivo* observation or examination of tapes of individuals practicing counseling should be assessed by observers for demonstration of the use of skills working with diversity and compared to counselors

own self-ratings of multicultural competence and multicultural self-efficacy. This would allow for the assessment of whether multicultural self-efficacy adds to the understanding of moving multicultural competence from a theoretical understanding into actual practice.

Multicultural Supervision

Contrasted with vicarious learning, which focused on a single aspect of social learning, the evaluation of multicultural supervision was on all the skills and behaviors associated with multicultural supervision. Future research should examine in greater depth what specific skills and behaviors are associated with the development of multicultural competence. In addition, as was done with perceived cultural similarity to a previous supervisor, what aspects of multicultural competence (i.e., awareness of attitudes towards diversity, knowledge of other cultures, and skills in working with diversity) are affected by multicultural supervision? By exploring specific aspects of multicultural supervision and how they relate to multicultural competence, training in multicultural supervision can be improved.

The relationship between participants and their previous supervisors was not examined. Prior research has indicated that the supervisory alliance affects role conflict and role ambiguity, which can impede learning in the supervision environment (Goodyear & Guzzardo, 2000). If supervisors are demonstrating multicultural supervision, it should lead to decreases in power differentials (McRoy et al., 1986; Nelson et al., 2006) and microaggressions (Constantine & Sue, 2007; Murphy-Shigematsu, 2010) in the supervisory relationship. The effect of multicultural

supervision on the supervision relationship and supervisors ability to decrease power dynamics and microaggressions in the supervision relationship should be examined.

Instrumentation

The final area that future research could focus on is further development and refinement of the instruments used in the present study. A modified version of the CSES-A was used so that it could assess supervisors' multicultural self-efficacy. The cultural self-efficacy in processing information about other cultures accounted for most of the significance in the analysis conducted. Future research should focus on refining and revising this subscale as it relates to multicultural self-efficacy for supervisors and counselors. The SPCSS, MSSBQ, and MSSBQM were based in literature, but designed and first used in the current study. The instruments demonstrated good internal consistency, but future research could examine other forms of reliability and validity of the instruments. One of the areas of instrument revision that future research should focus on is establishing a true population midpoint. The midpoint used in the current study was arbitrarily established prior to analysis to allow for MANOVA analysis. Despite the limitations of the instruments, given the results of the current study it would be worth furthering investigation of them as they relate to assessing development of multicultural competence and multicultural self-efficacy.

Summary

The results of the research provide insight into the relationships between multicultural competence and multicultural self-efficacy, and the effect that cultural similarity to and the demonstration of multicultural supervision by a previous supervisor

on practicing supervisors' multicultural competence, multicultural self-efficacy, and multicultural supervision. The implications from the study indicate the importance of supervisors developing their multicultural competence and their multicultural self-efficacy due to the potential of their modeling of these behaviors for their supervisees to effect their future development as supervisors. Counselor educators need to increase students' exposure to multicultural supervision and provide them supervisors who are multiculturally competent, possess multicultural self-efficacy, and model multicultural supervision. Future research should continue to explore ways to influence the development of multicultural self-efficacy, the real world implications of multicultural self-efficacy (i.e., does it predict the transfer of multicultural competence into demonstrated practice), continue to determine what skills and behaviors are most effective in providing multicultural supervision, and advancing the development of the instrumentation used to measure multicultural self-efficacy and multicultural supervision.

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APPENDIX A. DEMOGRAPHIC FORM

Following the demographic section, you will find a list of statements and/or questions related to a variety of issues related to the field of multicultural counseling. Please read each statement/question carefully. From the available choices select the one that best fits your reaction to each statement/question. Thank you for your participation.

1. Gender: _____ MALE _____ FEMALE

2. Age _____

3. Race:

- ☐ Caucasian
- ☐ African or African American
- ☐ Asian or Asian American
- ☐ Latino/Hispanic or Latino American
- ☐ European
- ☐ Bi-Racial
- ☐ Other: _____

4. State of residence: _____

5. Highest educational degree earned: _____

In the specialty area of (check one) _____ College Student Personnel
_____ Counseling
_____ Community Counseling
_____ Counselor Education
_____ Counseling Psychology
_____ Rehabilitation Counseling
_____ School Counseling
_____ School Psychology
Other: _____

6. Are you currently enrolled in a course on multicultural counseling?

_____ YES _____ NO

7. Number of completed courses on multicultural counseling: _____

8. Number of completed workshops on multicultural counseling: _____

9. Years of experience working with clients who were racially/ethnically different from you: _____
10. Current occupation (if not a full-time student) _____
11. Years of experience as a counseling supervisor: _____
12. Are you currently enrolled in a course on counseling supervision?
____ YES ____ NO
13. Number of completed courses on counseling supervision: _____
14. Number of completed workshops on counseling supervision: _____

APPENDIX B. MULTICULTURAL AWARENESS, KNOWLEDGE, AND SKILLS SURVEY-COUNSELOR EDITION-REVISED

Following are a list of statements and/or questions related to a variety of issues related to the field of multicultural counseling. Please read each statement/question carefully. From the available choices, circle the one that best fits your reaction to each statement/question. Thank you for your participation.

