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A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers.

Abstract

Latinas face obstacles achieving proportionate representation in significant leadership roles. This research aimed to identify characteristics unique to Latina leaders that represented shared values and beliefs of Latinas, and to understand positive factors and obstacles associated with Latina leadership in the United States. Survey responses from three hundred thirty-five Latinas and four interviewees from across the U.S. suggested that there are forty-three characteristics an effective Latina leader should possess. Four essential characteristics identified were: creative, good listener, optimistic/positive, and passionate. The forty-three characteristics were categorized into five groups of similar characteristics to synthesize what study participants believed were essential characteristics of Latina leaders. The categories were: high integrity, marianismo, new Latina, transformational leader, and visionary. Pursuing the attributes of these five leadership categories will help Latinas who aspire to become leaders understand what it takes to be a successful Latina leader, identify their strengths and weaknesses, and enable them to create a plan of success for themselves. Furthermore, study participants noted factors of positive influence on Latinas. Six crucial positive influencers identified were: successful educational attainment, participating in leadership training, possessing self-confidence, having role models, religious influence, and family influence. Study participants also noted factors which can be obstacles for Latinas. Four critical obstacles identified were: lack of mentors, lack of opportunities, cultural obligations, and family obligations. Literature about Latinas and Latina leadership is limited. There is an urgent need for research about the topic(s). This study was one step towards understanding the dynamics of Latina leadership in the U.S.

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A Profile of Latina Leadership in the United States:
Characteristics, Positive Influences, and Barriers.

By

Damary M. Bonilla-Rodriguez

Submitted in partial fulfillment
of the requirements for the degree
Ed.D. in Executive Leadership

Supervised by

Dr. Jerry Willis

Committee Member

Dr. Hasna Muhammad

Ralph C. Wilson, Jr. School of Education
St. John Fisher College

August 2011

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2011

Dedication

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

It is my honor to dedicate this accomplishment to my loved ones who have been my pillars during the challenging times in life, particularly my doctoral journey.

I dedicate this accomplishment to my husband and number one fan, Robert. You are an amazing partner in life. Also, to our precious boys Caleb and Joshua – mommy hopes this accomplishment has demonstrated that all things are possible, with hard work and faith. I hope I have inspired you both to work hard and accomplish wonderful things in life.

I also dedicate this accomplishment to Latinas who have paved the way so that I could access opportunities such as earning a doctoral degree, as well as to Latinas who aspire to greatness and know they have much to contribute to the world. ¡Si se puede!

All the glory and honor be to God who is my strength, my friend, and my provider.

Biographical Sketch

Damary M. Bonilla-Rodriguez has passionately worked on behalf of underserved communities through positions in the not-for-profit, private, and government sectors. Ms. Bonilla-Rodriguez holds a Bachelor of Arts degree in Spanish and Social Work from the College of New Rochelle received in 2003. During her undergraduate studies, she made the Dean's list on three occasions, received the College President's Medal, graduated with Departmental Honors, and was awarded the Sigma Delta Pi Spanish Award. Ms. Bonilla-Rodriguez also holds a Master of Science degree in Organizational Communications received in 2005, as well as a Specialized Certification in Corporate Communications received in 2008, both from the College of New Rochelle. In 2009, she engaged in doctoral studies in the Ed.D Program in Executive Leadership at St. John Fisher College. Ms. Bonilla-Rodriguez pursued her research about Latina leadership in the United States under the direction of Dr. Jerry Willis, dissertation committee Chair, Dr. Hasna Muhammad, dissertation committee member, and Marisa Rivera, her executive mentor. She completed her dissertation titled "A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers" and earned her doctoral degree in August of 2011.

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“If I have seen further, it is by standing on the shoulders of giants.”

Isaac Newton

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To my cohort, we are all examples of great leaders who are able to face and overcome adversity. We are Numero Uno. I am so proud to be a member of this amazing group of people who are making a difference each day.

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Abstract

Latinas face obstacles achieving proportionate representation in significant leadership roles. This research aimed to identify characteristics unique to Latina leaders that represented shared values and beliefs of Latinas, and to understand positive factors and obstacles associated with Latina leadership in the United States.

Survey responses from three hundred thirty-five Latinas and four interviewees from across the U.S. suggested that there are forty-three characteristics an effective Latina leader should possess. Four essential characteristics identified were: creative, good listener, optimistic/positive, and passionate. The forty-three characteristics were categorized into five groups of similar characteristics to synthesize what study participants believed were essential characteristics of Latina leaders. The categories were: high integrity, marianismo, new Latina, transformational leader, and visionary. Pursuing the attributes of these five leadership categories will help Latinas who aspire to become leaders understand what it takes to be a successful Latina leader, identify their strengths and weaknesses, and enable them to create a plan of success for themselves.

Furthermore, study participants noted factors of positive influence on Latinas. Six crucial positive influencers identified were: successful educational attainment, participating in leadership training, possessing self-confidence, having role models, religious influence, and family influence. Study participants also noted factors which can be obstacles for Latinas. Four critical obstacles identified were: lack of mentors, lack of opportunities, cultural obligations, and family obligations.

Literature about Latinas and Latina leadership is limited. There is an urgent need for research about the topic(s). This study was one step towards understanding the dynamics of Latina leadership in the U.S.

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Chapter 1: Introduction

Throughout history, Latinas have broken down barriers and stereotypes, blazing their own trails as entertainers, artists, scientists, educators, writers, activists, athletes, and in every field in between. They have followed their passions, stirred up controversy, stood up against the majority, and died for their beliefs.

(Mendoza, 2004, p. vii).

Latinos are the fastest growing ethnic group in the United States. They make up significant percentage of the population – “According to the 2010 U.S. Census...on April 1, 2010...50.5 million (or 16 percent) were of Hispanic or Latino origin. The Hispanic population increased from 35.3 million in 2000 when this group made up 13 percent of the total population” (Ennis, Ríos-Vargas & Albert, 2011, p. 2).

Latinas represent a significant portion of the U.S. population and work force. There are over fifteen million Latinas age 18 and over living in the United States (Pew Hispanic Center, 2011). Unfortunately, statistics also present a sad reality that Latinas still have not achieved equity in education, health, political influence, and wages earned for work. This is also true in the area of leadership.

Statement of the Problem

Catalyst (2002) conducted a study about Latina employees and found that although the Latino community is rapidly growing, there are not equal numbers of Latinas in leadership positions. While Latinas have made some strides in leadership, they certainly have not achieved proportionate representation in significant leadership roles, at

all levels of leadership, across all sectors of work throughout the U.S. (Vasquez & Comas-Díaz, 2007).

Latinas in the United States

Gendered expectations are part of many cultures represented in American society (Gil & Vasquez, 1996). Traditionally, male and female gender roles dictated by society have depicted women as nurturers by nature. Gender roles have positioned women to take up careers as teachers, nurses, and home makers. These societal norms have also created barriers for women who want to access leadership positions, even in fields dominated by women. Societal and cultural expectations can be especially challenging for Latinas who aspire leadership positions because there may be conflicting values and expectations which become especially difficult to deal with when a potential Latina leader feels pressure to please everyone.

Nogales (2003) discusses Latino cultural norms in relation to the role of women in society. She sheds light on traditions instilled in Latinas such as the idea they were responsible for taking care of the home and family. “Although Latinas are beginning to assume positions of power throughout the world, Latino culture continues to be ambivalent about the essential value of women” (p. 16). Latinas in the United States struggle to navigate their dual cultural identity – being Latina and American. This may often stem from trying to honor Latina values of community versus the individualism of American culture. Traditionally, Latinas have played the role of care givers and passive beings. In the Latino culture, Latinas are expected to hold their families and communities together. This scenario is referred to as the *marianismo* ideal (Gil and Vazquez, 1996; Holvino & Gallegos, 2008).

Gil and Vazquez (1996) explain, “Marianismo is about sacred duty, self-sacrifice, and chastity. About dispensing care and pleasure, not receiving them” (p. 7).

Marianismo is based on the concept that women are pure as the Virgin Mary was. This ideal originated from the Catholic religion which is widely practiced by Latinos. The expectation demands that women in this population be sacrificial beings. A Latina woman must take care of those around her. And, she should also be faithful and submissive to her male counterparts (Stevens, 1973).

Gil and Vazquez (1996) discuss *marianismo* at great length. They describe the current status of *marianismo* as follows, “In today’s North America, *marianismo* is the invisible yoke which binds capable, intelligent, ambitious Latinas...to a no-win lifestyle” (p. 7). Many might agree that *marianismo* has limited Latinas from reaching their goals. Generations of Latinas may not have pursued careers or leadership positions outside their homes due to their cultural and family obligations. What are the consequences of these limitations?

Statistics about Latinas in the United States

- In 2003, 46% of Latinas suffered from depression (NAMI, 2003);
- In 2007, 56% of Latinas were employed in the U.S. workforce representing 12% of all females employed. Latinas earn 54 cents for every \$1 a white male earns. In 2007, 53% of Latinas lived in poverty (Pew Hispanic Research Center, 2008);
- Latinas have the highest high school drop-out rate of all ethnicities at 26%. Only 9% of Latinas have Bachelor’s degrees and 3% have advanced degrees including Master’s and Doctoral degrees (Pew Hispanic Research Center, 2008);

- In the 111th Congress, there were 93 women of which only 6 were Latinas (Manning, 2010, pp. 5-6).

These disturbing statistics represent the consequences of a complex historical, socio-cultural and economic context that, summarized succinctly, means there are not enough opportunities for Latinas to succeed. Barriers to success can be related to not having enough education as presented by the high drop-out rates and low percentages of advanced degrees. But, Latinas also face many other challenges. For example, there are not enough Latinas in the political arena as illustrated by the extremely small number of Latinas in Congress. Also, Latinas face health disparities and illnesses which are taboo to the community such as depression and mental health, which can be a result of the stress Latinas experience when dealing with the traditional expectations of the culture and the personal desire to take up a profession or become a leader.

Furthermore, Latinas are not compensated financially in equal pay for doing equal work. Johnson (2007) noted, “Some of the perceived barriers that may adversely affect Hispanic women’s career self-efficacy are financial constraints, ethnic and/or gender discrimination...and conflicting role expectations and demands of home and work” (p. 82).

Theoretical Rationale

I began this study with an interest in understanding how Latinas could overcome barriers to achieve success. My interest in this topic was based on my own experiences in working with the community. I have focused on helping Latinas broaden their life and career horizons to include attending college, preparing for a professional career, and becoming leaders in their personal and professional lives. I also thought it would be

important to know and be able to identify the leadership characteristics and styles displayed by successful Latina leaders. It was also important to understand the factors involved in positively influencing Latina leaders, as well as the obstacles they had to overcome to attain success.

In organizing and structuring this research study, several theoretical and conceptual frameworks were helpful. For example, Latina leaders often discuss their reason for choosing to lead as a reaction to an injustice they have witnessed and some scholars have interpreted this as part of an orientation called servant leadership (Rivera, 2010). From a historical context, Latinas have displayed the attributes of servant leadership.

Servant leadership is a style of leadership introduced by Robert K. Greenleaf in his 1970 essay: *The Servant as Leader*. In his theory, leaders choose to serve, and then lead which can encourage the participation and empowerment of followers. It would be difficult to separate “innate” causes for choosing servant leadership from socio-cultural causes, but Greenleaf’s core contribution to the literature is the idea that there is a type of leadership that focuses on sacrifice and service to others.

Some of the most relevant recent research on the idea of servant leadership was conducted by The National Council of La Raza. In a study of over three thousand Latino leaders, they found that “community servant hood” was one of the attributes unique to Latino leadership (Ramirez, 2005 as cited by Sanchez de Valencia, 2008). This finding supported Greenleaf’s model of servant leadership. In addition, Bordas (2007) related Greenleaf’s theory of servant leadership to leaders of color. She noted, “Multicultural

leaders must also be trustees of their community's future and guardians of future generations (p. 171).

Motivation for this Study

This research began as a reflection of my own journey. I was eight years old when I lost my mother. My two younger sisters and I were raised by my mother's parents in public housing in *El Barrio*, a predominantly Latino neighborhood, also known as *Spanish Harlem*, in New York City. My grandparents had migrated from Puerto Rico. They didn't have a lot of money, but they refused to accept public assistance. I learned early that if I wanted to survive, I would have to work hard. Being an English speaker in a Spanish-speaking home where there had been no access to higher education meant that even as a child, I had grown-up responsibilities. I translated for my grandparents because most services were available only in English. I learned how to complete financial aid forms as a high school senior because no one around me knew how to.

Necessity ignited an inner flame that made me want to want to excel in life, to be an example for my sisters, to give back to my grandparents, my family, my church, and my community. I soon discovered that the hardships I faced were grounded in more than grief or lack of money; for Latinas like me, there was a lack of access to services, access to higher education, and access to those who could mentor me. From loss, humility, and determination, my life's goal emerged: I wanted to make to a difference in the world for girls and women like me. I wanted to be an advocate, a voice, a leader.

As I look back, I realize there were times when I stood on the path alone. While many people cheered me along, I became aware that others walking the same path did not look like me, speak my language, eat similar foods, or listen to similar music. They were

not Latinas. I often wondered: where are the Latinas in higher education, at top executive positions, on boards of directors – in positions of power? A sense of urgency pushed me to find the answers, fill the void, and surpass expectations. By my example, I want Latinas to understand that poverty, stereotypes, lack of role models, and the scrutiny of others does not and must not, determine our futures.

According to the National Hispana Leadership Institute (NHLI), less than two percent of Latinas in the United States hold a doctoral degree (Lopez, 2009). As a Latina leader striving to join this elite group, I must contribute to empowering Latinas to succeed. My journey begins with mentoring the women and people in my life by exposing them to new experiences such as attending my college graduations, introducing them to new authors and books, and encouraging them to participate in events such as networking receptions and conferences. I believe that if Latinas can identify the factors which influenced successful Latinas, they can create a map of success for themselves.

My own journey to leadership has not been easy, but I have overcome obstacles with determination, perseverance, and the will to inspire others. I take every opportunity to display the attributes of a strong leader. I have attained higher education when there was no one in my world who had done so before me. There are tremendous pressures and responsibilities in being the first in your family to achieve what no one else has. I have dealt with the pressure by educating myself and by sharing knowledge with others. A successful education is more than receiving an academic degree; it is sharing the knowledge I have gained with others and pushing others to reach their potential. This is how I can make a difference in the world.

The responsibility to advocate for others was a driving force for this study because many times Latinas sit on the sidelines of decision-making, influence, and positions of power. Latinas may be overlooked for promotions or leadership positions even when they are capable and highly qualified. These Latinas are untapped potential waiting to be inspired and supported as they search for the tools to be successful. The Latino culture is based on family, community, and unity (Gil & Vasquez, 1996; Rodriguez, 1999; Bordas, 2007). If Latinas bring these attributes to leadership roles, they can help create a positive environment, nurture others to become leaders, and achieve success in their own lives.

Bordas' (2007) notion of the responsibility of multicultural leaders to advocate for others resonates with my personal philosophy. I know that I have had opportunities because Latinas before me have fought and overcome adversity. I did not learn about these women in school or see their reflections in my family, my church or my community. Thus, this research is intended to serve as a mirror, a tool to empower Latinas, young and old; single mothers; victims of domestic violence; or those simply seeking to excel in their personal and professional lives.

Significance of the Study

Recent trends and paradigm shifts have enabled Latinas to pursue career options and leadership opportunities outside the home. Chin, Lott, Rice, and Sanchez-Hucles (2002) noted, "Latinas have always exercised leadership, especially in families and communities. However, Latinas are just now beginning to achieve power and leadership in United States Society" (p. 267).

This study focused on the perceptions and experiences of Latinas in the U.S. who have achieved success in leadership – on personal and professional levels. Study participants provided a better understanding of the challenges and successes of Latinas who have acquired significant leadership positions. Many sectors of work in the United States where considerably high numbers of Latinas are employed exhibit changes in leadership demographics that include more women, and specifically, more women of color in significant positions of leadership. This study highlighted four sectors which represent specific work industries – the not-for-profit sector, government, corporate, and business.

This new knowledge could help Latinas overcome obstacles that have inhibited their leadership opportunities. The information can also be helpful for managers who would like to nurture Latina leadership. Empowered Latinas in the U.S. are “a new breed, a new woman, a confluence on Pan-Latino consciousness and American influences...una nueva Latina. As a nueva Latina I am a combination” (Guzman, 2002, p. 3).

Purpose of the Study

A major purpose of this research was to identify a set of characteristics unique to Latina leaders that represented the shared values and beliefs of Latinas in the United States. This study also aimed to understand the positive factors and obstacles associated with Latina leadership in the United States.

Research Questions

These research questions guided the study:

1. What are the characteristics of successful Latina leaders?

2. What factors have a positive influence on Latina leaders?
3. What obstacles hinder Latinas from pursuing leadership roles?
4. Do the characteristics displayed by Latina leaders vary by sector?

Definition of Terms

The following definitions assist the reader in understanding unique terms used throughout this study.

Business sector: “The commercial part of the economy; business concerns collectively” (Word Web, 2011, para. 1). In this study, the business sector included small business owners, small business employees, private vendors, and retail employees.

Corporate sector: “That part of the economy which is conducted by companies working for private profit.” (High Beam Research, 2002, para. 1). In this study, the corporate sector included employees of large corporations.

Generation Latina in the United States: First generation – the person was born in the United States but at least one of her parents was not born in the United States. Second generation – the person and her parents were born in the United States but at least one of her grandparents was not born in the United States. Third generation – the person’s parents and grandparents were born in the United States but at least one great-grandparent was not born in the United States. Fourth generation or more – the person, her parents, grandparents and great-grandparents were born in the United States.

Government sector: “The basic macroeconomic sector that includes all levels of government, including federal, state, and local. The primary function of the government sector is to force resource allocation decisions that might not otherwise be made by the rest of the economy” (Organisation for Economic Co-operation and Development, 2003,

p. 1). In this study, the government sector included police force employees, public employees such as postal workers, fire fighters, and elected officials.

Latino(s) and Latina(s): Acceptable terms to identify persons of Mexican, Puerto Rican, Cuban, Dominican, South or Central American, or other Spanish descent or origin regardless of race (United States Census Bureau, 2000).

Latino: Men and boys in the population (United States Census Bureau, 2000).

Latina: Girls and women in the population (United States Census Bureau, 2000).

Not-for-profit sector: “Formed for the purpose of serving a public or mutual benefit other than the pursuit of accumulation of profits for owners or investors” (Luckert, n.d., p. 1). In this study, the not-for-profit sector included Latinas working at grassroots or community organizations, social workers, and youth service professionals.

Sector: “A distinct subset of market, society, industry or economy” (Investor Words, 2011, para. 1).

STEM: An abbreviation for Science, Technology, Engineering, and Math; a term often used to explain work in the various related fields (Garson, 2010).

Women of Color: “The term “women of color” literally refers to all groups of women who share the attribute of being nonwhite” (Lien, Hardy-Fanta, Pinderhughes, Sierra, 2008, p. 2). For the purpose of this study, the term will represent females from the following ethnic groups: African American, Alaska Native, American Indian, Asian, Hispanic/Latina, and Pacific Island heritages.

Chapter Summary

This chapter laid the foundation for a much needed study about Latina leadership in the United States. The content of this chapter presented a theoretical framework of

Latinas as servant leaders whose desire to serve others is a foundation for decisions to seek and undertake positions of leadership. The current status of Latinas in the U.S. was presented as disturbing because Latinas are more likely to live in poverty, earn less than other groups for similar work, face significant barriers to educational and career success, and are underrepresented in positions of leadership. This study will shed light on the factors influencing Latina leadership in the U.S.

Chapter two is a review of the literature; the chapter addresses the gap in research about Latina leadership and describes previous research conducted that is relevant to the focus of this study. Chapter three presents the research design methodology; the chapter describes the study population, data collection tools and analysis procedures used in this study. Chapter four presents the findings of this study. Chapter five explores the implications of the results, presents conclusions drawn from the data collected and analyzed, and draws attention to opportunities for future research relating to this topic.

Chapter 2: Review of the Literature

The literature review in this chapter provides the background and context for the study about Latina leadership that was conducted in this dissertation research. The limited amount of research on Latina leadership is one reason the research in this dissertation was conducted. The gap in research demonstrates the need for this study and is also an indication that much further research about Latina leadership in the United States is needed.

Findings from recent studies about factors relating to Latina leadership were highlighted in this literature review. The chapter is organized around a number of subtopics including diversity in leadership, Latina leadership, servant leadership, and transformational leadership, as the lens through which Latina leaders were viewed by the researcher, as well as how they self-identified.

As Bass (1998) noted, “Leaders can...make the difference in whether organizations succeed or fail” (p. 8). If that is true, and I believe it is, then it is very important to understand the factors that facilitate, or impede, the growth and development of successful leaders. That is, in fact, the focus of this research which focuses particularly on the growth and development of Latina leaders. While there is a huge amount of research, scholarship, and professional practice literature on the general topic of leadership, there is a very limited body of literature on how Latina leaders develop, what they value in their roles as leaders, and what barriers they see as major impediments

to becoming leaders. This issue, the lack of information about Latina leaders and Latina leadership, has even been mentioned as a general issue for Latinas.

Nogales (2003) concluded that “although we Latinas already possess the traits that can help us attain more success in life, we are not always aware of our natural gifts and how to use them” (p. 8). According to Nogales (2003), Latinas possess seven specific strengths: 1) creative spirit, 2) the *aguantadora*’s passionate determination, 3) the *comadre*’s networking ability, 4) the *diplomática*’s discretion, 5) the *atrevida*’s courage, 6) the *malabrista*’s balance, and 7) *la reina*’s confidence and strength (pp. 11-16). She also believed that if Latinas become aware of these strengths and understand them, they can hone them to achieve success which in terms of this study means more Latina leaders.

More Latina leaders means the population of leaders in the United States can become more representative of the population in general. With over fifteen million Latinas in the United States and the number quickly increasing, there is a sense of urgency about the need to help position these women to hold more significant leadership roles so they can help diversify the group of Americans who take on leadership roles. Others have cogently and convincingly argued that Latinas have much to offer and should have a greater voice in this country (Nieto, 2007; Pew Hispanic Center, 2011).

López -Mulnix, Wolverton and Zaki (2011) presented one perspective on how Latinas can have a voice as “an emerging leadership force” (p. xi). They believed that Latinas should possess the “nine tenets of effective leadership: 1) passionate about their organizations, 2) reflective, 3) competent, 4) great communicators, 5) understand the role that culture plays in shaping the way they lead, 6) possess the physical and emotional

stamina, energy, and resilience needed to persevere in the long run, 7) are focused yet forward thinking, 8) respect and value individuality, and 9) possess credibility” (López-Mulnix et al., 2011, p. 130).

Mendoza (2004) highlighted examples of Latinas who displayed the attributes introduced by Nogales (2003) and also proposed by López-Mulnix, Wolverton and Zaki (2011). In addition, she explained that Latinas are spiritual beings who have overcome barriers to achieve success, inspired many, and paved the way for others to follow.

Vasquez and Comas-Díaz (2007) believe Latinas have finally begun to have an impact as leaders, “Latinas are leaving their leadership mark” (p. 265). They also offered suggestions about what Latinas desiring to take on future leadership roles should do.

Their advice included: 1) seek good matches for employment so they will be valued, 2) be persistent but know when to adapt, 3) be a risk taker to overcome barriers, 5) accept that no one is perfect, 6) be grounded in your ethnic background, 7) understand that Latinas in the U.S. navigate two cultures, and 8) surround themselves with people who can serve as a role model or a mentor.

These authors also discussed the fact that Latinas face common barriers when seeking success in their personal and professional lives. They discussed the notion that Latinas may be less motivated due to facing barriers associated with their ethnicity and gender. They also believed that while women of color deal with similar issues, Latinas face “unique challenges and obstacles” (Vasquez & Comas-Díaz, 2007, p. 268).

Diversity in Leadership

Women of color have been a disenfranchised population throughout history. About this, Muléy (2009) said: “despite demographic changes, women of color have

remained on the fringes, rarely receiving the focus, attention, and understanding warranted by their numbers, intelligence, influence, and affluence” (p. 37). While all women of color deserve more attention in the literature and research, for the purposes of this study, the research focused specifically on Latinas and leadership.

There is an abundance of general research regarding leadership, as well as research on specific aspects of leadership such as the roles ethnicity and/or gender play. However, “there is insufficient work focusing on how gender, race, ethnicity, and culture combine to affect how people behave, interact, and perceive themselves and others...” (Ferdman, 1999, p. 19).

In the United States, the growth of the Latino population as well as other diverse populations, and the increasing awareness of the negative impact racism and prejudice, has caused a growing number of organizations, institutions, and corporations to make diversity a major element of strategic planning, particularly when it comes to preparation, recruitment, and retention of an increasingly diverse work force (Ferdman, 1992; Ferdman & Brody, 1996). Thus, diversity has become an issue to be considered when thinking about the next generation of leaders.

Diversity also plays an important role in the dynamics of leadership. For example, when addressing diversity in the work force, the leadership of an organization or corporation must decide whether it is best to address the issue from a general (group) perspective or on an individual basis to ensure the work place is inclusive of everyone (Ferdman, 1997). Therefore, a leader, whether she be from a majority ethnic group or a minority ethnic group, must be able to adjust her leadership style to cope with the fact

that the American work force, at all levels, is more diverse than it was forty years ago, and is likely to be even more diverse forty years in the future.

Latina Leadership

The results of a number of studies indicate that Latino leaders and managers face additional leadership challenges because of their ethnic background, and this may affect their career advancement opportunities (Shorey, Cowan & Sullivan, 2002). This is especially true of the females in the population (Latinas) who may differ from other leaders with regard to cultural and religious beliefs and expectations, family composition and responsibilities, the impact of the number of generations of their family that have grown up in the United States, and their socio- economic status (Ramirez, 2004).

These differences can sometimes mean that the actions of Latina leaders are scrutinized under a microscope and their mistakes broadcast more broadly and with stronger criticism than those of managers and leaders from other ethnic backgrounds or of the opposite gender (Ferdman, 1999). This level of adversity can challenge one's self confidence (Olivas-Luján, 2008) and the self-confidence of others who observe how Latina leaders are treated. That may even lead to decisions by younger Latinas not to prepare for or seek out leadership roles.

Latinas may face more challenges than female leaders of other ethnic backgrounds because many of them are in the first generation in their families both to access higher education and have a professional career outside of the home. In this sense, Latinas who seek leadership positions may feel isolated both from their Latino culture and from the broader culture. However, self-validation and growth for Latina leaders can come from both personal and professional satisfaction (R. G. DelCampo, D. S.

DelCampo & R. L. DelCampo, 2009). Therefore, it is important for Latinas to find a balance between work and life responsibilities (R. G. DelCampo, et al, 2009).

