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A QUALITATIVE STUDY OF THE HISPANIC GENDER ROLE AND SOCIAL-CULTURAL
FACTORS INFLUENCING THE ATTRACTION PROCESS: THE RECRUITMENT OF
THE LATINA TO MEET 21ST CENTURY LABOR
SHORTAGE CHALLENGES IN AMERICA

A Dissertation

by

OLGA CHAPA

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2009

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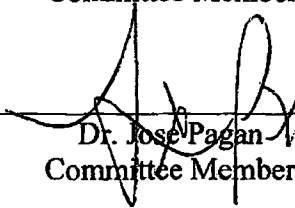
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May 2009

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ABSTRACT

Chapa, Olga, A Qualitative Study of the Hispanic Gender Role and Social-Cultural Factors (GSC) Influencing the Attraction Process: The Recruitment of the Latina to meet 21st Century Labor Shortage Challenges in America. Doctor of Philosophy (PhD), May 2009, 120pp. 24 propositions, 6 tables, 5 figures, 4 appendices, references, 118 titles.

The 21st century brings special challenges to the United States in regards to American recruitment efforts for both domestic and international labor pools due to the changing demographics. Approximately one-fourth of the 303,824,640 individuals representing the labor workforce in the United States (U.S.) are part of the baby boom cohort (Toossi, 2004). The largest gap in the labor force will be seen in the professional arena (Hilton, 2008). For a variety of reasons, the recruitment of the Hispanic as a sustainable and growing replacement pool offers many competitive advantages. Theory and literature regarding the Hispanic females, Latinas, however, imply that they will pose special challenges for a recruiter. The problem is that one of the more difficult challenges recruiters will face is the Hispanic community's powerful gender-based beliefs regarding women and work and a close social network. Identity and social-identity scholars imply, through their theories, that social-cultural factors affecting the behavior of the Hispanic female are deeply embedded (Burke & Tully, 1977; Stets & Burke, 2000). Work is considered primarily a male activity, thus Latinas must overcome a variety of culturally imposed gender-barriers that have historically discouraged them from entering the

workforce (Jones, 2007). This study is based on three job requirements posited as creating role conflicts for the Latinas: long hour schedules, travelling for work and relocation. Findings based on a grounded theory interview approach of 27 Latinas and 17 recruiters were used to develop a conceptual framework model explaining the Latina-Organization Reciprocal Attraction Process. Findings show areas of concern for both the Latinas and the organizations.

DEDICATION

To My Son and My “Honey” with Love:
Illan Alberto Perez
& Joe Hernandez

ACKNOWLEDGEMENTS

Then said a teacher, "Speak to us of Teaching." And he said: The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind.

The Prophet: Kahlil Gibran, 1923

I first and foremost acknowledge my gratitude to God for gracing me with this journey. Words cannot express my gratefulness to my dissertation chair, Dr. Hale Kaynak, who led me to the “threshold” of my own mind. I am grateful to her for the insurmountable amount of effort and energy that she graciously gave to me through her guidance and wisdom. I am also indebted to my other committee members—Dr. Arpita Joardar, Dr. Jose Pagan and Dr. Lei Wang for their support and contributions. I am extremely grateful to Dr. Karl Weick, who patiently listened and gently encouraged me, in the summer of 2006, when I shared my quest to research roles using a different set of glasses than those before me. I wish to acknowledge Dr. Baltazar Arispe y Acevedo Jr. and Dr. Mohammadali Zolfagharian, examples of what true gentlemen and scholars are, for contributing to my dissertation without anything in return except the satisfaction of helping a PhD student and friend in need. Indeed, it is by the great examples I have set forth that the selection of my profession has been validated in my mind.

I am indebted to the Latinas, recruiters, and Office of Career Placement Services and the incredible staff that made this study possible. It is my hope that this dissertation met their needs and expectations. I am grateful to the people who gave more than their friendship and supported my ideas and research: Handan, Jian, Lackshmi, Osama, Steve and Yvette. I thank Grace Dagher and Rebecca Gonzalez for their friendship and support. I thank Tammi Redd for helping me so very much in the coding process for hours on end. I extend my gratitude to Dr. John Sargent and Dr. Linda Matthews for their assistance in my dissertation proposal. I am deeply grateful to my parents for their support and encouragement in all my endeavors: Felix and Blanca Elvia Chapa. In particular, I am most grateful to them for exposing me to the environment that created my identity. To anyone whom I may not recall at this moment, please forgive me and accept my heartfelt gratitude.

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CHAPTER I

INTRODUCTION

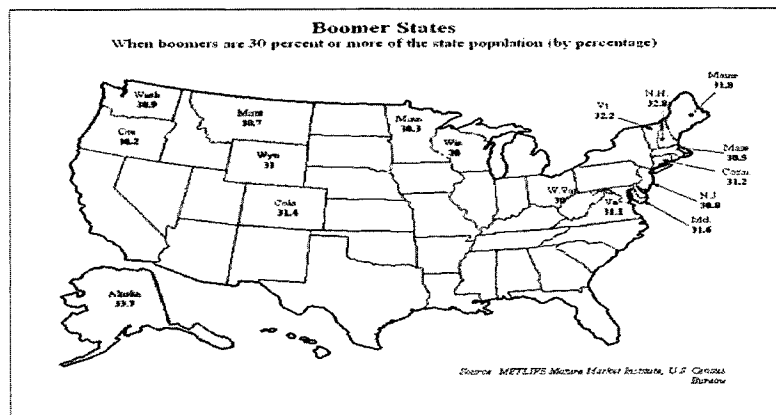
Approximately one-fourth of the 303,824,640 individuals representing the labor workforce in the United States (U.S.) are part of the baby boom cohort (Toossi, 2004). The baby boom cohort is defined as individuals born between 1946 and 1964 (U.S. Census Bureau, 2006). About half of the workforce will consist of individuals 45 years or older by 2010 (Kanfer & Ackerman, 2004). For every new hire, two are retiring somewhere in the U.S. (Rodriguez, 2008). It is projected that American businesses and industries will need approximately 20 million new employees by 2012 because of the large-scale retirement (Phillips, 2004). Researchers investigating issues relating to recruitment are confronting a difficult challenge: finding ways to help America's businesses and industries mitigate the impact of an impending labor shortage caused by the shifting demographics and an aging workforce in America (Hispanic Business, 2007).

Although a great deal of research has been focused on recruitment, there is a lack of studies addressing the importance of meeting this 21st-century challenge for firms that intend to acquire or retain a competitive advantage in the marketplace (Karoly, 2007; Rynes & Barber, 1990). To further complicate matters, the number of potential employees with college degrees is not keeping up with the pace of the vacating positions left by the aging employees (Ferris et al., 2002). Seventy percent of the 123 human-resource executives who responded to a study conducted by Deloitte & Touche report that their organizations' most serious problem was the difficulty they had recruiting

applicants qualified to replace departed employees (DiversityInc. 2005). The problem intensifies since the demand by the international organizations, which offer more attractive opportunities, for the limited supply of qualified college graduates increases the costs and the competition for quality employees (Grossman, 2005). In short, the aging population in the U.S. will produce the largest gaps among the professional and professional related jobs (Hilton, 2008).

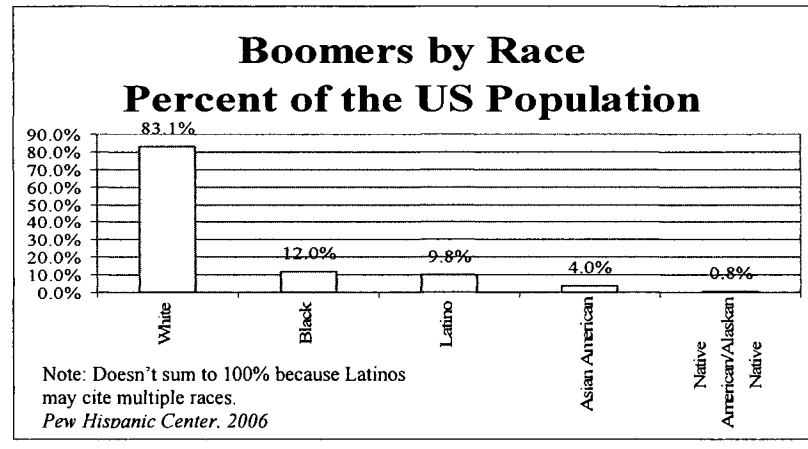
As shown in Figure 1, the severity of the problem is not homogeneous to the entire U.S. As of 2008, 17 mostly northern states are projected to experience the effects of an aging workforce to a higher degree than the other states, given that 30% of their population falls within the baby boom cohort (DiversityInc. 2005; U.S. Census Bureau, 2004).

FIGURE 1
UNITED STATES MAP WITH BABY BOOMER EFFECTS
TOP 17 STATES



Non-Hispanic Whites make up the largest portion of the baby boom cohort (83%) as identified by Census 2000 data in Figure 2. In the meantime, the demographics of the working labor force in the U.S. have been changing as evident with the Hispanic group, which represents the fastest growing ethnic group in the U. S., making up 14% of the American population (Kleisen, 2007; Pew Hispanic Center, 2006). The Hispanic group is also considered younger, as 46% of the group is under 24 years old (Blancero et al., 2007).

FIGURE 2
UNITED STATES BABY BOOM COHORT



Another change in demographics is the increasing number of females within the American population. Women of all ethnicities, which comprise 51% of the American population, are also becoming increasingly better educated (American Community Survey, 2005). Women earn 57% of all college degrees awarded each year, according to the same report. Included in the group are the female Hispanics earning college degrees at a higher rate than their Hispanic male counterparts (Nevaer & Ekstein, 2007). The number of female Hispanics earning bachelor degrees at Hispanic Serving Institutions (HSIs) has increased to 18%, and this figure represents 39% of all bachelor degrees attained by Hispanics in higher education (Institute of Education Sciences, 2007). Thus,

the changing demographics make female Hispanics increasingly attractive to recruiters (American Community Survey, 2005).

Statement of Problem and Purpose of Research

Theory and research focused on factors identified as gender-role expectations, cultural social network influences and cultural norms, values and beliefs within the Hispanic group imply that the Hispanic females are more affected by these factors than their male counterparts (Burke & Tully, 1977; Villarreal & Cavazos, 2005; Zurcher et al., 1965). Rynes and Gerhart (1991) note that the applicants' response to the recruiting effort directed at them may be related to factors such as gender. Given the various gender-role expectations, social and cultural factors, there seems to be the possibility that job requirements such as long-hour schedules, traveling for work, or relocating, could create role conflicts, which would influence the Latinas' attraction to an organization much more than the male. For purposes of this dissertation, this researcher will investigate gender-role expectations based on social and cultural factors (GSC).

The problem is that one of the more difficult challenges recruiters will face is the Hispanic community's powerful gender-based beliefs regarding women and work and a close social network. Identity and social-identity scholars implied, through their theories, that social-cultural factors affecting the behavior of the Hispanic female are deeply embedded (Burke & Tully, 1977; Stets & Burke, 2000). Work is considered primarily a male activity, thus the Latinas must overcome a variety of culturally imposed gender-barriers that have historically discouraged them from entering the workforce (Jones, 2007). The Hispanic female will hereafter be referred to as the Latina to avoid any ambiguity and repetition of the description *Hispanic female*.

The strength of the social network's influences such as family, friends, neighbors, and relatives is important to the Latinas since they provide extensive support in the Hispanic community (Starret et al., 1990). Kinship responsibilities, which individuals (Latinas) learn about from childhood, are powerful influences in the individual's social world

(Erchak, 1992). The Hispanic Alliance for Corporate Responsibility acknowledges that this unwillingness to leave close social circles, especially among women, is a recruiting challenge of increasing importance (Jones, 2007).

Women are expected to acquire the values and attitudes appropriate for them and submit to the norms established for them by their culture (Burke & Tully, 1977). Cultural influences on the gender role expectations the Hispanics are exposed to are clearly defined between male and female expectations (Cravey, 1998). Given the embedded domestic and single female roles assigned to the Latinas, she has had to balance the demands of work and roles much more than the males (Stets & Burke, 2000; Thoits, 1987).

Although literature regarding the Hispanics is available, and calls have been made for studies focusing recruitment efforts on attracting minority females to the workforce, there have been limited studies and literature identifying methods to specifically recruit Latinas. For instance, studies regarding the importance of the Hispanics as the fastest growing labor pool (Blancero et al., 2007); identity related issues within the organization (Gallegos & Ferdman, 2007); ethnic identity and career choices (DelCampo & Blancero, 2007) are among the most recent literature. Other literature addressing recruitment issues and strategies aimed at the Hispanics concur that ethnic identity is important to address when trying to attract this group (Nevaer & Ekstein, 2007; Rodriguez, 2008). However, to the best of this researcher's knowledge, there have been no studies addressing the GSC factors and the recruitment process from either the Latinas' or recruiters' perspective.

Thus, the purpose of this study is to fill two voids in the literature by first identifying the GSC factors, if any, which could hinder the Latinas' attraction to an organization. In particular, the research interest is whether the social and cultural factors exist for the Latina and if they influence her attraction to an organization when job requirements impede her ability to fulfill gender-role expectations. Then, this study attempts to identify whether the recruiters presently trying to attract the Latina are facing a challenge

because of the GSC factors and, if so, whether the organizations have formulated or practice any effective recruitment strategies that seem to decrease the influence of the GSC factors.

Significance of Research

The aim of this dissertation is to contribute to both the research and the practitioner literature. The theoretical and practical significance of this study will be addressed in the following sections.

Contribution to Research

The findings of this study contribute to the recruitment literature focused on the discussion and study of problems and solutions relevant to meeting the challenges posed by the influence of gender and cultural factors when recruiting in an ethnic group. Furthermore, the contribution extends to the international recruitment arena regarding the recruitment of similar groups.

Recent management literature suggests an interest in the baby boom cohort and the need to focus on acquiring applicants with the necessary skills lost with the retirees (Hilton, 2008). There is still a lack of research extending the importance of the baby boom cohort by focusing on the loss of qualified professionals with the exodus of retirees. Further, there is a gap in the research regarding a qualified replacement labor pool anchored in a significant ethnic group in the U.S. with possible challenges, yet to be addressed in the literature. The four Non-White ethnic groups, in Figure 2, make up only 27% of the baby boom cohort. This implies a large portion of the working population among these four groups is not projected to retire with the baby boom cohort. Attracting employees from these groups can provide some relief from the pressures of a future shortage. The study of the Latina is significant since she belongs to a group with less than 10% of its population in the baby boom cohort.

In particular, this study contributes to gender and cultural related literature by focusing on the two most salient factors in an individual's identity: gender and ethnicity

(Burke & Tully, 1977; Erchak, 1992). Other researchers point out the lack of research regarding recruitment efforts specifically targeted to women and minorities to help meet diversity challenges and attracting new applicants (Triandis et al's., 1994). The lack of studies regarding gender in the context of ethnicity as factors to be considered when trying to attract a member of a collective social network, such as the Latinas, is well cited in the literature (Breugh & Starke, 2000; Hofstead, 1980; Rodriguez, 2008). Although there is a considerable body of literature regarding issues related to diversity there are, to the best of this researcher's knowledge, virtually no literature or studies investigating the gender role expectations that affect the ability of companies to attract the Latinas.

Research focused on recruitment strategies note the criticalness of understanding the challenges of targeted applicants prior to developing strategies (Breugh & Starke, 2000). Prior studies in the literature about minorities and attractive inducements do not include Latinas. For example, Thomas and Wise (1999) researched African-Americans and noted pay and opportunities as the most attractive attributes of an organization more so than the size of the organization or the recruiters representing them.

Recruitment literature calls for further research regarding issues addressed in this dissertation such as studies targeted at understudied groups so that recruitment strategies can be modified to make a company attractive to them (Rynes & Barber, 1990). Hackett and Betz (1995) noted a need to move beyond the usual barriers obstructing women's choices and investigate the cultural influence beliefs and expectations have on the Latinas' behavior related to vocation and achievement, over a decade ago.

In this study, the Latinas are significant because of their membership in an expanding population, greater rewards in the marketplace in organizations that employ them and other factors discussed earlier. But they are more significant in the contexts of this study because of the uniqueness of the Latinas' ethnic identity and associated factors within the Hispanic population. Thus addressing the challenges of this group can help recruiters

who are trying to attract them. Traditional recruitment methods simply do not work with the Hispanic population (Rodriguez, 2008).

Multinational organizations operating from countries whose GSC factors influence the behavior of the individual will benefit greatly from this study. As organizations become more adept at attracting applicants from diverse backgrounds, they increase their competitive advantage (Triandis et al., 1994). Recruitment strategies that take into consideration the influence of GSC factors on female applicants are more likely to be effective when recruiting in other nations with similar values regarding the female and work behavior than those strategies that do not. Thus, the contribution of this dissertation extends to the international recruitment literature.

In summary, this study is a contribution to the recruitment field because it adds a range of variables not yet considered in the literature and their relationship to the recruitment process in terms of the Latinas. Furthermore, by researching the Latinas and her attraction to an organization influenced by social and role theories, recruiters can expand their strategies to include elements not yet considered. Recruitment literature calls for research on the factors investigated in this dissertation. The lack of understanding of any challenges the diverse groups possess leads to the inability to make the group interested in the organization (Breaugh and Starke, 2000; Thomas & Wise, 1999). This study will fill the gaps in the recruitment literature associated with the attraction, and thereby the recruitment, of the Latinas. This exploratory study may identify gender-barriers that once understood will help the organizations wishing to employ the Latinas and others like her.

Contribution to Practitioners

The validity of this study's findings to the practitioner should be relevant in the organizational setting in which the problem exists (Kaynak, 1997). The importance to the organization is the identification of factors not yet considered in their strategies that could increase and/or improve their recruitment efforts. Recognizing the factors minority

applicants may find important increases the probabilities of recruiting them (Thomas and Wise, 1999). The recognition of a need to include women and minorities to fill positions usually held by Non-Hispanic White males is not new to the literature (Jackson & Alvarez, 1992). The significance of the Latina increases with time and the organization will need to develop effective strategies to recruit her. Projections of the Hispanic labor force will reach 23.8 million by 2012 (Toossi, 2004). Since the Latinas make up half of the group's size, organizations in the U.S. have a potential labor pool of about 12 million applicants.

In addition, the recruitment of the Latinas will benefit the organization in other ways besides being part of the largest replacement labor pool (Naevaer & Ekstein, 2007). She increases the potential to tap into the needs and understanding of other Hispanics. This increases the potential for the organization to attract some of the \$1 trillion Hispanic buying power as of 2008 (Rodriguez, 2008). Furthermore, the successful recruitment of the Latinas increases the organization's ability to recruit more Hispanics. Theorists suggest a positive correlation between an increase in the size of a minority group and positive affiliations toward work (Umphress et al., 2007). A number of researchers link workforce diversity with better performance, increased profits, and greater creativity (Adler, 1986; Hayles & Mendez, 1997). Many firms are losing the opportunity to exploit the advantages a diverse workforce offers because their efforts to recruit minority employees are inadequate (D'Netto & Sohal, 1999).

In summary, this research can help organizations address the challenges affecting employment decisions, create more effective recruitment strategies, jettison ineffective strategies, and enhance the effectiveness of recruitment strategies that are already successful in the recruitment of the Latinas.