1. Promoting a client's sense of psychological independence is usually a safe goal to strive for in most counseling situations.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

2. Even in multicultural counseling situations, basic implicit concepts such as "fairness" and "health", are not difficult to understand.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

3. How would you react to the following statement? In general, counseling services should be directed toward assisting clients to adjust to stressful environmental situations.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

4. While a person's natural support system (i.e., family, friends, etc.) plays an important role during a period of personal crisis, formal counseling services tend to result in more constructive outcomes.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

5. The human service professions, especially counseling and clinical psychology, have failed to meet the mental health needs of ethnic minorities.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

6. The effectiveness and legitimacy of the counseling profession would be enhanced if counselors consciously supported universal definitions of normality.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

7. Racial and ethnic persons are under-represented in clinical and counseling psychology.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

8. In counseling, clients from different ethnic/cultural backgrounds should be given the same treatment that White mainstream clients receive.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

9. The criteria of self-awareness, self-fulfillment, and self-discovery are important measures in most counseling sessions.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

10. The difficulty with the concept of "integration" is its implicit bias in favor of the dominant culture.

<i>Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4

At the present time, how would you rate your understanding of the following terms:

11. "Ethnicity"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

12. "Culture"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

13. "Multicultural"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

14. "Prejudice"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

15. "Racism"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

16. "Transcultural"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

17. "Pluralism"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

18. "Mainstreaming"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

19. "Cultural Encapsulation"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

20. "Contact Hypothesis"

<i>Very Limited</i>	<i>Limited</i>	<i>Good</i>	<i>Very Good</i>
1	2	3	4

21. At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

22. At this time in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

23. How well do you think you could distinguish "intentional" from "accidental" communication signals in a multicultural counseling situation?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

24. How would you rate your ability to effectively consult with another mental health professional concerning the mental health needs of a client whose cultural background is significantly different from your own?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

25. How well would you rate your ability to accurately assess the mental health needs of lesbian women?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

26. How well would you rate your ability to accurately assess the mental health needs of older adults?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

27. How well would you rate your ability to accurately assess the mental health needs of gay men?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

28. How well would you rate your ability to accurately assess the mental health needs of persons who come from very poor socioeconomic backgrounds?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

29. How would you rate your ability to identify the strengths and weaknesses of psychological tests in terms of their use with persons from different cultural/racial/ethnic backgrounds?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

30. How would you rate your ability to accurately assess the mental health needs of men?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

31. How well would you rate your ability to accurately assess the mental health needs of individuals with disabilities?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

32. How would you rate your ability to effectively secure information and resources to better serve culturally different clients?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

33. How would you rate your ability to accurately assess the mental health needs of women?

<i>Very Limited</i>	<i>Limited</i>	<i>Fairly Aware</i>	<i>Very Aware</i>
1	2	3	4

APPENDIX C. CULTURAL SELF-EFFICACY SCALE FOR ADOLESCENTS

CSES-A

Please read each statement/question carefully. From the available choices, circle the one that best fits your experience as a supervisor. Thank you for your participation.

Working with supervisees from a different culture I can...

1. Realize what I know about that culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

2. Use information I have on that culture to understand supervisees from that culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

3. Understand what I am being told by my supervisees

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

4. Make myself understood when speaking my supervisees from different cultures

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

5. Maintain a conversation when supervisees are from a different culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

When working with supervisees from a different culture I am able to...

6. Develop repertoire with supervisees

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

7. Ask information on terms related to supervisees' culture

Cannot do at all

Moderately certain can do

Certain can do

1 2 3 4 5

8. Join with supervisees from a different culture from mine

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

9. Enjoy social activities of supervisees' culture

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

10. Take part in social activities of supervisees' culture

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

11. Create topics of conversation with supervisees' from a different culture

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

12. Work with male supervisees from different cultures

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

13. Work with female supervisees from different cultures

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

Approaching supervisees from a different culture I can...

14. Understand the supervisees religious beliefs

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

15. Understand another type of family different from mine

Cannot do at all

1

Moderately certain can do

2

3

4

Certain can do

5

16. Understand how individuals relate in a different culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

17. Understand how couples relate in a different culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

18. Understand the art of a different culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

19. Understand the music of a different culture

Cannot do at all

1

2

Moderately certain can do

3

4

Certain can do

5

APPENDIX D. SUPERVISOR PERCEIVED CULTURAL SIMILARITY SURVEY

SPCSS

Please read each statement/question carefully. From the available choices thinking about your most influential supervisor (i.e., the supervisor who you believes had the most impact on your development), circle the one best describes how similar you view this person to yourself. Thank you for your participation.

1. My supervisor's similarity to me in age

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

2. My supervisor's similarity to me in ability

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

3. My supervisor's similarity to me in religion and/or spiritual orientation

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

4. My supervisor's similarity to me in race/ethnicity

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

5. My supervisor's similarity to me in socioeconomic status

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

6. My supervisor's similarity to me in sexual orientation

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

7. My supervisor's similarity to me in indigenous heritage

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

8. My supervisor's similarity to me in national origin

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

9. My supervisor's similarity to me in gender

<i>Unknown/Not Addressed</i>	<i>Not at All Similar</i>	<i>Somewhat Similar</i>	<i>Similar Very</i>	<i>Similar</i>
0	1	2	3	4

APPENDIX E. MULTICULTURAL SUPERVISION SKILLS AND BEHAVIORS QUESTIONNAIRE

MSSBQ

Please read each statement/question carefully. From the available choices, circle the one best describes how often you believe that you demonstrate each skill or behavior in supervision. Thank you for your participation.