Duran and R. G. Delcampo (2010) conducted a study consisting of focus groups involving Latina professionals. They concluded that Latinas are good employees and summed this up by stating the following:

The multiple home and work roles held by Hispanics in the U.S. may result in less negative organizational impact due to the strong sense of family as well as the strong level of commitment to their work. Managing the challenges associated with work to family conflict may bring a sense of pride and satisfaction in the family realm and the work realm (Duran & R. G. DelCampo, 2010, p. 21)

In addition to broad studies like the one just discussed, researchers have also focused on Latina leadership in specific sectors of work. Such studies have taken place primarily in the past six years. For example, Salas (2005) and Sanchez de Valencia (2008) explored the journeys of Latina business leaders. Carillo (2008) and Santiago (2008) conducted research about Latinas in the field of education. Lora (2006), Armijo (2009) and Gonzalez-Leon (2008) studied the development of Latinas leaders from a general perspective.

All of these studies reported similar findings about Latinas in the work sector where the study was conducted. For example, they reported Latina's needed mentors, and they found that Latinas often did not get enough opportunities to demonstrate their leadership skills and to excel. Furthermore, these studies also highlighted the conclusion that family and the Latino culture play an important role in the positive development of

Latinas. They also found that lack of education and juggling too many responsibilities can prevent Latinas from succeeding.

Servant Leadership

Research discussed in the previous section addresses issues such as factors that promote or hinder the development of a Latina leader. There is also a body of literature on the question of how a Latina leader should behave, or what style of leadership she should use, once she has become a leader. To date, much of this research has centered around the concept of servant leadership. The many responsibilities that Latinas try to balance such as caring for their family while working, and even attending school, can cause them to put others before themselves. This pattern of behavior has led Latinas to be associated with servant leadership. As the modern creator of the servant leadership concept, Greenleaf (1970) discussed his theory about people who had an innate desire to serve others. He believed the desire to serve was the motivating factor which pushed these people to become leaders (Greenleaf, 1970).

Several recent studies about Latina leaders are consistent with Greenleaf's theory of servant leadership. Salas (2005) "found integrity and the concept of a labor of love, among others, as basic values in Latina leaders." In another study, Gallegos (2006) reported that Latinas' sense of community is influenced by their family-oriented mentality and work ethics. Studies have further noted that Latinas' work ethics are also influenced by their family-oriented mentality (Carillo, 2008; Sanchez de Valencia, 2008).

Some of the focus may come from a greater emphasis on family responsibilities in the Latino culture. Nieto (2007) agreed that family plays an important role for Latinas, as well as Latinos, and suggested that this population possesses an "innate" need to serve.

He said: “the work we did in the community...came from a higher calling...Knowing how to work with the community comes from way before you, even before you were born” (p. 3). Bordas (2007) further supports this theory and explains that for people of color, serving others comes naturally. She said this about the status of Latino leadership in the United States: “Latinos are invigorating American leadership...America will become more American when Latinos are fully integrated at all levels of our country” (Bordas, 2007, xl).

Transformational Leadership

Leadership is a role that many may be afraid to assume or are not aware they already have assumed. William Shakespeare (1602) said: "Be not afraid of greatness: some are born great, some achieve greatness and some have greatness thrust upon them" (Shakespeare, *Twelfth Night, or What You Will*, 1602, Act II, Scene V). The reason people may not realize they are leaders and identify as such, may be due to their lack of understanding of the characteristics which define a leader or even lack of understanding of the very definition of the word.

According to Merriam-Webster dictionary, a leader is: “a person who has commanding authority or influence.” This definition of leadership mentions two attributes of transformational leadership. Transformational leadership focuses on the ability of the leader to influence her followers by making a personal connection which brings about loyalty between a leader and followers. Burns’ (1978) theory of transformational leadership is one way of thinking about leadership that includes many desirable leadership characteristics that focus on their relationships with followers, their

ability to inspire others to act in certain ways, and their ability to focus a group or organization on morally and ethically desirable goals.

A transformational leader helps followers get to the next level in their leadership abilities by tapping into the interest of the follower. Thus, transformational leaders not only have a positive impact on the goals of their organizations, they also impact their followers in direct and personal ways (Bass, 1981; Bass, 1990; Bass & Bass, 1998). Influence is a factor of transformational leadership which was described by Northouse (2007) as that of bringing about change. He associates transformational leadership with being connected with one's emotional being and personal value system. Northouse (2007) says that transformational leadership: "moves followers to accomplish more than what is usually expected of them" (p. 2).

Transformational leadership is an increasingly popular concept of leadership that has been studied, taught, and practiced in many sectors of leadership. It is also been used by some to describe Latina leadership. For example, the home page of the Latina Leadership Institute, describes the institute's vision this way "The vision of the Institute is the discovery, development, nurturance, and empowerment of women leaders from a Latina perspective to be transformational agents in church and community settings" (Baptist University of the Americas, 2011).

Similarly, the Hispanic Women's Corporation defines itself as "a transformational organization in which Latinas actualize their dreams toward their professional, civic and academic goals" (Hispanic Women's Corporation, 2011). There are many other examples of transformational leadership being used as a term to identify what efforts

should be implemented to encourage and support Latina leaders, as well as how Latinas should practice leadership when they take on that role.

As Sanchez de Valencia (2008) noted in her dissertation on Latina leadership in the business sector, there is a tendency to prefer the concept of transformational leadership in discussions of how Latinas should lead; this may be based on the gendered foundations of traditional models of leadership. She noted that in the broader culture even the basic definition of what leadership is can have masculine overtones or origins.

Furthermore, she documented that “Scholars who study female leadership rarely include ethnicity as a variable” (Chin, 2004). The literature presents a void when the themes of Latino culture or ethnicity combine with female leadership themes” (Cintron, 2004; Salas, 2005 as cited in Sanchez de Valencia, 2008, p. 48). Despite this relatively negative view of the broad literature on leadership and gender, Sanchez de Valencia noted that the basic concepts of the transformational leadership model may be more closely aligned with the preferred styles of women leaders. She also noted that while this may apply to Latina leaders, the limited amount of available research makes it difficult to support assertions.

The research reported in this dissertation is an effort to reduce the size of the “void” in the literature that was mentioned by Sanchez de Valencia in her analysis of leadership literature and more specifically, literature on women and leadership. The study described in the next three chapters focuses specifically on Latinas and leadership, and among the models and theories used to guide this research were the concepts of servant leadership and the theory of transformational leadership.

Chapter Summary

Latina leadership is a topic neglected in literature and research. Chapter one of this report served as the foundation by exploring the problem addressed in this research, as well as the motivation for the study. In this chapter, literature about various areas of leadership highlighted and provided the background information needed to identify worthwhile research questions and select research methods. While there is still a great need for research relating to Latina leadership, this study is one step in shedding light on the topic of Latina leadership.

Chapter three presents the research design methodology; the chapter describes the research questions, variables to be studied, population and sample details, and data collection and analysis procedures used in this study. Chapter four presents the findings of the study. Chapter five explores the implications of the results, presents conclusions drawn from the data collected and analyzed, and draws attention to opportunities for future research relating to this topic.

Chapter 3: Research Design & Methodology

A major purpose of this research was to identify a set of characteristics unique to Latina leaders that represented the shared values and beliefs of Latinas in the United States. This study also aimed to understand the positive factors and the obstacles associated with Latina leadership in the United States. My inquiry involved a study of cultural norms, changing moments, and life experiences which influenced the paths of the Latina leaders who participated in this study.

Research Questions

The following research questions guided the study:

1. What are the characteristics of successful Latina leaders?
2. What factors have a positive influence on Latina leaders?
3. What obstacles hinder Latinas from pursuing leadership roles?
4. Do the characteristics displayed by Latina leaders vary by sector?

Greene and Caracelli (1997) discussed several mixed method approaches which they referred to as integration. This study used an integrated mixed methods approach in order to leverage the strengths of each method. The data collection process involved administering an electronic survey (Appendix A) to a large number of Latinas from across the country and conducting individual interviews (Appendix C) with a small number of Latina leaders. The data collected from both these sources was used to gain a better understanding of the desirable characteristics of Latina leadership, positive factors that facilitate Latina leadership, and what Latinas see as the barriers to leadership.

One advantage to using the quantitative method of inquiry is that it provides the researcher with a “numeric description of trends, attitudes, or opinions...” (Creswell, 2009, p. 12) to help support or argue against a theory, explanation or prediction. On the other hand, qualitative inquiry provides the opportunity for researchers to delve deeper into issues they want to understand better. This method of research has gained popularity in recent years, especially when studying issues related to culture (Ospina, 2004).

In this study, the research questions were best answered by using the pragmatic world view lens to bring together several perspectives, as well as various methods and data collection tools. “Pragmatism is not committed to any one system of philosophy... inquirers draw liberally from both quantitative and qualitative assumptions” (Creswell, 2009, p. 10).

Research Context and Participants

In order to best answer the research questions, as well as arrive at precise results, “with the intent of generalizing from a sample to a population” (Babbie, 1990 as cited in Creswell, 2009, p. 12) this national study obtained survey responses from three hundred thirty-five professional Latinas age eighteen and older (Patten, 2004). Participants currently or in the past, held or aspired to, positions of leadership in their community and/or professional environments.

For the quantitative component of the study, survey respondents were obtained through a snowball sample. A snowball sample allows the researcher to grow his or her potential sample through access of networks (Atkinson and Flint, 2001). I understood the challenges associated with trying to obtain a large number of completed survey

responses. I began recruiting for the survey by sending the survey link to my personal networks. I also encouraged recipients to forward it to their networks.

The survey was open to the public. The only requirements for taking the survey was being at least eighteen years old and self-identifying as a Latina. Latinas who participated in the study were mostly from the not-for-profit, government, corporate, and business sectors. Some participants were also members of grassroots, community, and/or religious organizations where they held leadership roles. The survey responses provided me with a general idea of what Latinas in the U.S. thought about Latina leadership. Additionally, a qualitative form of inquiry was used by following up the survey with four in-depth interviews.

For the qualitative form of inquiry, the interviewees were chosen by mixed purposeful sampling (Patton, 2002). This study attempted to capture the experiences of four successful Latina leaders. The success of the Latina leaders identified as potential interviewees was determined by their proven track record in leadership. The women chosen were national Latina Leaders who held executive positions at work, had received local and/or national recognition for their work, and for their impact on the Latino community. The criteria included having obtained high visibility leadership positions, having impacted other Latinas and the Latino community through leadership, and having received recognition and accolades at local and national levels.

Few Latinas hold the highest leadership positions possible in organizations and institutions. It is often challenging to access the Latinas who have because they are pulled in many directions such as requests to speak at various meetings or sitting on various boards. Therefore, availability to be interviewed within the timeframe of this

study, as well as willingness to share personal stories and perceptions, was also part of the criteria for interviewees. Interviewees for this study all gave permission to have their names included in reports of this research. The Latinas interviewed were:

- Yolanda Hallas, First Executive Director for the Hispanic Health Coalition of Georgia. Yolanda brought valuable experience from the corporate and not-for-profit sectors.
- M. Isabel Valdes, Founder and President of Isabel Valdés Consulting. Isabel brought valuable experience from an extensive career in the business sector.
- Marisa Rivera, Founder and President of Mpowerment Works. Marisa brought valuable experience from the business and not-for-profit sectors.
- Aurelia Flores, Senior Counsel at Science Applications Internal Corporation. Aurelia brought valuable experience from the corporate, business, and not-for-profit sectors.

Instruments Used in Data Collection

Prior to collecting data, this study was reviewed and approved by the St. John Fisher College Institutional Review Board for ethical appropriateness. The first phase of this study was a quantitative form of inquiry which included a qualitative component. A self-designed electronic survey (Appendix A) was conducted to collect quantitative data that would help explore the views of Latina leaders from different sectors about the unique experiences, specific leadership characteristics, positive influences, and obstacles of Latina leadership. The survey was available for participants in English or Spanish (Appendix B).

The survey included thirty questions - fourteen demographic questions and sixteen inquiry questions. The survey design allowed me to gather statistical data about Latinas' views on leadership. Some survey responses were based on true or false responses while others were based on one to five Likert scale response options. Several survey questions allowed participants to choose more than one answer option. In addition, most questions had an open-ended component which allowed the participants to reply "other" and submit their own responses. This option allowed me to collect (qualitative) detailed data about study participants' views of, and experiences with leadership. Furthermore, the survey was divided into three categories to gain an understanding of the perceptions and experiences of survey respondents about specific factors related to Latina leadership. The categories were: demographic information, leadership, leadership and me (referring to the individual survey respondent).

As a member of the study population, I brought first-hand knowledge and experience to the study. In creating the survey I used that knowledge and experience when I found no suitable survey to collect the information I was interested in. Therefore, I designed the survey and created the questions. The *demographic questions* were included to gain knowledge of the backgrounds of the survey sample (also referred to as survey respondents) in terms of age group, country of origin, and other useful demographic details. The *leadership questions* were geared towards understanding the perceptions of survey respondents about leadership on a general level, as well as Latina leadership in the United States. The *leadership and me questions* presented an opportunity for survey respondents to share perceptions of their experiences as Latina leaders.

Being a Latina leader, I had assumptions about the responses for some survey questions. For example, survey question eighteen asked survey respondents to identify their leadership style. There were seven options for survey respondents to choose from (Authoritarian, Delegative, Participative, Servant, Situational, Transactional and Transformational). They could only choose one leadership style. It was my assumption that most survey respondents would identify with servant leadership. The basis for this assumption is that historically, women of color, especially Latinas, have been the nurturing caregivers who put others before themselves (Gil & Vazquez, 1996; Salas, 2005; Bordas, 2007).

Another area for which I had assumptions was the topic of leadership characteristics. Survey respondents were asked which leadership characteristics they thought effective Latina leaders should possess. According to Khankhoje, D K Kb and Kumar (n.d.), “Effectiveness of leadership, among other things, is characterized by the abilities to motivate people, build relationships and influence outcomes” (p. 2). A list of twenty-nine pre-selected characteristics derived from literature about leadership and my own experience in leadership positions, was provided for survey respondents to choose from.

The same question was asked for each sector highlighted in the study (not-for-profit, government, corporate and business). It was my assumption that survey respondents would highlight unique characteristics as important for each sector. Furthermore, I assumed that the unique characteristics highlighted by survey responses could be included in a *Latina Leadership Profile*. Being able to identify these unique characteristics along with knowledge gained from the results of this study, could facilitate

more Latina leaders being effective in their current role(s) and/or facilitate more Latinas pursuing leadership roles.

To get the information, the survey was electronically administered through Qualtrics, an online data collection program licensed by St. John Fisher College. I opted for an online survey due the ease of disseminating the survey, and the systematic format for collecting data which facilitates access to the data for analysis (such as for creating charts and figures). This was the best option because technological advances have positioned mail or telephone surveys as less appealing. The increased use of email and other electronic means of communication have made online surveys more feasible, and the preferred method of many researchers (G. M. Gelb & B. D. Gelb, 2007).

“Respondents can answer questions in an online survey at their convenience, increasing the likelihood that they will give more thought to the issue at hand...The method is faster and cheaper than its...counterparts” (G. M. Gelb & B. D. Gelb, 2007, p. 1082).

Interested participants were provided with a consent form prior to completing the survey (Appendix A). The consent form included details about the study and asked participants to provide an electronic signature by typing their first and last name, as well as email address in the boxes provided. They were then asked for demographic information followed by inquiry questions. It is important to note that before being used, the survey was pilot tested with three Latinas.

The main purpose of the pre-test was to check the functionality of the tool. The pre-test also allowed me to identify survey questions that needed to be revised. The three pre-test participants were chosen based on the study’s participant criteria. Other factors in the pre-test and study participant criteria were availability, and willingness to

participate in a timely manner so I could have enough time to refine the survey and administer it to the target population as per the study timeline.

The second phase of data collection was a qualitative form of inquiry that produced narrative and observational data. I conducted four semi-structured telephone interviews which consisted of fifteen open-ended questions. The interviews were conducted over the telephone and were each approximately one hour in length (Appendix C). Interviews elicited comments about the participants' perceptions and experiences, as well as the positive and negative influences on their development as leaders. The interviews also provided information about the interviewees' upbringing and how they balanced having their own family and a career simultaneously. With verbal consent from the interviewees, the interviews were tape recorded for accuracy purposes. Tape recordings from the interviews were transcribed. Interviewees also had the opportunity to approve transcripts from their interviews which would be reported by the study.

Prior to conducting the interviews, the interview was piloted with four Latinas who were not part of the four women interviewed for the study. The purpose of the pilot was to check for functionality of the interview protocol such as the structure of the interview and the questions to be asked. The interview protocol was revised before conducting interviews with the participants. Revisions included shortening the questions to allow interviewees to share more of their own perceptions and experiences, and cutting down the amount of questions to fifteen to ensure the interview length would stay close to the one hour planned time frame.

Procedures for Data Collection and Analysis

First, I conducted a quantitative analysis. The survey data was exported from Qualtrics to SPSS and coded by me. Then, I created data tables and graphs to display results for each question asked on the survey; these provided a visual of Latinas' thoughts and experiences. I also included a qualitative summary of the information received from the questions which allowed survey respondents to share personal stories.

Next, I conducted a qualitative analysis of the in-depth interviews using my observations and transcriptions from the tape recordings. I created a profile of each interviewee to tell her story. Kvale (1996) and Seidman (2005) discuss the importance of interviews as a method for collecting data. The interviews in this study were key for me to document group themes, as well as individual themes that emerged from the data. When summarizing the findings, I provided quotes from the interviews to support my analysis.

Finally, I cross-referenced the quantitative and qualitative data to find similarities and differences in responses. The end product, a *Latina Leadership Profile*, highlighted the themes that were consistent across the quantitative and qualitative analysis.

Summary of the Methodology

The process for carrying out the methodology of this study began with identifying the purpose of this study and the research questions. Those research questions were the foundation for identifying the study population, research setting, and data collection tools. Once there was a target population and the research setting was determined, I developed the data collection tools.

Data collection tools in this study were a self designed survey, followed by in-depth interviews. I submitted an expedited application to the St. John Fisher Internal Review Board for approval. Once approval was received, I began preliminary outreach to inform possible participants about the upcoming study. At this time, the data collection tools were piloted. The pilots revealed necessary changes and reinforced what worked well for each tool. As the researcher, I reserved the right to make changes to the survey and interview questions to ensure the content of each was effective.

The data collection tools were then ready for implementation with the target population. I began rigorous outreach for survey participants. The survey was available through Qualtrics for two months. During this time I was in touch with potential participants to remind them of the deadline and continued outreach to get as many completed responses as possible. I followed up with participants by sending a weekly email reminder of the need for completed survey responses.

At the end of the two month period, I began the data analysis by exporting the data to SPSS and coding it. Once the data was coded, I created charts and figures to present the information. During this time, I also conducted the in-depth interviews, had the content transcribed, and confirmed accuracy with interviewees. After conducting a descriptive analysis using quantitative and qualitative forms of inquiry, I documented the findings.

Chapter Summary

Research plays an important role in shaping attitudes, trends, and opinions. Chapter one set the foundation for this study including a description of the purpose and significance of the study. In chapter two, the literature provided an understanding of

leadership, gender and leadership, and diversity in leadership, specifically in terms of Latinas and leadership. As the investigator in this study, it was my responsibility to ensure the study findings impact Latina leadership in the United States. To accomplish this, the study methodology was a key component.

In this chapter, the methodology, data collection tools, and data analysis were explained. For example, in the first phase of the study, the quantitative form of inquiry provided a broad picture of the perceptions and experiences of Latinas in regard to leadership in the United States. The second phase of the study used qualitative methods to explore in detail the perceptions and experiences of a few Latina leaders viewed as successful. Having data presented in a statistical form and accompanied by personal stories, presented a compelling case about the Latina leadership experience in the United States.

Chapter four presents the findings of this study. Chapter five explores the implications of the results, presents conclusions drawn from the data collected and analyzed, and draws attention to opportunities for future research relating to this topic.

Chapter 4: Results

In this chapter, I, as the primary investigator, analyzed the quantitative and qualitative data collected for this study. The quantitative data was collected by a self-designed survey conducted online (Appendix A). The survey consisted of thirty questions – fourteen questions relating to demographic characteristics and sixteen questions relating to inquiry about the three hundred thirty-five survey respondents' leadership experiences, as well as their perceptions of Latina leadership in the United States (U.S.). By allowing respondents to include their own responses in the “other” category for most questions on the survey, a qualitative component was added to the survey. The qualitative data was collected by including open-ended questions in the survey where respondents could provide anecdotal information, as well as from four semi-structured, telephone interviews.

To understand the perceptions and experiences of Latinas who participated in this study, also referred to as “the sample”, “survey respondents” or “interviewees” throughout this chapter. The following data analysis procedures took place:

First, I conducted an analysis of quantitative data and findings to gain an understanding of the experiences of survey respondents. The quantitative analysis consisted of several parts:

1. Analysis of responses to questions about demographic information.
2. Analysis of responses to questions about *leadership* and questions about *leadership and me*.

3. Analysis of key themes from the quantitative data to answer the research questions.

Analysis of data collected from responses in the “other” category which enabled survey respondents to share personal stories.

Second, I conducted an analysis of qualitative data and findings to develop an in-depth understanding of the experiences of interviewees. The qualitative analysis consisted of several parts:

1. Glance at demographic data collected about interviewees.
2. Profiles to tell the story of each interviewee.
3. Analysis of key themes from the qualitative data to answer the research questions.

Third, I cross-referenced quantitative and qualitative data to synthesize key themes which emerged from both forms of data collection to answer the research questions.

Research Questions

The data collected was analyzed in relation to the following research questions:

1. What are the characteristics of successful Latina leaders?
2. What factors have a positive influence on Latina leaders?
3. What obstacles hinder Latinas from pursuing leadership roles?
4. Do the characteristics possessed by Latina leaders vary by sector?

Quantitative Data Analysis and Findings

The reader should know that respondents were granted the opportunity to opt out of any question(s) they did not understand a question or did not wish to answer.

Therefore, every question did not have a hundred percent response rate in relation to the total survey sample. The self-designed electronic survey was arranged by categories. First, there were questions about survey respondents' demographic characteristics. Then, there were questions inquiring about survey respondents' leadership experiences. Finally, there were questions inquiring about the perceptions of survey respondents regarding Latina leadership in the United States. The data analysis began by noting identifiable demographic categories in which the respondents labeled themselves.

Analysis of responses to questions about demographic information. Question number one: *Please select your age group.* In terms of the ages of survey respondents, they varied from eighteen years old to older than sixty-six years. The majority of the sample was within the 26-35 age range; this group represented forty-three percent (144 respondents) of the sample. Table 4.1 and Figure 4.1 present the age range of survey respondents.

Table 4.1

Age Range of Survey Respondents

Age group	# of Responses	% of Responses
18-25	38	11%
26-35	144	43%
36-45	74	22%
46-55	50	15%
56 or Older	29	9%
Total	335	100%

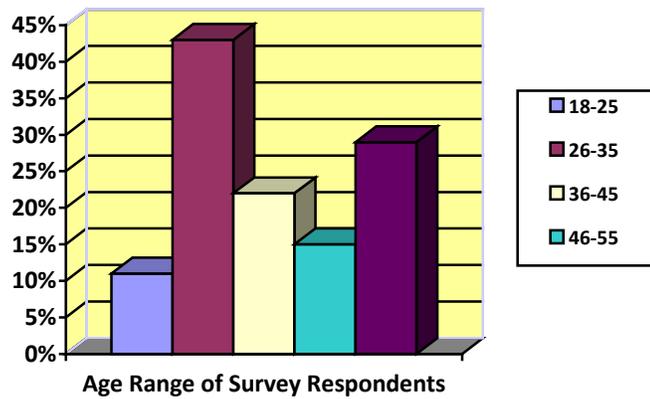


Figure 4.1. Age range of survey respondents.

Question number two: *Please choose your marital status.* In terms of survey respondents' marital status, the responses represented people who were single, married, divorced or lived with a partner. More than one third of the sample was married; this group represented forty-five percent (148 respondents) of the sample. Table 4.2 and Figure 4.2 present the marital status of the survey respondents.

Table 4.2

Marital Status of Survey Respondents

Marital status	# of Responses	% of Responses
Single	107	32%
Married	148	45%
Divorced	36	11%
Lives with Partner	41	12%
Total	332	100%

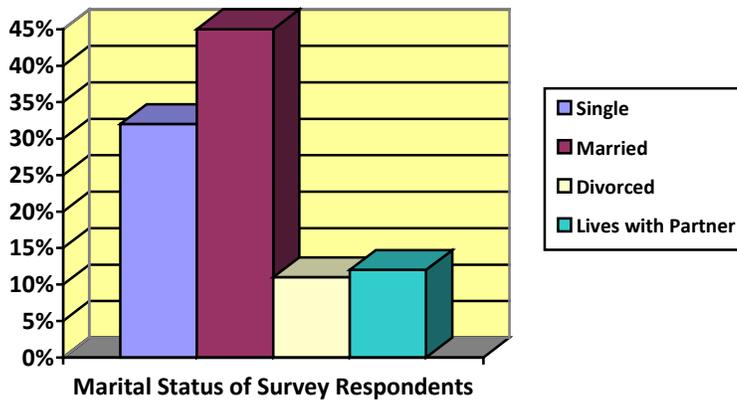


Figure 4.2. Marital status of survey respondents.

Question number three: *Do you have children? If so, how many?* In terms of family composition, fifty-six percent (187 respondents) of survey respondents had children and forty-four percent (148 respondents) did not have children. Table 4.3 and Figure 4.3 present the parenthood status of survey respondents.

Table 4.3

Parenthood Status of Survey Respondents

Have/Do not have children	# of Responses	% of Responses
Yes	187	56%
No	148	44%
Total	335	100%

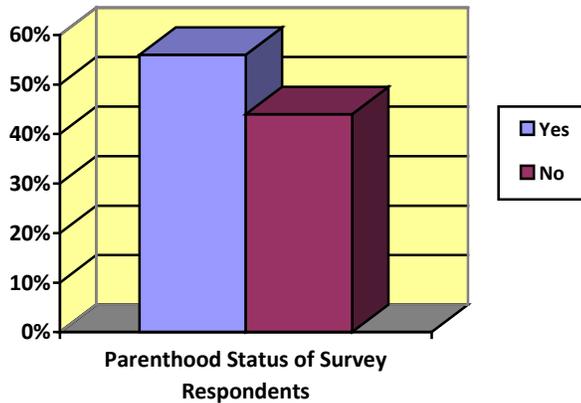


Figure 4.3. Parenthood status of survey respondents.

Question three continued. In terms of the second part of question three which asked survey respondents how many children they had, the number of children they had ranged from one to five. Forty-eight percent (90 respondents) of the survey respondents who had children, had two children. Table 4.4 and Figure 4.4 present the number of children that survey respondents with children had.

Table 4.4

Number of Children Survey Respondents with Children Had

# of Children	# of Responses	% of Responses
One	62	33%
Two	90	48%
Three	24	13%
Four	9	5%
Five	3	2%
Total	186	100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

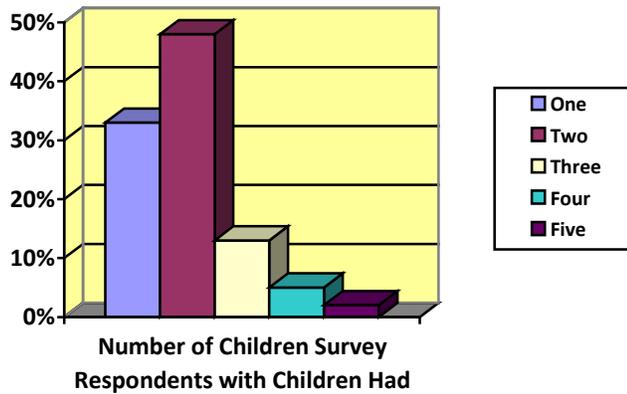


Figure 4.4. Number of children survey respondents with children had.