Definition of Terms

References in this dissertation to particular terms used when studying the Hispanic and other related issues pertaining to the study throughout this dissertation will be presented. Definitions for some key terms in this study follow:

- *Acculturation*. Defined as the acquirement of certain cultural elements of the dominant society (Non-Hispanic White) (Rivera et al., 2009).
- *Baby boom cohort*. The cohort is defined as a group of people born between 1946 and 1964, according to Census data and literature. The boom part of the terminology is due to the massive amount of births during that period.
- *Chicana*. Self imposed term used by U.S. born female individuals with Mexican decent (Rodriguez, 2008).
- *Collectivist/Individualist*. Defined by Hofstede (1980) as an indicator of a country's dimensions. A collectivist society is one in where the importance of the all is prevalent over the importance of the individual (individualist).
- *Hispanic*. The term refers to individuals of Cuban, Central American, Mexican, Puerto Rican, or South American ancestry living in the U. S. (Rodriguez, 2008).
- *Hispanic Serving Institute*. The U. S. Department of Education defines a HSI as a non-profit institution of higher education with at least a 25% Hispanic full-time enrollment.
- *Latina*. The term is Spanish for individuals of the female gender with Spanish Caribbean, Central American, South American, and Spaniard bloodlines (Rodriguez, 2008).
- *Mexican-American*. The definition of a Mexican-American is an individual whose blood line is traced to Mexico (Villarreal & Cavazos, 2005). This term is used primarily in Texas and the Southwest (Rodriguez, 2008). Moreover, 63% of Latinos in the U.S. are believed to claim Mexico as their ethnic origin.

- *Non-Hispanic White*. The term defines individuals born in the U.S. considered White-American.
- *Self-Efficacy*. Self-efficacy is defined as the individual's judgment of her capability to perform a task (Bandura, 1986).

Brief Explanation Regarding the Selection of the Grounded Theory Approach

Management scholars such as Barnard and Mintzberg recognized the importance of qualitative research in management since 1938 and have recommended that researchers build theory through the use of qualitative studies to capture the richness that helps explain relationships (Shah & Corley, 2006). This researcher takes a grounded theory approach contributing to theory development, recruitment and social research (Glaser, 1978). Moreover, this researcher will take a grounded theory approach because no variables have been identified in the literature to address the following research questions (Maxwell, 1996).

Research Questions

1. Do gender-role expectations, social and cultural factors (GSC) exist in the Latinas' social identities?
2. Are the social-cultural factors influencing the Latina's attraction to an organization?
3. Do the GSC factors influence the attractiveness of an organization with requirements such as long hours and travel due to gender-role expectations?
4. Is the reluctance to relocate, if any, due to GSC factors such as gender role expectations?
5. Are recruiters aware of any GSC factors influencing the Latina's attraction to the organization?
6. Have recruiters discovered effective strategies to attract the Latinas?

Summary

This chapter included an introduction to the problem this dissertation addresses. It was followed by a discussion of the significance of this study based on two contributions: research and practice. A section with definitions of terms related to this study followed. Finally, a discussion regarding the methodology was provided.

The remaining chapters in this dissertation will be presented in the following format. Chapter Two includes a review of the recruitment literature to justify expanding the existing literature and theories and to explain what must be done by companies that wish to achieve maximum effectiveness of their efforts to recruit Latinas. This chapter also includes a review of the literature that discusses the psychological and sociological theories this researcher relies on to explain the reasons Latinas pose special challenges for recruiters. In particular, theories that relate to embedded cultural beliefs as they pertain to women and work were included. Chapter Three describes the qualitative methodology and analysis of the collected data utilized to answer the research questions. Chapter Four offers results of the qualitative study as they pertain to the research questions. Chapter Five concludes the dissertation with a discussion of the research results and their relevance to recruiting the Latina, and it identifies those features that can enhance the attraction between the Latina and the organization. In addition, the final chapter will address the implications and the limitations of this study, followed by a conclusion.

CHAPTER II

LITERATURE REVIEW

This chapter is comprised of two main sections. In the first section, this researcher turns to the recruitment research and literature as they relate to the context of this study. Also included in this section is a discussion regarding studies concerning applicant and recruiter perceptions. The second section includes the identity/social identity and related theories explaining the development of the Latinas' ethnic and self identity and reasons for the strong affiliations to the embedded norms and values that may influence her employment decision behavior. This section also identifies the problem if particular job requirements will hinder the attraction process when conflicts rise with certain roles, as described in social identity and identity theories.

Recruitment

Recruitment is defined as a process of organizational practices utilized to attract and influence a number of targeted applicants to fill job vacancies (Rynes & Gerhart, 1991). Recruiting and retaining a sufficient staff of qualified individuals are activities essential to increasing organizational effectiveness (Heneman & Judge, 2006).

Recruitment and selection in the staffing process, falls under the umbrella of human resource management (Marsden, 1994). Human resource management (HRM) includes a number of activities leading to the attraction of the available labor workforce thus

ensuring the survival of the organization (Jackson & Schuler, 1995). Human resource management practices can be organized into five sectors: planning, staffing, appraising, compensating and training and development (Schuler & Jackson, 1987).

Although recruitment literature is extant, there are no theories of human resource management (HRM), but rather implicit theories from related fields such as Human Capital Theory, Resource Dependence Theory, and Resource-Based Theory, underpinning most studies about human resources (Breaugh & Starke, 2000; Guest, 1987). Mostly perspectives have guided studies in the human resource field (Jackson & Schuler, 1995). For example, Schuler and MacMillan's (1984) study of practice-oriented perspectives and ways that HRM serves as a sustained competitive advantage (Resource Dependence Theory). For the most part, researchers agree about several recruitment issues: recruitment is motivated by applicant choices; the recognition that the ability to attract and retain a staff with the skills and abilities necessary to compete successfully in a technologically advanced society is crucial; and the competition for qualified employees intensifies with time (Thomas & Wise, 1999; Herrnstein & Murray, 1994; Rynes & Gerhart, 1991).

Attracting the applicant is cited as one of the main outcomes of recruitment (Carlson et al., 2002). Attraction research has been limited to studies regarding such issues as the assessment of applicant attractions usually evaluated by the number of applicants (Carlson et al., 2002). As noted earlier, the literature regarding the attraction of the Latinas is lacking including studies referring to GSC factors. However, the recruitment of minorities (Latinas) would help the organization ensure the availability of qualified employees (Thomas & Wise, 1999).

Recruiter and Applicant Perceptions

The void in the recruitment literature regarding the attraction process and the individual's perception of significant attributes in the recruitment process is obvious in

the number of studies dedicated to the research. Only two studies, Weilbaker and Merritt (1992) and Wiles and Spiro (2004), both in marketing research literature, have investigated the ways recruiters and applicants perceive recruitment practices. Unfortunately, Weilbaker and Merritt's research is 17 years old, and, it should be noted that neither the articles nor the instrument items examine the social and cultural needs of existing or future employees.

One of the studies by Weilbaker and Merritt (1992), however, did identify the need to investigate the differences between the recruiters' and the applicants' perceptions of the attributes an organization offers. Using an instrument of 50 items, Weilbaker and Merritt surveyed a sample of sales recruiters and business students in the Midwest and asked them to rank an array of organizational attributes. The recruiters ranked the attributes according to their perceptions of how the students pretending to be applicants would rank them. The students were asked to rank the attributes in an order that would reflect the needs of Latinas' if they were seeking employment. The majority of the recruiters' rankings did not match those of the students, which showed that what recruiters consider important attributes of an organization may not be what an applicant considers important. The recruiter misjudged the importance of organization attributes to the applicant. For example, the applicants ranked job satisfaction and the organization fitting goal objectives as the two highest ranked whereas the recruiters ranked the organization's training program and opportunity for advancement as perceived to be the most significant attributes. Moreover, and important to note in the context of this gender based study are the significant differences that surfaced according to gender (Weilbaker & Merritt, 1992). Twelve years later Wiles and Spiro (2004) duplicated the study by employing the same instrument with fewer items. Their findings were essentially the same as those obtained by Weilbaker and Merritt (1992). Recruiters had a poor sense of what job characteristics applicants considered most important. Although both studies did

expose differences in perceptions between recruiters and applicants, these differences were not identified as being grounded in any cultural or social theory.

What exactly is it about the Latina's gender-role that could affect her recruitment into an organization? This researcher argues that it may be the inability to meet responsibilities she must fulfill as prescribed by her social group if she wishes to remain accepted by the in-group of her social network (Wilson, 2003). Furthermore, these role responsibilities are typical in a stereotypical Hispanic family (Wilson, 2003).

Would organizations with certain job requirements such as long-hour schedules, travelling for work, and relocating attract the Latina, given that all three requirements could entail going against the norms of the Latina's social network and expected role characteristics of a female according to literature? Of particular interest is the organization's need for Latinas to relocate. Cultural norms define male roles in a way that allows men to migrate; it is a responsibility of their role to seek a better life for their families even though doing so means they must leave their social network (Cravey, 1998). Their absence is authorized by the culture because traveling to provide for their families is seen as necessary. Customarily, the acceptance is not extended to the female.

The job requirements may lead to role stress because of the cultural and social network influences. Role stress is defined as a simultaneous event of two or more sets of pressure and compliance with one would impair the ability to fulfill the other (Kahn et al., 1964). Because of these conflicts, women are more likely than men to change work schedules and jeopardize career advancement so they can meet family role responsibilities, which men also have but due to gender-role expectations may not influence his employment decisions as much as to the female (Stack, 1987).

Role conflicts among the Latinas, according to literature, may be caused by her need to work and gender-role expected behaviors as prescribed by the Hispanic culture (Greenwald & Pratkanis, 1984; Stryer et al., 2000; Tajfel & Turner, 1986; Triandis, 1989). Role theory suggests that work and family obligations compete for an individual's

time and attention (Kahn et al., 1964). Difficulties fulfilling the demands of both work and family roles create considerable conflict for women because, traditionally, they are criticized when they fail to comply with family demands (Greenhaus & Beutell, 1985).

Identity and multiple identity conceptualizations of the self demonstrate that diverse roles present competing or conflicting expectations (Thatcher & Zhu, 2006; Thoits, 1987). These expectations arise from the competition for a woman's attention between the demands of her role as worker and other demands (Thoits, 1987). If she wishes to work and take care of a family, she has no choice but to learn to balance the demands of the individual and the role identities (Stets & Burke, 2000). Given the embedded domestic and single female roles assigned to the Latinas, an assumption can be made that some women who work long-hour schedules, travel away from home or migrate may be frowned upon by a culture with strong, gender-role expectations. Thus, the Latina may forego employment opportunities in order to live up to the norms of her ethnicity, regardless of her personal needs and wants. Individual goals and desires are significant factors that can bring a person into conflict with gender-role expectations and women are especially vulnerable to these types of conflicts (Stryker et al., 2000).

To summarize, the recruitment literature has guided the researcher and practitioner in the understanding of the complexity of staffing and the recruitment process. According to the literature presented, a number of studies examined the factors that exert influence on both the process and applicants, however, studies about the Latinas appear to be lacking in the research (Rodriguez, 2008; Rynes & Barber, 1990; Triandis et al., 1994;). Other studies emphasize the importance of a diverse workforce such as the Latinas and the benefits such a workforce offers. Recruitment researchers suggest market penetration activities targeted at specific groups to influence the number of applicants from the desired group (Barber, 1998). Yet, literature about targeting specific groups lack studies regarding the Latinas and GSC factors.

The following section is divided in three factors affecting the attraction process between the Latinas and the organizations: gender related, social related and cultural related literature and theories. First, this researcher presents an explanation of the characteristics that make up the Latinas' gender role. The background information includes a presentation of the strengths associated with the social network and the cultural factors that influence the Latina's behavior. These factors must be taken into account by recruiters because they may influence her response to recruiting efforts. This researcher presents an identity based foundation that illuminates how the gender-role of the Latinas, influenced by her cultural norms within her social group, can influence the Latina's response to an organization. Studies regarding identity-based approaches in organizational research have increased with the realization that the psychological aspects of work have relevance of interest to the organization (Thatcher & Zhu, 2006).

Based on identity theory, gender will be discussed and the concepts of self and self-categorization will be introduced. Further discussion regarding gender and gender role issues including role theory and self-efficacy as they pertain to the Latinas and this study follows. The next section includes the literature regarding the Latina's social structure. This is followed by the third and final cultural concept, which includes a discussion about ethnic identity, individualism/collectivism dimensions and contrasting literature. The major cultural factors that affect the Latina's gender-related behavior are deeply entrenched, and explaining their influence requires that we think beyond the normal variables usually measured in our science and focus in greater depth on the psychology of the individual.

THEORETICAL FRAMEWORK

Gender

Gender factors based on identity theory explain the connections and associations between people within a social structure (social-identity theory) (Stryker et al., 2000). In the context of this study, the most favorable account of what is occurring with the Latina

can be explained through what motivates her behavior in support of her Latina identity. A summary of the sociological and psychological terminology used in the following segments and throughout the remaining chapters of this dissertation are presented in Table 1.

TABLE 1
SUMMARY OF TERMS IN PSYCHOLOGICAL AND SOCIOLOGICAL LITERATURE

Term	Characteristics
Culture	A groups' norms, traditions, values and roles
Gender	Social categories between both sexes that help define the individual's social identity
Gender Role	Prescribed culturally derived behaviors for masculine and feminine behaviors
Gender Role Attitude	Refers to the individual's beliefs regarding the roles and responsibilities assigned to the gender
Group	Three or more people sharing the same social identity
Group Identification	A feeling of belonging by sharing in-group attributes
Identity Theory	A developmental process in which the individual, through a process of self-categorization, identifies with certain roles
In group	Strong commitments to the groups' expectations leads to inclusion
Out group	A lack of commitment to the groups' expectations leads to exclusion
Role Stress	Stress caused by the inability to fulfill simultaneous role requirements and expectations
Self	The identity of the individual and as part of a social group
Self-Categorization Theory	A cognitive process of categorizing the material world: information and people
Social Theory	The use of theoretical social frameworks to explain social behavior and organizations

To understand how gender-role, social and cultural (GSC) factors influence the Latinas' attraction or repulsion to an organization, we must first understand the Latina as an individual. Her sense of individuality, shaped by her social and cultural influences like that of all others, begins with the *self*.

The Self

Theory defines the *self* as both the individual (identity) and the individual as a member of a group (social-identity) (Greenwald & Pratkanis, 1984). Theory considers three aspects of the self: private, public, and collective (Greenwald & Pratkanis, 1984). The private self refers to the collective traits and behaviors that constitute the individual, the "I" (Greenwald & Pratkanis, 1984; Tajfel & Turner, 1986). The public self refers to an individual's identity as defined by others (Greenwald & Pratkanis, 1984; Haslam et al., 2004; Tajfel & Turner, 1986). The collective self refers to identity as it is constructed by its membership in groups such as family and co-workers, the "we" (Greenwald & Pratkanis, 1984; Tajfel & Turner, 1986). The collective self that exists within a defined social group includes not only shared values but also shared emotional investments in those values (Triandis, 1989). Theory asserts that the synthesis of these selves creates an individual's social identity (Tajfel, 1978). Moreover, each culture has a distinctive concept of self (Morillas, 1999).

The core assumptions of social-identity theory stipulate the individual and her three selves corresponding to different group memberships (Tajfel & Turner, 1979; Turner et al., 1987). Beside the levels of selves, the individual has multiple social identities perceived through the memberships of the groups. If she is to be considered as

an in-group member (inclusion), she will self categorize herself as a member of the group by living up to their expectations/behaviors (Hogg et al., 2005).

Self-Categorization

Self-categorization, the unconscious process by which individuals integrate the private, public, and collective selves into a social identity, has received considerable attention in the social-psychological literature (Turner, 1985). Categorizing stabilizes the external world (Fritsche & Jonas, 2005; Hogg et al., 2005). Without it the individual will be bombarded by meaningless thoughts and objects (Fritsche & Jonas, 2005).

In the physical sense, cars, for example, are not simply categorized as cars. They are also categorized as a form of transportation, perhaps by model, color, raw materials, and so forth. The categorization process continues with a division into sub-categories that have other names. Transportation, for instance, might include airplanes (types), trains, buses, and perhaps models. Categories and sub-categories help individuals understand what they are experiencing, which in turn creates certainty because individuals are able to predict what objects are and what will occur with such objects (Hogg et al, 2005).

In the personal sense, the individual will first self-categorize as either a male or a female and by affiliation with a particular ethnic group, the two most salient categorizations (Burke & Tully, 1977). Individuals perceive similarities and affiliations with the gender group to which they belong (Tajfel & Turner, 1986). Further categorization and sub-categorization examples are daughter, son, husband wife, mother, friend, church member, student or professor, democrat, republican, and so forth. A critical function of groups provides the individual with a social identity defining the self

in group terms and prescribed behavior (Hogg et al., 2007).

Gender Group

As noted earlier, gender is one of the two most salient self-categorizations within the Latinas' identity. Theorists believe that individuals first identify with their gender and associated role behaviors, which motivates them to assume for themselves a set of characteristics associated with their sex (Burke & Tully, 1977; Cravey, 1998; Hogg et al., 2005). These characteristics are ones that the culture considers each sex should have to fill its culturally assigned gender role. Gender group identification is influenced by biological differences between the sexes (Fritsche & Jonas, 2005). Role behavior and identity, including gender identity and gender role behaviors, are forms of socialization (Erchak, 1992). During identity development adolescences, especially female, experience social pressures to live up to feminine roles and be attracted to particular interests and aspirations according to their gender (Turner, 1985).

Studies performed by behavioral scientists in the sociological and psychological literature have found that gender role identities do affect individual behavior (Hogg et al., 2005; Turner, 1985). The norms, values and beliefs associated with each gender group identity are central to an individual's view of the world, and they are the source of individual and collective self-esteem (Fritsche & Jonas, 2005). Moreover, the individual will incorporate the attitudes and values associated with the membership of the social category as prescribed by the gender groups' values and beliefs (Ashforth & Mael, 1989).

Individuals learn the gender role behaviors through their exposure to others within the same gender group via the social network, usually with exaggerated stereotypical differences between the sexes (Erchak, 1992). The learning prepares individuals for the

tasks assigned to their gender roles that they will be expected to perform as adults (Erchak, 1992). As children mature and strive for acceptance in their groups, the inclination to fulfill the gender role behavior expected of them by their social group continues into adulthood (Erchak, 1992). The developmental phenomenon is particularly noticeable among women (Fritsche & Jonas, 2005).

The established norms of gender-role behavior provide a model, which individuals must emulate if they wish to join and then remain a member of a gender and/or social in-group. Membership in these groups constitutes social acceptance (Erchak, 1992). Latinas have learned from an early age to respect the family views regarding the nature of roles (Valdes, 1996). Beginning in childhood, the threat of punishment for engaging in inappropriate gender-role behavior encourages and reinforces the repetition of behavior the culture considers appropriate (Erchak, 1992). As long as behavior conforms to the norms for gender-roles, Erchak states, acceptance by the social group continues. Membership in these groups reduces an individual's anxiety and uncertainty about her participation in the social world, thereby providing a form of psychological survival (Fritsche & Jonas, 2005; Hogg et al., 2005).

A woman acquires her values from her parent culture, and these values "have a measurable impact on behavioral intent" (Zurcher et al., 1965, p. 545). Norms and values are powerful influences on the individual's behavior since the in-group will reward behavior (i.e. acceptance) and punish (i.e. ostracize) the members (Erchak, 1992). Hispanics are influenced more by deeply rooted family and extended family system values regarding gender role expectations than are Non-Hispanic Whites (Zurcher et al., 1965).

Gender In-Group

Research studies into the nature and function of social identity suggest that humans are strongly inclined to establish and emphasize group-specific distinctions, which can lead to enhancement and preferential treatment for the individual's gender in-group (Fritsche & Jonas, 2005). A large portion of the social identity literature has investigated inter-group relations. Several have tried to ascertain how a woman perceives herself in terms of in-group inclusion or out-group exclusion (Fritsche & Jonas, 2005). In-group identification precedes a strong commitment to the group and diminishes her desire to leave the group (Stets & Burke, 2000).

