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CLAREMONT McKENNA COLLEGE

The Making of Latina Leaders: Leadership Styles, Influences, and Challenges

SUBMITTED TO

PROFESSOR SARAH SMITH ORR

AND

DEAN NICHOLAS WARNER

BY

ALEJANDRA RIVERA

for

SENIOR THESIS

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Abstract

The purpose of this qualitative study was to find common themes among Latina leaders. This study aimed to identify the leadership styles and leadership qualities unique to Latina leaders. It also analyzed the factors that have contributed to or inhibited the advancement of Latina leaders, as well as the challenges they have faced during their journey to the top. Sixteen Latina leaders, representing a variety of sectors, were interviewed by the author asking each one to share her story of what has influenced the leader she has ultimately become. Three predetermined general research questions served as a basic structure for the interview, but the format of the interview was meant to be a conversational style. The themes that recurred throughout the sixteen interviews with Latina leaders were grouped under the corresponding research question and were analyzed using various quotations from the interviewees themselves. The essential themes that emerged included: a) transformational leadership; b) authentic leadership; c) leadership qualities—New Latina, visionary, and marianismo; c) successful educational attainment; d) family influence; e) networking; f) internal barriers; and g) family obligations. This study expanded the knowledge and research of the unique characteristics of Latina leadership and identified ways of preparing the next generation for achieving success and advancing the rise of Latinas in significant leadership positions.

Chapter 1: Introduction

“The ultimate impact of the leader depends most significantly on the particular story that he or she relates or embodies, and the receptions to that story on the part of audiences” (Gardner, 1995, p. 13). When examining the life of successful and effective leaders, it is clear how their culture, upbringing, education, relationships, and personalities play a role in the type of leader they ultimately become. These stories do not only consist of words and symbols; rather, leaders convey their stories through their actions and how they inspire their followers by example.

Women have made strides in all aspects of society, moving beyond the glass ceiling and contributing to the rise of female leaders in all parts of the world. Past studies clearly indicate that women and men lead differently, especially because women are more likely to use democratic and transformational leadership styles than men are (Aburdene & Naisbitt, 1992; Cheung & Halpern, 2010; Eagly & Carli, 2007a; Eagly & Carli, 2007b; Moore & Buttner, 1997; Hoyt, 2013; Rosener, 1990). However, despite women’s progress, they are still significantly underrepresented in major leadership positions. Researchers have coined the term “labyrinth” to describe women’s journey to the top. Many people argue that visible and invisible barriers have prevented women from ascending into leadership positions because of major differences based on human capital investments, gender traits, and stereotypes (Eagly & Carli, 2007a; Eagly & Carli, 2007b; Hoyt, 2013). The labyrinth typifies the various paths and obstacles women encounter. Despite the challenges, women are finding ways to navigate this labyrinth in order to achieve success.

Latina women, in particular, have an interesting story as they face challenges in

achieving representation in significant leadership roles. One could say that these women experience a double labyrinth, or a concrete ceiling (Catalyst, 1999) in which they face the challenges of being a woman, but also the obstacles of being part of an ethnic minority. Latina women living in the United States have had to integrate themselves to American culture, while still staying connected to their Latin American heritage. This impacts all aspects of their lives, including their interpersonal skills, work ethic, and leadership styles. Latinas have become increasingly active in various leadership roles across all sectors in the United States, but the proportionate representation in significant leadership roles has not been accomplished.

Need for the Study

According to Catalyst (2003), women of Hispanic origin are one of the fastest growing groups of women in the U. S. labor force. However, Latina women are more likely than non-Latina women to be employed in blue-collar occupations, such as cleaning and maintenance, food preparation and serving, personal care, and service occupations (Pew Hispanic Center, 2007). The most common occupation held by these women is in office and administrative support (Pew Hispanic Center, 2007), validating that the percentage of Latina women in top leadership roles is still very low.

The Hispanic population is the nation's youngest major racial or ethnic group (Pew Hispanic Center, 2007), which means that our young people, more than ever, need guidance and mentorship in obtaining leadership roles and achieving professional success. Findings from this study will further knowledge of the characteristics unique to Latina leaders. It will also provide role models for other Latinas who aspire to fill leadership roles by identifying the factors that will help them advance in their careers, as

well as the challenges they may face in the process.