Question four: *Which state do you reside in?* In terms of the state of residence, survey respondents represented nineteen out of the fifty United States and the District of Columbia. More than one third of the sample lived in New York State; this group represented forty-two percent (137 respondents) of the sample. Table 4.5 and Figure 4.5 present the state of residence of survey respondents.

Table 4.5

State of Residence of Survey Respondents

State	# of Responses for each state	Total # of Responses	% of Responses for each state	% of Total Responses
AZ, IL	6	12	2%	4%
CA	49	49	15%	15%
CO, MA, NM, NC, OH, RI	2	12	<1%	4%
CT	7	7	2%	2%
DE, IN, KS, MI, OR, WA, WI	1	7	<1%	2%
DC	10	10	3%	3%
FL, GA, PA, VA	12	48	<4%	15%
MD	9	9	3%	3%
NJ	18	18	5%	5%
NY	137	137	42%	42%
TX	20	20	6%	6%
Total		329		100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

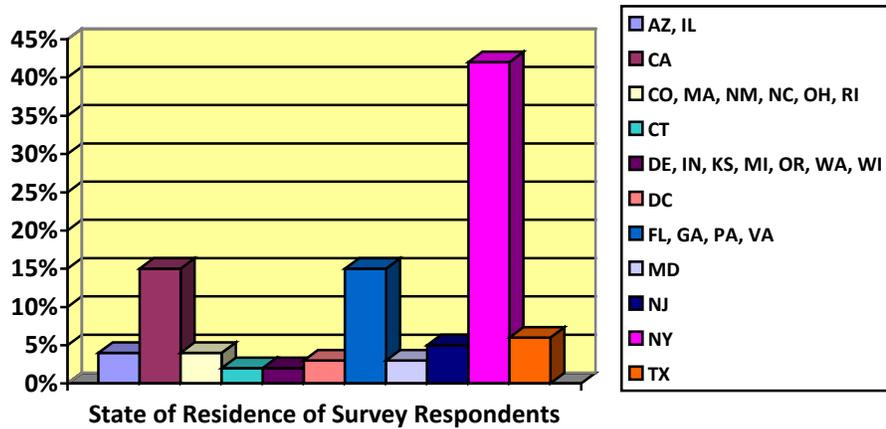


Figure 4.5. State of residence of survey respondents.

Question five: *Please share information about your ethnic background. What country were you born in?* The terms Hispanic and Latino/a encompass over twenty countries of Latin American and Spanish descent (Hispanic Research, Inc., 2009). In terms of ethnic backgrounds of survey respondents, they represented eighteen countries. The majority of the sample, seventy-four percent (239 respondents), was born in the United States. Table 4.6 and Figure 4.6 present the country of birth of survey participants.

Table 4.6

Country of Birth of Survey Respondents

Country	# of Responses for each country	Total # of Responses	% of Responses for each state	% of Total Responses
Brazil, Chile, Costa Rica, Venezuela	2	8	1%	2%
Colombia, Cuba, El Salvador, Nicaragua	3	12	1%	4%
Dominican Republic	14	14	4%	4%
Ecuador	4	4	1%	1%
Honduras, Jordan, Peru, Portugal, Uruguay	1	5	<1%	2%
Mexico	16	16	5%	5%
Puerto Rico	25	25	8%	8%
United States	239	239	74%	74%
Total		324		100%

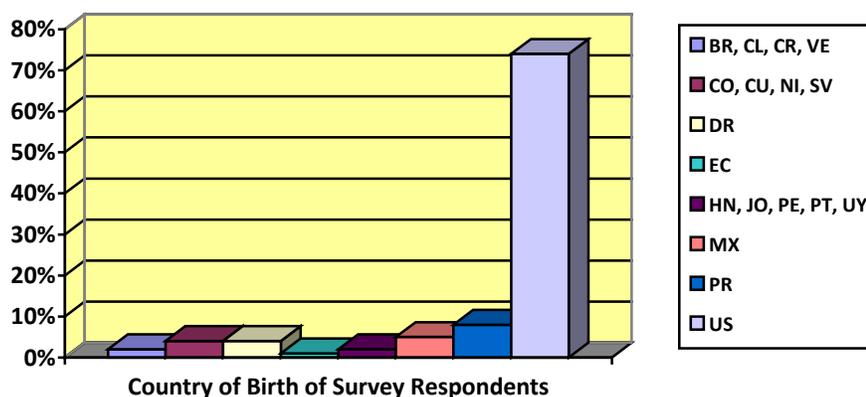


Figure 4.6. Country of birth of survey respondents.

Question six: *What generation Latina in the United States are you?* In terms of generational status, fifty percent (160 respondents) of the sample self-identified as first generation Latina in the United States. However, there was a range in generation status from first generation to twentieth generation. Table 4.7 and Figure 4.7 present what generation of Latina in the United States survey respondents are.

Table 4.7

Generation (Latina in the United States) of Survey Respondents

Generation	# of Responses	% of Responses
First	160	50%
Second	77	24%
Third	44	14%
Other	42	13%
Total	323	100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

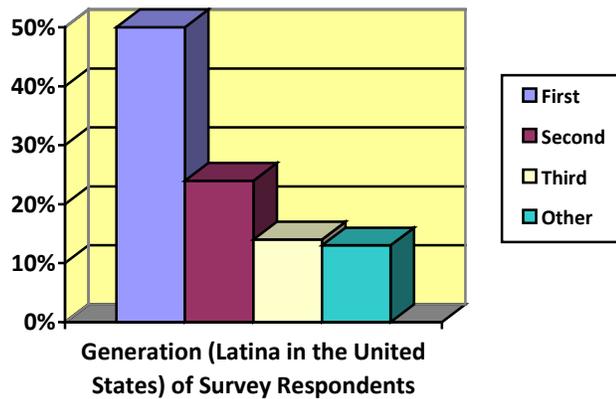


Figure 4.7. The generation of Latina in the United States of survey respondents.

Question seven: *Please share information about your mother's ethnic background. What country was your mother born in?* When responding to the questions about their family's ethnic background, many survey respondents shared their mother and father's country of birth, but a few did not as their parents were born in different countries. In terms of the samples' mothers, they represented twenty countries with almost one third of survey respondents mothers, twenty-seven percent (87 respondents), being born in Puerto Rico. Table 4.8 and Figure 4.8 present the country of birth of survey respondents' mothers.

Table 4.8

Country of Birth of Survey Respondents' Mothers

Country	# of Responses for each country	Total # of Responses	% of Responses for each state	% of Total Responses
Argentina, Panamá, Paraguay, Portugal, Spain, Uruguay, Venezuela	1	7	<1%	2%
Chile, Costa Rica	3	6	<1%	2%
Colombia, Ecuador	10	10	3%	3%
Cuba	5	5	2%	2%
Dominican Republic	43	43	13%	13%
El Salvador	8	8	3%	3%
Honduras	2	2	1%	1%
Mexico	56	56	18%	18%
Nicaragua, Peru	4	8	>1%	3%
Puerto Rico	87	87	27%	27%
United States	77	77	24%	24%
Total		320		100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

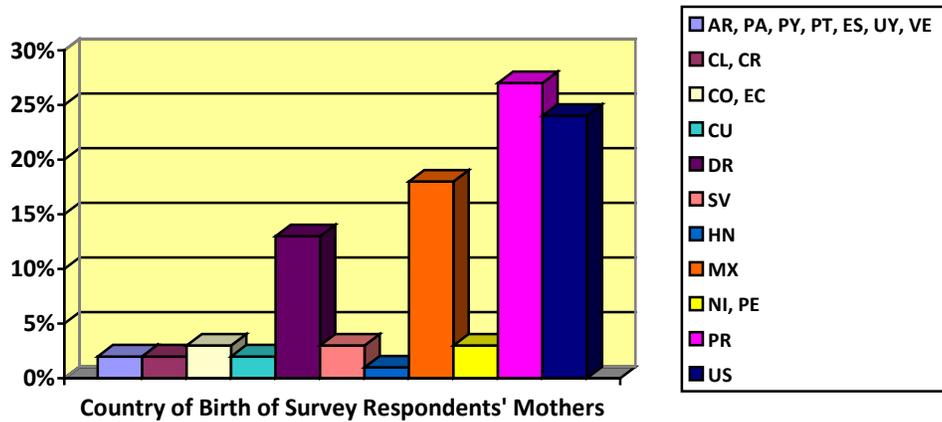


Figure 4.8. Country of birth of survey respondents' mothers.

Question eight: *Please share information about your father's ethnic background.*

What country was your father born in? In terms of the samples' fathers, they represented twenty countries with almost one third of survey respondents fathers, twenty-six percent (83 respondents), being born in Puerto Rico. Table 4.9 and Figure 4.9 present the country of birth of survey respondents' fathers.

Table 4.9

Country of Birth of Survey Respondents' Fathers

Country	# of Responses for each country	Total # of Responses	% of Responses for each state	% of Total Responses
Argentina, Chile, Costa Rica, Guatemala, Hungary, Uruguay, Venezuela	1	7	<1%	2%
Colombia, Cuba	7	14	2%	4%
Dominican Republic	43	43	14%	14%
Ecuador	8	8	3%	3%
El Salvador	9	9	3%	3%
Honduras, Portugal	2	4	<1%	1%
Mexico	56	56	18%	18%
Nicaragua	4	4	1%	1%
Peru	6	6	2%	2%
Puerto Rico	83	83	26%	26%
United States	80	80	25%	25%
Total		317		100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

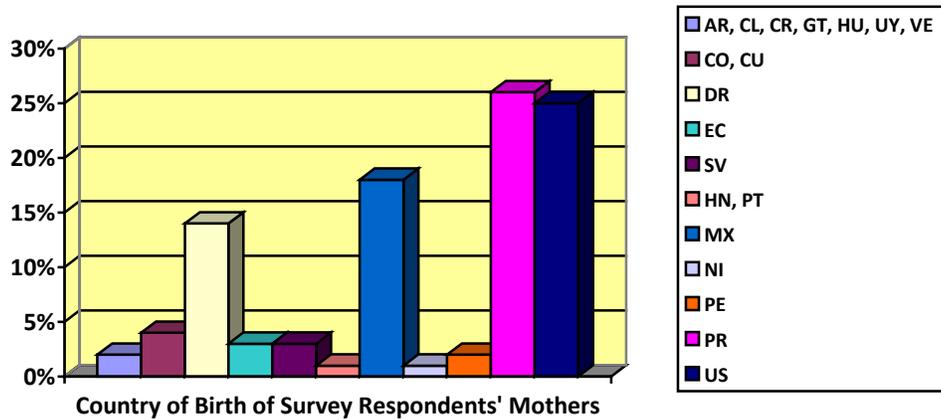


Figure 4.9. Country of birth of survey respondents' fathers.

Question nine: *What was the highest degree you completed?* In terms of education attainment, more than one third of survey respondents, forty percent (129 respondents), earned at least one Master's degree, and in some cases, two. It was an important finding that while Latinas who held Doctoral, Medical or Juris Doctor Degrees were not the largest represented category, they did represent eleven percent of the sample (36 respondents). There were also a few current doctoral degree students in the sample.

These findings were important because at the time of this study, very few Latinas in the United States held a doctoral degree. Another category which represented eleven percent of the sample (34 respondents), were Latinas who had completed high school, were either currently enrolled in college, not currently enrolled in college but had completed coursework towards a degree or had multiple degrees in a particular category. Table 4.10 and Figure 4.10 present the educational attainment of survey respondents.

Table 4.10

Highest Degree Obtained by Survey Respondents

Degree	# of Responses	% of Responses
Associate's	34	11%
Bachelor's	86	27%
Master's	129	40%
Doctoral/Juris Doctor	36	11%
Other	34	11%
Total	319	100%

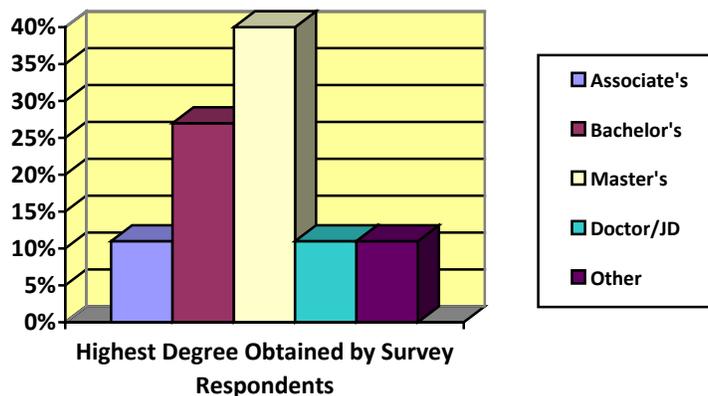


Figure 4.10. Highest degree obtained by survey respondents.

Question ten: *What sector do you work in?* In terms of work sectors represented by survey respondents, they were originally divided into four categories: the not-for-profit, government, corporate, and business. The not-for-profit sector included grassroots and community organizations, social workers, and youth service professionals. The government sector included police force employees, public employees such as: postal

workers, fire fighters, and elected officials. The corporate sector included employees of large corporations. The business sector included small business owners, small business employees, private vendors, and retail employees.

Once the data was analyzed, a new category emerged from survey responses. The new category was human services. This category included: medical, healthcare, and education which were not included in the four sectors originally identified. More than one third of the sample, thirty-four percent (101 respondents), were in the not-for-profit sector, followed by government with twenty-two percent (65 respondents), and human services with sixteen percent (48 respondents). Table 4.11 and Figure 4.11 present the work sector of survey respondents.

Table 4.11

Employment Sector of Survey Respondents

Sector of work	# of Responses	% of Responses
Not-for-Profit	101	34%
Government	65	22%
Corporate	40	13%
Business	45	15%
Human Services	48	16%
Total	299	100%

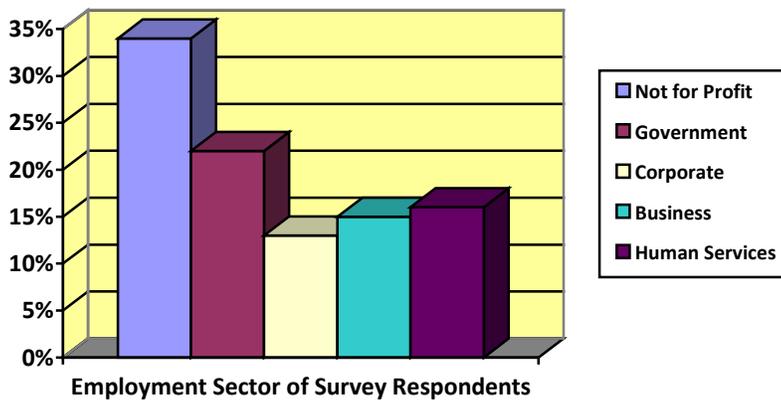


Figure 4.11. Employment sector of survey respondents.

Question eleven: *What is your annual salary range?* In terms of salary range of survey respondents, it was important to note that I rounded numbers to the nearest thousand, forcing respondents to choose their salary up or down to the nearest thousand. This decision did not seem to alter data as fifty percent (158 respondents) of the sample earned an annual salary of fifty-five thousand dollars per year or less, and the other fifty percent (155 respondents) earned an annual salary of fifty-six thousand dollars per year or more. Table 4.12 and Figure 4.12 present the salary range of survey respondents.

Table 4.12

Annual Salary Range of Survey Respondents

Annual Salary	# of Responses	% of Responses
\$55,000 or Less	155	50%
\$56,000 or More	158	50%
Total	313	100%

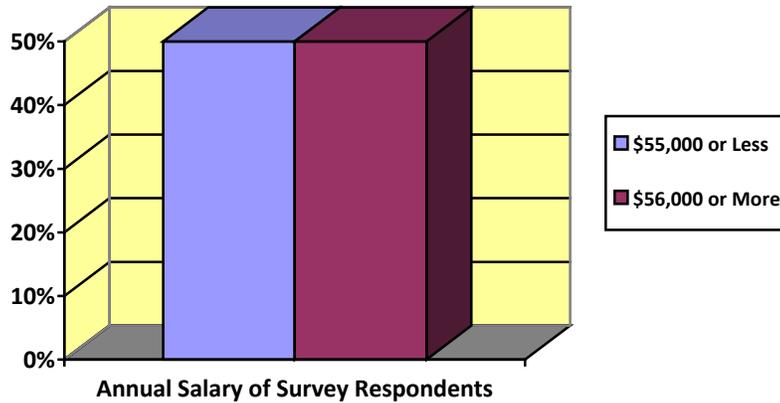


Figure 4.12. Annual salary range of survey respondents.

Question twelve: *Have you received any leadership training? If so, how was it helpful to you?* Leadership training may have played an important role in a leader's growth. In terms of having taken leadership training, the majority of survey respondents, seventy percent (192 respondents), responded that yes they had. Examples of leadership training included workshops and conferences, educational courses, religious programs and community programs. Some training took place at a younger age such as high school, others during college years, and others later in life such as work related training and leadership institutes. Table 4.13 and Figure 4.13 present whether or not survey respondents participated in leadership training.

Table 4.13

Whether or Not Survey Respondents Received Formal Leadership Training

Received formal leadership training	# of Responses	% of Responses
Yes	192	70%
No	78	29%
Total	270	100%

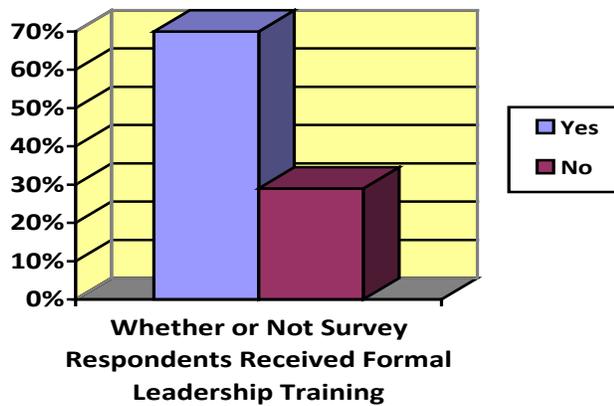


Figure 4.13. Whether or not survey respondents received formal leadership training.

In summary, survey respondents who participated in this study through the online survey met the following requirements: 1) were at least eighteen years of age, and 2) self-identified as Latina. The survey sample consisted of three hundred thirty-five Latina women across the United States with a vast array of differences and similarities in their background and beliefs. A profile of the average survey respondent was as follows:

She was a first generation Latina born in the United States, whose mother and father were born in Puerto Rico. She was within the 26-35 age group, married with two children, and lived in New York State. She held a Master's degree,

worked in the not-for-profit sector, earned an annual salary in the \$41,000-\$55,000 range, and identified herself as a transformational leader.

Analysis of inquiry questions. The reader should know there was an error in the Likert scale for inquiry question response options. The error was an incorrect order of the progression of the responses. The Likert scale should have read: 1 for Never, 2 for Almost Never, 3 for Sometimes, 4 for Usually, and 5 for Always. Instead, the Likert scale read: 1 for Never, 2 for Almost Never, 3 for Usually, 4 for Sometimes, and 5 for Always. The order for the Sometimes and Usually options were switched when survey content was entered into Qualtrics. As a result, it is unclear whether survey respondents chose 3 as Usually based on the definition of the term or because of its place in the Likert scale numerical order. For the validity of the data, the responses were condensed into fewer categories than the survey answer options as a way to ensure accurate data interpretation. One category represents the responses of Never and Almost Never. While the other category represents the answers for Sometimes, Usually, and Always.

Analysis of responses to questions about leadership. Question thirteen: *I believe that leaders are born, not made.* In terms of this question, survey respondents were somewhat split. One third of survey respondents, thirty-three percent (105 respondents) felt that leaders were rarely, if ever, “born”; but two thirds of survey respondents, sixty-seven percent (216 respondents) believed this was possible. This finding contradicts the work of Kouzes and Posner (2007), “Leadership is not a gene...” (p. 339). They go on to explain that leadership is learned and anyone who wishes to, can become a leader (Kouzes & Posner, 2007). Table 4.14 and Figure 4.14 present responses to the survey question “I believe leaders are born, not made.”

Table 4.14

Responses to Survey Question “I Believe that Leaders are Born, Not Made”

Survey response options	# of Responses	% of Responses
Never/Almost Never	105	33%
Sometimes/Usually/Always	216	67%
Total	321	100%

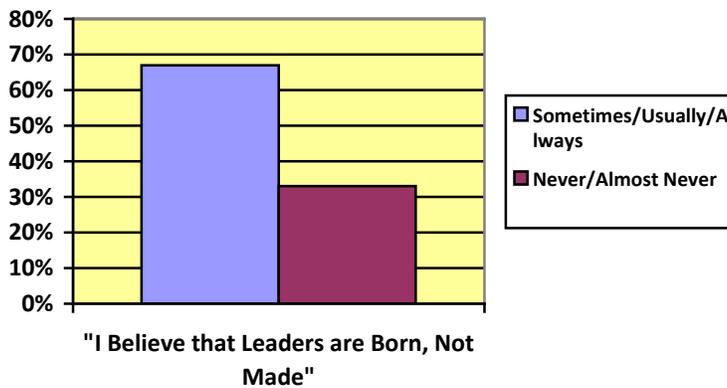


Figure 4.14. Responses to survey question “I Believe that Leaders are Born, Not Made.”

Question fourteen: *I believe that women lead differently than men.* In terms of this question, ninety-seven percent (312 respondents) of survey respondents responded Sometimes, Usually and Always. A majority of the survey respondents believed that there are differences in the leadership approaches of women and men. This finding was supported by the different roles and expectations of and for Latinos and Latinas. For example, *machismo* versus *marianismo* (Gil & Vasquez, 1996). Table 4.15 and Figure 4.15 presents responses to the survey question “I believe women lead differently than men.”

Table 4.15

Responses to Survey Question “I Believe that Women Lead Differently than Men”

Survey response options	# of Responses	% of Responses
Never/Almost Never	9	3%
Sometimes/Usually/Always	312	97%
Total	321	100%

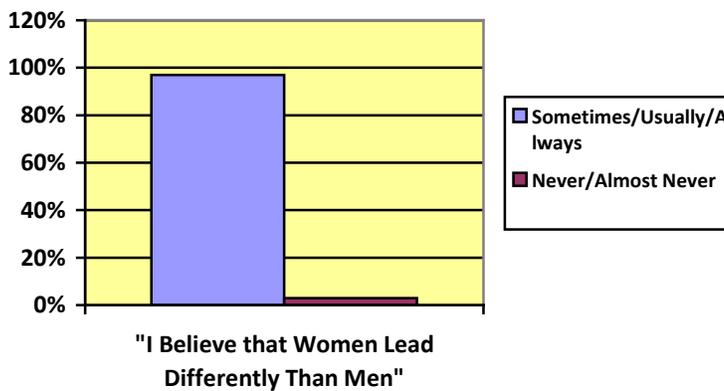


Figure 4.15. Responses to survey question “I Believe that Women Lead Differently than Men.”

Question fifteen: *I believe that Latina leaders are different than leaders from other ethnic groups.* In terms of this question, the majority of survey respondents, eighty-four percent (262 respondents) responded that they believed that statement to be true. This finding was supported by Gallegos and Ferdman’s (1997) work which included a model for Latinos and Latinas developing their identities in the work force. Muléy (2009) further supported this finding and stated, “Women have a distinct decision-making approach in comparison to men” (p. 11). Table 4.16 and Figure 4.16 present the responses to the survey question “I believe that Latina leaders are different than leaders from other ethnic groups.”

Table 4.16

Responses to Survey Question “I Believe that Latina Leaders are Different than Leaders from Other Ethnic Groups”

Survey response options	# of Responses	% of Responses
Never/Almost Never	49	16%
Sometimes/Usually/Always	262	84%
Total	311	100%

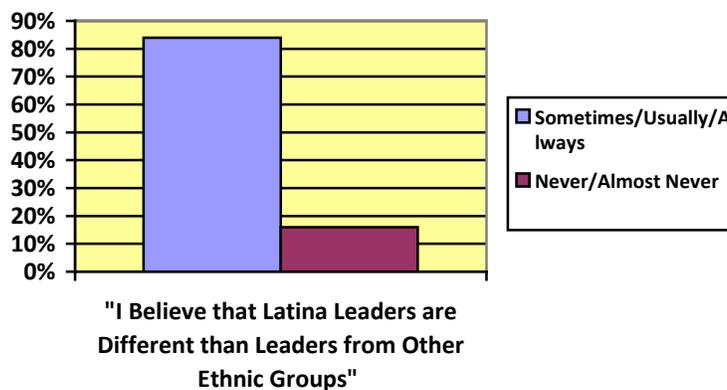


Figure 4.16. Responses to survey question “I Believe that Latina Leaders are Different than Leaders from Other Ethnic Groups.”

Question sixteen: *I believe there is a representative number of Latinas in significant leadership roles across the United States.* In terms of this question, the findings were not aligned with my assumption. Two thirds of survey respondents, sixty-eight percent (210 respondents) believed that there are not enough Latina leaders in significant roles; one third, thirty-two percent (98 respondents), believed there might have been. Table 4.17 and Figure 4.17 present responses to survey question “I believe there is a representative number of Latinas in significant leadership roles across the United States.”

Table 4.17

Responses to Survey Question “I Believe there is a Representative Number of Latinas in Significant Leadership Roles Across the United States”

Survey response options	# of Responses	% of Responses
Never/Almost Never	210	68%
Sometimes/Usually/Always	98	32%
Total	308	100%

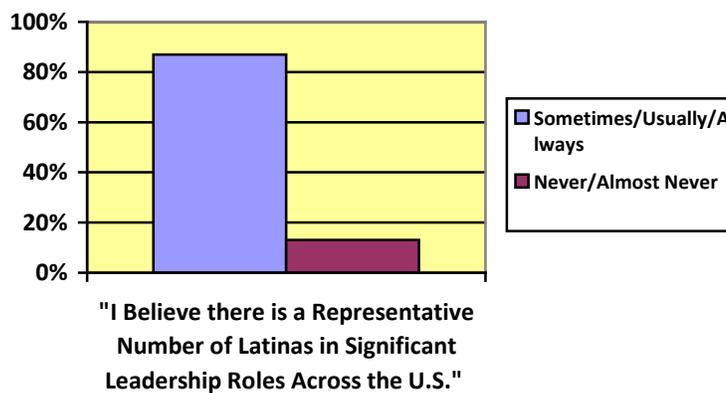


Figure 4.17. Responses to survey question “I Believe there is a Representative Number of Latinas in Significant Leadership Roles Across the United States.”

Analysis of responses to questions about leadership and me (referring to each survey respondent). Question seventeen: *I consider myself a leader.* In terms of this question, the majority of survey respondents, ninety-eight percent (314 respondents) of the sample responded that they Sometimes, Usually/Always consider themselves to be a leader. Table 4.18 and Figure 4.19 present responses to the survey question “I consider myself a leader.”