Social identity theory suggests that the Latina lives by her cultural code of conduct and can be expected to conform to the norms, values, and beliefs prevalent in her social network, her in-group (Fritsche & Jonas, 2005). Perception and interpretation of social signals by the in-group as well as by the individual are important principles when it comes to understanding the Latina's behavior. Based partly on the in-group's perception of society, the information the Latina receives is perceived as valid and is rooted in self-categorization theory (Haslam et al., 2004). The in-group, whose perceptions and actions are authorized and legitimized by virtue of its social category, is the benchmark for acceptable and unacceptable role behavior and this perception becomes the Latina's social reality (Haslam et al., 2004).

However, the extent to which a woman feels she belongs to this category is a matter of degree and dependent on how much psychological investment her self-conception has in the category's "valued personas" (Ashforth & Mael, 1989, p. 21). In other words, the extent to which cultural norms, values, and beliefs influence an individual depends on the strength of the individual's commitment to them (Ashforth & Mael, 1989). This entails that the Latinas' employment decisions would vary depending on the degree of commitment to the norms and values associated with Hispanic female roles.

Roles

Groups and individual members are further compartmentalized by their roles. The study of roles within the self-categorization process has also been researched in the literature on identity (Burke & Tully, 1977; Haslam et al., 2004; Hogg et al., 2005). Roles are recognizable positions within society and key components of the social structure, and they create certain behavior expectations (Burke & Tully, 1977; Stets & Burke, 2000). Individuals rank roles and identities into a hierarchy according to their allotted importance to the individual (Burke & Tully, 1977).

In the Hispanic culture, women are assigned gender roles as mothers and caregivers (Turner, 1985). The male gender role within the Hispanic culture—and most others as well—is that of provider (Burke & Tully, 1977; Muller & Rowell, 1997). Paternalistic influences can also affect the expectations related to the Latinas gender-related roles. The male figure in the family is highly respected, and, if the Latina is married, the husband is the head of the family (Hondageu-Sotelo, 1997; Valdes, 1996). A Latina's culture expects her to be responsible for childcare, for her family, for members of the extended family, and for other concerns considered domestic care. If the Latina is to be socially accepted, she must live up to these expectations (Muller, 1997; Muller & Rowell, 1997; Wilson, 2003). However, Hondageu-Sotelo (1997) emphasizes that as time has passed the acceptance of working Latinas in some Hispanic cultures has improved. Working Latinas, the cultural changes notwithstanding, have faced a “gender-transformative odyssey” in which they have faced stigma, guilt, and criticism (Hondageu-Sotelo, 1997). Social literature defines the gender role expectations for Latinas as relationship-oriented (Karatepe et al., 2006).

Social Network

Social network factors based on identity and social identity theories help explain the interrelation between the Latina and the social structure (Harvey et al., 2002; Hondageu-Sotelo, 1997). From a sociological perspective, the self is motivated by the

group's norms (how the individual should behave), roles the group makes available to its members (mother, daughter, sister, friend, worker), and the values (principles, ethics, and morals) the group holds in common (Triandis, 1989). In the literature of anthropology, Erchak (1992) found that the individual participates in complex social systems, and eventually becomes a "product" of the social forces of which the individual is a member.

Membership in a particular group exposes the individual to the norms, values, and beliefs of that group, which makes the behavior of the group's members generally predictable (Triandis, 1989). A Latina who does not fulfill her roles adequately risks being stigmatized as a woman who is not fulfilling her role adequately (Hondageu-Sotelo, 1997; Pelto, 1968). A Latina not fulfilling her roles would go against the norms and values associated with how a good "mother" or "daughter" would behave, hence frowned upon by a social-group with different values.

Studies devoted to the topic of social identity and group behavior find that individuals—and this certainly includes Latinas—continually compare themselves to others in the group who are perceived to have similar traits and characteristics. Individuals who feel an allegiance to the group will continue to participate in the group's culture, conform to its norms, and adopt its values and beliefs (Erchak, 1992; Harvey et al., 2002).

In Hispanic cultures, the social factors that most influence the Latina, the ones that create her social identity, are those associated with gender-role behavior (Muller & Rowell, 1997; Wilson, 2003). The roles that appear to cause conflict are those that motivate her to behave in a manner that runs afoul of her groups' gender-related expectations (Stets & Burke, 2000). Her behavior is rooted in self-categorizations derived from the cultural norms, female roles, and values in her life. "Having a particular role identity means acting to fulfill the expectations of the role, coordinating and negotiating interaction with role partners, and manipulating the environment to control the resources for which the role has responsibility" (Stets & Burke, 2000, p. 226).

Culture

Cultural factors based on ethnic theories clarify the ethnic influences on the Latinas gender based beliefs. Categorization of an ethnic group is also among the two most salient categorizations in the Latinas' social identity (Tajfel & Turner, 1986). Studies show a positive correlation between ethnic identity and good mental health (Burgois-Aponte, 2004). The exposure to cultural influences, social identity theory tells us, is the key indicator of possible behavioral outcomes (Zurcher et al., 1965). According to ethnic theory, the Latina's group affiliation increases as her identification with the cultural in-group strengthens (Fritsche & Jonas, 2005). Her group affiliation should increase the Latina's desire to protect and live up to the culture's reference group gender-role expectations, which further strengthens the culture's ability to uphold its basic cultural values (Fritsche & Jonas, 2005). Moreover, Fritsche and Jonas (2005) suggest the importance of affiliation to group membership is stronger in women than in men.

Individualism and Collectivism

The literature on individualism and collectivism offers further insights into the role behavior expected of Latinas based on the cultural expectations (Hofstede, 1980; Triandis, 1989). The complexity of the self depends on the values set by the collective culture, and cultures differ considerably in their attitudes toward the individual and the collective (Triandis, 1989). Tight cultures, such as collectivist cultures, conform to the in-groups' culture (Triandis, 1989). Hispanics are considered a collectivist society so individuals are expected to subordinate their interests to those of the people they take care of, and these expectations exert more influence over Latinas than males (Rodriguez, 2008). A unitary compartmentalization of the self depends on the psychology of a culture such as an individualist-collectivist dimension and the concepts of gender (Morrillas, 1999).

Social behavior is a function of in-group norms much more in collectivist cultures (Triandis, 1989) than it is in cultures that value and emphasized individuality.

Individualist cultures are those that privilege the interests of the individual over the group, whereas collectivist cultures privilege the interests of the group over those of the individual (Hofstead, 1980). Members from the Latinas ethnic group expect them to put the needs of those in her family and social network above her own (Dsilva & Whyte, 1997; Hofstead, 1980; Triandis, 1989).

In contrast, behavior science research cites lower degrees of cultural influences among some Hispanics. Social theorists believe the close Hispanic social networks serve as protection against distress since the relations are those of sharing and solidarity among the members (Rivera et al., 2009; Hovey & King, 1996). However, recent studies have shown a negative correlation between high levels of acculturation and low levels of family cohesion (Rivera et al., 2009). Acculturation could explain a deviation from or disappearance of the strict GSC factors (Weisskirch & Alva, 2002).

Another sign of a possible deviation from prescribed social and cultural role behaviors could be explained by the practice of language. Shared language is considered one of the most important factors when studying cultural cohesiveness (Triandis et al., 1994). The practice of speaking a common language is associated with strong affiliations to the ethnic group (Lonner & Berry, 1986). Studies have found that not all Hispanics speak Spanish anymore; this is especially true in second and subsequent generations (Mason, 2004). The literature and research imply that Latinas may be less associated with the norms of their ethnic, gender and gender affiliated role expectations.

Summary

As a result of the literature review on recruitment and the theories that may explain the Latinas' attraction to an organization, it is implied that the Latina as a recruitment possibility should be explored further. In accordance with the findings of the literature, three main concepts were identified: gender, social and cultural factors (GSC).

Through a review of the recruitment literature, a significant gap in the literature studying the recruitment of the Latinas is evident. Theory, presented in the literature,

strongly suggested that the key to attracting Latinas to an organization may be addressing her social and cultural norms and norms in regards to their gender. Further literature posits that the Latina will strive to live up to the role characteristics she identifies with and adherence to the norms, roles, and values of a collectivist society. As the strength of commitment to in-group membership increases, the power of the group's values and norms to influence future behavior also increases. Job requirements such as working long-hour schedules, travelling and relocating would create role conflicts among the Latinas due to gender-role expectations. These expectations influence her response—positive or negative—to an organization.

If we accept the insights of the theories as presented in this literature review, the Latina's cultural roots run deep. The assumption is that the Latina, because her gender and cultural identities constitute a collective self-constructed from traits and qualities necessary for the roles she is expected to fill, will be influenced by factors not considered at this time in the recruitment literature. To find the fit between the appeal/repulsion of an organization and the Latina's needs, investigating the nature of GSC factors and their influence on the Latina's job seeking behavior is crucial. Given the necessity to fill retiree slots due to the baby boom cohort, it will be necessary to focus on the problems associated with attracting the Latinas willing to relocate. Behavioral theories imply that Latinas will comply and live by their cultural standards, thus, they are likely to remain close to their social networks and families. If they are correct, the time is now for expansion and/or modification of existing theory so that we can be able to continue meeting the challenges researchers face as they strive to develop the tools necessary for organizational improvement in the 21st century.

This chapter comprised a literature review of recruitment and concepts in the psychological and sociological literature regarding the Latinas. The following chapter presents the qualitative methodology and analysis of the data collected by this researcher to answer the research questions posited for this dissertation's study.

CHAPTER III

METHODOLOGY & DATA ANALYSIS

In this chapter, this researcher describes an overview of the research design and method used in this study to answer research questions one through four concerning the Latinas. Then, research questions five and six regarding the recruiters' knowledge of the GSC factors influencing the Latinas' attraction to the organization are presented. Given that the research is exploratory, a grounded theory qualitative approach was used as suggested by Glaser and Strauss (1967) and will be described throughout this chapter.

Restatement of the Purpose of the Study

To recap, the primary purpose of this study is to identify any gender-role, social and cultural factors that could hinder the Latinas' attraction to an organization. In particular, the research interest is to ascertain whether the social and cultural factors exist for the Latina and if they influence her attraction to an organization when job requirements impede her ability to fulfill gender-role expectations. The second purpose was to investigate the recruiters' experiences, challenges and effective strategies when recruiting the Latinas.

Methods

Qualitative

This researcher sought to discover what was occurring in the attraction process when social and cultural factors influence Latinas' employment decision behavior, if any, through a qualitative study using a grounded theory approach. Qualitative research in

management and related fields dates back to 1938 with Barnard's study, *The Functions of the Executive* (Shah & Corley, 2006). Management scholars such as Mintzberg recognized the importance of qualitative research in management and recommended that researchers build theory through the use of qualitative studies to capture the richness that helps explain relationships (Shah & Corley, 2006).

Creswell (1998) suggests a qualitative approach when constructs have yet to be identified in literature, and existing theories are not available to explain the participants' behavior. Other researchers recommend a qualitative study to uncover descriptions of the participants' perspectives on their experiences giving meaning to those experiences, meanings that in turn affect their behavior (Kilbourne, 2006; Maxwell, 1996; Patton, 2002). Thus, the three purposes of a qualitative approach are: understanding phenomena, exploring areas that have not been researched in the literature and constructing grounded theory (Wang & Roulston, 2007).

At this time, there is no present theory to explain the attraction between the organization and the Latina. As well, the factors that influence a Latina's response to the various components of a recruiting effort have yet to be studied and identified in the literature. In order to answer the research questions and pave the way for future researchers to continue studying the phenomenon associated with the problems this dissertation addresses and begin building a theoretical framework. Thus, the grounded methodology as discussed in the following section best suits the research purpose of this dissertation.

Grounded Theory Approach

A grounded theory approach was selected for this study since this research is designed to uncover an explanation of employment decision behavior, based on the attraction to an organization given certain requirements. Some requirements such as relocation are crucial to the sustainability of a competitive edge during a tightening

professional labor market. “The goal of grounded theory is to generate a theory that accounts for a pattern of behavior which is relevant and problematic for those involved” (Glaser 1978: p. 93).

Grounded theory advocates assume that through inductive logic, a researcher can begin with a broad topic and by focusing on the respondents’ perceptions of their experiences, arrive at a unified grounded theory (Strauss & Corbin, 1990). The systematically developed categories interrelated through the participants’ statements form a theoretical framework explaining the social phenomena of interest (Strauss & Corbin, 1990). Perceptions that qualitative research lacks rigor and are not as publishable as quantitative research are common among quantitative researchers and can be pacified by ensuring rigor in the study (Shah & Corley, 2006; Wang & Roulston, 2007). Ensuring rigor in qualitative research is done with a different set of criteria than quantitative research, which should be described to decrease pessimism (Shah & Corley, 2006). Table 2 includes a summary of validity issues concerning a grounded theory qualitative method.

TABLE 2
VALIDITY ISSUES FOR GROUNDED THEORY QUALITATIVE METHODS

Qualitative Grounded Theory Type of Validity	Definition	Threats	Measures Taken
Quantitative Construct Validity	Concerned with measures representing constructs	Incomplete explanation	Multiple Respondents; describe data collection method; clear chain of evidence
Internal validity	Concerned with causality	Unidentified variables	Pattern matching
External validity	Concerned with degree of generalizability	Researchers cannot replicate study	Systematic Procedures Define domain of study's generalizability

Shah & Corely, 2006; Marshall & Rossman, 1999; Moser, 1951)

Glaser and Strauss (1967) believed that grounded theory is one of the most important methods practiced in social research. This belief has spread into the management field as qualitative research has been used prior to this study. For example, a simple word search of qualitative studies in the Academy of Management Journal will produce a find of 271 articles.

Interview Method

This investigator collected the data for this dissertation through interviews. This method was deemed the most appropriate given that the goal of this study was to understand what the Latinas and recruiters were experiencing through their own words and meanings expressed in their statements (Denzin & Lincoln, 1994). The interview is a well utilized and “favorite” methodological tool in qualitative research and cited as one of the three most used data gathering techniques in qualitative management studies (Denzin & Lincoln, 1994; Marshall & Rossman, 1999; Shah & Corely, 2006). Scholars in management related fields such as human resource development frequently rely on interviewing as the primary source for data collection and thematic analysis in the U.S. (Wang & Roulston, 2007). Furthermore, the interview approach is highly recommended to investigate social interaction dynamics such as those in this study and has become a major part of sociological inquiry (Fontana & Frey, 1994).

Among the advantages of an interview is a high response rate, since it leads to the ability to collect a large amount of data in the form of text from the participants (Marshall & Rossman, 1999). Referred to as breadth and depth when comparing quantitative and qualitative data collection, large amounts of text allow the researcher to dig deep into the meanings behind the statements produced in interview methods (Marshall & Rossman, 1999). Depth refers to the increased ability to address complex issues by probing into the responses face to face (Pedhazur & Schmelkin, 1991).

Patton (2002) categorizes three different types of interviews: informal conversational, general interview guide approach and the open ended interview. Interviews can be strictly structured, semi-structured or no structure at all as in an informal conversation (Fontana & Frey, 1994). Interviews in this study followed a semi-structured open-ended interview approach in which the questions are scripted but the responses are open ended and questions do not have to follow the same order (Patton, 2002). This method is suggested in order to prevent the limitation of probing as practiced when following a structured method where no exploration of responses outside the scripted questions is allowed (Patton, 2002).

The advantage of the interview design selected is the ability to obtain the same type of information from each respondent and thus reduce interviewer effects (Patton, 2002). The major disadvantage of the interview approach is the inability to probe other areas. For example, selecting an informal conversation approach would produce topics not related to the study, which could be explored further as in ethnographic research (Patton, 2002). In this study, the semi-structured format allows for further probing into new information relevant to this study, yet maintains the goal of obtaining enough textual data to answer the research questions. The interview format selected has another disadvantage. An insufficient amount of data collected through the interview due to irrelevant or unnecessary information from the interviewees, leads to the inability to address the research questions appropriately (Patton, 2002). Table 3 includes a summary of interview protocol reliability issues.

TABLE 3
INTERVIEW PROTOCOL RELIABILITY ISSUES

	Definition	Threats	Measures Taken
Reliability			
Interview effect	Concerned with quality of data collected Concerned with social characteristics between interviewer-interviewee	Interviewer lacks skills and experience Interviewee responds with bias because of interviewer	Interviewer has past experience; Ethnically/ gender match Interviewer self-examination (perceptions and biases identified)
Task effect	Concerned with formation of questions Concerned with questions used in interview	Types of questions designed to meet research objectives Increased variability among respondents Interrater reliability	Open-ended questions designed with professor and social worker Systemized and standardized questions
Respondent effect	Concerned with acquiescence and social desirability	Interviewee responds with bias	Tendency is lowest in with higher education

(Hersen et al., 2007; Pedhazuar & Schmelkin, 1991)

Design Specifics

When studying a specific population, Marshall and Rossman (1999) suggest designing the sampling strategy according to the needs of the study. Because this study investigates the influence of cultural factors affecting the educated Latina, the purposeful sampling location needed to be one in which there were a significant number of Latinas with college degrees or who were likely to obtain them and who were about to enter the professional workforce.

Setting

The author chose the senior Hispanics attending the second largest Hispanic Serving Institution in the country were chosen as the participants for this study. The University of Texas-Pan American (UTPA) is an institution whose undergraduate student body is more than 80% Hispanic. It is the 10th largest university in Texas and the fifth largest in The University of Texas system (www.panam.edu). It ranks second among the nation's HSIs in the number of bachelor degrees awarded to Hispanics, and it is ranked among the top 100 best universities that serve Mexican-American populations (UTPA, 2007). Students can earn degrees in a wide range of disciplines: business administration, science, engineering, social and behavioral sciences, health science, human services, education, and arts and humanities (UTPA, 2007).

The UTPA mostly serves to an area called the Rio Grande Valley (RGV), four counties located at the southern-most tip of Texas and on the Mexican border. The majority of the residents are Mexican-American with blood lineages that can be traced back to Mexico. Most families, in fact, still have strong family ties to Mexico (Villarreal & Cavazos (2005). The social network of the Mexican-American families in the RGV is a collective network (Rodriguez, 2008; Villarreal & Cavazos, 2005). The basis of the Latinas' behavior, within the context of this study, is based on the Hispanic cultural and social norms and values. The strong connection to the Mexico, for instance, is an implication that the influences are present and can therefore be studied.

The Hispanic population is relatively young, usually speaks Spanish at home, and earns an annual median income of between \$18,000 and \$25,000 (Villarreal & Cavazos, 2005). A young population indicates that a significant portion of the RGV's population is of working age and a source for increasing the labor pool.

The Director of Career Placement Center at the university where the study took place provided this researcher with two lists for this study. One comprises eligible job applicants and the other includes contact information for recruiters representing Fortune 500, government agencies and other organizations participating in an upcoming major job fair.

Unit of Analysis: Latina Sample

The list provided by the Career Placement Center comprised of males and females, from a variety of disciplines, who had GPAs of at least 3.0, and graduate within a year. GPAs of 3.0 are cited by the director of the Career Placement Center as the most frequent requirement for most of the visiting organizations recruiting college graduates in the area. The list included 509 names and e-mail contact information. Stratified sampling methods were used to select only females in the study. Then, the females with other than Hispanic surnames (typical Hispanic surnames are those like Martinez, Garza, Gonzalez, Rodriguez, and so forth) were removed.

The final sample size consisted of 252 participants, further stratified into strata made up of eight disciplines: Finance, International Business, Management, Accounting, Computer Information Systems, Marketing, Engineering and Criminal Justice. The recruiters selected for this study were not seeking teachers, social workers and nurses at this particular job fair. Thus, this study focuses only on the business professions. In the event that an insufficient number of Latinas had responded, other steps would have been taken such as requesting other personal information (address) from the Career Placement Center to contact the possible participants via mail. Due to the large sample pool, this step was unnecessary. A total of 26 transcriptions were collected before saturating the

evolving categories during the data collection and analysis phases and the interviews ceased.