1. I provide supervisees with unconditional positive regard

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

2. I demonstrate empathy to supervisees

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

3. I demonstrate congruence with supervisees

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

4. I foster safety in the supervisory relationship

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

5. I foster respect in the supervisory relationship

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

6. I provide multicultural challenges appropriate to supervisees' multicultural development

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

7. I provide minority clients for supervisees to work with

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
-----------------------	---------------------	-------------------	------------------------

16. I teach supervisees about multicultural issues

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

17. I coach supervisees in the use and demonstration of multicultural awareness

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

18. I coach supervisees in the use and demonstration of multicultural knowledge

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

19. I coach supervisees in the use and demonstration of multicultural skills

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

20. I model processing of my own cultural struggles

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

21. I model taking risks in supervision in regards to discussing my cultural self

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

22. I model being open to ambiguities that arise from cultural discussions in supervision

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

23. I provide clear and accurate feedback regarding a supervisees' multicultural awareness, knowledge, and skills

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

24. I recognize limits of my multicultural competence

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
-----------------------	---------------------	-------------------	------------------------

1

2

3

4

25. I model seeking out consultation with members of different cultural communities

Not Frequently

1

Infrequently

2

Frequently

3

Very Frequently

4

26. I provide clarity regarding strengths and limits of my own cultural competence

Not Frequently

1

Infrequently

2

Frequently

3

Very Frequently

4

APPENDIX F. MULTICULTURAL SUPERVISION SKILLS AND BEHAVIORS QUESTIONNAIRE MODIFIED

MSSBQM

Please read each statement/question carefully. From the available choices thinking about your most influential supervisor (i.e., the supervisor who you believes had the most impact on your development), circle the one best describes how often you believe that this supervisor demonstrated each skill or behavior in supervision. Thank you for your participation.

1. Provided me with unconditional positive regard

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

2. Demonstrated empathy to me

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

3. Demonstrated congruence with me

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

4. Fostered safety in the supervisory relationship

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

5. Fostered respect in the supervisory relationship

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

6. Provided multicultural challenges appropriate to my multicultural development

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

7. Provided minority clients for me to work with

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
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16. Taught me about multicultural issues

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

17. Coached me in the use and demonstration of multicultural awareness

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

18. Coached me in the use and demonstration of multicultural knowledge

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

19. Coached me in the use and demonstration of multicultural skills

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

20. Modeled processing of their own cultural struggles

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

21. Modeled taking risks in supervision in regards to discussing their cultural self

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

22. Modeled being open to ambiguities that arise from cultural discussions in supervision

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

23. Provided clear and accurate feedback regarding my multicultural awareness, knowledge, and skills

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

24. Recognized limits of their multicultural competence

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

25. Modeled seeking out consultation with members of different cultural communities

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

26. Provided clarity regarding strengths and limits of their own cultural competence

<i>Not Frequently</i>	<i>Infrequently</i>	<i>Frequently</i>	<i>Very Frequently</i>
1	2	3	4

APPENDIX G. RECRUITMENT EMAIL FOR CACREP DEPARTMENT CHAIRS

Dear CACREP Program Director,

My name is Tom Sherman and I am a doctoral candidate in Counseling Education at the University of Virginia. I am asking if you can distribute this email and link to students and faculty supervisors who are currently providing supervision so that they can participate in a study I am conducting for my dissertation. The study focuses on the relationship between skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Additionally it seeks to examine the affect of supervisors' perception of cultural similarity to previous supervisors and previous supervisors demonstration of skills and behaviors associated with multicultural supervision in relation to their own practice of multicultural supervision, multicultural competence, and multicultural self-efficacy. Participation in this study will contribute to the literature on supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. The online survey will take approximately 15-25 minutes of your time. In addition, participants will have the opportunity to submit your e-mail address for a raffle to win one of four \$25 gift cards to Amazon.com. Participants' identity will be kept anonymous. For those who wish to participate in the raffle your e-mail addresses will be kept confidential by the investigator, will not be linked to your survey, and all the e-mail addresses will be destroyed after the raffle takes place.

Please click on the following link (<http://www.questionpro.com/>) to access the survey.

Sincerely,

Thomas J. Sherman, M.Ed., LPC, NCC
Doctoral Candidate
Counselor Education
Curry School of Education
University of Virginia
Tjs9n@virginia.edu

APPENDIX H. RECRUITMENT DIALOGUE FOR CACREP DEPARTMENT CHAIRS

Thank you for your time. I would like to request your assistance in distributing a survey on the relationship between skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. The survey is part of my research in partial fulfillment of my Ph.D. in counselor education. I am seeking participants who are current supervisors, either doctoral students or faculty members, to fill out a survey that will take approximately 15-25 minutes to complete. Participation in this study will contribute to the literature on supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Participants will have the opportunity to provide their e-mail address to enter a raffle to win one of four \$25 gift cards to Amazon.com. Participants' identity will be kept anonymous. Participants' emails who wish to participate will be kept confidential by the investigator, will not be linked to your survey, and all the e-mail addresses will be destroyed after the raffle takes place. Your willingness to assist in the distribution of these surveys is important in understanding how supervisors develop multicultural supervision skills, multicultural competence, and multicultural self-efficacy. Please let me know if you have any questions in the future.

APPENDIX I. RECRUITMENT EMAIL FOR DIRECTORS OF COMMUNITY
COUNSELING PROGRAMS

Dear Program Director,

My name is Tom Sherman and I am a doctoral candidate in Counseling Education at the University of Virginia. I am asking if you can distribute this email and link to supervisors on your staff who are currently providing supervision so that they can participate in a study I am conducting for my dissertation. The study focuses on the relationship between skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Additionally it seeks to examine the affect of supervisors' perception of cultural similarity to previous supervisors and previous supervisors demonstration of skills and behaviors associated with multicultural supervision in relation to their own practice of multicultural supervision, multicultural competence, and multicultural self-efficacy. Participation in this study will contribute to the literature on supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. The online survey will take approximately 15-25 minutes of your time. In addition, participants will have the opportunity to submit your e-mail address for a raffle to win one of four \$25 gift cards to Amazon.com. Participants' identity will be kept anonymous. For those who wish to participate in the raffle your e-mail addresses will be kept confidential by the investigator, will not be linked to your survey, and all the e-mail addresses will be destroyed after the raffle takes place.