Table 4.18

Responses to Survey Question “I Consider Myself a Leader”

Survey response options	# of Responses	% of Responses
Never/Almost Never	7	2%
Sometimes/Usually/Always	314	98%
Total	321	100%

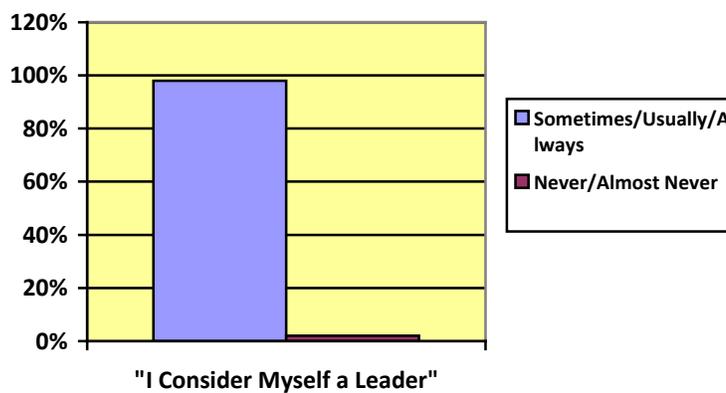


Figure 4.18. Responses to survey question “I Consider Myself a Leader.”

Question eighteen: *One's leadership style, amongst other things, demonstrates how one handles situations, guides people and carries out plans. Which leadership style do you identify with?* There were several options which included definitions for survey respondents to identify their leadership style. Table 4.19 presents the response options which were available to survey respondents to identify their leadership style

Table 4.19

Leadership Styles Highlighted for Survey Respondents to Self-Identify

Survey response options

Authoritarian: I prefer to make decisions with no one else's input.

Delegative: I prefer to have others make decisions but that I be ultimately responsible for the end result.

Participative: I prefer for decisions to be made by a group but that I be ultimately responsible for the end result.

Servant: I prefer for decisions to be made based on the needs of others.

Situational: I prefer to go with the flow of what is currently happening in order to make decisions.

Transactional: I prefer decision-making to be based on a give and take (IE: reward for good deeds, punishment for wrongdoings).

Transformational: I prefer to inspire others for mutual decision-making.

Question eighteen continued. In terms of this question, the majority of survey respondents identified themselves with one of two leadership styles; servant leadership was not one of the top choices. More than one third of survey respondents, thirty-six percent (109 respondents), self-identified as transformational leaders. Twenty-nine percent (87 respondents), self-identified as participative leaders. This finding was not aligned with my assumption and the literature discussing the expected roles of Latinas (Gil & Vazquez, 1996) which tend to center around servant leadership models. However, only eight percent (25 respondents) self-identified as servant leaders, while many more survey respondents identified as Transformational (thirty-six percent) or Participative leaders (twenty-nine percent). This finding supported the notion that Latina leadership in the United States may be evolving from a servant leadership model to other leadership

models (Rodriguez, 1999; Noboa-Rios, 2007). Table 4.20 and Figure 4.19 present the leadership styles which survey respondents identified with.

Table 4.20

“Leadership Styles Survey Respondents Identified With”

Survey response options	# of Responses	% of Responses
Authoritarian	7	2%
Delegative	8	3%
Participative	87	29%
Servant	25	8%
Situational	49	16%
Transactional	16	5%
Transformational	109	36%
Total	305	100%

Note. Due to rounding, the total amount of percentages in this table does not add up to exactly 100%.

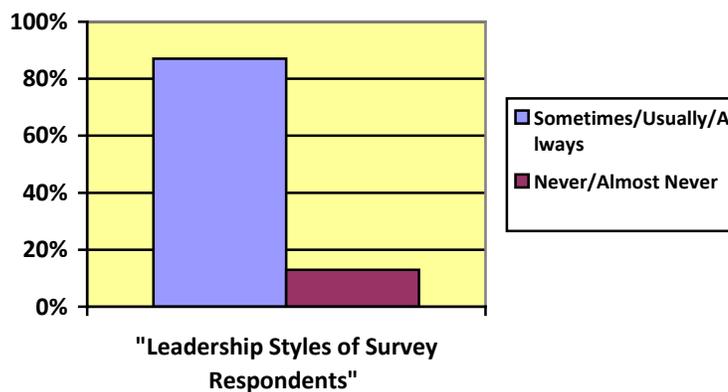


Figure 4.19. Responses to survey question “Leadership Styles Survey Respondents Identified With.”

Question nineteen: *I have held and/or currently hold a leadership position in one or more capacities* (this could be in relation to an employment, education, religious, community and/or other institution). In terms of this question, ninety-three percent (299 respondents) of survey respondents responded Sometimes/Usually/Always. The data illustrated that in addition to most of respondents considering themselves leaders, they had demonstrated so by accepting leadership roles in some capacity. Table 4.21 and Figure 4.20 present responses to the survey question “I have held and/or currently hold a leadership position in one or more capacities.”

Table 4.21

Responses to Survey Question “I Have Held and/or Currently Hold a Leadership Position in One or More Capacities”

Survey response options	# of Responses	% of Responses
Never/Almost Never	21	7%
Sometimes/Usually/Always	299	93%
Total	320	100%

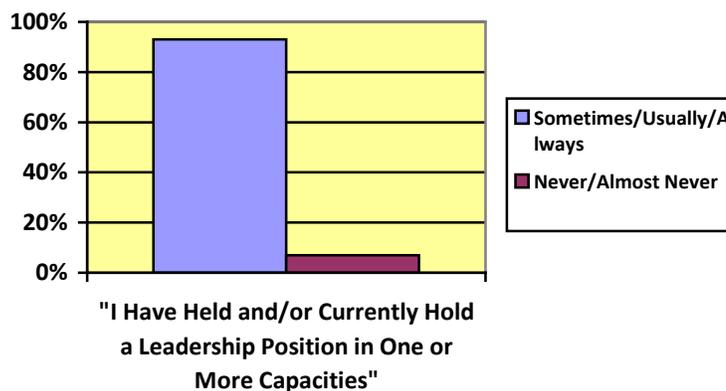


Figure 4.20. Responses to survey question “I Have Held and/or Currently Hold a Leadership Position in One or More Capacities.”

Question twenty: *I have accepted leadership roles to...* In terms of this question, respondents were asked to further explore their leadership experiences by sharing the reasons they had accepted leadership roles. Table 4.22 presents the response options available to survey respondents.

Table 4.22

Reasons Why Survey Respondents Accepted Leadership Roles

Survey response options

To make a difference in the lives of others.

To improve her skills. For example, leadership skills, communication skills.

To meet new people.

To be a role model.

To move up the ranks in an institution.

Because she enjoys the responsibility of leadership.

Table 4.23 and Figure 4.21 present responses to the response option “I have accepted leadership roles to make a difference in the lives of others.”

Table 4.23

Responses to “I Have Accepted Leadership Roles to Make a Difference in the Lives of Others”

Survey response options	# of Responses	% of Responses
Never/Almost Never	7	2%
Sometimes/Usually/Always	309	98%
Total	316	100%

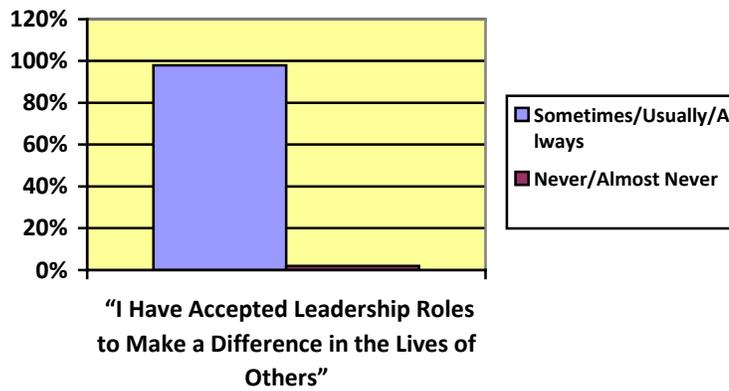


Figure 4.21. Responses to “I Have Accepted Leadership Roles to Make a Difference in the Lives of Others.”

Table 4.24 and Figure 4.22 present responses to the response option “I have accepted leadership roles to improve my skills.”

Table 4.24

Responses to “I Have Accepted Leadership Roles to Improve My Skills”

Response options	# of Responses	% of Responses
Never/Almost Never	24	8%
Sometimes/Usually/Always	291	92%
Total	315	100%

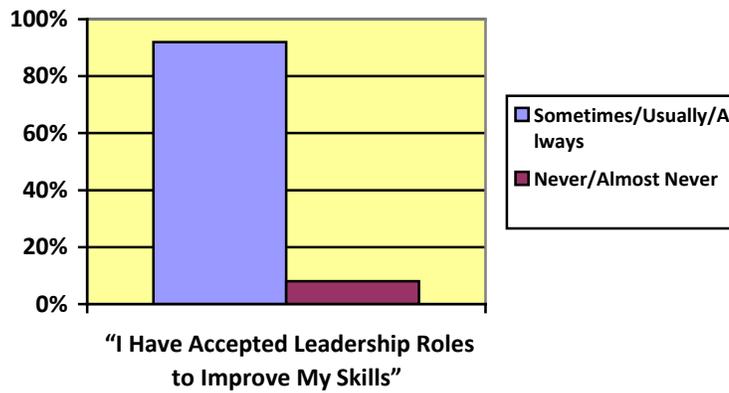


Figure 4.22. Responses to “I Have Accepted Leadership Roles to Improve My Skills.”

Table 4.25 and Figure 4.23 present responses to the response option “I have accepted leadership roles to meet new people.”

Table 4.25

Responses to “I Have Accepted Leadership Roles to Meet New People”

Survey response options	# of Responses	% of Responses
Never/Almost Never	57	18%
Sometimes/Usually/Always	260	82%
Total	317	100%

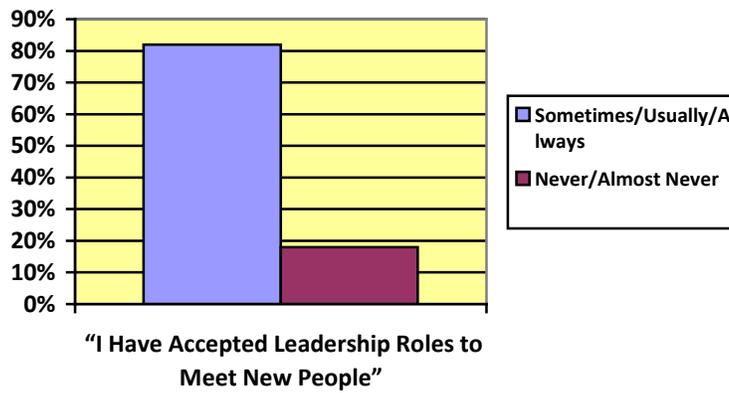


Figure 4.23. Responses to “I Have Accepted Leadership Roles to Meet New People.”

Table 4.26 and Figure 4.24 present responses to the survey option “I have accepted leadership roles to be a role model.”

Table 4.26

Responses to “I Have Accepted Leadership Roles to be a Role Model”

Survey response options	# of Responses	% of Responses
Never/Almost Never	18	6%
Sometimes/Usually/Always	297	94%
Total	315	100%

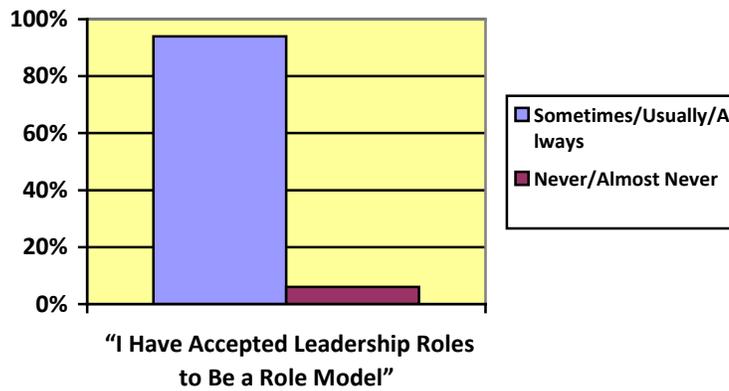


Figure 4.24. Responses to “I Have Accepted Leadership Roles to be a Role Model.”

Table 4.27 and Figure 4.25 present responses to the response option “I have accepted leadership roles to move up the ranks in an institution.”

Table 4.27

Responses to “I Have Accepted Leadership Roles to Move Up the Ranks in an Institution”

Survey response options	# of Responses	% of Responses
Never/Almost Never	76	24%
Sometimes/Usually/Always	239	76%
Total	315	100%

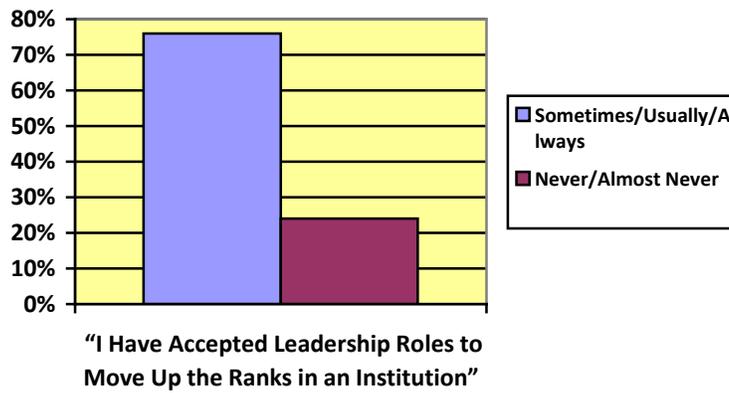


Figure 4.25. Responses to “I Have Accepted Leadership Roles to Move Up the Ranks in an Institution.”

Table 4.28 and Figure 4.26 present responses to the response option “I have accepted leadership roles because I enjoy the responsibility of leadership.”

Table 4.28

Responses to “I Have Accepted Leadership Roles because I Enjoy the Responsibility of Leadership”

Survey response options	# of Responses	% of Responses
Never/Almost Never	9	3%
Sometimes/Usually/Always	305	97%
Total	314	100%

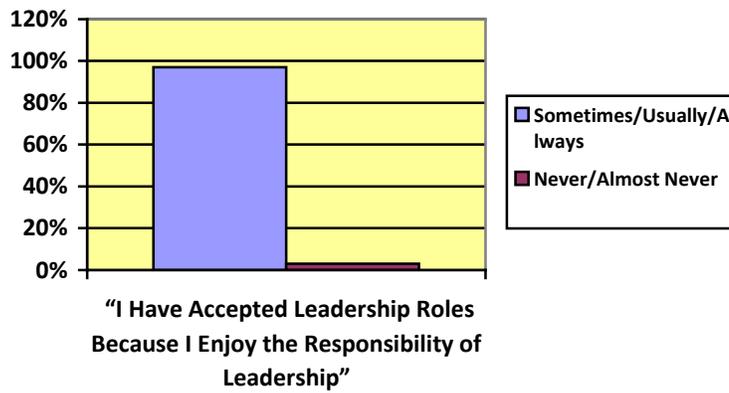


Figure 4.26. Responses to “*I Have Accepted Leadership Roles because I Enjoy the Responsibility of Leadership.*”

Question twenty continued. There was also an opportunity for survey respondents to add “other” reasons for accepting leadership roles. Thirty-five respondents filled in “other” reasons. Several reasons were noted by more than one person. Table 4.29 presents responses which two or more survey respondents noted as additional reasons why they accepted leadership roles.

Table 4.29

Additional Reasons Why Survey Respondents Accepted Leadership Roles

Responses from “Other” category

Because people in leadership do not look like me.

Because no one else took the lead.

Because there is a gap to be filled.

For an increase in salary.

I am afraid of who will do it if I do not do it.

It comes natural to me.

It felt right.

To be part of the solution.

To create change.

To encourage and inspire others.

Examples of survey respondent answers to open-ended questions. Survey respondents represented a broad range of careers such as: police officer, social worker, administrative professional, financial coordinator, educator, healthcare worker, real estate representative, sales person, childcare provider, project manager in various settings, pharmacy technician, technology specialist, and many others. Two hundred eighty-nine survey respondents shared stories about people or events which influenced them to pursue their career choices. I chose eight of those stories to highlight. The stories chosen were those which resembled the experiences several people who shared their stories. Table 4.30 presents the selected comments from survey respondents about sources of inspiration.

Table 4.30

Examples of Who or What Inspired Survey Respondents to Pursue Their Career Choice

<p><i>Example one:</i> My mother was always an inspiration. She did not have a college degree, but she had a PhD in life. She taught me and my seven siblings that we could be anything we wanted to be. My leadership skills started at home. I wanted equality as my six brothers had a lot of freedom, and I had to fight for that. At school, I would seek out leadership positions and learned the power of persuasion. Later on in life I learned that if you see injustices, you must not be a bystander – you must act. Women are the majority in the world but are not represented in positions of power and influence. I do believe that if we empower and train women in leadership positions, the world will be a peaceful and better world. My mother taught me that.</p>
<p><i>Example two:</i> My sisters and I lost our mother at a very young age due to domestic violence. I became a police officer to make a difference and help other families who are victims of crimes, as we were.</p>
<p><i>Example three:</i> I worked as a Nurse’s Aide for over fifteen years, which caused me to have many physical injuries and because of that I wanted to change my career. Having worked in the same facility for 22 years, I thought I could pursue another position. But I needed a college degree, which I did not have. My niece encouraged me to attend college. I obtained my Bachelor’s Degree and was promoted to an Administrative Coordinator position. I am currently pursuing a Master’s Degree in Mental Health Counseling.</p>
<p><i>Example four:</i> My mother is a cancer survivor. When I was in high school and she was under chemotherapy, I noticed how awful some nurses were to her and I wanted to make a difference. I cared about my mom and was her personal nurse at home. I wanted to do this to make a difference and because I truly enjoy helping others. I wanted to take care of people and show them there are people that care and will take care of them.</p>
<p><i>Example five:</i> As a child I always aspired to be a doctor. I never got to pursue my dream. By the age of seventeen, I was a single parent working my first job as a front desk receptionist in a doctor’s office. I will never forget the doctor – she was the one that inspired me to do what I am doing today. I am now managing an office and I am also a certified Medical Assistant. I get to work closely with the patients through triage, drawing blood, taking vitals, etc. Even though I am not a doctor today, my work has been very rewarding for me. I love what I do.</p>
<p><i>Example six:</i> I participated in the National Hispana Leadership Institute (NHLI) Latinas Learning to Lead program, for college youth. Witnessing the transformational changes in my classmates felt incredibly rewarding. Although I was not managing national leadership programs at the time, I knew that I wanted to continue inspiring women to achieve.</p>
<p><i>Example seven:</i> My childhood experience as the daughter of Mexican immigrant parents inspired me to work to help provide Latinos with greater access to quality information, resources, and guidance to improve their experience in the process of acculturation/transition/integration into the U.S. society and its financial, education, health systems.</p>

This section offered an analysis of the findings from the quantitative data collected, as well as stories shared by survey respondents in regards to several survey

questions which provided an “other” option for writing in answers. The next sections of this chapter answer the research questions using information and examples from the quantitative data collected through a qualitative analysis.

Analysis of Key Themes from Quantitative Data

Research Question #1: What are the Characteristics of Successful Latina Leaders? For the purposes of this study, the term *successful Latina leader* was defined through the lens of position status. For example, a Latina holding a position of power in employment, community and/or religious institution, as well as having made notable impact on people in their communities, and society at large. The definition also took into consideration Otte’s (2004) assumptions that “Leaders maintain stability in adverse situations. They project competence and confidence to those around them” (Otte, 2004, p. 26).

Marisa Rivera, Founder and President of Mpowerment Works, LLC is an example of a woman who met the criteria to be viewed as a *successful Latina leader* [she was interviewed for the qualitative portion of this study]. Previously, Marisa was the President of the National Hispana Leadership Institute (NHLI). In these roles, she has conducted leadership trainings for various populations such as: Latina adolescents and Latina women, in the United States, and throughout the world. The tools that she has provided for her trainees have empowered them to tap into their leadership abilities and further develop their leadership skills so they would be prepared to tackle the challenges of leadership.

In this study, survey respondents had the opportunity to highlight the characteristics they believed an effective Latina leader should possess. They had a choice

of twenty-nine characteristics to choose from. They could choose one, various, or all characteristics. These characteristics came from various sources aimed at Latina leadership; for example, the website of the NHLI which houses resources relating to Latina leadership. Respondents also had the opportunity to write in other characteristics which were not listed but they believed an effective Latina leader should possess.

A previous study about Latina leadership conducted by Bonilla-Santiago (1992), suggested “five characteristics as representative of Hispanic women leaders: vision, knowledge, natural leadership instincts, willingness to take risks, and caring involvement” (Bonilla-Santiago, 1992, p. 63). Two out of the five characteristics (vision and willingness to take risks) highlighted by her work, were also highlighted by survey respondents in this study. Furthermore, findings from this study exhibited that eighty-five to one hundred percent of Latinas who took this survey also believed that in order to be effective, Latina leaders must possess all of the twenty-nine characteristics listed as response options. In addition, survey respondents added nine characteristics in the “other” category. A total of thirty-six characteristics were noted by survey respondents. Table 4.31 presents the options available in the survey for survey respondents to highlight which characteristics they believed Latina leaders should possess.

Table 4.31

Characteristics Survey Respondents Believed Effective Latina Leaders Should Possess

Survey response options column 1	Survey response option column 2
Assertive	Motivated
Charismatic	Optimistic/Positive*
Competitive	Passionate*
Creative*	Perseverance
Determined	Persuasive
Empathetic	Responsible
Ethical	Risk taker
Flexible	Self-confident
Generous	Sense of humor
Good listener*	Sensitive
Hardworking	Service Oriented
Honest	Team Oriented
Integrity	Trustworthy
Lead by example	Visionary
Moral	

Note. The characteristics marked with * were also noted by interviewees.

Survey respondents also added characteristics in the “other” category which they believed Latina leaders should possess; these characteristics were not on the list of response options. Table 4.32 presents the characteristics added in the other category, which were not response options.

Table 4.32

Characteristics Noted by Several Survey Respondents Which They Thought Effective Latina Leaders Should Possess in Addition to the Already Highlighted Characteristics

Responses from “Other” category

Collaborative
Committed
Compassionate
Good communicator
Knowledgeable
Humble
Non-judgmental
Politically savvy
Understanding

Table 4.33 presents a general depiction of the characteristics highlighted by survey respondents for all sectors.

Table 4.33

Characteristics Highlighted By All Survey Respondents for All Sectors (Not-for-Profit, Government, Corporate and Business Sectors)

Characteristics	Not-for-profit	Government	Corporate	Business
Assertive	100%	99%	100%	100%
Charismatic	100%	97%	99%	99%
Competitive	100%	97%	99%	99%
Creative	92%	97%	99%	100%
Determined	100%	99%	99%	100%
Empathetic	100%	95%	88%	91%
Ethical	98%	99%	98%	99%
Flexible	99%	97%	99%	98%
Generous	99%	94%	88%	93%
Good listener	98%	100%	97%	98%
Hard working	100%	100%	100%	100%
Honest	100%	99%	98%	99%
Integrity	100%	99%	99%	100%
Lead by example	100%	99%	98%	99%
Moral	100%	98%	97%	99%
Motivated	100%	100%	100%	100%
Optimistic	100%	98%	99%	99%
Passionate	99%	98%	99%	100%
Perseverance	100%	100%	100%	100%
Persuasive	100%	100%	100%	100%
Responsible	100%	100%	100%	100%
Risk taker	100%	95%	99%	100%
Self-confident	97%	100%	100%	100%
Sensitive	100%	88%	85%	88%
Sense of humor	95%	93%	93%	97%
Service oriented	97%	98%	91%	95%
Team oriented	99%	100%	97%	98%
Trustworthy	100%	100%	99%	100%
Visionary	100%	99%	99%	100%

Research Question #2: What factors have a positive influence on Latina

leaders? The leadership journey encompasses many experiences for leaders – some

positive, others negative. Emphasizing the positive aspects of leadership allows for sharing of success stories; this may encourage more Latinas to pursue and obtain significant leadership positions. To answer this research question survey respondents had the opportunity to share what they believed could be factors of positive influence for Latina leaders. There were nine factors listed as response options. Survey respondents could choose one or more factors listed.

Data indicated that survey respondents believed successful educational attainment, participation in leadership training, self-confidence, as well as access to mentors and role models, could be positive influencers on Latina leadership. Furthermore, most respondents believed that family, employment, cultural, and religious obligations could also play a role in the ensuring more Latinas pursue significant leadership roles in the U.S.

These findings are consistent with research conducted by Sanchez de Valencia (2008) about the “Transformation of Latinas into Influential Business Leaders in the U.S.” Sanchez de Valencia (2008) found that role models, family, and culture were aspects of positive influence for Latina leaders. The findings are also supported by Salas (2005), Holvino and Gallegos (2008), and Carillo (2008). Figure 4.27 presents the factors underscored by survey respondents which they believed may positively influence Latina leaders.

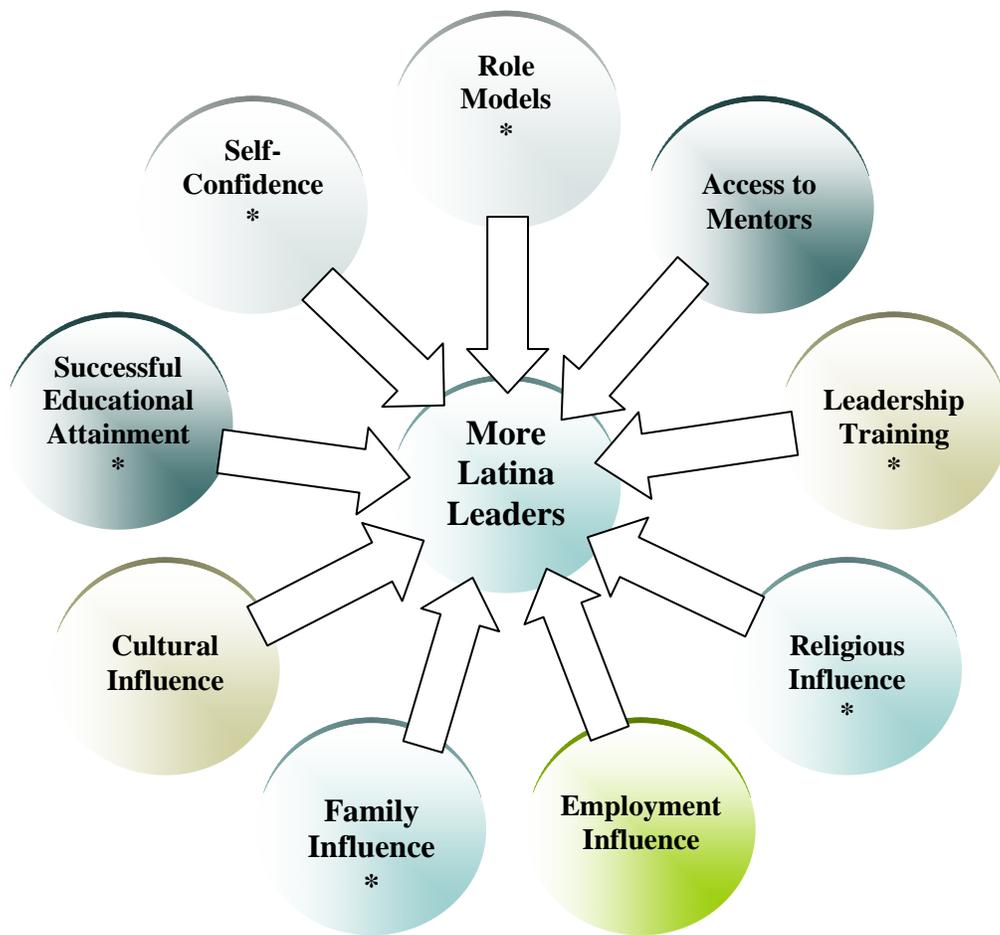


Figure 4.27. Factors which have a positive influence on Latina leaders.