Unit of Analysis: Recruiter Sample

Because the purpose of this study is to investigate whether organizations are aware of any GSC influences and identify effective strategies that recruiters have developed, if any, for attracting Latinas, this researcher interviewed prospective employers. The Career Placement Center director provided this researcher with a list of organizations that recruit or have recruited in the RGV along with communication details for the organizations' recruitment liaisons. Recruiters tend to participate in the job fair for five to seven hours. Guided by the Director of Career Placement Center, this researcher mainly focused on organizations most likely to require relocation, have been successful at recruiting in the area and those with the most experience in the area. This investigator was also able to recruit participants from small to mid size firms, with less experience.

DATA COLLECTION

The systematic gathering of data in a qualitative study is the phase during which patterns of relationships become apparent (Morse, 1994). The concurrent process of collecting and analyzing the data helps the researcher build theory inductively (Glaser & Strauss, 1967). This type of data collection and analysis gives the researcher the ability of comparing previous data with current data to identify patterns (Shah & Corely, 2006). The data collection and analysis are an ongoing process (Glaser & Strauss, 1967). Following the constant comparison approach facilitates the exploration of differences and similarities across the data (Spiggle, 1999). Further, the importance of the data collection in the grounded theory approach lies in the evolvment of patterns or even a piece of information suggesting more examination and additional perspective during the theory development which can be further probed in forthcoming interviews (Shah & Corely, 2006).

The open-ended questionnaire approach in this study allows for the exploration of the Latina's perspective and the special challenges recruiters encounter (Denzin & Lincoln, 1994). As stated earlier, open ended questions allows for open communication and further access to more information as opposed to close ended question (Denzin & Lincoln, 1994; Patton, 1987). Closed ended questions, however, were used in this study to collect quantifiable demographic data to be used as additional analysis to corroborate or dispute findings of the study. Copies of the Latina and Recruiter Questionnaires are presented in Appendix A and B, respectively. The following section describes the procedures used to select, contact and interview the participants of this study.

Procedure: Latinas

A systematic random sample method was first utilized to select and contact the Latinas from the stratified list consisting of eight disciplines. Names were randomly selected from each discipline totaling 61 Latinas contacted by the end of the study (43% response rate). The researcher notified the Latinas via an email correspondence briefly discussing the study and as a request for an interview. To incentivize the participants, the Latinas were informed that when the study was completed, they would receive a summary of the findings. Midway through the collection process, a monetary raffle incentive was offered to increase interest (Appendix C: Email Correspondence). As each participant responded, she was scheduled to be interviewed individually and given instructions about the interview location. In addition, any further questions or concerns the participant had were addressed.

As the email correspondences were being sent, some emails began to bounce back due to an inactivation of the email addresses on the list provided. Given the large sample size, interview scheduling progressed. A minor problem this researcher faced was the slow scheduling process as it was at the respondents' convenience. Each interview had to be carefully scheduled and a reminder email or telephone call was used to remind the

respondents a day before the interview. All respondents who stated they were willing to participate did, however, there were some rescheduling incidents with a few participants.

At the beginning of the interview, this researcher briefly described a study without divulging any information that would create biases in their responses as recommended by Marshall and Rossman (1999). Latinas were further advised that they could leave the interview at anytime and/or not answer any of the questions they did not feel comfortable answering. Each participant was assured of confidentiality and the security of interview data. The confidentiality extended to their anonymity through a self-selected code name that was to be used as the sole means of identification. The Latinas were advised of the Institutional Review Board certification and each signed a consent form.

The interview was conducted in English and tape recorded. The length of the interview varied from one-to- two hours with the exception of one interview (25 minutes). Although the entire interview took longer than the Latinas were informed via the email correspondence, there were no complains. The only interruptions in the interview process would be the occasional ringing or vibration of a participant's cellular phone. None of the Latinas expressed any discomfort or any unwillingness to answer the questions. At the end of the interview, the researcher debriefed the participants answering any questions and telling them about the study. The Latinas were asked permission for this researcher to remain in contact for any further questions and updates. Notes were written down after the interview to assure that key information was not overlooked (Spiggle, 1994). Interviews continued until the categories were saturated with the participants' comments and this researcher was hearing repeated patterns within the interviews and transcriptions without any new or relevant information (Denzin & Lincoln, 1994; Glaser & Strauss, 1967; Wu & Choi, 2005). Table 4 is presented with the 26 Latinas listed by codename and demographic variables.

TABLE 4
Latina Demographics

Code Name	Discipline	Age	Marital Status	Children
714	International Business	23	No	No
Blondie	Management	45	No	Yes
Butterfly	Finance	22	No	No
Buzy Bee	Mgmt	28	Yes	Yes
Debbie	Accounting	21	No	No
Desiree	Computer Information Systems	23	No	No
Elizabeth	Marketing	23	No	No
Emma	Criminal Justice	22	No	No
Flemingo	Accounting	20	No	No
Gaby	International Business	22	No	No
Goose	International Business	22	No	No
Julie	Finance	27	Yes	Yes
Leader	Accounting	27	Yes	Yes
Lucy	Criminal Justice	24	Yes	No
March	Accounting	21	No	No
Meredith	Mechanical Engineer	25	Yes	Yes
Myrna	Finance	22	No	No
Nancy	Management	22	No	No
Panda	Marketing	23	No	No
Pocahontas	Marketing	24	No	No
Princess	Accounting	44	Yes	Yes
Queen	Accounting	21	No	No
Shop Chick	Accounting	21	No	No
Shy Town	Finance	34	No	Yes
Soccer Gal	Management	21	Yes	No
Tina	Computer Information Systems	46	Yes	No

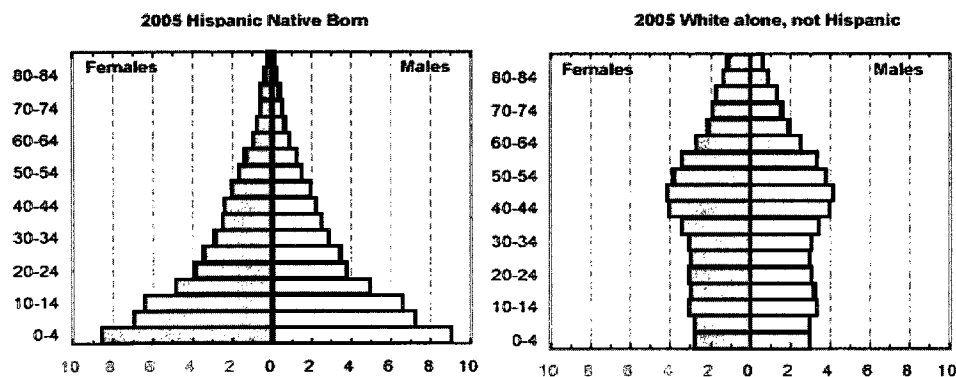
The Latinas sampled were demographically diverse. The age of the participants ranged from 20 years old to 46 years old and they came from eight disciplines. Forty-six percent of the sample were less than or equal to 22 years of age, 15% of the sample was 23 years old, 19% were between the ages of 24-27 and the remaining 20% were between the ages of 28-46. The mean age of the Latinas was 26 (standard deviation = 7), 30% had children, and 31% were married.

The Pew Hispanic Center reports that 48% of the women in the U.S. are Hispanic. The graph in Figure 3 show a significant proportion of the Latinas in the U.S. is between

the ages 20-24 through 30-34. The majority of the participants in this study were between the ages of 20-28 (85%) and the remaining 15% of the Latinas were of the ages of 34-46, significant age groups in the Hispanic population. The demographics of the Latinas implied that the Latina sampling was representative of the working age Latina population in the U.S.

FIGURE 3

AGE PYRAMIDS HISPANIC AND NON-HISPANIC WHITE

**Procedure: Recruiters**

This researcher solicited recruiter participants during a social function when they were actively recruiting among the population of this study. A summary of the findings will be shared with the participating organizations. Confidentiality of their company name was assured and it was agreed that the only identification this researcher would use would be the organizations' industry.

Recruiters were accessed during a major recruitment event known as HESTEC, Hispanic Engineering, Science and Technology Conference, for interviews. Although emphasis is focused on the sciences, the recruiters take advantage of the job fair and actively recruit business graduates to their organizations. Due to the high student/recruiter traffic during the recruitment fair, this researcher agreed to interview the

recruiters as time allowed. This researcher spent the day at the one day job fair to be present when the recruiters had time between speaking to the students attending the job fair to answer the questions. This researcher spent less than 30 minutes interviewing each recruiter.

Like the Latinas interviews, the same recording protocol was followed. The researcher was able to probe for further details or ask sub-questions. Two of the recruiters from a large consumer product organization were available on a one-to-one basis the day after the job fair for follow-up questions and informal conversations regarding the organization's recruitment challenges and strategies. Table 5 is a breakdown the final sample of 17 participants broken down by industry, years of experience recruiting in the RGV, and by job requirements: long hours, need to travel, and relocation.

TABLE 5
RECRUITER SAMPLE IDENTIFIED BY INDUSTRY

Industry	Total years recruiting in the Rio Grande Valley	Relocation Required	Travel Required	Long Hours Required
Defense Contractor	5	Yes	No	No
Aerospace	15	Yes	Yes	Yes
Aerospace	< 1	Yes	Yes	No
United States Government Intelligence	20	Yes	Yes/No	Yes
Transportation/Tourism Industry	11	Yes	No	No
Food Manufacturing and Distribution	3	Yes	No	Yes/No
Food Industry	2	Yes	Yes	No
Government Accountability Office	5	Yes	Yes/No	Yes/No
Restaurants	20	Yes/No	No	No
Oil/ Gas Industry	5	Yes	Yes	Yes
Oil/ Gas Industry	2	Yes	Yes	Yes
Consumer Product Industry	3	Yes	Yes	Yes/No
Public Accounting Services	1	Yes	Yes	Yes/No
Public Accounting Services	29	No	Yes	Yes/No
Food Industry	3	Yes	No	No
Retail Chain	3	Yes	No	No
Environmental Quality	3	Yes	Yes	No

This concludes the section of the Latina and recruiter data collection. The following section introduces the steps taken to analyze the Latinas' and recruiters' collected data.

DATA ANALYSIS

This section begins with a brief discussion of the importance of the analysis stage in a qualitative study presented followed by an explanation of how the data was transcribed. Then, a discussion of the coding process, a three step procedure, is presented. A summary and graphic illustration of the 10 codes that emerged is next.

As discussed earlier, six research questions guided this study. The analysis of the Latinas' collected data and the results of research questions one through four addresses whether the GSC (gender-role, social and cultural factors) exist as stipulated in the literature. Further analyses will probe into the extent the GSC factors influence the attraction to organizations requiring any or a combination of the three job requirements studied in this research. The analyses of the recruiters' collected data were used to explore the extent of the recruiters' knowledge regarding the GSC factors and validate or dispute their influence in the recruitment process. Finally, this researcher analyzed the recruiters' data to identify effective recruitment strategies formulated by organizations to attract the Latina.

Qualitative Analysis

In grounded theory, the analysis is the crux of the study (Glaser & Strauss, 1967; LeCompte & Schensul, 1991). In order to prepare the data for analysis, this researcher condensed, categorized and interpreted the substantial amount of data generated from the transcriptions in a systematic manner (Glaser & Strauss, 1967). Proceeding systematically, recording and reporting the methods of the analysis helps the research gain familiarity with the data as the collection/analysis proceeds and ensures rigor (Spiggle, 1994). Maxwell (1996) emphasizes the importance of proper systematic organization techniques to ascertain that meaningful statements not be overlooked, diminishing the rigor of a qualitative study. The exploration of the data through the analysis phase is aimed at discovering common themes, which can later be linked together by interpreting the data (LeCompte & Schensul, 1999). Further, Miles and

Huberman (1994) emphasize the need to constantly compare for similarities and differences during the simultaneous collection and the analysis stages of the qualitative study. The comparison is necessary in a grounded theory approach since it requires an inductive (exploratory) analysis (Glaser & Strauss, 1967).

To summarize, thematic findings based on the analysis will be used to build the theory related to the research questions using an inductive approach. Researchers accomplish this through a process of “coding the transcripts with labels that are defined, sorted, compared, reviewed and refined through an iterative analytical process” (Wang & Roulston, 2007: p. 184).

Coding procedure

This researcher followed the guidelines for analytical operations as reported by Spiggle (1994). The first rule is to proceed in a systematical manner when analyzing the qualitative data. The second guideline is to keep careful records describing the qualitative study (Spiggle, 1994). Finally, the third guideline refers to the reporting of the investigation and methods, analysis and findings so that other researchers can find the study trustworthy and be able to duplicate the study, based on the reporting of this research (Spiggle, 1994). The records show a history of the emergence of the relationships between the elements of the conceptual framework (Spiggle, 1994)

In this research, the primary source of data from the Latinas transcriptions and any notes and memos, charts, and conceptual models are kept in a safe storage area. In order to arrive at a conceptual schema to describe the data, this researcher first organized the data through a coding process. The process began with the categorizations (labeling) of the collected data. Under the guidelines of systematic procedure (Spiggle, 1994), all the data underwent the same processes from the categorization to its integration into the grounded concept. The nature of categorization derives from the exploration of similar passages of text that represent some phenomenon (Spiggle, 1994). Once patterns become apparent, abstracting the categories into conceptual classes based on its relations to other

constructs follows (Spiggle, 1994). This is called the abstraction process that includes selecting some codes to be a part of a higher theme while excluding others. This abstraction process needs to be systematic in that all the data is analyzed under the same assumptions (Spiggle, 1994). In the analysis section of this chapter, the inclusion of sub themes is discussed including similarities and boundaries of the constructs that ultimately formed the conceptual model.

As suggested by Glaser and Strauss (1967), a three step coding process was used for the data analysis stage: open, axial, and selective coding. “Codes are names or symbols used to stand for a group of similar items, ideas or phenomena that the researcher has noticed in his or her data set; when coded, the data can be tabulated or counted for each coding category, and then the variance that occurs among the various categories can be determined” (LeCompte & Schensul 1999: p. 55). Tabulations function as an organization tool facilitating the systematic comparison of the data throughout the collection and analysis process (Spiggle, 1994).

The first step, the open coding involves the process of going through each interview transcription, line by line, highlighting sentences, phrases or entire paragraphs that may answer the research questions. Emerging patterns and themes provide a broad perspective of the data. During the open coding stage, this researcher employed two techniques in the coding process: a highlighting and note taking technique and a computerized software program (NVivo). The software (NVivo) was used as a mechanical aid to help organize the data. NVivo is limited in that it served only as a sorting tool, much like the original system of cutting and pasting (Wong, 2008). However, an advantage to NVivo is that the program aids in counting the frequency of codes, which in turn can be used as an additional tool when trying to determine the emergent core theme (Hollenshebe et al., 2008). In the case of this study, the frequencies were an additional tool to be used to help support or diffuse emerging theory and the emergence of the core category (Hollenshebe et al., 2008; Glaser & Strauss, 1967). The

categories, sorting decisions and the identification of the evolving themes and meanings attached to the Latinas' statements were functions guided by the theoretical framework and the evolving themes, as recommended by Richards and Richards (1998).

The second step, axial coding involves the formation of major categories and their subcategories, the coding paradigm, and linking them as they appear to be related (Glaser & Strauss, 1967). Following the recommendations of grounded theory researchers, each interview was revisited throughout the analysis, going back and forth comparing data set to data set as the process continued refining the collection of further data (Wong, 2008; Maxwell, 1996; Glaser & Strauss, 1967). The systematic reduction of the data during the coding process is a part of analysis since the researcher is constantly reviewing the data and forming boundaries (abstraction) (Pagell & LePine, 2002). The reduction and coding of the data evolves into a structure of theme-based categories and sub-categories (Denzin & Lincoln 2005; Miles and Huberman 1984). An inductive analysis uncovered themes in quotes, revealed common threads and captured concepts that emerged from the data (Patton, 1987).

Data collection ceased when the core category and the linked categories were saturated, as recommended by Glaser and Strauss (1967). The formation of the categories and themes (codes) were based on the frequency of the patterns in the transcriptions (Miles & Huberman, 1994; Schulenberg, 2006). The ten major themes that evolved are in Figure 4. The themes are: academia (ACD), culture (CUL), employment experience (EMP), organization (ORG), relocation (RE), roles (RO), sacrifice (SAC), self (SELF), self-efficacy (SE) and social network (SN). The analysis of the transcriptions yielded 2,552 statements. The initial coding included 81 sub-categories and as the analysis progressed, the 81 sub-categories were collapsed into 42 sub-categories due to overlapping or repetitious codes (i.e. role of mother and role of parent) (Appendix D). After the coding process, an additional researcher was asked to independently sort the statements into the different categories to confirm that they corresponded to the proper

categories, thus ensuring validity and reliability (Patton, 2002). The two coders then met and reviewed each transcription and the selected quotes and paragraphs. There were some minor differences and both coders agreed to minor modifications.

FIGURE 4

GRAPH OF 10 THEMES

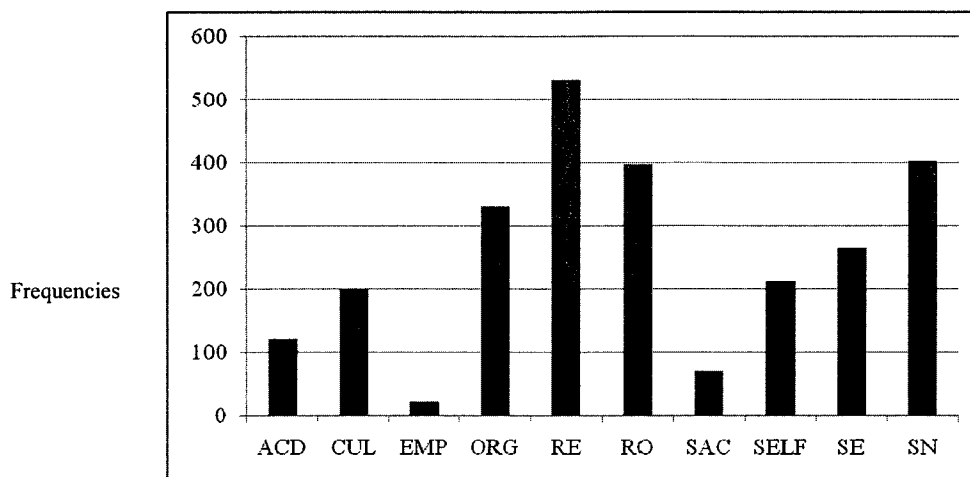


Figure 4: The summary of emerged codes in the Latina study measured by frequencies

EMP	Employment
ORG	Orgnaization
RE	Relocation
RO	Roles
SAC	Sacrifice
SELF	Self
SE	Self-Efficasy
SN	Social Network

The third and final step, selective coding involves the integration and refinement of the evolving theory from the data (Glaser & Strauss, 1967). The themes were

subjected to further analysis through the selective coding process to discover links and emerging relations discussed in further detail in the findings sections (Olesen, 1994). It is during the selective coding phase that a core theme connected to all the categories is specified and the grounded theory emerges (Glaser & Strauss, 1967).