Furthermore, because there is little research on Latina leaders, this study will help expand the knowledge of the unique characteristics of Latina leadership. Throughout the years, there has been an abundant amount of research on women leaders, in general, especially as they continue to advance to positions of power and influence. However, a lack of literature on Latina leaders suggests the need to explore their leadership styles and qualities in order to understand the strategies they have utilized to advance in their careers into higher leadership roles.

Purpose of the Study

The nature of this study lies in asking Latina women leaders to tell their story. Each individual woman has been shaped by the different chapters in her life. But more importantly, those life experiences have shaped the kind of leader she has become. Through structured dialogues with the author, the intent is to identify what leadership qualities and styles are unique to Latina women. The study also aims to analyze the factors that have contributed to or inhibited the advancement of Latina women leaders. Finally, the study will identify the challenges Latina leaders have faced and how they have overcome these challenges. The study will not compare Latina women to men or to other females of different ethnicities, but instead will aim to find common themes among Latinas in order to provide benchmarks for the next generation of Latina women to achieve success and increase the number of Latinas in significant leadership positions.

Chapter 2: Review of the Literature

Women and Leadership

Generation gap. Before exploring the different factors that have contributed and inhibited the advancement of women leaders, it is important to recognize the different generations of women who have made great strides for gender equality and equal access to advanced careers. This section analyzes the role that different generations have played in increasing the representation of women in the work force and in leadership positions. Today, women of all ages hold a variety of leadership positions; therefore, understanding the historical context through which they lived informs us of the motivating forces and the leadership styles to which they tend to identify. Rosener (1990) identifies two generations of women: 1) the older generation which conformed to male standards because they were breaking new ground; and 2) a second generation of women that has adopted the most effective styles and habits from men while also using the skills and attitudes they have developed from their experiences as women.

Doyle (2011) recognizes the feat of women throughout the last several decades and analyzes the unique role that each generation of American women “Achievers” has played in helping shape the world. These groups, which tend to be generational, include the Pioneering Interlopers, the Influential Insiders, and the I’ll-Do-It-My-Way Innovators (Doyle, 2011). The Pioneering Interlopers are part of the older generation that Rosener (1990) describes and who grew up in the late 1940s, 1950s, and 1960s. These Baby Boomer women lived through the Civil Rights Movement and the Women’s Movement and experienced a great deal of discrimination, sexual advances, hostility, and open mockery in their work environment (Doyle, 2011). As Rosener (1990) also points out,

the Pioneering Interlopers are often seen as individualists who rarely played the femininity card but rather adopted to male standards, developing a thick skin and not supporting work-life balance (Doyle, 2011).

The second group Doyle (2011) features is the Influential Insiders who entered the workforce in the early 1980s and were more welcomed into professional environments than the Pioneering Interlopers. They had more graduate degrees than any previous generation of females, meaning they had both the academic credentials and ambition to push against glass ceilings (Doyle, 2011). By the time these women were entering the workforce, affirmative action policies were being enforced in U.S. corporations and employers in all sectors (Doyle, 2011). Although these policies were meant to ensure hiring and employment practices did not discriminate against women and minorities, they only opened up a few opportunities. This meant that women found themselves competing against one another for “the token woman spot,” causing more rivalries than mutual support (Doyle, 2011, p. 61). Generation X women were determined to prove that they could have it all in terms of career progression and child-rearing responsibilities. They found a way to balance their career and family, leading to organizational culture innovations, including on-site daycare, job sharing, flexible work schedules, and working from home (Doyle, 2011).

The third generation of women achievers Doyle (2011) describes is the Innovators, the Millennials or Generation Y women, born between 1981 and 1995. Doyle (2011) calls them the I’ll-Do-It-My-Way Innovators because they have no intention of playing by anyone’s rules but their own. Technology, ethnic and multicultural America, and the over-sexualization of women are the three main factors that have heavily

influenced the Innovators' attitudes, values, and behaviors. As a result, these women are more likely to think globally and are more comfortable engaging with people from different genders, cultures, and life experiences (Doyle, 2011).