Please click on the following link (<http://www.questionpro.com/>) to access the survey.

Sincerely,

Thomas J. Sherman, M.Ed., LPC, NCC
Doctoral Candidate
Counselor Education
Curry School of Education
University of Virginia
Tjs9n@virginia.edu

APPENDIX J. RECRUITMENT EMAIL FOR COUNSELING LIST-SERV

Supervisors,

My name is Tom Sherman and I am a doctoral candidate in Counseling Education at the University of Virginia. I am asking supervisors who are currently providing supervision to participate in a study I am conducting for my dissertation. The study focuses on the relationship between multicultural competence and multicultural self-efficacy, and the effect of supervisors' perception of cultural similarity to and the multicultural competence of previous supervisors and its effect on multicultural competence. Participation in this study will contribute to the literature on multicultural competence, multicultural self-efficacy, and the effect of previous supervisors on current supervisors. The online survey will take approximately 15-25 minutes of your time. In addition, you will have the opportunity to submit your e-mail address for a raffle where you can possibly win one of four \$25 gift cards to Amazon.com. If you participate in the study, your identity will be kept anonymous. For those who wish to participate in the raffle your e-mail addresses will be kept confidential by the investigator, will not be linked to your survey, and all the e-mail addresses will be destroyed after the raffle takes place.

Please click on the following link (<http://www.questionpro.com/>) to access the survey.

Sincerely,

Thomas J. Sherman, M.Ed., LPC, NCC
Doctoral Candidate
Counselor Education
Curry School of Education
University of Virginia
Tjs9n@virginia.edu

APPENDIX K. FOLLOW-UP REQUEST FOR PARTICIPATION FOR COUNSELING
LIST-SERV

Dear Colleagues,

My name is Tom Sherman and I am a doctoral candidate in Counseling Education at the University of Virginia. I am asking supervisors who are currently providing supervision to participate in a study I am conducting for my dissertation. This is a follow-up request that if you have not completed my online survey at www.questionpro.com to please take the time to complete it. For your participation you can enter a raffle to win one of four \$25 gift cards to Amazon.com.

I appreciate your participation in advance.

Sincerely,

Thomas J. Sherman, M.Ed., LPC, NCC
Doctoral Candidate
Counselor Education
Curry School of Education
University of Virginia
Tjs9n@virginia.edu

APPENDIX L. INFORMED CONSENT

Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of the study is to examine the relationship between skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Additionally, the purpose of this study is to explore how supervisors' previous supervisors impact their own practice of supervision. The data will help advance the study of supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy.

What you will do in the study: Participants will be instructed to read the informed consent and confidentiality material. After reading the informed consent and confidentiality information, participants will have the option to choose to participate in the survey by clicking the "Submit" button. The participants will then be directed to a webpage displaying the data collection instruments. Once participants complete the survey the participants will be directed to press another "Submit" button, which will complete the instrumentation part of the study. Participants will then be presented with a request to read the debriefing statement and determine whether to submit their email address to participate in the raffle. Finally, they will be asked to respond "yes" or "no" to a question asking if they wanted to receive the results of the study, and another "yes" or "no" question asking if they wished for the researcher to follow up with them in regards to their reactions to the survey. Follow ups will include checking with the participant to see how she/he is doing after having completed the survey and responding to any questions that may have arisen from the completion of the study. The research will answer any question that the participant may have had and provide them with resources to learn more about multicultural competence, multicultural supervision, and/or multicultural self-efficacy.

Time required: The study will require about 15 to 20 minutes of your time.

Risks: Participants could potentially experience psychological distress (i.e. anxiety, feelings of sadness) as a result of the study. The instruments being used could potentially result in participants feel uncomfortable. In addition, the study could result in participants experiencing some type of distress by reflecting on the content of the instruments. The investigator will provide a written debriefing statement, provided once you finish the surveys, for participants in which participants will be encouraged to contact their college or university counseling center if they experience distress as a result of the study. In addition, I will offer my e-mail address to participants to contact me if they need help finding someone to talk to about their feelings of distress. If this occurs, I will inform to participants to keep their identity unknown from me.

Benefits: There are no direct benefits to you for participating in this research study. The study may help us understand the relationship between multicultural competence and self-efficacy, and the effect of previous supervisors on current supervisors.

Confidentiality: The data collected from the surveys you filled out will not have any identifiers for which your name can be extracted. The information that you give in the study will be anonymous. Your name will not be collected or linked to the data. Because of the nature of the data, it will not be possible to deduce your identity. Individuals who choose to enter their e-mail addresses for the raffle will have their e-mail addresses kept confidential by the investigator.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: Once the survey is submitted participants will not be able to withdraw from the study because the survey is anonymous.

Payment: You will have the opportunity to enter your e-mail address only in a raffle to win a gift card online to Amazon.com. Four \$25 gift cards will be raffled off to participants who e-mail the investigator requesting to enter their e-mail addresses into the raffle. The winners of the raffle will be e-mailed a \$25 gift card. The odds of winning a gift card are roughly 1 out of 38 participants.