As stated earlier, the rigor of qualitative research can be validated through the use of a systematic procedure for the formation of the constructs grounded from the data that make up the conceptual framework (Spiggle, 1994). Researchers usually group constructs and categories horizontally and the individual cases supporting the constructs vertically creating a form of tabulation that results in the ability to constantly compare the data (Spiggle, 1994). The nomological relationship between the constructs selected is an explanation of the related themes and the relationship between other themes helping establish construct validity (Lönqvist & Hannula, 2000). The construction of the nomological networks between the constructs and the relationships are derived from the analysis and the design must specify the relationships (Judd et al., 1986). To compare, in qualitative studies, the assumption is that the relationship between the constructs is through association whereas in quantitative studies, the assumption is that the association between the constructs is causal (Lönqvist & Hannula, 2000). The composition of the primary constructs presented will be discussed in the next chapter.

Summary

In conclusion, this chapter comprised of the research design and methods used to answer the research questions. A qualitative interview method was employed to collect data from Latinas and recruiters from various organizations during a major job fair. The settings where the data collections were to take place were appropriate for the study and described in detail. The sampling methods for the Latina and the recruiter were presented and circumstances of the interviews were discussed. Validity and reliability issues associated with the research methodology employed in this study were addressed followed by a description of the coding and analysis procedures. The analysis process,

the categorization, abstraction, comparison, integration and refutation of the data, was presented and provides this researcher with the tools to move forward to the following stage of this study, the interpretation of the data analysis.

CHAPTER IV

FINDINGS

In this chapter, this researcher presents the findings of the analysis as they relate to the research questions. Based on the results, this investigator developed a theoretical model and related propositions, which will be presented in further detail in the discussion chapter. This research was framed by the intent to explore aspects of GSC factors that contribute to the attraction process between Latinas and organizations requiring three particular job requirements. Six research questions guide this research dealing with: (1) gender role expectations; (2) social and cultural network influences; (3) gender role cultural norms and values influencing three job requirements; (4) recruitment challenges; and (5) effective recruitment strategies. Guided by the attraction to the organization conceptual framework model (Figure 5), each research question is discussed.

Research Question One

Do gender-role expectations, social and cultural factors (GSC) exist in the Latinas' social identities?

In research question one, this researcher investigates whether the GSC factors exist in the Latina's social identity. To reiterate, GSC constructs in the conceptual framework represent the gender-role expectations as perceived by the individual via her social network's expectations associated with the gender role

behavior. Social identity theory postulates that Latinas go through a cognitive process of depersonalization (Fritsche & Jonas, 2005). That is, they will view themselves as the embodiment of a group. If they have a strong affinity with a group, they will identify with that group and practice the prescribed behaviors (Fritsche & Jonas, 2005). The preponderance of the statements demonstrates that the Latinas have been exposed to gender-role expectations and behaviors. As Erchak (1992) suggests, the two most salient self-categorizations for the Latinas are gender and ethnicity. Soccer Girl summarizes the general overall descriptions stating that “ The food, the way we speak...how we are over the families and just everything that we do that shows you don’t even have to ask ...it’s immediately....okay, Latina.”

In conclusion to research question one, the analysis of the findings show that the Latinas identify with the GSC factors, as prescribed for the Hispanic female, and have been exposed to strong cultural gender-role expectations since childhood. Statements referring to a Latina identity, gender role expectations, affinity with ethnic food, music and traditions demonstrate that Latinas live within the Hispanic social network and are exposed to social-cultural norms, values and beliefs regarding their gender-role behavior. Therefore, the GSC factors are present in the Latinas’ social structure.

Research Question Two

Are the social-cultural factors influencing the Latina’s attraction to an organization?

In research question two, the research thrust is to discover whether the cultural social network influences the attraction to an organization. Gender roles are not the focus of this question. As noted earlier in this dissertation, there are limited recruitment studies on underrepresented minorities and females (Rynes, 1990; Triandis et al., 1994). The literature on the combination of social and cultural factors is mostly limited to the influences special relationships have in the international literature arena. For instance,

studies examining social and cultural factors in the host country are common. “Guanxi”, a form of allegiance to the members of a social group, show that relationships among the Chinese’ close social network can prove to be a key element in the success of a business in China (Shin et al., 2007). The same can be said for “Compadrismo” in Mexico (Velasquez et al., 2004).

To investigate whether the social and cultural factors influence the Latinas’ attraction to the organization the findings that helped address research question one plus additional data were used. The attraction to an organization could be influenced by negative comments made by members of the social network group regarding the Hispanics as a whole and an organizations’ reputation of their treatment on the basis of race or ethnicity. The presence of such statements implies that the attraction process is influenced by certain social and cultural factors.

Results of the study suggest that social-cultural exchanges, such as word of mouth references to an organization, do not influence the Latinas to the extent that a reciprocal attraction would not be possible. There are a couple of exceptions regarding family members recommending their employers. For example, *Butterfly’s* uncle, brother and other group members have worked for Company X. She intentionally took an internship with the organization because of the positive statements. She stated, “I liked it a lot, which is why I want to go back to Company X.” The positive statements made by the family members may or may not reinforce the attraction. Due to the very limited amount of statements regarding word of mouth, it seems likely that the Latinas are either not exposed to or ignore the opinion of others if such statements are made in the Latinas’ social network.

In conclusion, for the most part, social and cultural factors do not influence the Latinas’ attraction toward an organization. The combination of social and cultural factors without gender role influences in the attraction process lack the strength of the GSC factors combined. Findings about social and cultural influences combined with gender

role expectations are relevant in the study and will be discussed in further detail in the discussion chapter.

Research Question Three

Do the GSC factors influence the attractiveness of an organization with requirements such as long hours and travel due to gender-role expectations?

Research question three addresses the compatibility between GSC factors, long hour schedules and travelling for work. This study reveals that the majority of single Latinas are willing to work long hour schedules. Numerous employment experiences, some lived at a very young age, appear to have helped the Latinas become accustomed to working long hours. Moreover, most of the Latinas are employed and attend classes at the same time. The Latinas' schedules which include being a student, an employee and taking care of a family, imply that they are already successfully managing time conflicts. Identity theory suggests that the Latinas' affiliation to the gender role characteristics will be demonstrated in the salience of the behavior (Turner, 1985). The Latinas with mother roles are committed to working a long hour schedule to provide for the family, if necessary. At the same time, they are aware of the simultaneous expectation to fulfill the role of mother, wife or daughter. This is in line with what Hondague-Sotelo (1997) described as a "gender-transformative odyssey" as the Latinas will experience guilt and criticism if they behave in non-prescribed fashion (public self). The married Latinas are aware of the conflicts associated with working long hours most of all, since they experience the discordance in the family directly.

The entrenchment of the GSC factors is most evident when the single, childless Latinas express a life plan that includes the prescribed cultural gender role behaviors in the future. The prescribed behaviors, according to scholars such as Burke and Tully (1977), Erchak (1992), and Triandis (1977), are embedded since childhood. All the same, the vast majority of the Latinas will work long hour schedules. Further findings

show Latinas are more willing to accept the job requirement than what organizations sampled require.

Similar findings demonstrate the same gender role underpinnings when travelling for work is a job requirement. For instance, the single Latina is more likely to be attracted to travel requirements. Although the single Latinas' compatibility with the travel requirement is strong, the GSC factors influence the single, childless Latinas as some perceive future incompatibility. Like the long hour schedule results, however, the results implicate that the Latinas will travel. The Latinas with mother roles show a reluctance or repulsion to the travel requirement for the same reasons as cited in the previous section: an experience with discordance and inability to fulfill parenting roles. One distinction exists between the long hour schedule requirement and travel. Social restrictions regarding travelling for work, due to GSC influences, are mostly present in the married Latinas' statements. Further findings also show that as with long hour schedule requirements, Latinas are more willing to travel for work than organizations require.

In conclusion to research question three, the interrelation of long hour requirements, travel and the GSC factors contribute to the degree of compatibility between the organization and the Latina (see Figure 5). Based on the findings, the two job requirements and the GSC factors may be compatible to a degree that a reciprocal attraction is possible for the majority of the Latinas.

Research Question Four

Is the reluctance to relocate, if any, due to GSC factors such as gender role expectations?

Research question four investigates the influence GSC factors have on the compatibility with the job requirement of relocation. The conceptual framework illustrates the GSC factors as affecting the compatibility between the Latinas and the organizations. The findings indicate that the group most attracted to relocation may be

single and between the ages of 20-24. Although the findings are encouraging, the results also show may have strong commitments to the prescribed behaviors and embedded affiliations to the social network and are unwilling to leave their family and friends. Future mother roles are foreseen as incompatible with the relocation requirement.

GSC factors, as with long hour schedules and travelling for work, influence the married Latinas the most. Yet, the married Latinas want to relocate. As illustrated in the conceptual framework model, willingness is influenced by the degree or ability to cope. For the married Latina, as Valdes (1997) suggested, the respect for the male within the Hispanic culture is strong and coping will include issues with the spouse or boyfriend. The male is the primary decision maker in the married sampled Latinas' close family circle and they would need the partner to be willing to leave his social network. Participants demonstrate a strong commitment to the social network, regardless of the willingness to relocate. Others mentioned the loneliness they will or have experienced due to relocation and the need to "link" with other Hispanics. The importance of the social network is evident among the Latinas with children and those that foresee having children. GSC factors associated with the role of mother influences the Latinas. The reasons for the conflict are due to reasons associated with the social network. Common among both mothers and future mothers is the importance of a social network for the children. Relocating the children will mean depriving them of a social structure the Latinas have either experienced or lacked. The Latinas are pressured by the children's grandparents not to take them away causing conflict among those who want to relocate.

The struggle for independence is compounded for both the single and married Latinas that feel obligated to care for aging parents. The Latinas' collective self within her family group includes the shared values and, as Triandis (1987) and the Latinas suggest, these values include caring for the elderly. The norms and values of providing support for aging members of the social network is common among the Hispanics, as Starrett et al., (1990) stipulated.

Others feel the family needs to “cut the strings” at some point and release them. Interestingly, some recruiters are witnessing the increased strive for independence among the Latinas and note improvements in the area. The Latinas’ statements about gaining independence and the recruiters witnessing an increased independence on the part of the Latinas implies that, although the GSC factors are present and influence the Latinas, commitment and allegiance to the behaviors attached to the gender roles are shifting,

To conclude research question four, the Latinas’ commitment to cultural norms, values, and beliefs regarding the role of daughter, wife and mother influences the Latinas’ attraction to an organization. Male preferences, children’s needs and aging parents influence the Latinas with higher levels of affiliation to the GSC factors as the Latinas faced with the three issues are reluctant to relocate. Researchers, Ashforth and Mael (1989), advocate that the influence of the roles depends on the Latinas’ commitment to the behavior expected. The most favorable result regarding relocation is the young, single applicant. However, unlike the job requirements requiring long hours and travelling, results show that organizations need more Latinas than those willing to relocate.

Research Question Five

Are recruiters aware of the GSC factors influencing the Latina’s attraction to the organization?

Research question five explores the recruiters’ knowledge of GSC factors. The Director of Career Services Center and the recruiters both expressed a frustration with relocation requirements. Neither the director nor the majority of the recruiters sampled mention significant problems recruiting Latinas when working long-hour schedules or travelling. The literature is scarce when it comes to topics of GSC factors and the attraction process. Recruitment literature does indicate, however, that the challenge of filling vacating professional positions in a tight labor market is detrimental to the organizations’ sustainability (Breugh & Starke, 2000; Rynes and Barber, 1990).

Relocation is the most difficult challenge facing recruiters. No mention of any other organization characteristics was given as much credit for the lack of attraction. GSC factors are blamed for recruitment challenges in regards to the Latinas and relocation. The findings show that the majority of recruiters, all requiring relocation, have challenges. Organizations recruiting for over 20 years have seen changes, but the challenge remains strong. This researcher expands on the recruiters' challenges in the discussion chapter.

To summarize the findings of research question five, the findings show that the majority of the participants are willing to relocate. Nonetheless, findings also show that the proportion of organizations requiring relocation is larger than the proportion of Latinas able to or willing to relocate.

Research Question Six

Have organizations found effective strategies to attract the Latina?

Research question six addresses the ability for the recruiters to cope with GSC factors by formulating effective, proven strategies. Recruitment literature is lacking in studies specifically targeted to the Latinas (Rodriguez, 2008; Navaer and Ekstein, 2007). The findings revealed that the recruiters that formulate strategies considering the GSC factors are more successful at recruiting among the population. Armed with the knowledge about the GSC factors and the effect on the attraction process, organizations focus on the problems GSC factors create in the recruitment process.

The best strategy, for instance, considers the replacement of social networks. The findings of the study show that the Latinas and organizations utilize the problem focused coping tool. Both find a way to replace the social network as a means of increasing the willingness to compromise the present social network as illustrated in the conceptual framework. Even so, the most successful recruiters express an overall lack of progress and high costs, up to "\$50,000" per applicant.

Recruiters who are aware of the GSC pull have implemented strategies that include the family in the recruitment process so the parents “can get to know them.” In fact, a veteran recruiter gets the family involved “early”, in high school and summer camps. This type of strategy is a long term process. The recruiter of a large, consumer product firm believes that focusing on the younger Hispanics, along with college graduates, improves the organization’s chances of filling both present and future “retiree” vacancies. Unfortunately, the cost of such recruitment endeavors is high.

Recruiters react to gender issues by purposely sending Latinas to recruit other Latinas. The Latinas are able to see other role models that departed from their social networks and are doing well, increasing the perception of successful relocation and lending credence to the self-efficacy literature presented earlier. In addition, parents, concerned for the Latinas’ well being, are comforted by the knowledge that other Latinas will provide a social network for the daughter. A government agency recruiter reflects on how she helped a Latina to relocate to another state even though the mother initially would not allow her to move. A Latina of similar age was scheduled to give the applicant’s mother a tour of the company and answer any questions. By the end of the day, the mother was stating “I want my daughter to work here.”

To summarize the findings of research question six, the most successful organizations include GSC factors in their strategies when recruiting among the Latinas. The number of strategies, formulated after years of recruitment experiences with Latinas from the area, is limited according to the recruiters. This chapter included the findings as they relate to the research questions. In the following chapter, this researcher explains how using the findings of this study evolved into a theoretical conceptual model that explains the reciprocal attraction process between the Latinas and the organization.

Summary

This chapter presented the six research questions proposed for this study. Each question was addressed by using the findings from the recruiters’ and the Latinas’

interview data. Long hour schedules and travelling for work are not as problematic as assumed, given the literature on Hispanic norms and values associated with gender role expectations. However, relocation is a challenge for the Latinas and the recruiters. Recruiters that consider the GSC influences appear to be more successful in the Latina recruitment efforts. The following chapter includes further details about the conceptual framework model.

CHAPTER V

DISCUSSION and IMPLICATIONS of FINDINGS

In the previous chapter, the findings as they relate to the six research questions guiding this study were presented. This chapter will present the conceptual framework model developed based on the findings of this study. Implications of the study for researchers and practitioners are discussed. Propositions based on the findings are presented throughout this chapter. Following the implications and propositions section, a conclusion and limitations of this study are presented.

Analytical procedures facilitate the understanding of the collected data; however, the stage of interpretation is what will aid in the understanding of the meanings that the Latinas attached to their experiences, collectively, demonstrated by the similar patterns of text (Spiggle, 1994). The interpretive approach this researcher followed was to seek patterns in the meanings within the Latinas' own words (Denzin & Lincoln, 1994). Following the recommendation of several grounded theory researchers (Glaser, 1978; Glaser & Strauss, 1967; Lewin, 1951), the emergent constructs based on the patterns were used to develop a conceptual framework of the organization- attraction relation.

Conceptual Framework of Latinas' Attraction to an Organization

This research began with a basic conceptual idea that the Latinas' social network influenced her employment decision behavior. The sociological literature presented offers an insight into the closeness of the network among Hispanics. But, was this enough to decrease an attraction to an organization? Could the reasons be based on other variables not identified in the literature? The questions in the Latina questionnaire covered the different areas associated with the development of an identity in a social structure to address the possibility that factors within the Latinas' social network influenced employment decisions (see Appendix A: Latina Questionnaire). The research thrust, therefore, was to uncover the extent of the cultural-social network influence and if it was connected to any other factors.

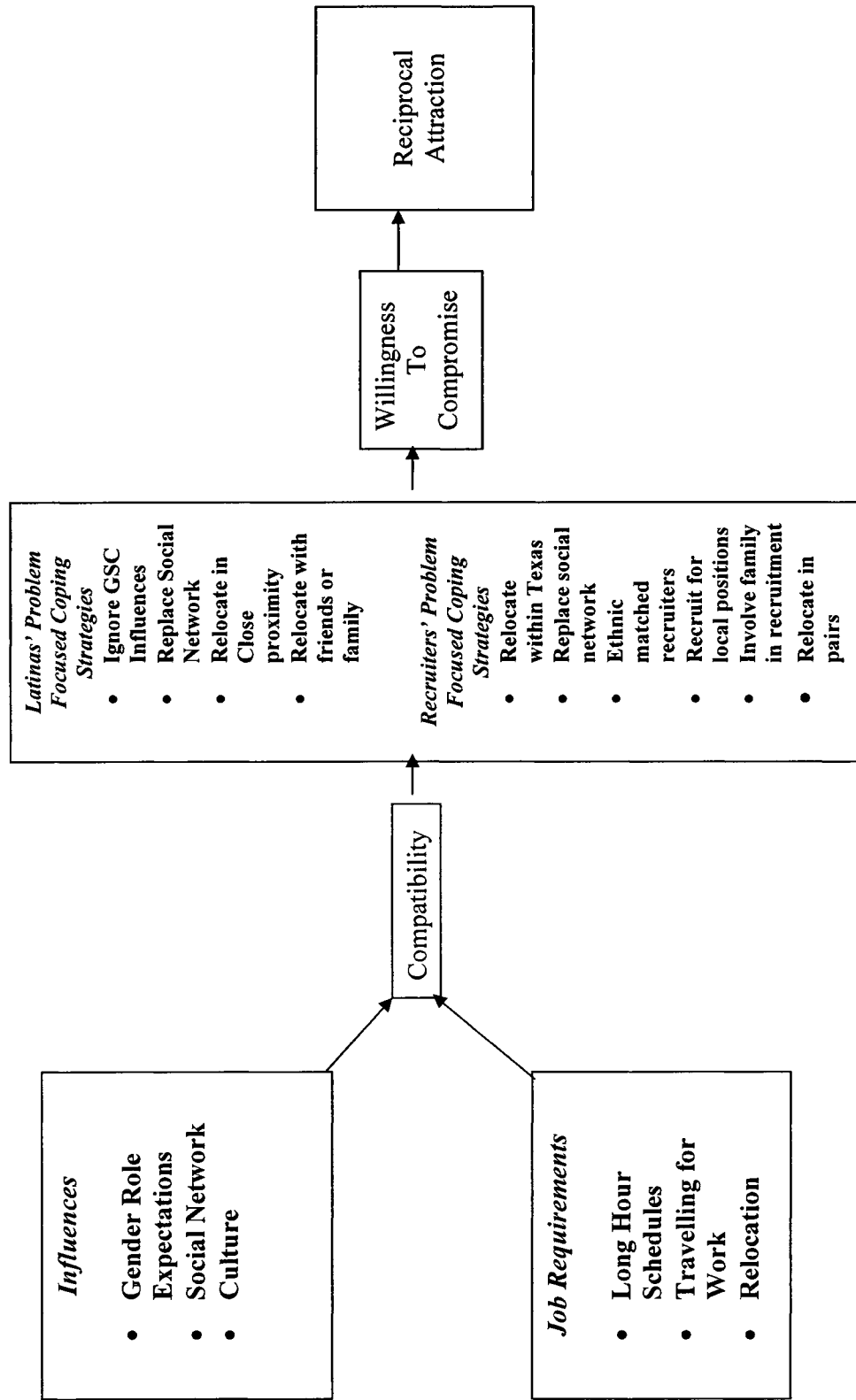
The left column of the conceptual framework depicted in Figure 5 represents the Gender, Social and Cultural constructs (GSC), the three prominent themes in this study. The GSC factors are representations of the underpinnings of the Latinas' identity and social identity. Drawing from the theories and literature review, the GSC factors are expected to affect the Latina. Identity and social identity theories have been used to explain relationships in the sociological and psychological literature in the past (Hogg et al., 2007; Stets & Burke, 2000). The Latina and the social network are both proposed to be influenced by the same cultural norms and values. According to role theory and self-categorization theories, the Latinas will select those characteristics that belong to the role that they choose to adopt.