Note. The factors marked with * were also noted by interviewees.

Data from this study illustrated the notion that staying closely connected to the positive influencers, can help Latinas stay motivated along their leadership journey.

Table 4.34 presents personal stories shared by survey respondents about the positive influences such as people or occurrences in their lives.

Table 4.34

Examples of What or Who Has Influenced the Leadership Journeys of Survey Respondents

<p><i>Example one:</i> My father inspired me. He was a minister; first and always a leader. I have followed in his footsteps by also being a leader and an inspiration to others.</p>
<p><i>Example two:</i> My former teacher and later on assistant principal who trained me to take his position. I was doing his job while teaching my load and I loved it. When an opportunity came up to lead a school on my own, he recommended me.</p>
<p><i>Example three:</i> My Mother who is a community leader. She inspired me by participation and example.</p>
<p><i>Example four:</i> I had a bad experience in one of my first positions. I did not approve of many decisions by our president, a Hispanic male. It seemed that I could do a better and more compassionate job in such leadership role. In a crazy way, that man was an inspiration. Even more so, other women leaders inspired and supported me on my upward journey. Now, my students inspire me to share what I know as they aspire to leadership themselves.</p>
<p><i>Example five:</i> My older sister. She has always been a leader; one who was born and not made. Since we were in high school, she inspired me to challenge beliefs and to be an advocate for what I believe. She has always been a role model for me since we did not have a mother to look up to.</p>
<p><i>Example six:</i> I was not inspired... I was made. My parents always needed translation help or understanding issues and it was me they turned to. For some reason, others began to do that to me too.</p>
<p><i>Example seven:</i> Even though my niece is younger than me, she has been my role model. She grew up with no biological parents, but that did not stop her from pursuing a higher education and that has inspired me to pursue a higher education too. Even though I had both parents, they never encouraged me to pursue college. My niece is a very important "Latina Leader" in her aunts', cousins', sisters' and friends' lives', including me.</p>
<p><i>Example eight:</i> My mother, father, grandparents, and great-grand parents were involved in community service. Collectively their role modeling helped me develop a sense of duty to be involved and be a leader.</p>

Research Question #3: What obstacles hinder Latinas from pursuing leadership roles? Leaders face many obstacles because the role of leadership can cause one to be scrutinized by many; this is especially true for Latinas who must navigate two cultures in addition to their personal, and leadership struggles (Carillo, 2008; R. G. DelCampo, D. S. DelCampo & R. L. DelCampo, 2009). Some factors may get in the

way of certain populations pursuing noteworthy leadership roles such as: holding elected office or being the CEO of a corporation.

To better understand the obstacles which may deter Latina leadership and answer this research question, survey respondents were asked to share their perceptions. There were nine obstacles listed as response options. Survey respondents could choose one or more obstacles listed. Data indicated that survey respondents believed lack of self-confidence, lack of motivation, lack of mentors, lack of educational attainment, and lack of leadership training, all served as obstacles which deter Latina leadership.

Furthermore, most respondents believed that family, employment, and religious obligations, as well as lack of opportunities could also play a role in the lack of significant Latina leadership in the U.S. This finding is consistent with Sanchez de Valencia's (2008) finding that lack of mentors and lack of educational attainment can be obstacles for Latina leaders in the United States. These findings are also supported by catalyst (2002), Leon (2008), Salas (2005), and Armijo (2009). Figure 4.28 presents the obstacles underscored by survey respondents which they believed may which may hinder Latina leadership; these factors could prevent more Latinas from pursuing and obtaining pursue leadership roles.



Figure 4.28. Obstacles which can hinder Latinas from pursuing leadership roles

Note. The factors marked with * were also noted by interviewees.

Research Question #4: Do the characteristics possessed by Latina leaders vary by sector? Survey respondents had the opportunity to express whether they thought the characteristics an effective Latina leader should possess, varied by sector. To answer this question, survey respondents were asked whether they believed Latinas in the not-for-profit, government, corporate, and business sectors should possess the twenty-nine highlighted characteristics. The data demonstrated that eighty-five to one hundred percent of Latinas who took this survey believed that Latina leaders in any sector must possess all twenty-nine characteristics listed in the survey. Tables 4.35 through 4.38

present the characteristics highlighted by survey respondents as those which believed Latina leaders should possess in the not-for-profit, government, corporate and business sectors. As these tables indicate, the consensus was that all twenty-nine characteristics were desirable for all four sectors.

Table 4.35 presents characteristics highlighted for the not-for-profit sector.

Table 4.35

Characteristics Effective Latina Leaders Should Possess in the Not-for-Profit Sector

Highlighted characteristics	# of S/U/A Resp.	% of S/U/A Resp.	# of N/A.N Resp.	% of N/A.N Resp.	Total # of Resp.	Total % of Resp.
Assertive	297	100%	1	0%	298	100%
Charismatic	296	100%	1	0%	297	100%
Competitive	271	92%	22	8%	293	100%
Creative	299	100%	0	0%	299	100%
Determined	298	100%	1	0%	299	100%
Empathetic	291	98%	7	2%	298	100%
Ethical	295	99%	4	1%	299	100%
Flexible	296	99%	2	1%	298	100%
Generous	290	98%	7	2%	297	100%
Good listener	298	100%	1	0%	299	100%
Hard working	298	100%	0	0%	298	100%
Honest	296	100%	1	0%	297	100%
Integrity	299	100%	0	0%	299	100%
Lead by exam.	295	100%	1	0%	296	100%
Moral	292	100%	1	0%	293	100%
Motivated	295	100%	0	0%	295	100%
Optimistic	294	99%	3	1%	297	100%
Passionate	298	100%	0	0%	298	100%
Perseverance	296	100%	0	0%	296	100%
Persuasive	295	100%	1	0%	296	100%
Responsible	295	100%	0	0%	295	100%
Risk taker	286	97%	9	3%	295	100%
Self-confident	296	100%	0	0%	296	100%
Sensitive	280	95%	15	5%	295	100%
Sense of humor	284	97%	9	3%	293	100%
Service oriented	290	99%	3	1%	293	100%
Team oriented	289	100%	0	0%	289	100%
Trustworthy	286	100%	0	0%	286	100%
Visionary	292	100%	1	0%	293	100%

Note. S=Sometimes, U=Usually, A=Always, N=Never, A.N=Almost Never, Resp.=Responses.

Table 4.36 presents characteristics highlighted for the government sector.

Table 4.36

Characteristics Effective Latina Leaders Should Possess in the Government Sector

Highlighted characteristics	# of S/U/A Resp.	% of S/U/A Resp.	# of N/A.N Resp.	% of N/A.N Resp.	Total # of Resp.	Total % of Resp.
Assertive	273	99%	4	1%	277	100%
Charismatic	267	97%	7	3%	274	100%
Competitive	265	97%	8	3%	273	100%
Creative	262	97%	8	3%	270	100%
Determined	271	99%	3	1%	274	100%
Empathetic	258	95%	14	5%	272	100%
Ethical	273	99%	2	1%	275	100%
Flexible	262	97%	8	3%	270	100%
Generous	252	94%	16	6%	268	100%
Good listener	270	100%	1	0%	271	100%
Hard working	271	100%	1	0%	272	100%
Honest	267	99%	2	1%	269	100%
Integrity	272	99%	2	1%	274	100%
Lead by exam.	266	99%	4	1%	270	100%
Moral	263	98%	6	2%	269	100%
Motivated	270	100%	0	0%	270	100%
Optimistic	262	98%	5	2%	267	100%
Passionate	265	98%	5	2%	270	100%
Perseverance	269	100%	0	0%	269	100%
Persuasive	270	100%	1	0%	271	100%
Responsible	268	100%	1	0%	269	100%
Risk taker	255	95%	14	5%	269	100%
Self-confident	272	100%	1	0%	273	100%
Sensitive	236	88%	31	12%	267	100%
Sense of humor	251	93%	19	7%	270	100%
Service oriented	266	98%	5	2%	271	100%
Team oriented	262	100%	1	0%	263	100%
Trustworthy	264	100%	1	0%	265	100%
Visionary	267	99%	4	1%	271	100%

Note. S=Sometimes, U=Usually, A=Always, N=Never, A.N=Almost Never, Resp.=Responses.

Table 4.37 presents characteristics highlighted for the corporate sector.

Table 4.37

Characteristics Effective Latina Leaders Should Possess in the Corporate Sector

Highlighted characteristics	# of S/U/A Resp.	% of S/U/A Resp.	# of N/A.N Resp.	% of N/A.N Resp.	Total # of Resp.	Total % of Resp.
Assertive	270	100%	1	0%	271	100%
Charismatic	266	99%	2	1%	268	100%
Competitive	265	99%	4	1%	269	100%
Creative	267	99%	3	1%	270	100%
Determined	269	99%	2	1%	271	100%
Empathetic	233	88%	31	12%	264	100%
Ethical	265	98%	6	2%	271	100%
Flexible	265	99%	4	1%	269	100%
Generous	233	88%	31	12%	264	100%
Good listener	261	97%	8	3%	269	100%
Hard working	269	100%	0	0%	269	100%
Honest	266	98%	5	2%	271	100%
Integrity	267	99%	3	1%	270	100%
Lead by exam.	265	98%	5	2%	270	100%
Moral	261	97%	9	3%	270	100%
Motivated	270	100%	0	0%	270	100%
Optimistic	266	99%	2	1%	268	100%
Passionate	263	99%	4	1%	267	100%
Perseverance	266	100%	1	0%	267	100%
Persuasive	271	100%	0	0%	271	100%
Responsible	269	100%	0	0%	269	100%
Risk taker	267	99%	2	1%	269	100%
Self-confident	271	100%	1	0%	272	100%
Sensitive	226	85%	41	15%	267	100%
Sense of humor	245	93%	19	7%	264	100%
Service oriented	242	91%	25	9%	267	100%
Team oriented	259	97%	9	3%	268	100%
Trustworthy	260	99%	2	1%	262	100%
Visionary	266	99%	3	1%	269	100%

Note. S=Sometimes, U=Usually, A=Always, N=Never, A.N=Almost Never, Resp.=Responses.

Table 4.38 presents characteristics highlighted for the business sector.

Table 4.38

Characteristics Effective Latina Leaders Should Possess in the Business Sector

Highlighted characteristics	# of S/U/A Resp.	% of S/U/A Resp.	# of N/A.N Resp.	% of N/A.N Resp.	Total # of Resp.	Total % of Resp.
Assertive	257	100%	0	0%	257	100%
Charismatic	249	99%	2	1%	251	100%
Competitive	254	99%	2	1%	256	100%
Creative	250	100%	1	0%	251	100%
Determined	252	100%	1	0%	253	100%
Empathetic	226	91%	22	9%	248	100%
Ethical	244	99%	3	1%	247	100%
Flexible	246	98%	4	2%	250	100%
Generous	230	93%	18	7%	248	100%
Good listener	244	98%	5	2%	249	100%
Hard working	255	100%	1	0%	256	100%
Honest	246	99%	3	1%	249	100%
Integrity	251	100%	1	0%	252	100%
Lead by exam.	246	99%	2	1%	248	100%
Moral	247	99%	3	1%	250	100%
Motivated	251	100%	0	0%	251	100%
Optimistic	247	99%	2	1%	249	100%
Passionate	250	100%	1	0%	251	100%
Perseverance	248	100%	1	0%	249	100%
Persuasive	249	100%	0	0%	249	100%
Responsible	247	100%	0	0%	247	100%
Risk taker	251	100%	1	0%	252	100%
Self-confident	251	100%	1	0%	252	100%
Sensitive	218	88%	30	12%	248	100%
Sense of humor	240	97%	8	3%	248	100%
Service oriented	235	95%	13	5%	248	100%
Team oriented	238	98%	4	2%	242	100%
Trustworthy	243	100%	1	0%	244	100%
Visionary	245	100%	1	0%	246	100%

Note. S=Sometimes, U=Usually, A=Always, N=Never, A.N=Almost Never, Resp.=Responses.

Survey respondents shared that being a Latina leader has been challenging; that there is no room for error which is why they have high expectations for themselves and other Latinas. Vasquez and Comas-Díaz (2007) encourage Latinas to adopt the notion that everyone is imperfect. Table 4.39 presents comments made by survey respondents regarding their experiences as Latina leaders.

Table 4.39

Comments from Survey Respondents about their Perceptions about Being a Latina Leader

<p><i>Comment one:</i> As Latinas we need to work twice as hard as anyone else to prove that we are capable. You definitely need to have the right support.</p>
<p><i>Comment two:</i> It is exciting to see an increase of Latina leaders in the U.S. but certainly not satisfied with the numbers. Latina leaders in the U.S. do have challenges to face. However, I am hopeful that the climate of this country is being forced to change in favor of Latina leaders by virtue of the power in numbers. In other words, there are too many of us to be ignored.</p>
<p><i>Comment three:</i> It is unfortunate that Latina Leaders are not all that prevalent in our society in larger sectors. For example, government, political, and business positions.</p>
<p><i>Comment four:</i> We must work harder to establish ourselves. We work well with people and develop strong relationships but we seem to be less assertive than other women, and less inclined to self-promotion. We must let the younger women in our cultures know that it is possible to have a career and a family, and be successful at both.</p>
<p><i>Comment five:</i> For Latina Leaders – It is important to remember that in great part, our success in leadership positions comes from Hispanic cultural traits such as: good work ethics, hard working, service oriented, can do attitude, respect, loyalty, and a sense of community.</p>
<p><i>Comment six:</i> Our community needs to play a strong advocacy role to make certain that highly qualified Latinas are adequately represented among the lists of candidates for consideration in every sector of our communities.</p>
<p><i>Comment seven:</i> We need more Latinas in leadership because we bring a different perspective to the table.</p>
<p><i>Comment eight:</i> Latina's bring unique talents, skills, and vision that can be extremely valuable in any sector. What seems to be lacking is the self-confidence and encouragement from others.</p>
<p><i>Comment nine:</i> Young Latinas in leadership face three strikes: age, gender, and their ethnicity. How many times I walk into meetings and people look right through me because of how I look, despite my business suit or professional attire.</p>
<p><i>Comment ten:</i> Latina leaders in prominent positions much seek other Latinas to mentor and to open doors for them. The contributions Latinas can make are impactful.</p>
<p><i>Comment eleven:</i> I do not believe we have enough Latina leaders in the United States. Some are not motivated in becoming leaders and live under a stereotype in which they feel labeled as not being able to succeed. On the other hand, some who want to be successful leaders are not given a fair opportunity to grow in that role.</p>

This section answered the research questions using information and examples from the quantitative data collected. The next sections of this chapter will offer an

analysis of the findings from the qualitative data collected, as well as a summary of the quantitative and qualitative data collected.

Qualitative Data Analysis and Findings

Analysis of Interview Data. For the qualitative portion of this study, I interviewed four Latinas from various states in the U.S. by telephone for approximately one hour. Kvale (1996) explained the purpose of interviews, “The qualitative research interview attempts to understand the world from the subjects’ point of view, to unfold the meaning of peoples’ experiences, to uncover their lived world...” (p. 1). He further explained that an interview presents the opportunity for people to exchange ideas about issues of interest to them both (Kvale, 1996). Each woman shared personal stories about her leadership journey. Their stories were a reminder that it was not easy for these Latinas to get ahead in their respective careers and communities. The women were interviewed to gain an understanding of each of their backgrounds and draw attention to their contributions to this study (Seidman, 1997).

Glance at demographics of the interviewees. When comparing the demographics of interviewees, there were similarities and differences between the average interview and the average survey respondent. The similarities were parenthood status and number of children, as well as educational attainment. The differences were sector of work and age. Interviewees were older than survey respondents which could be a factor in the fact that the women interviewed had achieved success in leadership. A profile of the average survey respondent was as follows:

She was born in Puerto Rico. Her mother and father were also born in her native country. She was within the 56-Older age group, married or divorced with two

children, and lived in California. She held a Master's degree, worked in the corporate sector, and identified herself as a transformational leader.

Profile of interview #1: Yolanda Hallas. Yolanda Martinez Cruz now known as Yolanda Hallas, resides in Georgia, is in her mid fifties, married, and has two children. She served as the first Executive Director for the Hispanic Health Coalition of Georgia. Yolanda is a Latina born in Puerto Rico of parents also born in Puerto Rico. She was raised in Indiana and returned to Puerto Rico at age fifteen due to her mother's illness. Upon her mother's passing, she as the eldest of the children began taking on leadership roles starting with caring for her family. When asked how she became a leader Yolanda said, "I was just an observer of people with great empathy and a sense of obligation to take care of my siblings and the vulnerable. I always felt like I could achieve my goals and had a vision of who I wanted to become."

Yolanda further explained her leadership experience by sharing what it was like being born in Puerto Rico but growing up in the United States and having to navigate two cultures, "When you come from a background where both parents moved here, and were very traditional, you grow up in a household that is very traditional. But then you are exposed to a non-traditional environment and you are becoming very assimilated. One of the things that we do is try to keep that which we feel very comfortable with. But we also adapt to a culture that expects us to be less nurturing, more direct and clear, and not necessarily warm and fuzzy. That traditional, very family centered environment, where your role is to be that caregiver, the person who watches out for everybody, is not necessarily going to lead you to success. Unless you are able to make clear cut decisions and are able to motivate. So, I had to transition and learn this, but I also did not want to

let go of that which I thought defined me. I always told people that I was a perfect example of a bilingual child.”

After sharing about her upbringing, Yolanda shared how her vision of who she wanted to become began taking form as she accessed higher education. She earned a Bachelor of Arts degree in Secondary Education and English from the University of Puerto Rico, and a Master of Science degree in Secondary Education and English with a Bilingual/Bicultural Endorsement from Indiana University. Yolanda also completed the University of Maryland’s Leadership Training Institute which helped her understand her strengths using the Herman’s Brain Dominance Test.

She applied this knowledge to her work ethic in the not-for-profit and corporate sectors, as she advanced to become Associate State Director for AARP Georgia where she focused on the North East region of the United States and the Commonwealth of Puerto Rico. AARP is a national, not-for-profit, nonpartisan membership organization providing services for people age 50 and older (AARP, 2011). She took early retirement from AARP Georgia to serve as the first Executive Director for the Hispanic Health Coalition of Georgia whose mission is “To promote health equity for all Hispanic children and adults by empowering, educating and advocating for healthy communities throughout Georgia (Hispanic Health Coalition of Georgia, 2011).

In addition to her career endeavors, Yolanda worked on behalf of her community through leadership on local Boards in positions such as President for the Georgia Gerontology Society, the Disability Resource Group, the Georgia Hispanic Chamber of Commerce’s legislative committee, the Arc of Georgia’s Business Roundtable, Triad of Georgia, and the University of Georgia’s Family and Consumer Sciences Outreach

Action Council. Her sense of growth, accomplishment, and self-confidence came through as Yolanda shared her life experiences.

When discussing her experiences as a Latina leader Yolanda shared, “I had to outgrow what my mother was taught – you must be quiet, not heard. If you are seen, you are not heard. You do not step up. You are not bold. You just behave. Maybe it was my dad saying “Go ahead, say what you think,” or having grown up in the States rather than in Puerto Rico. What I bring to the table is a great deal – this sense of honesty and integrity that I was taught. But I also know with achievement, experience and knowledge, that there is no stepping back. This is about understanding that you play a pivotal role. What you do will influence the people you are serving. I remember as a Latina sometimes hearing from other female managers, ‘Well you’re just too nice, you are just too gentle.’ Leadership for that person and the mainstream was being hard hitting.”

She continued: “Some people within the Hispanic/Latino community have a hard time with this hard hitting approach, with that kind of vision. A lot of apologies had to be made along the way. And I did it. I accomplished more. I was more effective. I got more recognition doing it that way. Roberto Goizueta had a saying, translated into English distinctively, ‘Do not confuse kindness with weakness.’ So, I always use that to say: I know I can influence. I can make the necessary decisions and make critical choices, and do that effectively and achieve my goals. I know what it is to say ‘This is our vision. This is our plan.’ And I know how to create the steps to get there and to bring people on board to accomplish it.”

Yolanda's life has been dedicated to serving others. She views herself as transitioning from a servant leader to merging servant leadership with transformational leadership. Her leadership styles have helped her succeed at work and home. She currently resides in the South with her husband Bill and their two sons. When asked about how she balanced a career and family Yolanda shared, "Women who were not married would work from nine o'clock in the morning to seven o'clock at night. I did not have that luxury. I could not do it. So, I just accomplished a lot in a shorter day (unless I was traveling of course). Did my work effectively, and I was creative."

Yolanda continued: "It was a give and take. It was something that my husband and I had to come to an agreement on. We both had to work. He had to take over in my absence. I have traveled a great deal, but I had to overcompensate. I mean, I would still have to come home and do all of those things a woman does. Doing the laundry, planning the meals, making sure that everybody is okay, that they have their assignments; over compensating for when you are not there. When they have a project, you know, emails, anything they needed; being available. The challenges were immense and I was exhausted, but I did it. My ability to do that is just in my inner being. I could not delegate that to anybody else. I am a mother. I could juggle effectively. What we have to do is be very clear on what we are willing to do – whether or not we are willing to sacrifice. At no point, did I ever think that I could not do all of it."

When sharing leadership tips she has learned, Yolanda says essential characteristics of an effective leader are: "Reliability, creativity, knows how to build a team, has a clear vision, listens to others, and is positive." She asks of Latina leaders and those aspiring leadership roles, "It is very important to be able to identify who we are

without losing this identity. I think it is going to be critical for us. Do we become the mainstream Americana leader or do we blend that beauty of our culture with the other? Today, we have to prove our worth – we have the talent, we have the capabilities, we have the intelligence.”

Profile of interview #2: M. Isabel Valdés. M. Isabel Valdés resides in California, is in her early sixties, divorced, and has two children. She is the founder and President of Isabel Valdés Consulting, LLC. Isabel is a Latina born and raised in Chile, the native country of her parents. Her ancestors provided the foundation for her leadership experiences from childhood, when they lead by example. She shared these memories of her family, “Chile is a very small country – about sixteen million people. My father and mother founded a Christian family movement in the nineteen fifties and sixties. For thirty years, my father was the executive director and fundraiser for an orphanage with over one hundred children. My great-grandfather founded the national zoo in Chile. My grandfather on my father’s side was a volunteer fireman. My grandmothers on both sides of the family did fundraising to help different community organizations or to help feed seniors in poor housing. We have a tradition in our family to do things for the community.”

With a clear picture of successful leadership and in her words, “strong work ethics and values that my parents gave me,” as well as having accessed higher education, Isabel’s up-bringing should have set up her up for a life of almost immediate success. Isabel holds two Master’s degrees from Stanford University (one from a mini doctoral program modeling the French doctoral degree Troisième Cycle) and she holds two degrees from her native country, Chile. However, her experience as a twenty-four year

old immigrant in the United States was unpleasant and eye-opening. She explains, “I could not get a job. It is hard to start when you are an immigrant; to find an organization that gives you a chance. Because we do not speak English well or we do not know the market, we do not know the rules of the game. I did have a working visa and permits but I could not get a job, so I decided to start a company called Hispanic Market Connections, Inc.” She has since started another company called Isabel Valdés Consulting, LLC.

When the doors of opportunity shut in her face, Isabel exuded confidence and started her own company. How does one reach this point of self-confidence in leadership? Isabel discussed her leadership trajectory. “I had the DNA. This was consistent with my personality. I was always organizing things. I am extroverted. Always connecting people. Always creating things. Selling and promoting anything that I thought was valuable. My parents would tell you that I was like this a child. I was always leadership material. But then, I was always called the boss. ‘You are too bossy. You like to tell everybody what to do.’ But if we had been men, we would have been singled out to lead. In our culture we are punished. Talking about how good we are – boasting is totally unacceptable. Ambition in our culture is a negative trait. We have limitations as Latinas.”

To further explain, Isabel shared her notion of the implications these cultural norms could have on Latinas as leaders. From her own experience Isabel noted, “When I wanted to get a piece of the big business accounts, not just the small contracts – that is when I believe it became a handicap that I was a woman. It became evident that I could not play in the big leagues, and that I did not have access to the ‘all boys network’ –

which is truly powerful when you want to compete for the ‘big bucks’. Most women have a hard time competing at that level when it comes to big business, top jobs, and power. I do believe this applies to women in general not just to Latinas. However, we Latinas are at a greater disadvantage because we are even more disconnected and many more degrees removed from the center of action and knowing how to play the game.”

She provided examples to support her belief, “We have more Latina leaders in key government positions – but not with the level and power that we should have. There are very few Latinas represented in any leadership position throughout the U.S. no matter what you are looking at – be it politics, business or not-for-profit. Maybe a little bit more representation in the not-for-profit. When you look at the real thing – which is the size of the prize – where there are big bucks, you will not see Latinas. When there are little bucks, there are a lot of Latinas. That is one thing that has to change.”

Continuing the discussion, she was asked to share what factors she thought may get in the way of Latina leadership and cause underrepresentation of Latinas in significant leadership roles. Isabel shared her perceptions, “We come with a traditional religious belief wanting to lead, to succeed, to be important, and yet, we boycott ourselves. We have a hard time breaking the ‘glass ceiling’. Unfortunately, when you look at the educational pyramid, in our community, we are significantly underrepresented in education and seriously so, in advanced degrees. We also lack mentors, lack role models, and positive images in the media. We need to see more successful Latinos and Latinas in leadership positions – in management positions, in corporate America, everywhere. In addition to the lack of higher education, and insights training – the

‘unspoken rules’ we do not even know that exist. All these are obstacles that play against us.”

She went on to explain, “Sadly, I do not think there is much union among Latinas or an organization that helps us see there is more power if we worked together instead of competing. And there is a lot of competition out there. Sometimes, I did experience tougher barriers to break with Latinas, than with men. I do not know if it is because of jealousy, fear, lack of trust or competition.”

When asked how this situation could be improved and how we could reach a level of significant leadership of Latinas in the United States Isabel said, “We have to learn that we really need to be united and help each other. Have a common front, to lead in the bigger leagues. We need to learn how to network successfully. I would tell young Latinas to become involved in community organizations and go to leadership programs, to learn how to build and use networks. As Latinas, we naturally bring the perspective of two worlds. We are bringing our culture which is our distinct perspective, as well as that of the non-Latino world.” From her experience, Isabel believes the five essential characteristics of an effective leader are someone who is organized, a visionary, passionate, willing to sacrifice, and ambitious.