If you have questions about the study, contact:

Thomas Sherman, M.Ed., LPC, NCC
Curry School of Education
University of Virginia, Charlottesville, VA 22903.
E-mail address: tjs9n@virginia.edu

Faculty Advisors:

Derick Williams, Ph.D.
Curry School of Education
Sandra Lopez-Baez, Ph.D.
Curry School of Education
University of Virginia, Charlottesville, VA 22903.
Telephone: (434) 924-4928

APPENDIX M. DEBRIEFING STATEMENT

Debriefing Form: The Relationship Between Multicultural Supervision, Multicultural Competence, and Multicultural Self-Efficacy and the Affect of Previous Supervisors on The Development of Multicultural Supervision, Multicultural Competence, and Multicultural Self-Efficacy

Thank you for agreeing to participate in this study. This study is being conducted to examine if there is a relationship between supervisors' demonstration of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy. Additionally, the study is being conducted to examine how supervisors' previous supervisors impact their own practice of supervision. The data will also help to advance the study of how supervisors' develop skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy.

The researcher does not know how you scored on either of the instruments for which you filled out. In this study, you were asked to answer questions pertaining to multicultural competence, multicultural self-efficacy, and your perceptions of your prior supervisor. The results from this study will contribute to existing research on what contributes to supervisors' development of skills and behaviors associated with multicultural supervision, multicultural competence, and multicultural self-efficacy and how previous supervisors may impact this development.

If you feel especially concerned about any feelings of distress (e.g. feeling sad, increased anxiety, feelings of frustration), please feel free to e-mail Thomas Sherman tjs9n@virginia.edu about options for counseling. Alternatively, you could also phone the UVA Counseling and Psychological Services (434-243-5556) or the Mary D. Ainsworth Psychological Clinic in the psychology department (434-982-4737) where someone can help you find services close to where you are.

Thank you for your participation in this study. If you have further questions about the study, please contact Thomas Sherman tjs9n@virginia.edu. In addition, if you have any concerns about your role as a participant in a research study, you may contact Tonya Moon, Ph.D., Chair, Institutional Review Board for the Social and Behavioral Sciences, One Morton Drive, Suite 500, University of Virginia, P.O. Box 800392, Charlottesville, VA 22908-0392. Telephone: (434) 924-5999.

APPENDIX N. INSTRUMENT ITEM DESCRIPTIVES BY GENDER

Gender	Instrument	N	Mean	SD
Male	MAKSS	31	115.05	8.32
	CSESA	31	62.20	6.10
	MSSBQ	31	73.31	7.82
Female	MAKSS	110	115.01	10.86
	CSESA	110	61.94	6.86
	MSSBQ	110	76.95	10.49

Note. MAKSS = Multicultural Awareness, Knowledge, and Skills-Counselor Edition-Revised; CSESA = Cultural Self-Efficacy Scale-Adolescent; MSSBQ = Multicultural Supervision Skills and Behaviors Questionnaire

APPENDIX O. INSTRUMENT ITEM DESCRIPTIVES BY RACE/ETHNICITY

Race/Ethnicity	Instrument	N	Mean	SD
African or African-American	MAKSS	11	116.44	10.75
	CSESA	11	61.55	8.47
	MSSBQ	11	81.94	10.80
Caucasian	MAKSS	109	115.18	10.34
	CSESA	109	62.59	6.63
	MSSBQ	109	75.19	9.63
Asian or Asian American	MAKSS	3	122	14.80
	CSESA	3	53.33	2.87
	MSSBQ	3	79.33	20.31
Latino/Hispanic	MAKSS	6	117	8.41
	CSESA	6	57.83	3.87
	MSSBQ	6	79.68	12.50
European	MAKSS	6	109.83	9.30
	CSESA	6	61.68	6.53
	MSSBQ	6	77.17	10.94
Bi-Racial	MAKSS	3	109.50	13.47
	CSESA	3	58.00	4.58
	MSSBQ	3	77.56	7.85
Other	MAKSS	3	109.03	6.10
	CSESA	3	61.67	7.64
	MSSBQ	3	76.17	4.90

Note. MAKSS = Multicultural Awareness, Knowledge, and Skills-Counselor Edition-Revised; CSESA = Cultural Self-Efficacy Scale-Adolescent; MSSBQ = Multicultural Supervision Skills and Behaviors Questionnaire

APPENDIX P. INSTRUMENT ITEM DESCRIPTIVES BY SELECTED
PROFESSIONS

Profession	Instrument	N	Mean	SD
Community Counseling	MAKSS	23	113.71	11.49
	CSESA	23	60.96	5.49
	MSSBQ	23	76.66	12.38
Counselor Education	MAKSS	40	116.48	10.30
	CSESA	40	62.07	7.53
	MSSBQ	40	79.04	9.11
Counseling Psychology	MAKSS	20	121.69	10.04
	CSESA	20	63.03	6.47
	MSSBQ	20	73.4	8.10
School Counseling	MAKSS	27	110.69	10.04
	CSESA	27	63.03	6.47
	MSSBQ	27	73.4	8.10

Note. MAKSS = Multicultural Awareness, Knowledge, and Skills-Counselor Edition-Revised; CSESA = Cultural Self-Efficacy Scale-Adolescent; MSSBQ = Multicultural Supervision Skills and Behaviors Questionnaire

APPENDIX Q. INSTRUMENT ITEM DESRIPTIVES BY EDUCATION

Degree	Instrument	N	Mean	SD
Master's	MAKSS	82	113.13	10.49
	CSESA	82	63.28	7.08
	MSSBQ	82	73.49	10.20
Doctoral	MAKSS	57	117.99	9.49
	CSESA	57	60.12	5.68
	MSSBQ	57	80.19	8.57

Note. MAKSS = Multicultural Awareness, Knowledge, and Skills-Counselor Edition-Revised; CSESA = Cultural Self-Efficacy Scale-Adolescent; MSSBQ = Multicultural Supervision Skills and Behaviors Questionnaire.