As the analysis progressed, the main categories expanded, new ones formed, linking began and an explanation evolved grounded in the data (Glaser, 1967). In the same column in the lower section is a representation of the job requirements posited to create role conflicts among the Latinas. Theory and literature suggest that the Latinas are influenced by culturally and socially expected gender role behaviors that will influence

the willingness to fulfill certain job requirements. There is a possibility that the attraction process can be direct or indirect. That is, an affiliation to the GSC factors may influence the Latinas' attraction to an organization, given the job requirements. On the other hand, the lack of affiliation to the GSC factors, given the same requirements, will not disrupt the attraction process.

The degree of compatibility or incompatibility between the GSC factors and the job requirements will spur the need for the Latinas and the recruiters to cope. If the Latinas follow the characteristics of the female as prescribed by the social network, they will need to either cope with the influences or select not to join the organization. The recruiters will need to form coping mechanisms to moderate the GSC influences. Coping mechanisms are necessary in order to increase the *willingness* of both the Latinas and recruiters to be attracted to each other, *reciprocal attraction*. In the following sections, this researcher discusses the relationships between the constructs of the conceptual framework in further detail.

FIGURE 5
CONCEPTUAL MODEL OF THE ATTRACTION TO AN ORGANIZATION



Gender

Literature based on social categories classifies gender as salient in an individual's identity and view of the social world, the most influential role in the formation of the identity (Fritsche & Jonas, 2005). As with all individuals, therefore, the Latinas are bound to have the same characteristics and identify strongly with their gender role. The approach to selecting which themes were included in the Gender construct was to compare the categories as they evolved and, using literature and theory, include similar respondent statements referring to roles mentioned. Thus, this study in regards to Gender is limited to the themes that emerged from the research questions.

The emergent theme included self-categorizations of daughter, wife, mother, sister, provider, worker, community member and student. According to identity theories, the salience of the Latinas' self-structures link the strength of the particular identity and the behaviors tied to the roles underlying the identity (Stryker & Burke, 2000). The allegiance to certain behaviors depends greatly on the characteristics of the role the individual chooses to adopt (Turner, 1985). Identity theories explain the relationship; salience of the Latinas' self identities (private, public and collective) is linked to the salience of the particular self identity and the behaviors tied to the roles (Hogg et al., 2004). For example, the Latinas' perception of her public self as a female should mirror the behaviors seen in other Latinas belonging to the gender group they have been exposed to since childhood.

On her [mother's] side of the family, the women are very independent. For some reason and I grew up with that side of the family. With my mom's side of the family, with all those women...a lot of them are in construction. *Julie*

The Mexican culture about the woman: stays home, cooks, and cleans, takes care of the children...She [mom] was very strong about being independent and being female...because the Mexican culture is very ...the husband takes care of everything and the woman doesn't work. Then you get divorced and the woman stays with nothing because the man was keeping the income and having the job.

So then when...separated, it's like you're worthless because you never took that independence upon yourself. *Queen*

In the above quotes, the other females in the Latinas' close, social gender group were not necessarily influenced by the GSC factors. This appears to help produce the self-efficacy needed to follow a different path than what is expected by the overall Hispanic norms and values regarding the female gender. Self efficacy influences gender role behavior in this sample. Thus, this sub category was important to include as exposure to other female behaviors within the social group emerged throughout the data. "My mom [has] always raised me to be very, very independent and to be able to take care of myself, my own stuff." *Nancy's* quote demonstrates a high level of self-efficacy in her independence, emphasized by "very, very independent" statement, encouraged by a principal female role model for her behavior.

This researcher identified "negative cases", a form of refutation, to refute or substantiate the evolving theories, purposely seeking evidence to disconfirm the emerging conceptual framework (Olesen, 1994; Glaser & Strauss, 1967). Intentionally subjecting the emerging inferences (conceptual framework) to scrutiny helps the researcher distinguish between a negative case versus a negative incident (Sipping, 1994). In the following quotes, Latinas speak of relationships and behaviors that contradict a close, family network. *Flamingo* provides an example of a gender role behavior of a mother that is not prescribed, although it occurs, in the Hispanic gender group. "My mom, I'm not exactly sure she works at a factory in Florida...I don't live with her. I have a half brother and a half sister and they live with my mom in Florida." Borrowing from role self-categorization theories, the behavior (i.e. living with the children) is an example of a characteristic of what the group's norms and values expect.

Thus, this is an example of behavior that, for perhaps perfectly legitimate reasons, may have caused conflict within the family social network. The social and cultural norms and values as they relate to gender role behavior are known to exert considerable influences among Hispanics, to a degree not normative in all cultures (Villarreal & Cavazos, 2005). Literature also implies that *Flamingo* may have been exposed to the negative effects the social network may have imposed on her mother and would not want to emulate the behavior (Erchak, 1992). Research shows another type of value such as *Princess Di* articulates. “We never had a childhood ...*trabajar* [worked] like you wouldn’t believe.” *Princess Di* demonstrates the role of daughter as part of the providing link to help the family financially, usually not self selected. She also demonstrates what literature cites as a strict male dominated social structure where respect to the male is an expected attribute, sometimes to extremes (Hondageu-Sotelo, 1997). “We weren’t allowed to look at him [father] in the eyes so we ...look...somewhere else...” *Princess Di’s* self was created in this environment and experiences become her social identity (Haslam et al., 2004). “Even today, I have a hard time looking at people in the eyes.”

The findings of this study also revealed that the Latinas’ gender identity was a recurring component in the Latinas’ social identity. It was not surprising to hear statements regarding the Hispanic cultural gender roles imposed by the Latinas’ social networks as the Latinas have historically adapted because of cultural differences and different behavior expectations between the males and females (Abele, 2000). The analysis of the Latinas’ data implies that they live within a Hispanic social network and are exposed to existing social and cultural norms, values and beliefs regarding their

gender-role behavior (Wilson, 2003). *Busy Bee* provides an assessment of the gender expectations.

My Dad...very Mexican oriented...didn't want me to leave for school because he thought that you know, women shouldn't leave, you know, too far away and study as minimal as possible...we want those stay at home moms.

Busy Bee's quote specifically cites the gender role expectations of the Latina in a Hispanic culture. She states "stay at home moms" are what the family wants. Gender role expectations were found to be a central factor for some of the respondents. For instance, a justification for the failure to conform to the prescribed mode of behavior implied that the Latinas were aware of the expected behavior according to that role. Among the statements, for example, the role of wife entailed certain gender role expectations of the female in the Hispanic culture. *Myrna*, for example, offers an insight into social norms regarding marriage and the Latinas.

I'm the only cousin [female]...in my family that hasn't gotten married at 22. Of course, I'm the only one with a degree. That makes it different, and that's my excuse. *Myrna*

Myrna's statement implies a collective belief in her social network that the female is expected to be a wife. Furthermore, the Latinas were exposed to social support and background variables such as maternal employment, female role models and gender-typed socializations in accordance with the literature (Abele, 2000). Exposure to gender role models since childhood identify the characteristics and role behaviors expected of the gender and emulate them (Erchak, 1992). Although the Latinas' employment situations have evolved over the years, gender stereotypes have had minimal changes (Bergen & Williams, 1991). This is not surprising since the literature also states that the Latinas will self-stereotype as they adopt the characteristics belonging to the gender group they identify with (Ashworth & Mael, 1989). *Gaby* and *Nancy* provide further examples.

Nobody [banks] believed that my mom was going to do [open her own business] what she was doing now...She comes here to this new country[and] everybody underestimates her...all you know how to do is cook and clean...all you know how to do is cook and clean. *Gaby*

Those were the times that she (mother) could study. My father is kind of demanding of her time...like please cook and please clean a and you know it's just it's in the culture of ...this is what she needs to do. And she would take care of all the housework and all the cooking. *Nancy*

Research suggests that the Latinas' identity is strongly associated with family roles and compared to the male, the female's role stress increases with the salience of their gender (Biggs & Brough, 2005; Hill et al., 2004). For some Latinas, they cannot help but be aware of what happens when gender roles take priority through their exposure to their gender group members within their Hispanic social networks. For example:

My aunt has a degree...she worked then she ended up getting married saying she would go back to work after having a daughter. She doesn't want to go back now. *Flamingo*

Finally, the Latinas career choices were influenced by their gender and task related self-efficacy beliefs (Bandura, 1994). The development of the Latinas' *self* in social construction theory posits that their exposure to other gender group members within their social network lays the foundation to the behaviors they need to practice in order to be included and supported by their social networks (Stryker & Burke, 2000). Relevant self-efficacy issues evolved from the data and analysis associated with the Latinas' perception of their ability to fulfill various roles as expected by their social and cultural factors such as that of provider. *Leader's* statement below reflects a lack of support for her educational goals since she should be a provider and not a student, according to her father.

What always put me down was like my father. He is a non-motivator. He always said, "Why are you going to school; why are you going to College? What you

should do is get out of school and start working, start working!” Our culture, Latinas’, our parents just say, you know, work, work and not say...okay, let’s get them an education.

Based on the literature, theories and Gender theme supporting statements, this researcher makes the following propositions.

Proposition 1a: GSC factors influence the Latinas’ behavior.

Proposition 1b: Gender affiliated self-efficacy increases as exposure to member group’s model behavior increases.

Proposition 1c: The mother role expectations are salient among the Latinas.

Social Network

The most recurrent theme, Social Network, evolved from statements made from about the Latinas’ family, friends and others in a social context. As evident by *Debbie’s* statement, family is important. “I’m very family oriented, I just, I can’t be without my family.” The Social Network construct in the conceptual model is linked to the gender construct via the shared social ideas and expectations as they relate to gender role behaviors. The Latinas’ selves are shaped through the social interaction with the gender groups’ members (Triandis, 1989). *March* lives in close proximity to “all” her family, implying the other females as well, and they “all live within five minutes of each other.” Statements made by the participants in relation to family, social support, replacement of social networks, social gatherings, and references to the home, the “Valley” were deemed relevant to include in the study. The RGV, for example, was often used as a point of reference. *Lucy* provides an example.

They say it's very different. I mean completely different from the Valley. ...sometimes people feel like we're a little sheltered here. And over there... there's more like a diverse group of people and the cultures are different...you're used to the same things and once you go up somewhere different, it's like it's a little bit of a shock.

Theories stipulated that the Latinas would be influenced by their social networks in which they lived and needed their social network in their lives (Stryker & Burke, 2000).

I was raised with the culture...I love that I love that the family comes together and family is so important in this culture. You owe to your family. Like you owe your family when they need you to be there. And I love my family. I'm so connected with my cousins and it was always big *pachangas* [parties] or big fiestas [cultural celebrations] that we have. *Nancy*

In this quote, Nancy speaks of her affiliation to her family gatherings and how much she "loves" her family and feels she "owes" them certain allegiances. Literature implies that *Nancy's* affiliation is strong as is evident in her statements. Family, friends, neighbors and relatives provide extensive support within the Hispanic community (Starrett et al., 1990). *Blondie* phrased it best when she said, "If you have access to your family... it's just like oh, you know to give up, it's like, it's like, it's almost like somebody's almost pulling your arm off."

The subtheme "sacrifice" evolved from recurring statements regarding the Latinas' or their parents' sacrifices in life. Sacrifice is included because the Gender theme evolved into a theme that helped in the understanding of the Latinas' social identity and thus the affiliation to the roles associated within the identity. Among the statements were references to turn to teaching, sacrificing the education of a business career, in order to have more time to raise a family. For instance:

I got my degree in International Business...Because family is so important to me, I feel that it would just be pulling away...when I want to start my family and I

wouldn't have time to devote myself to that. So, teaching would give me the time and all, the everything, that I need to be able to do that and be happy. *Goose*

Sacrificing a business degree in exchange for teaching and remaining close to the family was not an uncommon career replacement among the Latinas that did not want to relocate. *Debbie* will teach if she does not find a job in her discipline. She states, "I just can't be without my family." Social construction theory suggests the development of the Latinas' *self* within the social network lays the foundation to the behaviors they need to practice in order to be included and supported (Triandis, 1989). Although research has predominantly shown that Hispanics are known as a close social network, this researcher intentionally sought negative cases to analyze whether this was not present in the sample. Interviews tend to invoke identities concerning the participant's social world (Wang & Roulston, 2007). *Emma* and *Meredith Bell* provide some examples of negative cases. "My dad ... I don't have such a close relationship." Theoretically, *Emma's* identity is formed through her relations and her securities are formed through her connection to those relationships (Erchak, 1997). *Emma's* quote demonstrates the opposite of a close relationship with the father. *Meredith Bell* speaks of a distance within her social network when she speaks of her bi-racial family. "For some reason, we don't talk to my dad's family, only my mom's. Hispanics are more family oriented and I truly believe that my dad doesn't care if he doesn't talk to his brother or sister." There are far more positive exposures to the family than negative. *Goose* articulated the sentiments of most of the Latinas when speaking of being away from the social network, "You could call them but to be in their [family] presence, to *feel* them there. I think that would have a big impact on me."

Proposition 2a: The Latinas associate their social network with their culture.

Proposition 2b: The strength of the Latinas' affiliation to the social network influences mobility.

Culture

The cultural identity theme is interrelated to both the social network and gender role expectations since social behavior is a function of the norms within the in-group role relationships (Triandis et al., 1968). Linking the gender-role expectations and the social network based on theory that the individual's aspects of the self, private, public and collective selves and the behaviors connected to the selves will have different consequences, depending on the culture (Triandis, 1989). Although individuals select their in-group, the Latinas, as members of collectivist societies, have few choices and have had to behave according to the cultural expectations of the public self (Triandis, 1989). The public self, as stated in the literature review, are the different role identities the individual adopts as a member of the social group. The Latinas exposure to strict in-group norms influences social behavior to a greater degree (Rodriguez, 2008; Miles & Clark, 1982). To belong to the in-group, the Hispanic culture provides the Latinas with a set of prescribed, normative expectations associated with particular behaviors (Goodenough, 1981).

The Latinas expressed an affiliation to their culture extending to their different cultural labeling. For example, *Flamingo* considers herself a "Mexican-American" and proud of it when she states, "I try and let everyone know where I came from, exactly." *Goose* does not call herself a Latina as she affiliates with the term "Hispanic...I don't know if that's in the same genre, it pretty much means the same thing I do." *Julie* on the other hand calls herself a "Chicana" and she does not understand the whole "Latina

concept” ...”it just doesn’t cut it for me.” She goes on to explain where her label came from, a history that dates back to the “Aztecs, they were Mechicanos.” Her following quote implied an expectation that the media would deliberately say something negative about her ethnicity when she said “of course, the newspapers, the tabloids, started making them [others self-labeling as Chicano] seem like you know gangsters and all.” Self labeling statement coincides with the findings in the literature regarding ethnic labeling. Ethnic self labeling begins in adolescence and is linked with the strength of ethnic identification; the stronger the identification, the stronger the affiliation to the ethnic group (Fuigini et al., 2007). Armed with the strength of the Latinas’ cultural identity as stated in literature and the themes that evolved in the transcriptions, the following is proposed.

Proposition 3a: Cultural identity is strong among the Latinas.

Proposition 3b: Job requirements that go against gender, cultural and social network expectations cause conflicts for the Latinas.

Proposition 3c: Given the job requirements, the less influential the GSC factors are to the Latinas, the greater the attraction to the organization will be.

Proposition 3d: The presence of GSC factors influence the Latinas at different levels.

Requirements

In order to analyze the three job requirements depicted in the model, this researcher focused on findings based on the recruiter interviews and the interview with the director of Career Placement Center. The director revealed that for a variety of reasons organizations are spending large sums of money actively recruiting Latinas in the

RGV. The most salient reason for the Latina recruitment was the need for a diverse workforce. The Director of the Career Placement Center believes:

The biggest thing is diversity. We have what they need. We have a very high Hispanic population down here. They [need] to fill the gaps where there is a lack...of Hispanics... We are the size of 17,000 plus students, predominantly 87% Hispanic.

Indeed, the recruiters most frequently cited the need to create diversity as the motivation behind targeting the RGV. The recruiter for the Consumer Product Industry offered a good example of the costs involved in the recruitment process of the Latinas.

If you look at the typical recruiting processes, you have to talk to anywhere from 8 to 20 or 30 people to hire one person. Each of those 20 costs you [the organization] from the time that I come down here [to recruit]. It's all part of this relationship with the recruitment process. So when I get that one student that originally started with this one student [out of] 20, one person cost me this much, [probably] 40,000 to \$50,000.

Organizations recruiting Hispanics have shared their recruitment challenges with the placement center director. She said, "Companies find it difficult. They become very interested in someone, but she/he does not want to leave [the Valley]. It's not an easy thing. We [have] been seeing more and more students wanting to leave. [But] because social-cultural influences are so strong, students tend to reject job opportunities."

Table 4 presented in the Methodology Chapter breaks down the three job requirements this researcher suggests will be a challenge for both the Latinas and the organizations trying to recruit them: long hour schedules, travelling for work and relocation. The most important finding was that the majority of the recruiters were seeking Latinas willing to relocate. The majority of the recruiters sampled affirm that most job offers are rejected because of relocation issues, reiterating what organizations have shared with the director in charge of recruitment activities. Social networks, such as family and friends, were stated as the primary reasons candidates were reluctant to leave the area. Some spoke of improvement throughout the years. For example, one of the

recruiters, whose companies spend large sums on their recruitment activities, indicated that:

[It's] easier now than it was eight years ago, but... still a lot of I don't want to move way up there. Public Accounting Firm

The same recruiter stated that Latinas were reluctant to work late with men, which tied into expected gender-role behavior theories (Fisher & Arnold, 1994), was the organization's most challenging obstacle when recruiting Latinas. Organizations that did not require relocation had not encountered any major challenges. The social-cultural influences making relocation an issue were evident as well when a government intelligence recruiter stated that a company could be far more successful in recruiting "if only the [Hispanics] can get over the location part of it...and all the expectations of the family...the family pull." Other recruiters observed the same recruiting problem. The recruiter for a large multinational corporation stated: "Probably the biggest challenge is their [Hispanics] unwillingness to move away from the area...the Latino culture is very family oriented, [they] want to stay close to the parents and all that." Improvement has been noticed over time. Recruiters from a consumer product organization and a defense contractor give some examples. "[It's] easier now than it was eight years ago, but... still a lot of I don't want to move way up there." The defense contracting organization experiences the same, even though the location is in Texas. "There is still a lot of I don't want to move way up there, you have anything in Corpus?" The recruiter goes on to specifically state the differences in the male gender. "The male is a little bit more open." How difficult it is for Latinas to leave their social networks was illustrated by a

transportation/tourism recruiter's account of a Latina who did leave but could not stay away. "She interviewed with us in San Antonio for a position in San Antonio. We hired her. [She] came back home and told her family that she was moving to San Antonio and they said no." Although the job offer was accepted, social influences caused the Latina to refrain from relocating. It may be difficult for Latinas to break away from their networks according to some organizations while others witnessed the rebellious side of the Latina: she wants to behave in ways other than what is expected of her by her family. For example, a government agency recruiter stated:

Interestingly enough, it's my own personal antidotal take on this. I find Latinas being more interested in breaking away than the males in a sense that a lot of [Latinas] I've interviewed said, You know if I can overcome my family and ...what they want me to do, what I should do. I just want to get out of here. I just want to do something different. But a lot of them, I think, feel obligated to do what is expected of them and a lot of them are rebelling.