Isabel was determined to impact the community through her work; that is why she founded and managed (for 15 years) Hispanic Market Connections, Inc. (HMC), an award winning marketing research and consulting company where she devised state-of-the-art marketing research methods such as *In-culture Marketing*TM. She also founded and currently heads Isabel Valdés Consulting, LLC (IVC), a consulting firm that advises corporations, non-profits and government agencies on a broad range of business issues in

the U.S. and internationally on how to build *HeartShares In-Culture*© and how to *Transform HeartShares into MarketShares*©. In addition, she published four books and was working on her fifth. Isabel also served on boards for Latino serving organizations such as the National Hispana Leadership Institute, the National Council of La Raza, the Mexican Heritage Corporation, the Tomas Rivera Policy Institute, Accion USA, and the Latino Community Foundation. Other community service included being a member of PepsiCo/Frito-Lay's Ethnic advisory board, heading the Human Sustainability Committee, Scholastic's *Lee y Serás*, and the Consumer Trends Forum International.

A veteran in the Business sector, Isabel has equipped herself to be an agent of change. "I did work for many years with great business-driven ambition to take the company to the next level, but that has changed. Most of the leadership work I do today is for another type of ambition, more fulfilling of my heart's wishes. My honest hope is to contribute something for the 'greater good'."

She continues, "Leadership came naturally to me. It is like something is missing if I am not involved in a community organization, or a business conversation. Leadership takes place on a large scale, and involves many people. You need to have a clear vision that projects into the future, and make decisions and plans based on these. Be willing to invest time, resources and energy to move, to lead, to involve others, motivate them, and see how they can make the original concept or idea a better, bigger one. That way, you also have them be part of the leadership process, but at the end of the day, no matter what style you have as a leader, you still have to be responsible for the end result."

Isabel sums up her views on leadership, “The intention is to help, to use the leadership skills we have learned, to help. It has to be done.” She asks of Latina leaders, “If we do not do it, who will do it?”

Profile of interview #3: Marisa Rivera. Marisa Rivera resides in Florida, is in her early fifties, divorced, and has three children. She is the founder and President of Mpowerment Works, LLC. Marisa is a Latina born in Puerto Rico who came to the United States at age seventeen to attend college. Marisa’s father was born in Puerto Rico and her mother was born in Spain. Marisa has always been an energetic, positive Latina whose life focus has been to empower others, especially women and girls. Marisa’s motto is that she “trains women to take over the world.” She shared her perspective on leadership from a bird’s eye view. “As a leader, you should never feel comfortable. Well, I have made it. I have done it. No, there is always something else to learn. So, I am constantly seeking out courses or training or opportunities to be involved in activities like boardmanship or volunteerism or being part of groups that perhaps you never saw yourself in but can provide a learning experience for you.”

She emphasized her perspective with a personal example of what she was referring to, “I became a tri-athlete four years ago. That was not on my bucket list or even on my visionary list, but a girlfriend made me do it and now I am so hooked. I see the benefits that I have learned over the past four years; everything from balancing life, taking time for myself and training myself on a very physically challenging path. It was a lot of work. But crossing that finish line is like *wow*. It is the biggest degree I could have ever earned. Part of leadership is daring to go where you felt you could not go, and all of a sudden, you do achieve it.”

When asked to further explain her leadership journey Marisa shared, “I volunteer for a lot of organizations. I have also led non-profit organizations and I have my own company called Mpowerment Works. Through all of those experiences I realized that leadership is not about me. Leadership is about others, leadership is about being able to persuade others to perhaps follow the same path.” Mpowerment Works, LLC is a consulting firm designed to impact global change by empowering people. Before starting her own company, Marisa was the President of the National Hispana Leadership Institute (NHLI); the only national leadership development program in the United States focused on Latina leaders.

Her work in the not-for-profit sector and founding her own company have taken Marisa all around the world and allowed her to realize the dream of encouraging others to become leaders. She explained, “Really seeing myself as an instrument to lead others or to inspire others to follow their dreams, to reach their goals. I have seen myself in many ways – not only do people following me as a leader but also me motivating others to pursue what I see within them. I have found through my years of teaching and working with leadership that many people do not see themselves as leaders, although I can see them as leaders. People lack that self-confidence and self awareness to know what they did was right. I can tell people: ‘You got it. You have got it within you and it is a matter of you believing it yourself.’

Marisa continued: “On a personal note, the more I do this, the more I realize that I also have those characteristics – where people trust me, where people look after me and where people will follow; you persuade them to follow a goal, a vision or a mission of an organization or a task that you are involved in. So the more you practice it, the more you

realize that you have it within you too. In my leadership experiences, I have also learned that the more you know, the more you know that you do not know everything.”

For Marisa, on the job training, as well as formal leadership training helped her develop her personal leadership skills. She shared what leadership training has meant for her, “I have taken many courses. I have completed leadership courses at Harvard University, Stanford University, the Center for Creative Leadership Institute (CCL), and the Gallup Leadership Institute. I have consistently, throughout my career, continued to develop and learn about leadership from different institutions.” Marisa also holds a Bachelor of Arts degree from American University and a Master’s degree in Education Administration from Western Illinois University.

She continued, “Those series of courses, have given me the self-confidence and self assurance that I certainly have what is needed to continue on my own leadership path. You become more self-confident and more self aware that hey – you do have something special. You should use it more often, and you should use it for all the causes that you care for. If you care about equality for women globally, nationally or locally – what it is that you are doing to improve the situation? I always say that if you are not part of the solution, you are part of the problem. I ask myself: ‘What else can I personally do to affect the change that I want to see?’ So on a personal level, I do not only say it to others, but I apply it to myself.”

When asked how a Latina leader goes about being “part of the solution” Marisa responded, “What do you do? You inspire other Latinas to run for elected office and help them acquire the skills and the know-how to be successful in their campaign. The good news is we have some; we have seven Latinas in Congress. But that is not nearly what it

needs to be. We have a long, long way to go. We must always be actively involved in the change that we want to see. Be prepared to be competitive. Be ready to take on the challenges. I use this mindset constantly in my personal life and career.”

Marisa goes on to share an example of how she views the current status of Latina leadership in the United States, “We certainly do not have equality of women in leadership anywhere. I see one or two girls on co-ed sports teams. I look at them and I say: ‘They are my she-roes’. They are daring to play with all of those boys. I think about each of those girls and I say: ‘She is excellent. She is daring. She is good. She has the skills.’ But she is still the one and only among nine or ten male players. So, I see that equality is still not there. When I look at leadership in government, in foreign affairs, I always look at this picture – who is leading who? Women represent fifty-one percent of the U.S. population but we are not involved with decision making. I still see a lack of female representation at all levels.”

When asked what does this lack of representation in significant leadership roles across the United States mean for women, and more specifically for Latinas, Marisa replied “This is a call to action. We need to move those numbers. We need to get other women excited about being daring and courageous to take on leadership positions.”

Profile of interview #4: Aurelia Flores. Aurelia Flores resides in California, is in her early forties, married, and has one child. She serves as Senior Counsel for Science Applications International Corporation (SAIC) and is the founder of PowerfulLatinas.com. Aurelia is a Mexican-American Latina born in San Antonio, Texas. She was adopted at eleven days old by a Caucasian couple and taken to Japan at a few months of age because her parents were missionaries. She said this of being raised

by non-Latino parents, “I always knew I was different from my parents. When we came back to the U.S. when I was four, I realized how much of my cultural context I was missing. So I went searching for it. Because of the years of study I have done, because of my own self-reflectiveness, and because of the time spent in various Latino communities in the U.S., and in different parts of Latin America, I have learned so much about Latinos in this country. As I discovered the variety and breadth of experiences of Latinos, I realized that as a Latina I have one story among many. I have met other Latinas adopted by Caucasian parents, and there are certainly difficulties. Yet, it doesn't make me any less Latina, just a different kind of one.”

Latina pride was one of the reasons she started her own company. Aurelia expressed other reasons for the existence of PowerfulLatinas.com, “Because of my history, especially as a teenage single mother and domestic violence survivor that went on to Stanford Law School, I was asked many times to tell my 'story of success'. I knew there were many Latinas who had also gone through incredibly challenging experiences. I wanted to offer a wide variety of Latina role models who could share their backgrounds and stories that anyone could access. This was the seed for the website and company.” Aurelia described Powerful Latinas as a company that “Supports, values, honors, and celebrates Latina Women.”

Aurelia was asked to share more about the obstacles she faced from a young age. She revealed her experience with teenage pregnancy, “Being a teen mother was a huge creative factor in who I am. I take the role of motherhood very seriously. So when I became pregnant my entire focus shifted. Whereas before I had been very self-centered, all of a sudden, I had another being for whom I was responsible. This gave me drive and

focus, and pushed me to do the best so I could create a good life for my child.” She was rewarded for her hard work as a mother when her son graduated from Georgetown University in May 2010.

Aurelia Flores overcame adversity and advanced to become Senior Counsel at Science Applications Internal Corporations (SAIC) which is a fortune 500 “company of people dedicated to delivering best-value services and solutions based on innovative applications of science and technology” (SAIC, 2011). She was also a Fulbright scholar and graduated from a reputable law institution. Aurelia shared a glimpse of her educational journey, “As a Latina in law school, I definitely built my own community. There were other Latinos. We had a strong Latino law student organization. I also found other Latinos on the Stanford campus, including Latinos in graduate school. Moreover, I sought out others with similar mindsets, whether or not Latino. In this way, I created a supportive community for myself, in spite of the fact that as a woman of color. I was most definitely in the minority.”

Without question, Aurelia fell into the disturbing statistics – in more than one category. However, she turned things around to help others through her work in the corporate and public sectors. In order to defy the odds and achieve this success, she needed someone to look up to and learn from. She explained, “One of my early role models was my mom, who was, and continues to be a huge reader. She reads a ton. She read to us when we were little and she continues to read books all the time. She and my father, when I was a young child, were missionaries, and because of their faith and belief, they also took part in bible studies and church retreats. So I think I got a very strong sense early on that part of what you do as a Christian is always try to improve yourself.

And one of the ways you improve yourself, is by reading books and taking trainings and going to classes. Because of that, I think I've made learning a part of my own life's journey. And because I've been looking, I've also been able to find and value things."

She provided details of the valuable things she had found which could be helpful for other Latinas in search of their identity or having positive experiences in life. "I think leadership training really encourages and inspires one to be self-reflective; with some tenderness to look at our own strengths, things we do well, things we are naturally blessed with, and things we are not so good at, things that might get in the way of inspiring confidence or trust in people, or working collaboratively, or inspiring people to take action. So in my experience, leadership training really has given a lens for me to be myself, more accurately. I think that there are different kinds of leadership trainings out there. And I think it's available and accessible for folks who want it, if they know where to look."

When asked how one finds these trainings, she said "I tend to ask a lot of questions about what people have done and how they got there and what type of trainings they have taken. So I tend to find a ton of trainings. Some of them are very distinct leadership trainings in a particular realm, some are general leadership trainings, and others are trainings in an executive atmosphere. There are many different types of leadership trainings." She further explained how leadership training can be helpful, "If you know where you want to end up, you can reverse engineer the map. Aurelia asked these questions of Latina leaders seeking success, "What is your ultimate goal? What do you need to get there? What moves you? How you want to spend your days and your

time?” She dares Latina leaders to leave their mark on society by encouraging them to “Find what you want to do with your life. Find what you want to donate to the world.”

Analysis of Key Themes from Qualitative Data

To ensure accuracy of the qualitative data, each interviewee reviewed and approved the transcript of her interview, as well the profile of her presented in this chapter. The interviews and profiles of these women were used to attempt to answer the study’s research questions (Kvale, 1996; Seidman, 1997). The interviewees were featured as examples of Latinas who were viewed by the Latino community as successful Latina leaders. The interviewees were willing to share their experiences so others like them, could learn from, and be inspired by their examples of leadership. They opened up to me about their upbringing as a Latina, the challenges of balancing work and family, their leadership experiences, and their perceptions about Latina leadership in the United States.

The data collected from this study indicated that the women interviewed could be successful Latina leaders according to the definition offered earlier in this chapter. The women interviewed could also be viewed as effective leaders based on the characteristics underscored by the study’s survey respondents. (See Tables 4.31 through 4.33). Further support for these assumptions could be inferred from my observations of the interviews taking into account Bonilla-Santiago’s (1992) definition of a Latina leader. “A leader is one who is not afraid to take risks and to take action on what she believes, and [one who] is humble enough...She always gives above and beyond the norm [for] the betterment of the lives of others” (Bonilla-Santiago, 1992, p. 62). According to my observations, the

interviewees embodied the expectations of Bonilla-Santiago (1992), as well as those of this study's survey respondents.

The next sections of this chapter answer the research questions using information and examples from the qualitative data collected through a qualitative analysis.

Research Question #1: What are the Characteristics of Successful Latina Leaders? “There are certain characteristics that are, by consensus, typical of quality leadership” (Sugarman, n.d., p. 1). Interviewees were asked to discuss characteristics they believed effective Latina leaders should possess. They were not provided with a list of characteristics as survey respondents were. Instead, interviewees reflected about leaders they admired and had learned from, as well as some of their own leadership characteristics. Interviewees noted nine characteristics. Table 4.40 presents characteristics noted by at least one interviewee.

Table 4.40

Characteristics Noted by One or More Interviewee Which They Thought Effective Latina Leaders Should Possess

Characteristics noted by interviewees

Ambitious

Creative*

Good listener*

Knows how to build a team

Optimistic/Positive*

Passionate*

Organized

Reliable

Willing to sacrifice

Note. The characteristics marked with * were also noted by survey respondents.

M. Isabel Valdés' statement summed up the interviewees' views on leadership, "In my view, you become a leader when you have a vision about something and have clarity. You have passion about it and you act on it."

Research Question #2: What factors have a positive influence on Latina leaders? Interviewees reflected on their lives and shared stories from their upbringing in relation to people or occurrences which positively influenced them. They all expressed the influence their families had on them; experiences which helped form their perceptions of themselves as leaders. The interviewees agreed on several factors which can positively influence Latina leadership. All the factors they named were consistent with

the factors emphasized by survey respondents. Interviewees were not provided with a list of response options. M. Isabel Valdés discusses one of her positive influences:

My family played a big role model in my getting involved in the community. It was a way of life. Our parents and ancestors were our role models. My siblings and I, we are seven; each one is a leader in our own way.

Table 4.41 presents interviewees' ideas about factors which positively influence Latina leadership.

Table 4.41

Interviewees' Answers of Factors Which Can Positively Influence Latina Leaders

Characteristics noted by interviewees

Family influence*

Leadership training*

Role models (boss, educator, parent, etc.)*

Religious influence*

Self-confidence*

Successful educational attainment*

Note. The factors marked with * were also noted by survey respondents.

Research Question #3: What obstacles hinder Latinas from pursuing leadership roles? Interviewees were very passionate about discussing their ideas of factors which get in the way of Latina leadership at various levels. Their passion was drawn from their awareness that Latinas face disparities in health, education, pay equity, and leadership opportunities. They emphasized several areas which needed immediate

improvement for Latinas to succeed as leaders. Interviewees were not provided with a list of response options. Marisa Rivera reveals how cultural and family obligations can be obstacles for Latinas:

It starts at a very young age for Latinas. The cultural component. Follow your mother's footsteps. Be more obedient. Stay home raising your family. If you are thinking about having a career outside home, there are some cultural issues that sometimes hold Latinas back. They can be simple things like not taking a job in a different city or town because your family will put you down, even though it could be good for your career. They might be offering you a promotion, better title or great salary but your family will say 'absolutely not. You are not leaving your family behind'. Those are the cultural struggles that we face as Latinas.

Table 4.42 presents interviewees' ideas about obstacles hindering Latinas from pursuing leadership roles.

Table 4.42

Interviewees' Answers of Obstacles Which Can Hinder Latina Leadership

Characteristics noted by interviewees
Competition amongst the population
Cultural obligations*
Family obligations*
Lack of mentors*
Lack of opportunities*
Work/life balance

Note. The factors marked with * were also noted by survey respondents.

Research Question #4: Do the characteristics possessed by Latina leaders vary by sector? Leaders display certain characteristics which may assist or deter development of their leadership abilities and opportunities. In this study, interviewees agreed with survey respondents – they did not believe there were certain characteristics that were more valued in a particular sector such as government or business. Instead, they believed that Latina leaders in any sector should possess many characteristics in order to stand out and be able to achieve success in leadership. (See Tables 4.35, 4.36, 4.37 and 4.38). These expectations may lead to pressure for Latina leaders to strive for perfection which is not necessarily realistic of any leader. According to Volckmann (2005), leadership is a process which evolves. “The notion of stages of development for people. These suggest that there are changes in individual behaviors, perspectives and awareness/consciousness. These might include capacity for reflection or effectiveness” (Volckmann, 2005, p. 1).

Additional key themes which emerged from the qualitative data were: work/life balance, developing as a leader, and navigating two cultures – Latino vs. American, especially when you are foreign-born. The work/life balance was a delicate issue which the women approached differently. For example, Yolanda Hallas overcompensated to ensure her family did not miss anything while she was gone. Having cared for her siblings from a young age, Yolanda knew that looking after her family was important, but she also wanted to succeed in her career; she feels she accomplished this. While M. Isabel Valdés expressed feeling like she never achieved balance and therefore, thinks she missed out on parts of her family's lives. She shared that growing up she believed her mother was unhappy in not having the opportunity to work outside the home and expand her horizons. Seeing her mother's unhappiness pushed Isabel to set her career as her main focus.

In terms of leadership development, the women had similar experiences and agreed on several aspects. One of the aspects they all agreed on is the need to access higher education, which they have all done. All of the women hold a Master's degree or above. Marisa Rivera and Aurelia Flores shared that they constantly seek opportunities for further developing their leadership skills by participating in ongoing formal and informal trainings.

The women were also on the same page in reference to the challenges of navigating two cultures. They discussed that while both cultures have expectations of females being the main person responsible for the home and family, the Latino culture places a greater emphasis on this role for women. Additionally, they expressed feeling the pressure of these expectations in terms of completing house chores, having meals

ready, and taking care of the children while pursuing a career and/or education. Yolanda Hallas shared her experience with navigating two cultures having been born in Puerto Rico but grown up in the United States. M. Isabel Valdés shared her immigrant experience of her struggles as she tried to penetrate the mainstream American culture. Marisa Rivera summed it up like this, “What is it about us that we are so acculturated that the children and family responsibilities only belong to us?”

The interviewees explained that their biggest challenge was overcoming the cultural norms associated with being a Latina; dealing with expectations of being submissive and sitting in the background, versus the American culture which is more acceptable of women being at the forefront. The evidence to support these experiences was offered by the interviewees and survey respondents’ self-identification of their leadership styles. Findings revealed that for the study sample, there were not individual styles of leadership but that as a group, these Latina leaders self-identify as transformational and participatory leaders. By describing themselves as transformational and participatory leaders, the women demonstrated that they are part of a movement of Latinas who would no longer hide in the shadows; instead these Latina leaders would stand in the open as leaders bringing about change by engaging and empowering others. (See Table 4.20 and Figure 4.19).

Synthesis and Summary of the Data Analysis

Quantitative data collected in this study was a result of survey responses from three hundred thirty-five survey responses. Qualitative data collected in this study was a result of four interviews conducted by me. The analysis of the quantitative and

qualitative data was reported in preceding sections of this chapter. In this section the emphasis is on a synthesis and summary of all the data collected.

Research Question #1: What are the Characteristics of Successful Latina Leaders? Survey respondents highlighted thirty-six characteristics they believed effective Latina leaders should possess (See Tables 4.31 through 4.33 and Tables 4.35 through 4.38). The responses included choices from a provided list of twenty-nine characteristics, as well as nine added by the respondents in the “other” category. In addition, interviewees added nine characteristics they believed effective Latina leaders should possess. Interviewees were not provided with a list of response options; they were asked to reflect on their own experiences in order to answer this question (See Table 4.40). When combining the results from quantitative and qualitative data, a total of forty-three different characteristics were highlighted in both phases of the study.

While it is important to note that study participants believed Latina leaders should possess the forty-three characteristics they highlighted, I also wanted to identify the essential characteristics of successful Latina leaders. One way to do that was to identify characteristics that were selected by survey respondents, as well as mentioned by interviewees. There were four such characteristics: creative, good listener, optimistic/positive, and passionate. Nogales (2003) supports this finding as characteristics essential to the success of Latinas.

The next step in identifying the essential characteristics of successful Latina leaders was to organize the forty-three characteristics into categories. I established the categories by grouping similar characteristics together. For titles, I chose words or phrases which reflected all the characteristics listed in each category. The forty-three

characteristics were grouped into five categories that I called the essential characteristics of Latina leadership: high integrity, marianismo, new Latina, transformational leader, and visionary.

The category of high integrity represents a leader who is ethical, honest, and trustworthy; someone who followers can rely on. The category of marianismo represents a leader who puts others first, is generous, humble, and sensitive; someone who cares about their followers. The category of new Latina represents a leader who is able to reconcile her two worlds – her Latina upbringing which taught her to be family and community oriented, and her American life which tells her it is acceptable to be individualistic; someone who challenges historical expectations of Latinas through her leadership example.

The category of transformational leader represents a leader who empowers their followers by sharing their knowledge, portraying positive scenarios, and uniting people; someone who can influence their followers. The category of visionary represents a leader who has the passion and commitment for a cause; someone who is willing to be creative and take risks to accomplish goals. Pursuing the attributes of these five leadership categories will help Latinas who aspire to become leaders understand what it takes to be a successful Latina leader, identify their own strengths and weaknesses, as well as serve as a tool for them to create a plan of success for themselves. Table 4.43 presents the categories for characteristics highlighted by study participants.

Table 4.43

Five Categories of Characteristics Which Study Participants Believed Effective Latina Leaders Should Possess

Characteristics from quantitative and qualitative data

High Integrity represents the following leadership characteristics:
Ethical, honest, integrity, moral, reliable, responsible, and trustworthy.

Marianismo represents the following leadership characteristics:
Compassionate, empathetic, generous, good listener, humble, sensitive, service oriented, understanding, and willing to sacrifice.

New Latina represents the following leadership characteristics:
Ambitious, assertive, competitive, determined, hard working, perseverance, and self-confident.

Transformational leader represents the following leadership characteristics:
Charismatic, collaborative, good communicator, knowledgeable, knows how to build a team, leads by example, non-judgmental, optimistic/positive, organized, persuasive, politically savvy, sense of humor, and team oriented.

Visionary represents the following leadership characteristics:
Committed, creative, flexible, motivated, passionate, risk taker, and visionary.

Research Question #2: What factors have a positive influence on Latina leaders? Learning about the journeys of Latinas who participated in this study was important in drawing attention to the factors they believed could have positively influenced their leadership experiences. This information may be helpful for Latinas aspiring to leadership roles. Survey responses stated that all nine factors listed as survey response options could be positive influencers for Latina leaders. On the other hand, interviewees were not presented with a list of response options but from their own experiences shared their perceptions of factors which could positively influence Latina leaders. Interviewees stated six of the same positive influencers highlighted by survey respondents (See Table 4.41 and Figure 4.27). As a result, findings from this study are

that Latina leaders may be positively influenced by factors such as successful educational attainment, participating in leadership training, possessing self-confidence, having role models, as well as religious and family influences.

Research Question #3: What obstacles hinder Latinas from pursuing leadership roles? The journeys of study participants were further helpful in drawing attention to the factors they believed could have been obstacles in their leadership experiences. This information could also be helpful for Latinas aspiring leadership roles as it can shed light on what preventive measures to take to ensure the obstacles they may face do not hold them back from a successful leadership experience. Survey responses stated that all nine factors listed as survey response options could be obstacles for Latina leaders. On the other hand, interviewees were not presented with a list of response options but again, from their own experiences shared their perceptions of factors which could be obstacles for Latina leadership. Interviewees stated three of the same obstacles highlighted by survey respondents (See Table 4.43 and Figure 4.28). Thus, a consensus list of potential obstacles includes lack of mentors, lack of opportunities, and cultural and family obligations.

Research Question #4: Do the characteristics possessed by Latina leaders vary by sector? Expectations for leaders may vary by sector of work. Therefore, it was a goal of this study to identify whether study participants believed that Latina leaders should possess different characteristics for each of the highlighted sectors. Data from survey responses and interviews indicated this was not the case. A total of forty-three desirable Latina leadership characteristics emerged from the data.

In order to provide realistic expectations of the characteristics that effective Latina leaders should possess in any sector, I cross-referenced the quantitative and qualitative data from this study. Four characteristics stood out which were highlighted by survey respondents and interviewees as essential for Latina leaders in any sector. These characteristics were: creative, good listener, optimistic/positive, and passionate. (See Table 4.31, Table 4.32 and Table 4.40). Furthermore, the forty-three characteristics were categorized into five groups of similar characteristics to synthesize what study participants believed to be the essential characteristics of Latina leaders. The categories were: high integrity, marianismo, new Latina, transformational leader, and visionary. The characteristics from this study add to the five characteristics underscored by Bonilla-Santiago' study (1992) about Latina leadership.

The next chapter of this study (Chapter 5) explores the implications of the results, presents conclusions drawn from the data collected and analyzed, and draws attention to opportunities for future research relating to this topic.

Chapter 5: Discussion

This chapter explores the implications of the results of this study and presents conclusions drawn from the data collected and analyzed. Furthermore, the content of this chapter draws attention to opportunities for future research relating to the topic of Latina leadership in the United States. The focus of this study came about as a result of my experiences as a Latina leader. Many times I have seen bright Latinas who would represent our community well who had not been able to progress in their career or obtain significant leadership positions.

My intention was to conduct scholarly research that would shed light on this issue and provide recommendations for enhancing the opportunities for Latinas to take up leadership responsibilities. This issue is a concern at the national level. There are few Latinas in Congress, few Latinas elected to any political office, and not enough Latinas serving as CEOs of top corporations or on corporate boards (Holvino and Gallegos, 2008). “Although more management opportunities exist today for women including Hispanic women, they still remain at a distance from powerful corporate positions” (Hernandez, 1999 as cited by Armijo, 2009).

The lack of Latinas in significant leadership roles throughout the U.S. is a critical problem that requires immediate attention. Thus this study is also a *call for action* to Latinas who are interested in pursuing and/or obtaining leadership roles in areas such as their place of employment, as well as educational, religious, and community institutions.

Summary of Findings and Implications

Characteristics of successful Latina leaders. The results of two phases of data inquiry for this study returned forty-three leadership characteristics that study participants believed effective Latina leaders should possess. Instead of selecting a few of the possible leadership characteristics as highly desirable, respondents tended to identify *all* of them as desirable for Latina leaders. According to study participants, Latina leaders must strive to be the best in all they do. This need to do “everything” well is expressed in Sanchez de Valencia’s comment that “Latina leaders clearly understand that to achieve their goals they have to work harder” (Sanchez de Valencia, 2008, p. 127). Such an approach, when adopted as an expectation, puts great pressure on a Latina leader to succeed.