APPENDIX R. ITEM DESCRIPTIVE STATISTICS FOR THE MAKSS-CE-R

Item	N	Minimum	Maximum	Mean	SD
AR1	138	1	3	2.02	0.633
AR2	141	1	4	2.63	0.769
AR3	138	1	4	2.26	0.697
AR4	141	1	4	2.72	0.656
AR5	141	1	4	2.84	0.651
AR6	140	1	4	3.12	0.869
AR7	139	2	4	3.33	0.618
AR8	141	1	4	2.79	0.924
AR9	140	1	4	2.06	0.691
AR10	141	2	4	3.1	0.589
KR11	141	2	4	3.38	0.594
KR12	140	2	4	3.54	0.555
KR13	140	2	4	3.51	0.556
KR14	139	2	4	3.57	0.552
KR15	141	2	4	3.54	0.58
KR16	141	1	4	2.77	0.84
KR17	141	1	4	2.75	0.821
KR18	140	1	4	3.21	0.728
KR19	141	1	4	2.61	1.054
KR20	138	1	4	2.02	0.97
KR21	135	2	4	3.22	0.582
KR22	141	2	4	3.5	0.529
KR23	141	1	4	2.93	0.628
SR24	141	2	4	3.48	0.542
SR25	141	1	4	3.11	0.811
SR26	141	1	4	3.06	0.758
SR27	141	1	4	3.04	0.773
SR28	140	2	4	3.42	0.576
SR29	140	1	4	2.79	0.894
SR30	139	1	4	3.15	0.658
SR31	138	2	4	3.11	0.732
SR32	139	2	4	3.35	0.588
SR33	141	2	4	3.6	0.533

Note. AR = Awareness Revised, KR = Knowledge Revised, SR = Skill Revised

APPENDIX S. ITEM DESCRIPTIVE STATISTICS FOR CSES-A

Item	N	Minimum	Maximum	Mean	SD
CSESP1	141	2	5	4.2	0.739
CSESP2	141	2	5	4.07	0.781
CSESP3	141	2	5	4.13	0.719
CSESP4	140	2	5	4.06	0.702
CSESP5	141	3	5	4.41	0.622
CSESM1	137	3	5	4.41	0.643
CSESM2	138	3	5	4.36	0.671
CSESM3	139	3	5	4.43	0.638
CSESM4	139	2	5	4.39	0.717
CSESM5	140	2	5	4.2	0.788
CSESM6	140	3	5	4.45	0.604
CSESM7	138	2	5	4.36	0.702
CSESM8	140	3	5	4.53	0.581
CSESU1	139	2	5	4.14	0.827
CSESU2	140	3	5	4.4	0.666
CSESU3	140	2	5	4.21	0.725
CSESU4	140	1	5	4.09	0.83
CSESU5	140	1	5	3.89	0.927
CSESU6	139	2	5	4.02	0.803

Note. CSESP = Cultural Self-Efficacy Processing, CSESM = Cultural Self-Efficacy Mixing, CSESU = Cultural Self-Efficacy Understanding

APPENDIX T. ITEM DESCRIPTIVE STATISTICS FOR SPCSS

Item	N	Minimum	Maximum	Mean	SD
SPCSS1	141	2	5	2.82	0.915
SPCSS2	140	1	5	3.33	1.035
SPCSS3	141	1	5	2.7	1.108
SPCSS4	141	2	5	3.63	1.267
SPCSS5	140	1	5	3.24	1.015
SPCSS6	141	1	5	3.6	1.419
SPCSS7	140	1	5	2.85	1.303
SPCSS8	141	1	5	3.82	1.294
SPCSS9	141	2	4	3.61	1.453

Note. SPCSS1 = Perceived similarity in age, SPCSS2 = Perceived similarity in physical/mental ability, SPCSS3 = Perceived similarity in religious and/or spiritual orientation, SPCSS4 = Perceived similarity in ethnic/racial identity, SPCSS5 = Perceived similarity in Socioeconomic status, SPCSS6= Perceived similarity in sexual orientation, SPCSS7 = Perceived similarity in indigenous heritage, SPCSS8 = Perceived similarity in national origin, SPCSS9 = Perceived similarity in gender

APPENDIX U. ITEM DESCRIPTIVE STATISTICS FOR MSSBQ

Item	N	Minimum	Maximum	Mean	SD
MSSBQ1	141	2	4	3.56	0.526
MSSBQ2	141	3	4	3.68	0.468
MSSBQ3	139	2	4	3.53	0.515
MSSBQ4	141	3	4	3.73	0.445
MSSBQ5	140	3	4	3.81	0.396
MSSBQ6	141	2	4	3.16	0.605
MSSBQ7	135	1	4	2.71	0.953
MSSBQ8	140	1	4	2.91	0.809
MSSBQ9	141	1	4	3.13	0.739
MSSBQ10	138	1	4	3.18	0.727
MSSBQ11	139	1	4	3.12	0.703
MSSBQ12	140	1	4	2.81	0.719
MSSBQ13	141	2	4	3.18	0.525
MSSBQ14	137	1	4	3.04	0.817
MSSBQ15	141	1	4	3.17	0.676
MSSBQ16	141	1	4	3.04	0.823
MSSBQ17	138	1	4	2.99	0.754
MSSBQ18	140	1	4	2.98	0.734
MSSBQ19	141	1	4	2.87	0.745
MSSBQ20	140	1	4	2.96	0.748
MSSBQ21	140	1	4	2.95	0.808
MSSBQ22	140	1	4	3.21	0.684
MSSBQ23	139	2	4	2.95	0.663
MSSBQ24	141	2	4	3.39	0.558
MSSBQ25	141	1	4	3.04	0.788
MSSBQ26	140	2	4	3.15	0.562