A recruiter from a large natural gas company refers to the challenges his organization faces when seeking applicants who are attracted to both long hour schedules and traveling as a dual challenge when it comes to the recruitment of the Latinas. He stated:

Out in the field, it's a little tougher for, you know, for females in the sense that our types of activities are strenuous at times... Some people do have to go out there at midnight [or] 1:00 in the morning by themselves. And you know they [Latinas] are not comfortable with that.

Now, the findings regarding the three job requirements will be presented. Each construct will include supporting statements.

Long Hour Schedules

The literature and theories presented in this dissertation suggest the Latina is influenced by her social and cultural network's acceptable expected gender-role behavior. This implies that the GSC factors will not be compatible with requirements that will go against the Latinas' prescribed behavior. According to theory, the roles that should influence the Latinas will be those that would go against the traditional behavior norms of the Latinas in relation to being away from their social network for extended hours (evenings, for example) or days due to selecting a job with long hour schedule requirements.

The majority of the Latinas stated they would work long hours if necessary. Further analysis of the demographics also revealed that over half of the Latinas were single. At first, the interpretation seemed to lean toward the assumption that the single Latinas did not identify with the role identities of a wife and mother. Significantly, the presence of the Latinas perceived prescribed role behaviors of mother was evident among some of the single Latinas' statements regarding the *future* challenges of working long hour schedules and having children. This implied that, indeed, the gender-role expectations were part of these Latinas' identity even though they had yet to adopt the roles of wives and mothers, for example. Yet their statements reflected they could foresee the role conflict and were already preparing for their future behavior. Also present were statements reflecting the time conflicts due to having long hour schedules by some of the married Latinas. *Busy Bee* has prior experience with long hour schedules and missing out on her children's lives.

I've worked long hours for as long as I can think of now...I wanted something that would also just be good for me to be part of my kids...being part of like, their little plays at school...I don't want to miss those special moments.

Further interpretation of the findings show that the Latinas are accustomed to heavy schedules given that the majority of them work, attend the university and some had families. Work experience accompanied with an opportunity for advancement, explained the willingness to work long hours for the bulk of the Latinas. The Latinas exposure to working to help the family economically may have something to do with the willingness to work long hour schedules. With the exception of occasional time constraints, no major obstacles to working long hour schedules are mentioned. All the Latinas had work experience and over one-third of them entered the work force at the age of 17. It was easy to see the strength of the norms associated with such Hispanic family responsibilities as helping with the family's finances, as early as 7 years old. "I can remember at seven years old working in the fields," said *Princess Di*. "And not just being in the fields. I can remember *working* in the fields." *Soccer Gal* is an example of the recurring statements in regards to work ethics. "Always helping my mom selling tamales, plates, anything that she would make...and I was the one selling all the time...I was probably six, seven. We would go out, just go, and sell things. Everything I have is because of work. That's why...I'm here, because of so much work, cleaning houses and doing anything that was in front of me to be able to be here right now." The strong work ethic extended into the teenage years. Some of the Latinas said that they needed to work to help the family, buy themselves clothes, or pay for entertainment now and growing up. Others like *Shopchick* made statements regarding their freedom to do "whatever." "I'm young. I'm single. I'm not married so I kind of want to, you know, do whatever." Since findings show that the single Latinas are not repelled to an organization because of long hour schedules, the following is proposed.

Proposition 4: Marital status among Latinas can influence the willingness to accept long hour schedule requirements.

Travel

Most of the Latinas made positive statements about the requirement and would not mind traveling if their job required it. Common themes related to travel overall evolved referencing family and various roles and expected behaviors. *Lucy* has experienced firsthand what travel entails for the children and this influences her. “If it was travelling once in a while, I’d be fine with it. My dad... he would travel a lot. We would see him like once a week or something like that, and it was hard. I don’t think I could do something like that.” Self-efficacy issues such as seeing other Latinas enjoy travelling for work surfaced. *March* sees her sister “travels a lot and the stories that she has to share...the places that she’s been to, I mean I’d really enjoy a job like that.” Others lack the experience and are not comfortable with travel. *Queen* is “iffy” about travel because she’s “never traveled a lot, ever. I’d probably be very scared.”

Proposition 5: Marital status among Latinas can influence the willingness to travel for work.

The majority of single Latinas are willing to work long hours and be attracted to travel as a job requirement. Both characteristics could be common among other ethnicities; however, among the Hispanic culture this finding is relevant, especially to recruiters.

Relocation

Most of the Latinas expressed an interest in relocating. Relocating statements exposed themes regarding various roles the Latinas spoke of such as mother, wife, and provider. The Latina demographics, age, marital status, and number of children were compared to the relocation responses. The age group of 20-24 is an interesting development in the analysis of age and relocation. Half of the Latinas willing to relocate are in the age group of 20-24. Although there was a small number of Latinas not willing to relocate, only one was not between the ages of 20-24. The finding implies that the young Latinas are split into two groups, influenced and not influenced by the GSC

factors. Given that GSC factors, the majority of the Latinas in the age group of 20-24 do not seem to follow the prescribed gender role behavior of not wavering from the social network. A small proportion appears to follow the norms and select to remain close.

Findings regarding marriage also imply that the influences of GSC factors are mixed. The majority of the Latinas in both the willing and not willing to relocate groups are single. As in working long hour schedules and travelling, single Latinas foresee the incompatibility with relocation in the *future*.

That's what I want to do of course you know I don't see the problem with it. I don't know, maybe I'm thinking that way because I don't have children. I don't have family. So I don't have anyone to worry about other than my mom and dad.
Myrna

The married Latinas, with the exception of one, were willing to relocate.

However, the role behavior of a Hispanic wife did influence some of them in that they would need their husbands to agree to move away from his social network. It is difficult not to escape the conclusion that married Latinas are willing to relocate, but would find it difficult due to their prescribed role behaviors. Male dominance in such decisions extended to single Latina *Goose*'s perception of her "role". "He [boyfriend] wants to stay here... He wouldn't leave that for the world." Upon further contemplation, she adds that relocation would "depend" on her boyfriends' job to decide "where we would have to relocate....I would follow him. I'm going to marry him eventually, so I feel that would be my role."

The support of the husband also influenced the ability to relocate. *Soccer Gal* states, "I'm not attached to the Valley at all or to anybody, only my husband." *Julie* is prepared to relocate as her husband is "fine with it if it's going to benefit us as a family."

Having children did not alter the decision to relocate. All the Latinas with children would be willing to relocate.

Proposition 6a: Single Latinas are more likely to relocate.

Proposition 6b: Marital status influences the Latina's willingness to relocate.

Proposition 6c: Latinas with children are less likely to relocate.

Family is a recurring reason to be reluctant and expect something in return for the sacrifice of moving. *Panda said*, "It depends. If they are really going to pay for...that...space that you will get because you kind of have like an empty space because you're not with your family." *Gaby* wants to relocate but cannot because she feels too "close" to her family to relocate. "Because I am very, very close to my family, very close... it's just me and my two younger brothers and my mom. So we are very close and that's why I think it would be hard for me, but I really want to do it someday."

Other significant findings regarding relocating that were discovered extend the application of Bandura's self-efficacy explanations to the Latinas' belief in their ability to relocate. The Latinas of this study cited strong affiliations with their Hispanic identity. Theory implies that the Latinas were exposed to rigid gender-role expectations and most likely behave in a prescribed role according to the cultural norms and values. Analysis suggests that most of the Latinas willing to relocate had a mother who was born and raised in Mexico. Consequently, the Mexican mothers were exposed to firm gender-role behavior expectations as literature traces the rigid gender-role expectations and social cultural influences in relation to gender to Mexican norms, values and beliefs. The assumption, therefore, would be that the Latinas with Mexican mothers were exposed to

the gender role prescribed behaviors more than those with American mothers. Yet, the evidence shows that the assumption is not correct.

Another factor that seemed to influence the Latinas' attitudes toward relocation was exposure to the others' relocating experiences. The exposure to others experiencing relocation was supported by the self-efficacy concept of vicarious learning where the Latinas' exposure to her social group's ability to perform certain tasks would lead them to believe they could attain the same level of performance (Bandura, 1986). Likewise, seeing other Latinas leave their social network encourages the respondents to believe in their own ability to leave. The majority of the Latinas willing to leave their social network knew others who had positive experiences with relocation. Further analysis show that the mother of the majority of Latinas willing to relocate had mothers that left the social network in Mexico in one form or another. Since the mother herself relocated, relocation may be perceived as an acceptable behavior, regardless of present social network pulls. Seeing other people outside the close family network relocate also influenced the Latinas to relocate. *March*, for example, witnessed such positive outcomes and was influenced by it when she stated, "Relocating helped them grow up and see that there's more out there than what we know here in the Valley. I think once I graduate...I'd like to try it as well." Like *Emma*, some of the Latinas were aware of how difficult it was to leave their social network through the experiences of others. "It was hard, but they said it was worth it at the end. I have a friend...he's married, and he's got a little kid... but it's worth it, for the family."

Social support was an important theme in statements about relocating. For example, *Nancy* pointed out that her parents have "been very supportive...I've always

said that one day I would move away. My father is very motivating in that aspect. He tells me, you go...don't feel like you're obligated to stay."

Proposition 7a: Self-efficacy increases as the knowledge of relocating Latinas increases.

Proposition 7b: Self-efficacy increases as the knowledge of other people relocating increases.

Other findings show that a small proportion of the sample of the Latinas willing to relocate provide certain conditions such as temporary relocating assignments. *Emma* states, "I think I would do it temporarily first for about three months... But I like the Valley. It's a peaceful place to have a family and quiet." Others like *Busy Bee* made statements regarding relocation cited relocation as the only opportunity to work for large organizations. "I've always wanted to do the whole international thing." Some like *Leader*, were determined to leave the gender-role expectations behind. "I'm going to go ahead and live my life and go and live somewhere else too because I see the different opportunities with the big corporations...somewhere else ...bigger corporations where you can grow." While others felt the economic opportunities elsewhere were the same, relatively speaking. *Desiree* offers an example. "To me the way I see it \$50,000 might be good in another state but that \$50,000 might be equivalent to our \$30,000 here." *Shytown* believes no matter where she goes she will face the challenge of gender discrimination. "I'm thinking me...being a woman...I would have more of a challenge because the pay rate is not really there, as far as the equality versus man and woman."

Proposition 8: Temporary relocating assignments are more attractive to the Latina than permanent relocation assignments.

Compatibility

Family and work conflict has been the subject of increasing research and studies in the psychology and sociology fields though research has been lacking in the role salience and work-family conflict literature (Biggs & Brough, 2005). Both literatures on family and work conflict cite gender as significantly moderating role conflict (Biggs & Brough, 2005). Role conflict is generally associated with the division of labor among the genders such that the male's primary role is that of provider and the Latina's primary role is to assume responsibility for the family (Hill et al., 2004). The understanding of role conflict can be further refined as the conflict experienced by individuals when factors based on rigid gender-related expectations differ among the genders. Latinas are more susceptible to gender role conflict (Koberg & Chusmir, 1989).

The conflict with schedules and just managing it's been just tough, really, really tough to do. And I think I've just gotten to the point that it's just become too much that I just started like not being paying enough attention to my kids and school... So I feel like I'm missing out on their lives you know. *Busy Bee*

Busy Bee's quote cites "conflict" as what she experiences when she does not fulfill the mother's role. The Latinas expressed concern for their abilities to fulfill their female roles as caretakers and these concerns influence work decisions. Another recurring statement among the Latinas was the affiliation to particular gender role expectations. The category implied that they could foresee a conflict in the *future* and were planning their accordingly. The responsibility to care for the elderly is common among the Hispanics (Villarreal & Cavazos, 2005). The Latina is expected to assume this role in Hispanic cultures. The following excerpts reflect the Latinas' commitment to the characteristics of the roles of daughters taking care of parents.

I've always wanted to move out of the Valley and see things," but "my parents' businesses are...here, they're getting older...I feel like I have to be here to help them. 714

That's what I want to do of course you know I don't see the problem with it...I'm thinking that way because I don't have children. I don't have family. So I don't have anyone to worry about other than my mom and dad. But maybe someday my mentality will change once I have a family.

Myrna

In case that I don't know one day I decide to marry, have children, have that special time for my children, have a better schedule for family.

Panda

Desiree's future planning regarding her role as a wife and follow her husband's interests is interesting and to the point of embedded gender-role beliefs, given that she is not involved with anyone at the time of the interview. She will be willing to relocate if whomever she is involved with at the time "could find another job" but if he does not want to move, "then, I would be okay." Married Latinas experience the worse time conflicts due to having long hour schedules. *Tina* feels it caught up with her and she has had to stall her plans off and on to earn a degree when she stated, "As I got older, it was very hard with school, with work, with family, it was just too hard." *Blondie* feels organizations would be better served by offering flexible hours to the Latinas in the following quote. Her quote below implies that the Latina is very much aware of the conflicts between family and work. She mentions her culture specifically as an attribute organizations need to consider.

I feel that it would be to their [organizations'] benefit to have someone of my culture in their organization... [They] have to work harder to try to get some of us...being more flexible with hours.

The GSC factors in the conceptual framework represent the salient themes representing part of the Latinas' identity. As stated earlier in this dissertation, the presence of the GSC factors may influence the Latinas when introduced to certain job requirements due to the incompatibility to fulfill both the roles of gender and those of work.

Proposition 9a: Given the GSC factors, the less the factors influence the Latinas, the greater the compatibility.

Proposition 9b: Given the GSC factors, the greater the influence of the factors, the less the compatibility.

Proposition 9c: GSC conflicts decrease the attraction to an organization.

Coping

Coping with the incompatibility of the job requirements and gender related issues associated with the requirements. Thus, the willingness to accept the job requirements will lead to the attraction toward an organization. Literature cites two options in the coping mechanism: problem focused coping and emotion focused coping (Bagozzi et al., 1999). Problem focused coping suggest the Latinas will modify their behavior by taking action to minimize, modify or avoid the situation (Bagozzi et al., 1999). Emotion focused coping, on the other hand, entails a modification of attitude, either positive thinking or denial (Bagozzi et al., 1999). The Latinas in this study tend to side with problem focused coping. For example, the problem of leaving the social network is resolved by replacing the social network if the Latinas have to leave, especially if children are involved. Leader says, "I would try and make friends with mothers there, make play dates outside of school. Make my own friends ...hopefully the people who have the same kind of lifestyle...you know family...I suggest....go find a friend, a Hispanic so that you could you know ...link."

Proposition 10: Problem focused coping methods increase the Latinas' willingness to accept job requirements that cause GSC conflicts.

The analysis showed that the organizations had the least problems with long hour schedules and travelling, for the most part. As depicted in Table 4, long hour schedules exceeding a 40 hour work week were common and a large number of organizations do require long hour schedules. Travelling is required by more than half of the organizations. Findings show the significance of finding a solution to the relocation problem since a large portion seeks applicants willing to relocate. Finding solutions to the challenge of attracting Latinas who are susceptible to social-cultural influences has created the need to develop effective recruitment strategies. Recruiters aware of the influences Latinas were exposed to were also aware that the gender-role expectations found in this group influenced the attraction process. Some organizations are coping as well when they formulate strategies based on years of recruitment experiences in the RGV. Most effective strategies, according to the analysis, are based on GSC factors as presented in Table 6. Based on the findings, the following propositions are presented.

Proposition 11a: Problem focused coping methods increase the recruiters' chances of attracting Latina applicants

Proposition 11b: Recruitment strategies based on GSC factors are effective when recruiting the Latina.

TABLE 6
RECRUITMENT STRATEGIES

Industry	Effective Strategies
Defense Contractor	Offer positions within the state of Texas
Aerospace	None
Aerospace	None
United States Government Intelligence	High school job fairs; mentoring
Transportation/Tourism Industry	Advanced positions entail relocation; offer positions within the state of Texas
Food Manufacturing and Distribution	None
Food Industry	None
Government Accountability Office	Ethnic matched recruiters; involve the family, especially the parents
Food Industry	Recruit for local positions
Production of Natural Gas Industry	None
Oil/ Gas Industry	Hire for a local position (2-3 years), then the employee will have to relocate if they wish to remain with the organization
Consumer Product Industry	Summer camps for high-school students; company name and reputation; opportunity
Public Accounting Services	Hire after internships
Public Accounting Services	Recruit the accountants that return after re-locating. (Firm is local)
Food Industry	Ethnic matched recruiters; internships; free round trip ticket home between internship
Retail Chain	None
Environmental Quality	Ethnic matched recruiters; internships; mentorships; ethnic associations

Willingness

Problem focused coping enhances the recruiters' and the Latinas' willingness to compromise which in turn augments the reciprocal attraction. The mutual attraction between the Latinas and the organizations stems from the ability to find a solution to the problem and meet each other's needs. The Latinas that hesitate to leave a social network, for example, know that departing is difficult. Recruiters that understand the GSC influences concede by attempting to replace the network with new relations within the organization. Another example is as *Bonnie* stated when she stated that organizations should allow flexible schedules so that the Latinas can fulfill the mother roles. Thus, the Latina may compromise by working late when needed and the organizations may offer a schedule that allows her to leave when necessary. A mutual compromise regarding the job requirement of long hour schedules in *Bonnie's* case leading to a mutual attraction.

Proposition 12: Mutual compromises between recruiters and Latinas, given the GSC factors, lead to reciprocal attraction.

The conceptual framework model offers an explanation of the attraction process between the Latina and the organization. Researchers can now explore the interrelations of the constructs identified in the model quantifiably to refine the findings of this study regards the population studied.

In summary, findings of the analysis are presented in the form of a conceptual framework model depicting the interrelations of the constructs that evolved in the analysis was presented to help explain the challenges of attracting the Latinas to the organization. The compositions of the themes have been described. Propositions were developed based on the findings the interrelations between the constructs in the

theoretical conceptual framework model to explore the dynamics that unfold between the Latinas and the recruiters.

IMPLICATIONS FOR PRACTITIONERS

Findings of this study enrich the practitioners' ability to recruit from a challenging group, the Latinas. As noted before, the recruitment of Latinas offers a variety of advantages. The most significant finding is the identification of a group that, for the most part, is willing to work long hour schedules, travel for work and relocate: single Latinas between the ages of 20 and 24. A note of precaution to the practitioner is given as the age group, although apparently less affiliated to the norms and values regarding GSC factors, has future plans. Plans include future roles of wives and mothers. Therefore, the successful recruitment of the young, single Latina is more promising, but retention of this group is not guaranteed.

Overall, the study finds that the organizations willing to compromise and consider the GSC factors when recruiting are far more successful in the reciprocal attraction. In addition, if the arrangement is to be temporary, the likelihood of attraction seems to increase. The findings show that a combination of temporary positions and replacement of social networks may be among the most effective strategies.

Findings also show the importance of social networks, such as those offered by ethnic associations and other support groups. Reciprocal attraction seems more likely when organizations recruit in pairs, couples or friends. This is in line with the replacement of social network problem focused coping mechanism because an immediate social network is formed when two friends or a couple are attracted together. From the

17 recruiters interviewed, the common factor among the successful recruiters was the acknowledgement of GSC factors and the strategies formulated to address the factors.