However, the general agreement that aspiring Latina leaders need to develop a broad range of leadership skills means that many types of experiences and learning opportunities are appropriate. In terms of professional practice, employers can provide mentoring and training opportunities as well as provide support for Latina leaders to help them overcome the pressures associated with challenging societal expectations, and to be effective in their role(s). However, in order to be effective in supporting Latinas, employers and organizations must make a commitment to learn about the culture and to implement deliberate efforts to become more inclusive. If Latinas are comfortable in their role(s) and possess the characteristics highlighted in this study, as well as surround themselves with the positive influencers noted in this study, they can be on a path to success in leadership. In the context of this study, *success in leadership* means having access to opportunities for progress such as promotions, making an impact on the lives of

those around you, and being recognized for accomplishments on a local and national level.

Study participants selected a diverse range of individual characteristics which they thought were important for successful Latina leaders. The four characteristics were: 1) creative, 2) good listeners, 3) optimistic/positive, and 4) passionate. Furthermore, the forty-three characteristics highlighted by study participants, were sorted and organized into five categories with which Latinas can resonate. The categories were: 1) high integrity, 2) marianismo, 3) new Latina, 4) transformational leader, and 5) visionary. I called these categories the essential characteristics of Latina leadership.

While the essential characteristics and categories are different than the five essential characteristics highlighted by Bonilla-Santiago (1992), they are consistent with the general findings of her study about Latina leaders. The findings of this study are also consistent with the general findings of Sanchez de Valencia's (2008) study about Latina business leaders. These studies, and the one reported here, are a beginning but much more research needs to be conducted on the topic of Latina leadership.

Further, the research needs to be applied and put to use in efforts to increase the number of Latina leaders. Latinas represent a significant portion of the U.S. population; therefore, we should see Latinas leading at all levels. While there are pioneers such as Congresswoman Ileana Ros-Lehtinen who was the "First woman and first Latino/a elected to the U.S. House of Representatives" (Mendoza, 2004, p. 154), there still has not been a significant representation of Latina leaders at every level of United States leadership.

Factors of positive influence for Latina leaders. The results of two phases of data inquiry for this study returned six factors study participants believed could be positive influences or factors on the development of Latina leaders. Those factors were:

- successful educational attainment,
- participation in leadership training,
- possessing self-confidence,
- having role models,
- religious influence, and
- family influences.

These factors are supported by the findings in a case study about Latinas (Holvino & Gallegos, 2008) and a narrative, qualitative study about Latina Business leaders (Salas, 2005). The findings are also supported by Sanchez de Valencia's (2008) study in which participants said they were positively influenced by role models, educational accomplishments, being self-confident, and having the support of family. Sanchez de Valencia (2008) concluded that:

Most Latina leaders valued their Hispanic culture and perceived their culture as a major and positive influence in their unique leadership style, the Latino culture provides Latina leaders with a set of expectations that encourage them to go beyond their individual goals. Positive Latino expectations include managing family relations, building a strong pride in their cultural heritage, working hard and with integrity to achieve goals and recognition, and collaborating with family and other teams within the community" (Sanchez de Valencia, 2008, p. 127).

In terms of professional practice, employers can support four of the six factors of positive influence for Latina leaders by providing incentives for education, staff development training to enhance leadership skills and build self-confidence, and by providing culturally sensitive mentoring programs within the organization. “Latinas could enhance their preparedness for leadership by clarifying the positive influences of their Latino culture” (Sanchez de Valencia, 2008, p. 128).

Understanding these positive factors can impact Latinas by helping them understand that certain experiences, opportunities, and actions have been positive influences on aspiring Latina leaders and therefore, should be considered as possible aspects of their own efforts to develop leadership skills and opportunities. Thus, knowing these factors can help Latinas aspiring to leadership roles because the information can be used to create a personal map for success.

Obstacles that can hinder Latinas from pursuing leadership roles. The results of two phases of data inquiry for this study returned four factors which study participants believed could be obstacles for Latina leadership. Those factors were:

- lack of mentors,
- lack of opportunities,
- cultural obligations, and
- family obligations.

Culture and family are two important aspects to the Latino community. Culture can encompass a population’s traditions, cultural expectations, role definitions, history, ethnic food, and music. For Latinos, culture represents unity, community, and family, among other things. In the Latino community, family includes immediate relatives,

extended relatives, and close friends (Sanchez de Valencia, 2008). Relationships with loved ones can be rewarding as they bring joy from sharing special memories together. However, these relationships can also cause stress because the responsibilities of taking care of people, participating in and/or organizing group activities, and pleasing everyone can be overwhelming (Gil & Vazquez, 1996). Sanchez de Valencia (2008) discussed family obligations for Latinas, “The commitment to family responsibilities may restrict their decision to lead due to role expectations related to family” (p. 42).

Once obstacles to Latina leadership are understood, one next step for aspiring Latina leaders and those responsible for supporting their efforts is brainstorming how to tackle the obstacles and improve the situation. The findings of this study about obstacles to Latina leadership are supported by a Catalyst study of Latinas in the workplace (2002) and Leon’s study of Latina leadership (2008), as well as studies of Latina business leaders by Salas (2005) and Sanchez de Valencia (2008), and Armijo’s study of Latina professionals (2009).

In terms of professional practice, employers can reduce the obstacles that can hinder Latinas from pursuing leadership roles by provide work/life balance education and programs to make it easier for Latinas to juggle their multiple responsibilities. For employers to arrive at this level of broadmindedness, employers will have to be willing to learn about and be accepting of the traditions, cultural obligations, and expectations that are part of the history and contemporary perspectives of this population.

However, Latinas also have to take ownership of their careers and leadership abilities and teach employers what they need to know to be supportive of them. This and similar studies can be a tool for Latinas to educate their employers. Once employers are

culturally competent, they can implement programs such as educational incentives and employee mentoring to help Latinas overcome obstacles and access opportunities.

Sanchez de Valencia (2008) supports this recommendation in the comment that “Latinas want and are able to reconcile the roles by being a good daughter, mother, wife, businesswoman, and leader” (p. 127).

Furthermore, Latinas should pinpoint the specific obstacles which may hinder their personal leadership success so they can prepare themselves to overcome such obstacles. Surrounding oneself with mentors and leaders who are examples of success, is one good way to start that process. “Seeing a leader of their same ethnic background gives them tangible evidence that they, too, can aspire to higher achievements” (Carrillo, 2008, p. 69).

Characteristics possessed by Latina leaders do not vary by sector. One goal of this study was to understand the perceptions of study participants in relation to whether Latina leaders should possess different characteristics for major sectors of work. The data collected indicated that survey respondents and interviewees agreed that the characteristics Latina leaders should possess do not vary by sector. Instead, study participants noted forty-three characteristics as necessary for Latina leaders to possess regardless of the sector of work they represent. Four characteristics stood out as they were highlighted by participants in both phases of the study. Also, the forty-three characteristics highlighted were put into broad categories; each category displayed several, similar individual characteristics.

In terms of professional practice, it would be helpful for employers to be aware of these characteristics and be able to identify them in their Latina employees. Doing so

may help employers cultivate Latina leaders in their institutions. Furthermore, Latinas should be aware of these characteristics and be able to identify whether they possess some or all of the characteristics highlighted in this study.

Leadership styles of Latina leaders in the United States. A secondary aspect of this study was to gain an understanding of the leadership styles Latina leaders self-identify with. This interest stemmed from the historical context by which Latinas' societal roles have been assessed (for example, marianismo). The existing literature on Latina leadership led to an assumption that most study participants would self-identify with servant leadership (Gil & Vazquez, 1996; Bordas, 2007; Ramirez, 2005 as cited by Sanchez de Valencia, 2008; Leon, 2008). However, my findings did not support servant leadership as the sole/core theory to describe or define Latina leadership. Neither a majority nor a plurality of the respondents selected servant leadership as their primary mode of leadership.

Servant leadership was only selected by eight percent (25 respondents) of survey respondents. Based on the self-identification of study participants' leadership styles, the data offered a broad model of Latina leadership as primarily transformational leadership (with a vote of thirty-six percent/109 respondents) and participatory leadership (with a vote of twenty-nine percent/87 respondents). There was also a small component of servant leadership (with a vote of eight percent/25 respondents).

Transformational leadership, as well as participatory leaders and servant leadership all involve the follower as a key factor in the success of the organization. Transformational leadership includes a process of growth as the leader motivates followers to become leaders (Bass, 1998). For example, the organization's intern is

mentored by the organization's President; the intern is successful and continues to move up the leadership ladder until eventually becoming the organization's President.

An aspect of transformational leadership is also participatory leadership. Participatory leadership encourages democracy in a group and positions everyone to be accountable for the end result (Torbert & Rook, 2005). For example, creating the mission of an organization can be accomplished through participatory leadership.

Servant leadership promotes service to others before one leads others (Greenleaf Center for Servant Leadership, 2011). For example, implementing a staff development or support program can be a form of servant leadership.

Latinas have been viewed as servant leaders according to "the...four traits: character, competence, compassion, and community servant hood" highlighted by the National Council of La Raza as those which Latino leadership focuses on (Ramirez, 2005 as cited by Sanchez de Valencia, 2008, p. 35). However, findings from my study indicate that Latinas think about leadership in a way that is broader than the servant leadership model and tend to practice transformational and participatory leadership. Both of these leadership styles engage and empower people just as servant leadership does. However, Latina leaders are not just serving people, they are also motivating and empowering them to become leaders and decision makers themselves; thus, creating change and impacting society at large.

Limitations

There were limitations to this study due to the nature of the study and some choices made by me as the researcher (delimitations).

Quantitative portion of the study. In the quantitative portion of the study, the limitations were as follows:

Sample type. Using a snowball sample to recruit study participants may have excluded Latinas who were not part of the networks of anyone who took the survey or forwarded the link. There are over fifteen million Latinas age eighteen and older in the United States but only three hundred thirty-five took my survey (Pew Hispanic Center, 2011). Therefore, many Latinas in the U.S. may not have been aware of this study and their voices were not captured by the study.

While there are various methods of sampling which could have worked in this study, I chose snowball sampling because it allowed me to recruit study participants faster than other methods. Future studies may use another form of sampling to recruit study participants in a specific area (for example, a geographic focus).

Data collection tool. By conducting an electronic survey (Appendix A), many Latinas may have been excluded as potential participants. Possibly excluded Latinas could have been those who did not have access to the internet through a computer or other electronics which would allow for them to take the survey online (for example: an iPod). The same can be inferred about Latinas who were not computer literate and could not navigate or find someone to help them take the survey.

Not everyone in the U.S. has access to the internet and there are significant demographic differences between those who do have access and those who do not. People with lower incomes, less education, living in rural areas or age 65 and older are underrepresented among those who use the internet and those with high-

speed internet access. People also vary a great deal in the skills necessary to complete a Web survey” (Pew Research Center, n.d.).

Understanding the challenges of an electronic survey, I went ahead with it as my data collection tool because I was convinced the advantages outweighed the disadvantages. This decision was based on survey research conducted by the Pew Research Center. “Web surveys can be used to conduct random sample surveys of members of selected populations who have access to the internet and the skills necessary to complete a survey on the Web” (Pew Research Center, n.d., p. 1). Latinas who did have access to the internet, and knew how to navigate the internet were able to take the survey and pass the link along to their networks which helped me recruit more study participants.

Future studies may be more effective if they present the option for participants to take the survey online or on paper; this could increase the total number of study participants.

Data collection tool design. In a self designed survey, the creation of the questions is guided by information of interest to the researcher. I opted for a self-designed survey because I knew that designing my own survey would help gather the data I was seeking in order to answer the research questions for this study.

Future studies may include self-designed questions in combination with pre-existing survey questions to gather the data needed to answer the study’s research questions, as well as additional data which may provide supporting evidence for the study’s research questions. Using existing questions would allow comparisons between past and present responses.

Data entry error. When manually entering Likert scale options in to the Qualtrics software database, I made an error by switching the order of the “Sometimes” and “Usually” categories and that was not noticed until the data analysis phase of the research. This human error could have skewed the data if respondents did not read the choice options carefully.

In order to ensure the accuracy of the data, I combined the “Never” and “Almost Never” categories and the “Sometimes”, “Usually”, and “Always” categories. The reason for the new categories is that “Never” and “Almost Never” are on the same side of the scale just as “Usually” and “Always” are on the same/opposite end of the scale. I included “Sometimes” in the same category as “Usually” and “Always” because there was no way to differentiate whether survey respondents chose that option because of its definition or because of its placement in the Likert scale order.

Future studies should avoid errors in the order of Likert response options and keep the individual categories when reporting the data. Electronic surveys are still a great option because, “Modern data entry technology has greatly reduced entry errors” (Mullooly, 1990, abstract, para. 1).

Qualitative Portion of the Study. In the quantitative portion of the study, the limitations were as follows:

Sample size. Four Latina leaders participated in in-depth interviews. The strength of these interviews was the depth and breadth of qualitative data collected. This strength was balanced by the weakness of collecting data from only a few individuals.

Data collection tool. The interviews (Appendix C) were conducted by telephone. Therefore, I may have missed non-verbal behaviors which can be observed in-person. Stewart (2000 as cited by Opdenakker, 2006) refers to this as “the reduction of social cues” (para. 13). He explains, “The interviewer does not see the interviewee, so body language etc. cannot be used as a source of extra information. But social cues as voice and intonation are still available” (Stewart, 2002 as cited by Opdenakker, 2006, para. 13).

Although I understood the non-verbal communication would be excluded during telephone interviews, I opted for this method because it allowed me access to Latina leaders in various parts of the country in a short amount of time, and it was cost efficient (Stewart, 2002 as cited by Opdenakker, 2006).

Future studies may opt for in-person interviews in order to allow the researcher to make observations about the interviewees’ non-verbal cues.

Recommendations

Since literature about Latinas and more specifically about Latina leadership is limited, there is an urgent need for scholarly research about the topic(s). This study was one step towards understanding the dynamics of Latina leadership in the United States. There are several ways to go about this future research.

Recommendation one. One way would be to replicate this mixed methods study with Latinos. Doing so would allow for a comparison of the status and progress of Latina versus Latino leadership. It is my hypothesis that such a study would demonstrate there is more of a representative number of Latino leaders, than Latina leaders. Therefore, the study could be helpful in making the case for a need to encourage more Latinas to obtain leadership positions.

Recommendation two. Another possible study would be to replicate this mixed methods study with women of other ethnic backgrounds. Such a study would allow for a comparison of the status and progress of Latina leaders versus female leaders from other ethnic groups. If you choose women from other minority or marginalized groups, shared issues and values could be identified, as well as factors unique to different groups.

Recommendation three. Further studies could include breaking down the quantitative portion of this study into demographic specifications and delving deeper into the impact of the demographic identities of survey respondents. A study can be based on a specific age group to better understand the impact that age has on the perceptions about leadership of survey respondents. Another study could compare the difference in perceptions and experiences between Latinas from the age group of the average survey respondent (26-35 age group) and those from the age group of the average interviewee (56 and Older).

Recommendation four. In addition, the qualitative portion of this study suggests more research that involves delving deeper into information shared by interviewees. For example, by looking at the marital status of interviewees we know that 50% of them were divorced. A study could reveal what role partner relationships played in the leadership experiences and development of interviewees. Another study could reveal whether marrying Latino or non-Latino partners plays a role in the decisions and/or leadership development of Latinas. Yet another study could reveal whether Latinas from different generations have similar or differing perceptions and experiences. For example, first generation versus third generation in the United States may view leadership quite differently.

Recommendation five. Conducting a quantitative study about this study's population by geographic location could allow for a comparison to census data discussing regions/states/cities where there is a large concentration of Latinos/Latinas. Are these differences in leadership perceptions between Latinas in regions where there are many Latinos/Latinas versus regions where there are few?

Recommendation six. An ethnographic study of Latina leaders would be most efficient by allowing the researcher to make observations, interview the subject(s), and interview others in their lives such as colleagues. Such a study could shed light on the everyday behaviors of Latina leaders, as well as their relationships with those around them. The information from such study could help identify further factors of Latina leadership

Conclusion

It is empowering to conduct research about a population of which you are a member. A scholarly study is no small task, especially one focusing on a population which has been the minority and marginalized over many years but is now part of the fastest growing ethnic group in the United States (Ennis, Ríos-Vargas & Albert, 2010; Humes, Jones & Ramirez, 2010). Latinas are more than fifteen million strong in the United States (Gonzales, 2008; Pew Hispanic Center, 2011) but the amount of research and scholarly literature about us does not reflect that.

Latinas have a responsibility and are capable of conducting scholarly research to shed light on issues relating to Latinas and Latina leadership; this can help the advancement of Latinas in leadership. Our history demonstrates that we care for the well being of others (Gil & Vasquez, 1996; Lopez, 2009), we are good employees

(Cintron, 2002; R.G. DelCampo, D.S. DelCampo, R. L. & DelCampo, 2009), and we have the ability to positively impact both the Latina community and the society at large (Carillo, 2008; Sanchez de Valencia, 2008). So what should be next for Latinas as a population? We must pursue and obtain significant leadership roles at all levels of society and in all sectors of work so we can contribute to the improvement of American society and also continue to pave the way for other Latinas – young and old.

This mixed methods study returned quantitative (survey) and qualitative (interviews) data. There were three hundred thirty-five survey respondents and four interviews with Latinas who shared their perceptions about Latina leadership and their own leadership experiences. If you are a Latina wondering how you can become a successful Latina leader or if you are part of the leadership of an institution and are wondering how you can support Latinas in their efforts to become successful leaders, this study presents findings that may be helpful. The results of this study were compiled to create *A Latina Leadership Profile* to help Latinas understand the factors of Latina leadership and how they can succeed.

We are facing both opportunities and challenges. Latinas have a great responsibility to lead their communities in developing better political and socio-economic futures. Latinas must learn to take calculated risks, build strong support groups, be comfortable with who they are, seek high visibility assignments, continue to educate themselves, work on balancing their professional and family life, and find a mentor along the way. As Latina leaders we must not forget to share the richness, the beauty, the history, and the diversity that we all bring to the American dream. We must share our culture and learn

about our differences and similarities as Latinos. Our Hispanic culture has taught us to be ethical, loyal, and to express pride in who we are. These are the qualities of strong leaders (Rivera, 2000 as cited by Hispanic Alliance, Inc.)

The findings of my research suggested that there are not a few desirable characteristics that Latina leaders should possess – there are many. However, broad categories represent many of the individual characteristics explored in this study. If you possess some or all of the individual characteristics highlighted by study participants, you are on your way to becoming a successful Latina leader. If you support and encourage the development of those characteristics in other Latinas, you are on your way to facilitating the emergence of a new and larger generation of Latina leaders. If Latinas pursue the attributes of these five leadership categories, they will understand what it takes to be a successful Latina leader. They will be able to identify their own strengths and weaknesses. This information will serve as a tool for them to create a plan of success for themselves.

Second, the findings revealed that study participants identified factors which can positively influence Latina leaders. Six of the factors listed were noted as most important positive influences for Latina leaders – successful educational attainment, participating in leadership training, possessing self-confidence, having role models, religious influence, and family influence. A Latina interested in preparing for leadership roles should make extra efforts to incorporate those positive factors into their life experiences – make sacrifices to advance their education, seek out opportunities for leadership training, find role models who can be mentors, and participate in activities that will enhance your self-confidence. For leaders who want to support the next generation of Latina leaders there

are many ways to make these six factors more accessible, and more widely available to potential Latina leaders.

Third, the findings revealed that study participants also identified factors which can be obstacles for Latina leaders. Four factors were highlighted as the biggest obstacles of Latina leadership – lack of mentors, lack of opportunities, cultural obligations, and family obligations. Again, as individuals seeking to develop leadership skills or leaders wishing to support and nurture a new generation of Latina leaders, this list points to high need areas that can be addressed in many ways – from local projects to national initiatives.

Finally, the findings revealed that most study participants self-identified as transformational leaders. Transformational leaders motivate, engage and empower their followers to progress in their own career and leadership paths. The findings of this study add to the existing scholarly research conducted about Latina leadership in the United States. However, there is still not enough research.

Therefore, I insist that much more effort be devoted to conducting a diverse range of research about Latina leadership; about the factors that both facilitate and stand in the way of Latinas who seek to lead. Furthermore, I urge Latinas to invest in themselves and become successful leaders so that together, we can make a difference in the world because this world needs Latina *sazon* (Latin seasoning).

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Appendix A
Survey – English

Appendix A

Survey – English

Q1 Research Participant Consent Form

Title of Study

“A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers.”

Name of Researcher

Damary M. Bonilla, EdD Candidate at St. John Fisher College, 2011

Researcher Contact Information

Email: alatinaleadershipprofile@gmail.com

Faculty Supervisor

Dr. Jerry Willis, Dissertation Committee Chair

Faculty Contact Information

Email: jwillis@sjfc.edu

Approval of Study

This study has been reviewed and approved by the St. John Fisher College Institutional Review Board (IRB).

Purpose of Study

The purpose of this study is to identify similarities in the characteristics and leadership styles of Latina leaders. This study also aims to understand the obstacles faced and successful factors associated with Latina leadership in the United States. As the investigator, my inquiry will involve a study of cultural norms, changing moments, and life experiences which have influenced the paths of the Latina leaders who participate in this study.

Length of Participation

There have been too few studies conducted by Latinas about Latinas. Therefore, as a successful Latina leader, your participation in this study is very important. I am inviting you to participate in this study by completing an on-line survey that will take approximately 15-30 minutes. You must be at least 18 years old to participate. If you do not identify yourself as a Latina and/or are not 18 years or older, please email the researcher (alatinaleadershipprofile@gmail.com) and do not complete the survey. Your responses to the survey will be securely stored and only available to the researcher. No data provided by participants will be published if it would allow someone to identify the source. Any individual responses which can be identified will be securely stored and only available to the researcher. Please try to answer all questions. However, if there are

any questions that you would prefer to skip, simply leave the answer blank. Note: once you click "next", you will not be able to go back to that question.

Risks and Benefits

There are no risks and no monetary benefits associated with your participation in this study. Your participation in this study will contribute to our knowledge and understanding of Latina leadership in the United States.

Your Rights

As a research participant in this study, you have the right to:

1. Be informed of the purpose of the study, as well as any expected risks and benefits before you choose to participate.
2. Withdraw from participation at any time without penalty.
3. Refuse to answer a particular question without penalty.
4. Be informed of the results of the study by emailing me using the above email address and requesting a final report when the research is completed.
5. Request a copy of this form for your records by emailing me using the above email address.

Consent to Participate

If you have read the above, understand that you can receive a copy of this form upon your request, understand that your information will remain anonymous, and agree to participate in the above-named study, please enter your first name, last name, and email address in the boxes. Doing so will represent your electronic signature of consent to participate in this study.

Thank you for your consent to participate in this study. If you have further questions regarding the study, please contact the researcher and/or faculty supervisor using the information listed above.

First Name

Last Name

Email Address

Q2 Please select your age group.

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 or older

Q3 Please select your marital status.

- Single
- Married
- Divorced
- Live with partner

Q4 Do you have children?

- Yes. If so, how many? _____
- No

Q5 Which state do you reside in?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan

- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

Q6 Please share information about your ethnic background.

- What country were you born in? _____

Q7 Please share information about your mother's ethnic background.

- What country was your mother born in? _____

Q8 Please share information about your father's ethnic background.

- What country was your father born in? _____

Q9 What generation Latina in the United States are you?

- First
- Second
- Third
- Other. Please specify. _____

Q10 What was the highest degree you completed?

- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Juris Doctor
- Other. Please Specify. _____

Q11 Have you received any leadership training? If so, which and how were they helpful to you?

Q12 What sector do you work in?

- Not for Profit
- Government
- Corporate
- Business
- Other. Please specify. _____

Q13 What is your annual salary range?

- \$25,000 or less
- \$26,000-\$40,000
- \$41,000-\$55,000
- \$56,000-\$70,000
- \$71,000-\$85,000
- \$86,000-\$100,00
- \$100,000 or more

Q14 What is your career?

Q15 Did a person or occurrence inspire you to pursue this career? If so, how?

Q16 I believe that leaders are born, not made.

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q17 I believe that women lead differently than men.

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q18 I consider myself a leader.

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q19 I have held and/or currently hold a leadership position in one or more capacities. (This can be in relation to an employment, education, religious, community and/or other institution.)

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q20 Why have you accepted leadership roles?

	Never	Almost Never	Usually	Sometimes	Always
Make a difference in the lives of others	<input type="radio"/>				
Improve my skills (For example: leadership, communication)	<input type="radio"/>				
Meet new	<input type="radio"/>				

people					
Be a role model	<input type="radio"/>				
Move up the ranks in an institution	<input type="radio"/>				
I enjoy the responsibility of leadership	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q21 Did someone inspire you to pursue leadership roles? If so, who inspired you and how?

Q22 One's leadership style, amongst other things, demonstrates how one handles situations, guides people and carries out plans. Which leadership style do you identify with?

- Authoritarian: I prefer to make decisions with no one else's input.
- Delegative: I prefer to have others make decisions but that I be ultimately responsible for the end result.
- Participative: I prefer for decisions to be made by a group but that I be ultimately responsible for the end result.
- Servant: I prefer for decisions to be made based on the needs of others.
- Situational: I prefer to go with the flow of what is currently happening in order to make decisions.
- Transactional: I prefer decision-making to be based on a give and take (IE: reward for good deeds, punishment for wrongdoings).
- Transformational: I prefer to inspire others for mutual decision-making.
- Other. Please specify. _____

Q23 I believe that Latina leaders are different than leaders from other ethnic groups.

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q24 I believe there is a representative number of Latinas in significant leadership roles across the United States.

- Never
- Almost Never
- Usually
- Sometimes
- Always

Q25 The following factors may positively influence Latinas to pursue and/or obtain leadership roles.

	Never	Almost Never	Usually	Sometimes	Always
Successful educational attainment	<input type="radio"/>				
Participation in leadership training	<input type="radio"/>				
Role model(s)	<input type="radio"/>				
Self confidence	<input type="radio"/>				
Cultural influence	<input type="radio"/>				
Family influence	<input type="radio"/>				
Employment influence	<input type="radio"/>				
Religious influence	<input type="radio"/>				
Access to mentors	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q26 The following obstacles may hinder Latinas from obtaining leadership roles.

	Never	Almost Never	Usually	Sometimes	Always
Lack of educational attainment	<input type="radio"/>				
Lack of leadership training	<input type="radio"/>				
Lack of motivation	<input type="radio"/>				
Lack of self confidence	<input type="radio"/>				
There aren't enough opportunities	<input type="radio"/>				
Family responsibilities	<input type="radio"/>				
Employment responsibilities	<input type="radio"/>				
Religious responsibilities	<input type="radio"/>				
Lack of mentors	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q27 Which of the following characteristics do you believe an effective Latina leader should possess in the not-for-profit sector?

	Never	Almost Never	Usually	Sometimes	Always
Assertive	<input type="radio"/>				
Charismatic	<input type="radio"/>				
Competitive	<input type="radio"/>				
Creative	<input type="radio"/>				
Determined	<input type="radio"/>				
Empathetic	<input type="radio"/>				
Ethical	<input type="radio"/>				
Flexible	<input type="radio"/>				

Generous	<input type="radio"/>				
Good Listener	<input type="radio"/>				
Hard Working	<input type="radio"/>				
Honest	<input type="radio"/>				
Integrity	<input type="radio"/>				
Lead by Example	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivated	<input type="radio"/>				
Optimistic	<input type="radio"/>				
Passionate	<input type="radio"/>				
Perseverance	<input type="radio"/>				
Persuasive	<input type="radio"/>				
Responsible	<input type="radio"/>				
Risk Taker	<input type="radio"/>				
Self Confident	<input type="radio"/>				
Sensitive	<input type="radio"/>				
Sense of Humor	<input type="radio"/>				
Service Oriented	<input type="radio"/>				
Team Oriented	<input type="radio"/>				
Trustworthy	<input type="radio"/>				
Visionary	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q28 Which of the following characteristics do you believe an effective Latina leader should possess in the government sector?