APPENDIX V. ITEM DESCRIPTIVE STATISTICS FOR MSSBQM

Item	N	Minimum	Maximum	Mean	SD
MSSBQM1	141	2	4	3.53	0.542
MSSBQM2	141	2	4	3.55	0.579
MSSBQM3	140	2	4	3.46	0.542
MSSBQM4	141	2	4	3.52	0.593
MSSBQM5	141	2	4	3.63	0.527
MSSBQM6	140	1	4	2.74	0.94
MSSBQM7	137	1	4	2.78	0.983
MSSBQM8	139	1	4	2.27	0.841
MSSBQM9	141	1	4	2.82	0.867
MSSBQM10	140	1	4	2.74	0.934
MSSBQM11	140	1	4	2.69	0.938
MSSBQM12	140	1	4	2.53	0.955
MSSBQM13	141	1	4	2.97	0.91
MSSBQM14	141	1	4	2.29	0.982
MSSBQM15	141	1	4	2.27	0.963
MSSBQM16	141	1	4	2.57	0.95
MSSBQM17	137	1	4	2.49	0.963
MSSBQM18	139	1	4	2.55	0.98
MSSBQM19	141	1	4	2.47	0.968
MSSBQM20	141	1	4	2.69	0.942
MSSBQM21	140	1	4	2.65	0.989
MSSBQM22	140	1	4	2.86	0.964
MSSBQM23	141	1	4	2.63	0.989
MSSBQM24	139	1	4	2.63	0.854
MSSBQM25	140	1	4	2.69	1.053
MSSBQM26	141	1	4	2.7	0.978

APPENDIX W. ITEM DESCRIPTIVE STATISTICS FOR MAKSS-CE-R POST-
IMPUTATION

Item	N	Pre- Imputation		N	Post- Imputation	
		Mean	SD		Mean	SD
AR1	138	2.02	0.633	141	2.01	0.67
AR2	141	2.63	0.769	141	2.63	0.769
AR3	138	2.26	0.697	141	2.24	0.721
AR4	141	2.72	0.656	141	2.72	0.656
AR5	141	2.84	0.651	141	2.84	0.651
AR6	140	3.12	0.869	141	3.12	0.866
AR7	139	3.33	0.618	141	3.33	0.619
AR8	141	2.79	0.924	141	2.79	0.924
AR9	140	2.06	0.691	141	2.05	0.703
AR10	141	3.1	0.589	141	3.1	0.589
KR11	141	3.38	0.594	141	3.48	0.542
KR12	140	3.54	0.555	141	3.11	0.811
KR13	140	3.51	0.556	141	3.06	0.758
KR14	139	3.57	0.552	141	3.04	0.773
KR15	141	3.54	0.58	141	3.42	0.576
KR16	141	2.77	0.84	141	2.8	0.894
KR17	141	2.75	0.821	141	3.16	0.655
KR18	140	3.21	0.728	141	3.11	0.738
KR19	141	2.61	1.054	141	3.34	0.599
KR20	138	2.02	0.97	141	3.6	5.33
KR21	135	3.22	0.582	141	4.2	0.739
KR22	141	3.5	0.529	141	4.07	0.781
KR23	141	2.93	0.628	141	4.13	0.719
SR24	141	3.48	0.542	141	4.06	0.7
SR25	141	3.11	0.811	141	4.41	0.622
SR26	141	3.06	0.758	141	4.49	0.652
SR27	141	3.04	0.773	141	4.35	0.665
SR28	140	3.42	0.576	141	4.44	0.639
SR29	140	2.79	0.894	141	4.39	0.715
SR30	139	3.15	0.658	141	4.21	0.789
SR31	138	3.11	0.732	141	4.45	0.602
SR32	139	3.35	0.588	141	4.34	0.703
SR33	141	3.6	0.533	141	4.53	0.579

Note. AR = Awareness Subscale, KR = Knowledge Subscale, SR = Skills Subscale

APPENDIX X. ITEM DESCRIPTIVE STATISTICS FOR CSES-A POST-
IMPUTATION

Item	N	Pre- Imputation		N	Post- Imputation	
		Mean	SD		Mean	SD
CSESP1	141	4.2	0.739	141	4.15	0.826
CSESP2	141	4.07	0.781	141	4.4	0.664
CSESP3	141	4.13	0.719	141	4.21	0.726
CSESP4	140	4.06	0.702	141	4.09	0.832
CSESP5	141	4.41	0.622	141	3.89	0.924
CSESM1	137	4.41	0.643	141	4.03	0.768
CSESM2	138	4.36	0.671	141	2.82	0.915
CSESM3	139	4.43	0.638	141	3.32	1.032
CSESM4	139	4.39	0.717	141	2.7	1.108
CSESM5	140	4.2	0.788	141	3.63	1.267
CSESM6	140	4.45	0.604	141	3.24	1.012
CSESM7	138	4.36	0.702	141	3.6	1.419
CSESM8	140	4.53	0.581	141	2.85	1.299
CSESU1	139	4.14	0.827	141	3.82	1.294
CSESU2	140	4.4	0.666	141	3.61	1.453
CSESU3	140	4.21	0.725	141	3.53	0.542
CSESU4	140	4.09	0.83	141	3.55	0.579
CSESU5	140	3.89	0.927	141	3.46	0.542
CSESU6	139	4.02	0.803	141	3.52	0.593