FUTURE RESEARCH

For the research community, this study offers an opportunity to contribute to the growing body of recruitment literature by addressing the challenges of a tight labor market and GSC factors influencing the replacements of all ethnic groups. This study shows that the Latinas offer special challenges with particular job requirements. The study of the professional Latina about to enter the workforce, who is seeking an organization, explores the feasibility of attracting professional applicants from the Hispanic population (Hilton, 2008). Challenges such as the combination of the GSC factors fill the call to study not just recruitment per say, but targeted, understudied populations such as the Latinas (Rynes & Barber, 1990). This study shows that research regarding GSC factors is important in the recruitment literature. In addition, the study opens the door to the possibility of identifying the same, similar or different factors influencing the reciprocal attraction process in the international recruitment arena in other collectivist societies (Triandis et al., 1994).

This study should encourage future research to explore the prevalence of ethnic group and the GSC factors. Hispanics are made up of three major ethnicities: Mexican American, Puerto Rican and Cuban American (Pew Hispanic Center, 2006). Research focusing on the difference between the groups based on the GSC factors in the attraction process as illustrated in the conceptual framework. This type of research is needed to explore the attraction process and other Latinas in the abundant labor force pool.

Finally, the Hispanics are located close to and away from the U.S. and Mexican border. As stated previously, the majority of the Latinas studied have blood lineages traced to Mexico. The study's findings imply that the GSC factors are present but shifting in importance among the population. Do demographics have anything to do with the shifting? For instance, will the Latinas affiliation to the GSC factors decrease the further away she lives from the border? It stands to reason that the closer to the origin of the norms and values regarding gender the stronger the ties to the expected behavior. Given the importance of the recruitment of the Latinas in the present and future labor force, it is equally important to invest research and study to the GSC factors that influence the attraction process for Latinas overall. Thus, it is necessary to study Latinas from other regions within the U.S. to determine if the challenges are homogenous. If they are, for instance, the problem of recruiting from the largest labor force pool may be more difficult than anticipated based on the findings of this study. If the Latinas from other areas are not facing GSC influences, organizations can focus their recruitment strategies in areas where the Latinas demonstrate the least resistance to the job requirements.

It should be noted that relocation is not a requirement based solely on the shrinking professional population. Relocation may be necessary to attract top professionals that happen to be Latinas for the other reasons discussed earlier: diversity, marketing trends, recruitment strategies, and qualifications. The baby boom cohort affect accentuates the need to study and research the attraction process, given the number of departing professionals. Consequently, the need to devote more time, energy and research is now, as the vacating slots will only increase.

An interesting finding that needs further study is the 20-24 age group combined with being single. The group split, although disproportionately, depending on the affinity to the gender role expected behaviors. Something is happening with the age group that is not identified in the study, and is lacking in the literature. Finally, as noted in the discussion, this study identified two factors that attract the minority Latinas, location and opportunity. Organizations are lacking in strategies to attract from the Hispanic labor pool as stated in previous literature (Rodriguez, 2008). Location and opportunity can now be explored quantifiably when researching the Latinas.

LIMITATIONS OF THE STUDY

This qualitative study has some limitations. The findings, due to the norms of a qualitative study, are based on a sample of 27 Latinas and 17 recruiters. Strauss and Corbin (1994) posit that “the theorist can claim predictability in the limited sense that if elsewhere approximately similar conditions obtain, then, approximately similar consequences should occur” (p. 278). For instance, Pryczak and Bruce (2007) advocate that when a study is based on a particular population, such as this study, generalizations about the population should be made with caution because generalizations made from such a study can only be applied to the group being studied. Demographics specific to the population studied are specific to the Latinas studied and studies of other Latinas from other areas may not present the same results. The generalizations made in the dissertation about Latinas are offered with caution (Maxwell, 1996). An additional sampling issue is that of gender. This dissertation is based solely on the Latina and not the Latino. The findings are generalized only to Latinas, the female Hispanic.

The Hispanic population in the Rio Grande Valley is largely composed of Mexican-Americans. It is possible to generalize the findings regarding this population in ways that offer effective recruiting tools to organizations wishing to recruit in this area, especially if they are recruiting Latinas. Thus, the limitation implies that studies based on Latinas from different sub-groups within the Hispanic population, such as Cuban-American and Puerto Rican-American Latinas, may not produce the same results.

The recruiters in this sample may not necessarily have the same challenges when recruiting Latinas from other areas. Thus, the limitations of this study extend to the recruitment challenges faced and the strategies used may not be generalizable to the recruitment efforts elsewhere in the country. Finally, this dissertation was based solely on the attraction process of recruitment. It is recommended that further research focus on the retention of the Latinas or any group with special needs. It seems plausible that the same social-cultural factors may impede the retention of a group if some form of social network is not present.

This study investigated the recruitment of the Latinas when gender role expectations, based on social and cultural norms and values associated with role behaviors, weigh on the attraction process. It seems that the GSC factors are influential to some degree on long hour schedules and travelling for work. It is determined that GSC factors do affect the attraction process in terms of relocation to a degree that may hinder the effectiveness of an organizations in the near future if relocation issues are not addressed. It is the hope of this researcher that the results of this dissertation expand the recruitment field toward a better understanding of GSC factors and their influences on the attraction process.

CONCLUSION

The previous chapters presented an introduction to the problem associated with the Latinas' attraction to an organization due to GSC influences and the need for organizations to focus on the GSC influences for recruitment purposes. Chapter I introduced the reader to the problem that needs to be addressed in order to recruit the Latinas to help meet labor shortage challenges. Theoretical frameworks that explained the Latinas' behavior and the recruiters' assessment and actions in relation to the research questions, as well as related literature, were presented in Chapter II. Chapter III described the qualitative inquiry approach used by this researcher to collect the data via interviews and the development of the Latina and recruiter questionnaires. The data analysis process described how the interview data was subjected to open, axial and selective coding in order to be believable and trustworthy as stipulated by Straus and Corbin (1967). In the open coding process, the text was examined and categorized (Miles & Huberman, 1994). The axial coding refined the analysis and exposed 10 major themes and 42 sub themes in the final selective coding stage. The findings and interpretations of the interview data to answer the six research questions guiding this study were presented in Chapter IV. Also presented in Chapter IV is the conceptual framework model, attraction to the organization, that evolved from the data producing a grounded theory explaining what is occurring between the organizations and the Latinas' reciprocal attraction process. The model can now be used for future research, validating or refuting the interrelations of the constructs, expanding and purifying the model through quantifiable studies.

Denzin and Lincoln (1994) stipulate that a qualitative study has to meet several criteria, which this researcher has met. First, a theoretical framework guided this study in the quest for answers to the research questions. The qualitative inquiry approach met the epistemology criteria as this research used six research questions as anchors guiding this study. Finally, the interview data was examined and analyzed using a qualitative grounded theory methodology to answer the research questions specifically formulated to explain the Latinas' and the recruiters' attraction to each other, given GSC factors, problem focused mechanisms and the willingness to compromise.

This study produced a grounded theoretical conceptual model of the attraction process between organizations and the Latinas. Propositions are offered for further research. In absence of further testing, given the theoretical foundation explaining the Hispanic culture, the social network replacement appears to be an attribute that is significant to the Latina.

The results of this study meet the goal of this dissertation. Interviews confirm that the influence of certain GSC factors must be understood by organizations actively recruiting Latinas if they want the recruitment strategies to be effective. Job requirements that conflict with Latinas' social identity are likely to make an offered position unattractive. It is clear from the findings of this study that some organizations are aware of this influence and have been attempting to address it, sometimes successfully. The challenge has decreased somewhat over the years, but major challenges remain for both the organizations and the Latinas in the 21st century.

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APPENDIX A
LATINA QUESTIONNAIRE

Demographics

1. Did your father or mother attend or graduate from high school?
2. Did your father or mother attend or graduate college?
3. What is your age?
4. Where were you born?
5. Where were your parents born?
6. Where were your grandparents born?
7. Are you married?
8. Do you have children?

Work Experience

09. Do you have work experience? No-> skip Yes?
10. Tell me about it?
11. How long have you worked?
12. At what age did you first begin to work?
13. Have you participated in an internship?
14. Tell me about your experience.

Travel

15. Have you traveled outside the Rio Grande Valley?
Where?

Education

16. When did you first begin to attend classes at UTPA?

17. What is your major?
18. Tell me about your years at UTPA.
19. Are you involved in any clubs or associations in school?
20. Are you involved with the community?
21. What are your plans after graduation?
22. What type of job are you looking for?
23. With any particular organization?

HESTEC Job Fair

24. Did you attend HESTEC's Job Fair?
No----why not?
25. Yes ----- What did you think about it?
26. Was this the first time you attended the HESTEC job fair?
27. Did you have a specific organization you wanted to visit with?
28. Why did you want to visit with them?
29. What had you heard about the organization?
30. Where did you hear it? (class presentation, etc)
31. What things such as the booth, people or pamphlets attracted you to the organization?

Interviewing

33. Have you been interviewing?
34. Tell about the interview.
35. Tell me about the recruiter.
36. What about the recruiter did you like the most?
37. What about the recruiter did you dislike the most?

38. Did you feel comfortable with the recruiter?
39. What about him/her made you feel comfortable (uncomfortable)?
40. What do you want to hear from a recruiter?
41. Do you think you will take the job if it is offered to you?
42. Why / Why not?
43. Did the interview influence your decision?
44. Have you heard anything about the organization you are interested in?
45. From whom –friends, etc.... What did you hear?
46. Had you heard about this organization outside UTPA?

Relocation

47. Do you have any friends or relatives who have relocated? No-> skip to
48. Where?
49. Are they male or female?
50. Are they Hispanics?
51. What have they told you about the experience?
52. What do you know of how their family or friends feel about their moving away from home?
53. Would you consider relocation? No-> why not?
54. Yes-> How far would you consider moving?
55. What does your family think about your possible relocating?
56. Do you have siblings?
57. Have they relocated?
58. What do your friends think about your possible relocating?
59. What does your significant other think?

60. Do you think you will consider their feelings about you possibly having to relocate when you search or accept a job?
61. Do you consider your children when you think about relocation

Long hours/travel

62. What do you think about working long hours?
63. What do you think about traveling as part of your new job?
64. What do you think about relocating as part of your new job?
65. What could an organization offer that will make you reconsider doing this (relocation) (long hours)(travel)?
66. Have you considered interviewing for a local position?
67. What attracts you to the organizations in the RGV?
67. What have you planned in the event you cannot get a job in your discipline?

Cultural

68. Do you consider yourself a Latina (Hispanic female)?
69. What does your mother do?
70. What does/did her mother do?
71. What does your father do?
72. What does/did his father do?
73. Would you say that the females in your mother's side of the family are mostly homemakers? Work?
74. Would you say that the females in your father's side of the family are mostly homemakers? Work?
75. Do you have brothers?
76. Are they home?

77. Have your parents expressed feelings or statements about your brother(s) eventual departure from home?
78. Do you have sisters?
79. Have your parents expressed feelings or statements about your sister's eventual departure from home?

Thank you for participating in this study. Would you consider staying in touch w/me via email or telephone in the future?

APPENDIX B
RECRUITER QUESTIONNAIRE

Industry

- 1) What type of industry do you represent?

Requirements

- 2) What are your requirements for your positions?
- 3) Do you require a particular GPA?
- 4) Do the positions require travel, long hours or relocation?

Internships / Coops

- 5) Do you offer coops and/or internships?

Recruitment Experiences

- 6) How long has your organization recruited in the Rio Grande Valley?
- 7) Why does your company select the Rio Grande Valley as the recruitment population?
- 8) Could you tell me about your success and/or also challenges that you have faced regarding recruiting in the Rio Grande Valley?
- 9) What do you believe most attracts the applicants to your organization?

Challenges

- 10) Do you face different challenges when you're trying to recruit the male versus the female?
- 11) Does your organization do anything to involve the applicant's family in this recruitment process?

APPENDIX C

EMAIL CORRESPONDENCE

Dear Participant,

Due to your high academic standing, you have been selected to participate in a Latina study. Your participation will consist of an interview, which should last between 15-20 minutes. Your participation is voluntary, confidential and is on a one-to-one basis. Please respond to this email and let me know if you can/cannot participate.

You will be helping to advance the present literature and are extremely important to my study. Thank you in advance for taking the time to respond.

Warm regards,

Olga Chapa

All participant will be entered into a drawing for \$175.00 and \$100.00 at the end of the study!

APPENDIX D
THEMES

Label	Construct	Description	References
ACD 1 Academic Exposure	L	refers to statements made regarding an exposure to the organization via internships, clubs and associations and the Latinas' exposure to separate social networks.	93
ACD 2 Academic Attainment	L	refers to statements made regarding the seeking of further education, how further education has affected them and the need for others to seek a better education	28
CUL 1 Latina Identity	C	refers to statements about the Latina's affinity to her Latina identity.	41
CUL 2 Cultural Exposure	C	refers to statements about the Hispanic, culture issues	121
CUL 3 Cultural Gender Roles	G	refers to statements regarding the Latinas' gender roles imposed by cultural norms and values	37
EMP Employment	L	refers to statements made about working experience and exposure to organizations	21
Org 1 Organization Exposure	A	refers to the overall theme, which included statements and paragraphs describing an overall experience dealing with the organization's environment, and word of mouth comments that has attracted them to the organization.	52
ORG 2 Positive Candidate Attributes	A	relates to statements made by the Latinas referring to their positive attributes they can offer the organization	21
ORG 3a Org Desired Characteristic 1 Location	A	refers to different organization characteristics mentioned as desirable	50
ORG 3b Org Desired Characteristic 2 Opportunity	A	all org desired characteristics refer to patterns in the statements regarding what the Latina wants from an org and what they can offer her so she will be willing to relocate where applicable	44
ORG 3c Org Desired Characteristic 3 Benefits	A	refers to statements made about benefits, special packages	29
ORG 3d Org Desired Characteristic 4 Stability	A	refers to statements about the organizations age or maturity or brand	17
ORG 3e Org Desired Characteristic 6 Understanding	A	refers to statements about the organization understanding the Latinas needs such as a flexible schedule to care for children	14

ORG 4 Organization Exposure Recruiter	A	refers to statements made by participants regarding their exposure to the organization via their recruiters	25
ORG 5a Org Requirement 1 Long Hours	Long Hours	refers to statements made about the ability to work long hours and their attraction to a job that requires long hours	43
ORG 5b Org Requirement 2 Travel	Travel	refers to statements made about the job requirement of travel and their willingness and/or ability to perform those tasks	35
RE 1 Relocation Others	L	includes statements made regarding siblings and their parent's reaction to their relocation; statements made regarding others experiences overall and friend's experiences collapsed	150
RE 2 Relocation Personal Statements	Relocation Coping	refers to the collapse of personal experience; chances of relocating; relocating statements; coping and opportunities if participant is willing to relocate made by the Latinas themselves	101
RE 3 Relocation Conditions	Relocation	refers to the collapse of relocation salary, proximity, permanence and environment	89
RE 4 Relocation Support	SN	refers to statements made about the social support they receive from their close family regarding relocation	135
RE 5 Relocation Exposure	G	refers to statements made regarding exposure via traveling or living outside the RGV	57
RO 1 Female Roles	G	refers to the collapse of statements made from roles of wife, mother, parental, daughter and sister	155
RO 2 Role of Provider	G	refers to the collapse of role of worker, role of provider and role of student	121
RO 3 Cultural Role	L	statements collapsed from Hispanic role, cultural gender role, role model for other females from the social network's gender group	103
RO 4 Role in Community	L	refers to community based statements and volunteering within the community statements	19
SACRIFICE	L	refers to the three segments: Personal Sacrifices, Others Sacrifices, and Parents' Sacrifices (ranked)	70
SELF 1 Wants	L	Statements made regarding what the Latina wants...found by focusing on the actual statements made with the word "want"	98
SELF 2 Happiness	L	Statements including the words like, love and happy	97
SELF 3 Permanence	L	refers to patterns in the statements regarding time and bounded time	17
SE 1 Personal Statements	L	refers to statements made about the Latinas achievements in their own words that reflect what they think about themselves	124
SE 2 Public Self	L	refers to statements about others' abilities and about participant made by others hearsay connecting to the self portion of the three	85
SE 3 Exposure Influences Present	L	refers to statements made about past experiences mentioned simultaneously or later about the present reflecting the past	26
SE 4 Parent's Self Efficacy	L	refers to statements made about the parents' abilities and achievements Also statements toward the participant that builds up her self efficacy	16

SE 5 Relocating Support Statements	L	refers to statements made regarding relocating that support the perceived ability to relocate	15
SN 1 Family Social Support	SN	refers to the collapse of paternal, children, husband, friends and siblings theoretically linked under social network	138
SN 2 Family References	SN	refers to references about the family in the Latina's own words and how it influences her	112
SN 3 Valley Social Network	SN	refers to statements made about the Valley	66
SN 4 Unsupported Relations	SN	that are counter to what is expected in a close social network illustrating the relationship between the parents and the individual	43
SN 5 Replacement Social Network	SN <i>Coping</i>	refers to statements made regarding other social networks in school or other areas	25
SN 6 Social Gatherings	C	refers to statements made about holiday and other gatherings since they are an important part of the culture	19
Total			2552
<p>A = Attraction attributes C = Culture G = Gender Issues L = Latina's Identity LH = Long Hour Schedules T = Travel RE = Relocation SN = Social Network</p>			

Publications

Chapa, O. & LeMaster, J. *Chinese Intellectual Property Rights? Know Before You Go*, Thunderbird International Business Review, Vol. 49(5), 567-590.

Work in Progress

Chapa, O., Kunze, M., Dagher, G. Vicdan, H. & Mostafa, M. *Consumer Complaint Behavior: Assessing Consumer Complaint Behavior: A Cross Cultural Empirical Study of Five Nations (U.S, Turkey, Egypt, Lebanon and Mexico)* Targeted Journal: Cross Cultural Management

Chapa, O., Kunze, M., & Essounga, Y. *A Study of Time/Anxiety Stress Levels among Employees of High Stress and Low Stress Occupations*, Targeted Journal: Hispanic Journal of Behavioral Sciences

Conference Proceedings

Chapa, O. & Vicdan, H. (2008). *Exploring the Transformation of Gender Roles with Respect to Consumer Complaint Behavior: The Cases of Mexico, Turkey and the United States*, American Marketing Science Cultural Perspectives in Marketing Conference

Chapa, O. & Feinberg, M. (2006). *Bravery Scale Development and Purification*, Western Academy of Management

Hausman, A. & Chapa, O. (2004). *Phoenix: Destruction and Creation of Self*, 2004 North American Association for Consumer Research

Minor, M. & Chapa, O. (2004). *The Embraceable You? Cooperation across PhD Programs*, DOCNET Conference

Courses Taught

Organizational Behavior, Compensation, Organizational Theory, Principles of Management, and Business Statistics

Professional Affiliations

Academy of Management, Organizational Behavior Teaching Society, Society for Marketing Advances, and PhD Project

Reviewer

Academy of Management, Thunderbird International Business Review

Consortia

Doctoral Consortium Society for Marketing Advances	2005
Organizational Behavior Teaching Conference- Doctoral Institute	June 2006

Honors

Congressional Expert: Testified before Congress as the Graduate Representative for the Rio Grande Valley, Texas-Select Education Subcommittee May 2005

Nominated for the Young Educator Award, PhD Project, August 2008.

Volunteer: National Uninsured Latinos Conference, May 21-22, 2006 at University of Texas-Pan American

Community Service

Acevedo, B. A. & Chapa, O, (2007). *An Analysis of the VA Health Care Study for Inpatient and Specialty Outpatient Services in the South Texas Valley-Coastal Bend Market*. Policy Analysis Report by the Center for Applied Research in Education. The Office of Congressman Rubén Hinojosa, 15th District of Texas, Edinburg, Texas. August 30, 2007

Additional Skills

Read, write and speak fluent Spanish

References

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