	Never	Almost Never	Usually	Sometimes	Always
Assertive	<input type="radio"/>				
Charismatic	<input type="radio"/>				
Competitive	<input type="radio"/>				

Creative	<input type="radio"/>				
Determined	<input type="radio"/>				
Empathetic	<input type="radio"/>				
Ethical	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generous	<input type="radio"/>				
Good Listener	<input type="radio"/>				
Hard Working	<input type="radio"/>				
Honest	<input type="radio"/>				
Integrity	<input type="radio"/>				
Lead by Example	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivated	<input type="radio"/>				
Optimistic	<input type="radio"/>				
Passionate	<input type="radio"/>				
Perseverance	<input type="radio"/>				
Persuasive	<input type="radio"/>				
Responsible	<input type="radio"/>				
Risk Taker	<input type="radio"/>				
Self Confident	<input type="radio"/>				
Sensitive	<input type="radio"/>				
Sense of Humor	<input type="radio"/>				
Service Oriented	<input type="radio"/>				
Team Oriented	<input type="radio"/>				
Trustworthy	<input type="radio"/>				
Visionary	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q29 Which of the following characteristics do you believe an effective Latina leader should possess in the corporate sector?

	Never	Almost Never	Usually	Sometimes	Always
Assertive	<input type="radio"/>				
Charismatic	<input type="radio"/>				
Competitive	<input type="radio"/>				
Creative	<input type="radio"/>				
Determined	<input type="radio"/>				
Empathetic	<input type="radio"/>				
Ethical	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generous	<input type="radio"/>				
Good Listener	<input type="radio"/>				
Hard Working	<input type="radio"/>				
Honest	<input type="radio"/>				
Integrity	<input type="radio"/>				
Lead by Example	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivated	<input type="radio"/>				
Optimistic	<input type="radio"/>				
Passionate	<input type="radio"/>				
Perseverance	<input type="radio"/>				
Persuasive	<input type="radio"/>				
Responsible	<input type="radio"/>				
Risk Taker	<input type="radio"/>				
Self Confident	<input type="radio"/>				
Sensitive	<input type="radio"/>				
Sense of Humor	<input type="radio"/>				
Service Oriented	<input type="radio"/>				
Team Oriented	<input type="radio"/>				

Trustworthy	<input type="radio"/>				
Visionary	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q30 Which of the following characteristics do you believe an effective Latina leader should possess in the business sector?

	Never	Almost Never	Usually	Sometimes	Always
Assertive	<input type="radio"/>				
Charismatic	<input type="radio"/>				
Competitive	<input type="radio"/>				
Creative	<input type="radio"/>				
Determined	<input type="radio"/>				
Empathetic	<input type="radio"/>				
Ethical	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generous	<input type="radio"/>				
Good Listener	<input type="radio"/>				
Hard Working	<input type="radio"/>				
Honest	<input type="radio"/>				
Integrity	<input type="radio"/>				
Lead by Example	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivated	<input type="radio"/>				
Optimistic	<input type="radio"/>				
Passionate	<input type="radio"/>				
Perseverance	<input type="radio"/>				
Persuasive	<input type="radio"/>				
Responsible	<input type="radio"/>				
Risk Taker	<input type="radio"/>				
Self Confident	<input type="radio"/>				
Sensitive	<input type="radio"/>				

Sense of Humor	<input type="radio"/>				
Service Oriented	<input type="radio"/>				
Team Oriented	<input type="radio"/>				
Trustworthy	<input type="radio"/>				
Visionary	<input type="radio"/>				
Other. Please specify.	<input type="radio"/>				

Q31 If you wish, you may include additional comments relating to your experiences as a Latina leader, as well as about your perceptions of Latina leadership in the United States.

Appendix B

Survey – Spanish

Appendix B

Survey – Spanish

Q1 Formulario de Consentimiento de Participante

Título del Estudio

"Perfil de Liderazgo de Latinas Exitosas: Resaltando Características Mostradas por líderes Latinas"

Nombre del Investigador

Damary M. Bonilla, Candidata EdD del Colegio St. John Fisher, 2011

Información de Contacto del Investigador

Email: alatinaleadershipprofile@gmail.com

Supervisor de la Facultad

Dr. Jerry Willis, Presidente del Comité de Tesis

Información de Contacto de la Facultad

Email: jwillis@sjfc.edu

Aprobación del Estudio

Este estudio ha sido revisado y aprobado por la junta de revisión institucional del colegio St. John Fisher.

Propósito del Estudio

El propósito de este estudio es identificar similitudes en las características y estilos de liderazgo de líderes Latinas. Este estudio también pretende comprender los factores asociados con el éxito de liderazgo y los obstáculos que enfrentan las Latinas en los Estados Unidos. Como investigadora, mi investigación consistirá en un estudio de las normas culturales, cambio de momentos y experiencias de vida que han influido en las rutas de acceso de líderes Latinas que participan en este estudio.

Duración de Participación

Han habido muy pocos estudios realizados por Latinas sobre Latinas. Por lo tanto, como una líder Latina de mucho éxito, su participación en este estudio es sumamente importante. Le invito a participar en este estudio, completando una encuesta electrónica que tomará aproximadamente 15-30 minutos. Debe tener al menos 18 años de edad para participar. Si usted no se identifica como Latina y/o tiene 18 años o más, por favor de enviarle un correo electrónico a la investigadora (alatinaleadershipprofile@gmail.com) y no complete la encuesta. Sus respuestas a la encuesta serán almacenadas de forma segura y sólo serán disponibles para el investigador. No hay datos proporcionados por los participantes que se publicarán si permitirán que alguien sea identificado. Las respuestas individuales que pueden ser identificadas serán almacenadas de forma segura y sólo serán disponibles para el investigador. Por favor, intente responder todas las preguntas. Sin

embargo, si hay cualquier pregunta que usted prefiere omitir, simplemente deje la respuesta en blanco. Nota: una vez que usted elija "siguiente", no podrá volver a esa pregunta.

Los Riesgos y Beneficios

No hay ningún riesgo ó beneficio monetarios asociados con su participación en este estudio. Su participación en este estudio contribuirá a nuestro conocimiento y comprensión de liderazgo de Latinas en los Estados Unidos.

Sus Derechos

Como participante de la investigación en este estudio, usted tiene derecho a:

1. Ser informado del propósito del estudio, así como cualquier riesgo y beneficios antes de elegir a participar.
2. Retirar su participación en cualquier momento sin penalidad.
3. Negarse a contestar cualquier pregunta en particular sin penalidad.
4. Ser informado de los resultados del estudio solicitando un informe por comunicación de correo electrónico usando la información antes mencionada, una vez la investigación sea finalizada.
5. Solicitar una copia de este formulario para sus archivos por comunicación de correo electrónico usando la información antes mencionada.

Consentimiento para Participar

Si usted ha leído lo antecedente, entiende que puede recibir una copia de este formulario a su solicitud, entiende que su información permanecerá anónimo, y está de acuerdo participar en este estudio, por favor, introduzca su nombre, apellido y dirección de correo electrónico en los cuadros. Esto representará su firma electrónica de consentimiento para participar en este estudio.

Gracias por su participación. Si tiene más preguntas acerca del estudio, póngase en contacto con la investigadora y/o el supervisor de facultad utilizando la información mencionada anteriormente.

Nombre

Apellido

Dirección de Correo Electrónico

Q2 Por favor seleccione su grupo de edad.

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 o mas

Q3 Por favor seleccione su estado civil.

- Soltera
- Casada
- Divorciada
- Vivo con mi pareja

Q4 ¿Tiene usted hijos?

- Si. ¿Cuántos? _____
- No

Q5 ¿En qué estado reside usted?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota

- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

Q6 Por favor, compartir información acerca de su origen étnico.

- ¿En qué país nació usted? _____

Q7 Por favor, compartir información acerca del origen étnico de su madre.

- ¿En qué país nació su madre? _____

Q8 Por favor, compartir información acerca del origen étnico de su padre.

- ¿En qué país nació su padre? _____

Q9 ¿Qué generación de Latina es usted?

- Primera
- Segunda
- Tercera
- Otro. Por favor, especifique. _____

Q10 ¿Cuál fue el grado más alto que usted completó?

- Asociado
- Bachillerato
- Maestría
- Doctorado
- Doctorado en Derecho
- Otro. Por favor, especifique. _____

Q11 ¿Ha recibido usted alguna capacitación para el liderazgo? ¿Cuáles y cómo fueron útiles para usted?

Q12 ¿En qué sector trabaja usted?

- Sin Fines de Lucro
- Gobierno
- Corporación
- Corporativa
- Otro. Por favor, especifique. _____

Q13 ¿Cuál es su rango de salario anual?

- \$25,000 o menos
- \$26,000-\$40,000
- \$41,000-\$55,000
- \$56,000-\$70,000
- \$71,000-\$85,000
- \$86,000-\$100,000
- \$100,000 o más

Q14 ¿Cuál es tu carrera?

Q15 ¿Fue alguna persona o acontecimiento inspiración para usted seguir esta carrera? Si es así, ¿cómo?

Q16 Creo que los líderes nacen, no se hacen.

- Nunca
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q17 Creo que las mujeres son diferentes líderes que los hombres.

- Nunca
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q18 Me considero una líder.

- Nuna
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q19 He tenido y/o actualmente tengo una posición de liderazgo en una o más capacidades. (Esto puede ser en relación con un empleo, educación, comunidad religiosa, y/o otra institución.)

- Nunca
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q20 ¿Por qué ha aceptado usted puestos de liderazgo?

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
Hacer una diferencia en las vidas de otros	<input type="radio"/>				
Mejorar mis habilidades (Por ejemplo: liderazgo, comunicación)	<input type="radio"/>				

Conocer gente nueva	<input type="radio"/>				
Ser una modelo de ejemplo	<input type="radio"/>				
Ascender en las filas de una institución	<input type="radio"/>				
Me gusta la responsabilidad del liderazgo	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q21 ¿Le inspiró algo o alguien a seguir roles de liderazgo? ¿Si eso es el caso, que o quien le inspiró y cómo?

Q22 Nuestro estilo de liderazgo, entre otras cosas, muestra cómo uno maneja las situaciones, guía a otros y lleva a cabo planes. ¿Con cual estilo de liderazgo te identificas?

- Autoritario: Prefiero tomar decisiones sin la opinión de otras personas.
- Delegativa: Prefiero que otros tomen decisiones, pero que sea yo responsable del resultado final.
- Participativa: Prefiero que las decisiones se tomen por un grupo, pero que sea yo responsable del resultado final.
- Siervo: Prefiero que las decisiones se tomen con base en las necesidades de los demás.
- Situacional: Para tomar decisiones, prefiero ir con la corriente de lo que está sucediendo actualmente.
- Transaccional: Prefiero tomar decisiones basado en un toma y da (Ejemplo: recompensa por buenas acciones, castigo por malas acciones).
- Transformacional: Prefiero inspirar a otros para que las decisiones sean de interés mutuo.
- Otro. Por favor, especifique. _____

Q23 Creo que líderes Latinas son diferentes a líderes de otros grupos étnicos.

- Nunca
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q24 Creo que hay un número representativo de Latinas en roles significativo de liderazgo en los Estados Unidos.

- Nunca
- Casi Nunca
- Usualmente
- A Veces
- Siempre

Q25 Los siguientes factores pueden influir positivamente para Latinas conseguir representación de liderazgo.

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
El éxito de los logros educativos	<input type="radio"/>				
Participación en capacitación de liderazgo	<input type="radio"/>				
Modelo de ejemplo	<input type="radio"/>				
Confianza en sí misma	<input type="radio"/>				
Influencia cultural	<input type="radio"/>				
Influencia familiar	<input type="radio"/>				
Influencia de empleo	<input type="radio"/>				
Influencia religiosa	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q26 Los siguientes obstáculos pueden impedir la obtención de roles de liderazgo por Latinas.

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
El éxito de los logros educativos	<input type="radio"/>				
Participación en capacitación de liderazgo	<input type="radio"/>				
Modelo de ejemplo	<input type="radio"/>				
Confianza en sí misma	<input type="radio"/>				
Influencia cultural	<input type="radio"/>				
Influencia familiar	<input type="radio"/>				
Influencia de empleo	<input type="radio"/>				
Influencia religiosa	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				
El éxito de los logros educativos	<input type="radio"/>				

Q27 ¿Cuál de las siguientes características cree usted que son importantes en una líder Latina eficaz en el sector sin fines de lucro?

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
Afirmativa	<input type="radio"/>				
Carismática	<input type="radio"/>				
Competitiva	<input type="radio"/>				
Creativa	<input type="radio"/>				
Determinada	<input type="radio"/>				
Empática	<input type="radio"/>				
Ética	<input type="radio"/>				
Flexible	<input type="radio"/>				

Generosa	<input type="radio"/>				
Buen Oyente	<input type="radio"/>				
Trabajadora	<input type="radio"/>				
Honesta	<input type="radio"/>				
Integra	<input type="radio"/>				
Dirigir por ejemplo	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivada	<input type="radio"/>				
Optimista	<input type="radio"/>				
Apasionada	<input type="radio"/>				
Perseverante	<input type="radio"/>				
Persuasiva	<input type="radio"/>				
Responsable	<input type="radio"/>				
Tomar riesgos	<input type="radio"/>				
Confianza de sí misma	<input type="radio"/>				
Sensible	<input type="radio"/>				
Sentido del humor	<input type="radio"/>				
Orientada a servicios	<input type="radio"/>				
Orientada a equipo	<input type="radio"/>				
Digna de confianza	<input type="radio"/>				
Visionaria	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q28 ¿Cuál de las siguientes características cree usted que son importantes en una líder Latina eficaz en el sector de gobierno?

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
Afirmativa	<input type="radio"/>				
Carismática	<input type="radio"/>				
Competitiva	<input type="radio"/>				

Creativa	<input type="radio"/>				
Determinada	<input type="radio"/>				
Empática	<input type="radio"/>				
Ética	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generosa	<input type="radio"/>				
Buen Oyente	<input type="radio"/>				
Trabajadora	<input type="radio"/>				
Honesta	<input type="radio"/>				
Integra	<input type="radio"/>				
Dirigir por ejemplo	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivada	<input type="radio"/>				
Optimista	<input type="radio"/>				
Apasionada	<input type="radio"/>				
Perseverante	<input type="radio"/>				
Persuasiva	<input type="radio"/>				
Responsable	<input type="radio"/>				
Tomar riesgos	<input type="radio"/>				
Confianza de sí misma	<input type="radio"/>				
Sensible	<input type="radio"/>				
Sentido del humor	<input type="radio"/>				
Orientada a servicios	<input type="radio"/>				
Orientada a equipo	<input type="radio"/>				
Digna de confianza	<input type="radio"/>				
Visionaria	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q29 ¿Cuál de las siguientes características cree usted que son importantes en una líder Latina eficaz en el sector corporativo?

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
Afirmativa	<input type="radio"/>				
Carismática	<input type="radio"/>				
Competitiva	<input type="radio"/>				
Creativa	<input type="radio"/>				
Determinada	<input type="radio"/>				
Empática	<input type="radio"/>				
Ética	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generosa	<input type="radio"/>				
Buen Oyente	<input type="radio"/>				
Trabajadora	<input type="radio"/>				
Honesta	<input type="radio"/>				
Integra	<input type="radio"/>				
Dirigir por ejemplo	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivada	<input type="radio"/>				
Optimista	<input type="radio"/>				
Apasionada	<input type="radio"/>				
Perseverante	<input type="radio"/>				
Persuasiva	<input type="radio"/>				
Responsable	<input type="radio"/>				
Tomar riesgos	<input type="radio"/>				
Confianza de sí misma	<input type="radio"/>				
Sensible	<input type="radio"/>				
Sentido del humor	<input type="radio"/>				
Orientada a servicios	<input type="radio"/>				
Orientada a equipo	<input type="radio"/>				
Digna de	<input type="radio"/>				

confianza	<input type="radio"/>				
Visionaria	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q30 ¿Cuál de las siguientes características cree usted que son importantes en una líder Latina eficaz en el sector empresarial?

	Nunca	Casi Nunca	Usualmente	A Veces	Siempre
Afirmativa	<input type="radio"/>				
Carismática	<input type="radio"/>				
Competitiva	<input type="radio"/>				
Creativa	<input type="radio"/>				
Determinada	<input type="radio"/>				
Empática	<input type="radio"/>				
Ética	<input type="radio"/>				
Flexible	<input type="radio"/>				
Generosa	<input type="radio"/>				
Buen Oyente	<input type="radio"/>				
Trabajadora	<input type="radio"/>				
Honesta	<input type="radio"/>				
Integra	<input type="radio"/>				
Dirigir por ejemplo	<input type="radio"/>				
Moral	<input type="radio"/>				
Motivada	<input type="radio"/>				
Optimista	<input type="radio"/>				
Apasionada	<input type="radio"/>				
Perseverante	<input type="radio"/>				
Persuasiva	<input type="radio"/>				
Responsable	<input type="radio"/>				
Tomar riesgos	<input type="radio"/>				
Confianza de sí misma	<input type="radio"/>				
Sensible	<input type="radio"/>				
Sentido del	<input type="radio"/>				

humor					
Orientada a servicios	<input type="radio"/>				
Orientada a equipo	<input type="radio"/>				
Digna de confianza	<input type="radio"/>				
Visionaria	<input type="radio"/>				
Otro. Por favor, especifique.	<input type="radio"/>				

Q31 Si lo desea, usted puede incluir comentarios adicionales sobre sus experiencias como líder Latina, y de sus percepciones de liderazgo de Latinas en los Estados Unidos.

Appendix C

Interview – Consent and Questions

Appendix C

Interview – Consent and Questions

Interview Introduction

Good morning/afternoon/evening. Thank you for taking the time to talk with me about your leadership journey. I'm Damary M. Bonilla-Rodriguez, researcher for this study titled: *A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers*. Before we begin, I would like to remind you that this conversation is being recorded for accuracy purposes. I'd like you to know that you have the option to remain anonymous or be identified. Either way, you will be part of a study about Latina leadership in the United States and your responses will be included in the end product. You will have access to the findings of this study.

About the Study

A major purpose of this research was to identify a set of characteristics unique to Latina leaders that represented the shared values and beliefs of Latinas in the United States. This study also aimed to understand the positive factors and obstacles associated with Latina leadership in the United States.

The ultimate end product of the data collected from the survey and interviews will be the development of a *Latina Leadership Profile*. The profile will be a summary of the findings from this study. The Profile may bring to light the unique characteristics, positive influences, barriers, and leadership styles of Latinas in the U.S.

The findings of this study may positively impact Latina leadership across the country. As the investigator, my inquiry will involve a study of cultural norms, changing

moments, and life experiences which have influenced the paths of the Latina leaders who participate in this study, such as yourself.

The following research questions will guide the study:

1. What are the characteristics of successful Latina leaders?
2. What factors have a positive influence on Latina leaders?
3. What obstacles hinder Latinas from pursuing leadership roles?
4. Do the characteristics displayed by Latina leaders vary by sector?
5. Does the leadership style of Latina leaders vary by sector?

Do you have any questions before we begin? I would like to start by asking you a few questions about your background.

Interviewee Demographics

- If you would like to share, what is your age (age group)?
- Are you married?
- How many children do you have?
- What state do you reside in?
- What is your ethnic background?
 - Where were you born?
 - What country is your family from?
- What was the highest degree you completed?
- If any, what type of leadership training have you received?
- What is your career field?
- How did you choose your present career?

Interview Questions

1. Do you believe that leaders are born or made? Why?
2. Why do you consider yourself a leader?
3. What and/or who has motivated you to become a leader?
4. Who is your role model? How have they impacted your life?
5. What leadership style do you identify with? Why?
6. What experience, job, education and/or training helped you advance as a leader?
7. How do you manage to perform well in your career and also take care of your family?
8. What do you believe are the top five characteristics of an effective leader?
9. Do you believe that women lead different than men? Why or why not?
10. Do you believe that Latina leaders are different than their female counterparts of other ethnicities? Why or why not? If yes, in what ways are they different?
11. Do you believe there is a representative number of Latinas in significant leadership roles across the United States? Why or why not? If no, how can this situation be improved?
12. Why should Latinas be in leadership positions? What do Latinas bring to the table?
13. What do you believe are the obstacles which hinder some Latinas from obtaining leadership roles?
14. What advice do you have for Latinas who aspire leadership roles?
15. Is there anything else you would like to share?

Appendix D

Interviewee Biographies

Appendix D

Interviewee Biographies

Biography of Yolanda Hallas

Yolanda Hallas served as the first Executive Director for the Hispanic Health Coalition of Georgia. She also served as Associate State Director for AARP in Georgia. During her 24 years with AARP, she held various positions such as: State Representative/Director for West Virginia and Puerto Rico in which she was able to merge her Latin roots and having grown up in the States to help Latino seniors. Prior to working with AARP, she was a county caseworker and seventh grade teacher.

Ms. Hallas holds a Bachelor of Arts degree in Secondary Education/English from the University of Puerto Rico and a Master of Science degree in Secondary Education/English with a Bilingual-Bicultural Endorsement from Indiana University.

She has served on numerous boards committees and advisory groups. She is the Immediate Past President of the Georgia Gerontology Society and the Disability Resource Group. Currently, she serves on the University of Georgia (FACS) Outreach Action Council.

Ms. Hallas received the “Member of the Year Award” from the Georgia Hispanic Chamber of Commerce at their 2003 gala before 900 attendees, including Governor Sonny Perdue and Secretary of State Kathy Cox. She was selected by the governor to represent Georgia at the Opportunities Conference in Washington, DC.

She resides in Georgia with her husband Bill and their two sons.

Biography of M. Isabel Valdés

M. Isabel Valdés is recognized as the founder of *In-Culture Marketing* and the *360° Integrated Marketing Communications approach*. She founded and managed (for 15 years) Hispanic Market Connections, Inc. (HMC), an award winning marketing research and consulting company where she devised state-of-the art marketing research methods.

Presently she heads Isabel Valdés Consulting, LLC (IVC), a consulting firm that advises corporations, non-profits and government agencies on a broad range of business issues in the U.S. and abroad on how to “*Build Heart-Shares, In-Culture™*” and how to “*Transform HeartShares into MarketShares™*”.

Before founding HMC and IVC, Ms. Valdés conducted communications research for Stanford University and was a member of the clinical faculty in the Division of Family Medicine at Stanford’s Medical School. She earned a Master’s of Arts degree in Communications and a Master’s of Arts degree in Education from Stanford University. She also holds professional degrees in Communications and Communication Arts and Advertising from two leading universities in Santiago, Chile – her native country.

M. Isabel Valdés has published several books, and is currently working on a new book to be released in 2011. Presently, Ms. Valdés is a member of PepsiCo/Frito-Lay’s Ethnic Advisory Board, and heads the Human Sustainability Committee. She is also a member of the Board of the Mexican Heritage Corporation.

Ms. Valdés has received numerous honors and awards, including being selected by *Fortune* Small Business as a “Woman Entrepreneur Star” in 2001, and “Business Woman of the Year” by the New York Hispanic Chamber of Commerce in 1995. In

March 2000, she was named by *American Demographics* magazine as the “21st Century Star of Multicultural Research”.

She is a frequent lecturer and public speaker at numerous professional and academic organizations, as well as in corporate boardrooms. She has also lectured for the *Latino Leadership in the Board Room: Best Practices in Corporate Governance*, part of the Executive Series at Harvard School of Business, with the Hispanic Association for Corporate Responsibility (HACR).

Ms. Valdés lives in San Francisco and travels extensively for business, not only in the U.S. but also in Latin America and Spain.

Biography of Marisa Rivera

Marisa Rivera is the President of Mpowerment Works, LLC - a consulting firm designed to impact global change. Ms. Rivera provides unique domestic and international seminars, keynote presentations, and innovative programs; all designed to empower people to become agents of social change. Prior to starting Mpowerment Works, LLC, Ms. Rivera was President of the National Hispana Leadership Institute (NHLI), the top leadership program for Latinas in the country. She is currently producing *Latina Voices: Leadership Journeys*, an educational video showcasing Latina leaders sharing their secrets to success.

Ms. Rivera is originally from San Juan, Puerto Rico. She holds a Bachelor of Arts degree in Communications from American University and a Master's degree in Education Administration from Western Illinois University. She is also a graduate of the Harvard University JFK School of Government Executive Program, the Center for Creative Leadership Institute, the Gallup Leadership Institute, the HACR Harvard Business Executive Program on Corporate Governance, and the Mexican American Solidarity Foundation.

Marisa Rivera is the recipient of the "Cesar Chavez Community Service Award" given by the U.S. Hispanic Leadership Institute, and the "Huesped Ilustre" Medal from the city of Ayacucho, Peru. She was chosen as one of the "21 Leaders for the 21st Century" by Women's eNews, and received the "Women Helping Women" Award from the Hispanic Professional Women's Association. Ms. Rivera received the "Trailblazer Award" from Latina Style Magazine, and the "Global Impact Leadership Award" from the Hispanic Women's Corporation, as well as the "Superior Honor Award" from the

State Department, the “Administrative Excellence in Promoting Multiculturalism Award” from Western Illinois University, and the “Illumination Award” from the City Club of the Quad Cities.

Ms. Rivera has been featured in *Hispanic Magazine*, the *Woman MBA Magazine*, the TV show *Hispanics Today*, Lifetime Television for Women, *Champions of Change*, *LatinaStyle Magazine*, Monster.com and the *Soy Latina*, *Soy Unica* SAMHSA website.

Currently she is on the board of World Pulse, a non-profit organization that addresses global issues through women’s eyes. She resides in Florida.

Biography of Aurelia Flores

Aurelia Flores is Senior Counsel for SAIC, where she has been for over 10 years and specializes in intellectual property law. She is also the founder of PowerfulLatinas.com, a company that “Supports, Values, Honors, and CELEBRATES Latina Women!” Ms. Flores is a former teenaged single mother and domestic violence survivor.

She graduated from Stanford Law School. She received a Fulbright Fellowship in Mexico City before moving to San Diego, CA to work in international business law. She is an alumna of the National Hispana Leadership Institute’s (NHLI) Executive Leadership Program.

Ms. Flores was awarded the “Athena Pinnacle Award” in 2011 for an Individual in Technology; in particular for utilizing the tools of the internet to provide visions of Latina role models and create an online community, through her website.

She sits on the Board of Directors of the San Diego Museum of Art, as well as the Board of Women of Color in Law. She is a member of La Raza Lawyers, MANA de San Diego, and the National Latina Business Women’s Association, San Diego chapter.

Ms. Flores’ son graduated from Georgetown University in May 2010. She lives in California and in her spare time, she participates in competitive ballroom dancing.