CSESP = Cultural Self-Efficacy in Processing Information about Other Cultures Subscale, CSESM = Cultural Self-Efficacy in Mixing with Other Cultures Subscale, CSESU = Cultural Self-Efficacy Understanding other Cultures Subscale

APPENDIX Y. ITEM DESCRIPTIVE STATISTICS FOR SPCSS POST-
IMPUTATION

Item	N	<u>Pre- Imputation</u>		N	<u>Post- Imputation</u>	
		Mean	SD		Mean	SD
SPCSS1	141	2.82	0.915	141	3.63	0.527
SPCSS2	140	3.33	1.035	141	2.74	0.936
SPCSS3	141	2.7	1.108	141	2.78	0.988
SPCSS4	141	3.63	1.267	141	2.25	0.895
SPCSS5	140	3.24	1.015	141	2.82	0.867
SPCSS6	141	3.6	1.419	141	2.74	0.937
SPCSS7	140	2.85	1.303	141	2.69	0.935
SPCSS8	141	3.82	1.294	141	2.53	0.954
SPCSS9	141	3.61	1.453	141	2.97	0.91

APPENDIX Z. ITEM DESCRIPTIVE STATISTICS FOR MSSBQ POST-
IMPUTATION

Item	N	Pre- Imputation		N	Post- Imputation	
		Mean	SD		Mean	SD
MSSBQ1	141	3.56	0.526	141	3.56	0.526
MSSBQ2	141	3.68	0.468	141	3.68	0.468
MSSBQ3	139	3.53	0.515	141	3.52	0.519
MSSBQ4	141	3.73	0.445	141	3.73	0.445
MSSBQ5	140	3.81	0.396	141	3.81	0.395
MSSBQ6	141	3.16	0.605	141	3.16	0.605
MSSBQ7	135	2.71	0.953	141	2.67	1.054
MSSBQ8	140	2.91	0.809	141	2.91	0.806
MSSBQ9	141	3.13	0.739	141	3.13	0.739
MSSBQ10	138	3.18	0.727	141	3.18	0.721
MSSBQ11	139	3.12	0.703	141	3.13	0.707
MSSBQ12	140	2.81	0.719	141	2.81	0.718
MSSBQ13	141	3.18	0.525	141	3.18	0.525
MSSBQ14	137	3.04	0.817	141	3.04	0.817
MSSBQ15	141	3.17	0.676	141	3.17	0.676
MSSBQ16	141	3.04	0.823	141	3.04	0.823
MSSBQ17	138	2.99	0.754	141	3	0.751
MSSBQ18	140	2.98	0.734	141	2.98	0.734
MSSBQ19	141	2.87	0.745	141	2.87	0.745
MSSBQ20	140	2.96	0.748	141	2.96	0.746
MSSBQ21	140	2.95	0.808	141	2.95	0.805
MSSBQ22	140	3.21	0.684	141	3.2	0.682
MSSBQ23	139	2.95	0.663	141	2.96	0.661
MSSBQ24	141	3.39	0.558	141	3.39	0.558
MSSBQ25	141	3.04	0.788	141	3.04	0.788
MSSBQ26	140	3.15	0.562	141	3.15	0.561

APPENDIX AA. ITEM DESCRIPTIVE STATISTICS FOR MSSBQM POST-
IMPUTATION

Item	N	<u>Pre- Imputation</u>		N	<u>Post- Imputation</u>	
		Mean	SD		Mean	SD
MSSBQM1	141	3.53	0.542	141	2.29	0.982
MSSBQM2	141	3.55	0.579	141	2.27	0.963
MSSBQM3	140	3.46	0.542	141	2.57	0.95
MSSBQM4	141	3.52	0.593	141	2.5	0.986
MSSBQM5	141	3.63	0.527	141	2.52	1
MSSBQM6	140	2.74	0.94	141	2.47	0.968
MSSBQM7	137	2.78	0.983	141	2.69	0.942
MSSBQM8	139	2.27	0.841	141	2.66	0.991
MSSBQM9	141	2.82	0.867	141	2.86	0.961
MSSBQM10	140	2.74	0.934	141	2.63	0.989
MSSBQM11	140	2.69	0.938	141	2.61	0.869
MSSBQM12	140	2.53	0.955	141	2.67	1.06
MSSBQM13	141	2.97	0.91	141	2.7	0.978
MSSBQM14	141	2.29	0.982	141	2.29	0.982
MSSBQM15	141	2.27	0.963	141	2.27	0.963
MSSBQM16	141	2.57	0.95	141	2.57	0.95
MSSBQM17	137	2.49	0.963	141	2.49	0.963
MSSBQM18	139	2.55	0.98	141	2.55	0.98
MSSBQM19	141	2.47	0.968	141	2.47	0.968
MSSBQM20	141	2.69	0.942	141	2.69	0.942
MSSBQM21	140	2.65	0.989	141	2.65	0.989
MSSBQM22	140	2.86	0.964	141	2.86	0.964
MSSBQM23	141	2.63	0.989	141	2.63	0.989
MSSBQM24	139	2.63	0.854	141	2.63	0.854
MSSBQM25	140	2.69	1.053	141	2.69	1.053
MSSBQM26	141	2.7	0.978	141	2.7	0.978