Gender differences. Due to the increasing numbers of women in leadership positions, there has been a growing amount of academic research on the study of female leaders. The main question lies in distinguishing the leadership qualities and leadership styles that set women apart from men while also recognizing why women are so underrepresented in leadership roles (Hoyt, 2013). Researchers have studied differences between men and women leaders, and many have agreed that there are indeed gender differences in leadership styles (Aburdene & Naisbitt, 1992; Eagly & Carli, 2007a; Helgesen, 1990; Hoyt, 2013; Moore & Buttner, 1997; Rosener, 1990).

Helgesen (1990) conducted a study on women leaders in order to find patterns of similarity and dissimilarity between women and the men in managerial positions that Henry Mintzberg studied in 1968. After completing diary studies of four of America's most successful women leaders, she found significant differences in the way they managed their time, kept their schedules, dealt with subordinates, ran meetings, and even answered their mail (Helgesen, 1990). For example, women tended to work at a steady pace with small breaks throughout the day and made time for activities not directly related to work, while the men that Mintzberg described did the opposite. Helgesen (1990) found that women managers could be characterized as "existential" leaders who are concerned for the people and who are good at planning and openly communicating. Many researchers also agree that female leaders utilize a more interpersonally-oriented style, meaning they are more collaborative, while male leaders steer toward a task-

oriented style (Eagly & Carli, 2007a).

Eagly and Carli (2007a) raise the question of whether men are natural leaders because of the psychological sex differences that set them apart from women in terms of their assertiveness, dominance, and competitiveness. Conscientiousness and extraversion allow a person to emerge as a leader, but openness and extraversion help a person become a more effective leader (Eagly & Carli, 2007a). According to evolutionary psychologists, these characteristics that are innate in men's nature facilitate leadership (Eagly & Carli, 2007a). However, women have developed their own style of leadership by breaking away from the traditional management and focusing on change rather than control (Aburdene & Naisbitt, 1992; Rosener, 1990). Men may be viewed as more dominant and assertive, but women express their dominance and assertiveness through group-oriented behaviors that facilitate the work of others (Eagly & Carli, 2007a). As a matter of fact, women rarely focus on competition and power when talking about their leadership roles (Cheung & Halpern, 2010). Women tend to rely more on personal power than formal power because personal power depends on the leader's ability to establish mutual trust, mutual respect, credibility, reliability, and emotional connections (Moore & Buttner, 1997; Rosener, 1990). Also, traits like emotional intelligence, empathy, and compassion are more prevalent in women (Eagly & Carli, 2007a). Women's style tend to be more transformational than men's, meaning they aim to engage with their followers and create a connection by encouraging participation, sharing power and information, and getting others excited about their work in order to ensure that their self-interest coincides with the organizational goals (Aburdene & Naisbitt, 1992; Cheung & Halpern, 2010; Eagly & Carli, 2007a; Eagly & Carli, 2007b; Hoyt, 2013; Moore & Buttner, 1997;

Rosener, 1990). This idea of transforming people explains why Aburdene and Naisbitt (1992) state that the most commonly used word to describe women's leadership is empowerment. Rather than controlling their followers by issuing orders and viewing information as a source of power, women utilize their leadership positions as ways to motivate people and create an environment and organizational structure that allows them to grow and create consensus (Aburdene & Naisbitt, 1992; Cheung & Halpern, 2010; Moore & Buttner, 1997). They are not afraid to share information and have open communication because they consider these connections as learning experiences (Aburdene & Naisbitt, 1992; Helgesen, 1990).

Another interesting characteristic of women leadership that contributes to their effectiveness is their ability to be "in the center" rather than "at the top" (Aburdene & Naisbitt, 1992; Helgesen, 1990; Moore & Buttner, 1997). This difference between women and men lies in the fact that women are more interactive and participative in their leadership roles than men (Aburdene & Naisbitt, 1992; Eagly & Carli, 2007a; Hoyt, 2013; Rosener, 1990). Helgesen (1990) referred to this idea as the web of inclusion:

Not at the top, but in the center; not reaching down, but reaching out...inseparable from their sense of themselves as being the middle was the women's notion of being connected to those around them, bound as if by invisible strands of threads.
(p. 45-46)

Women leaders have an advantage with this method because they are able to gather information directly from all sources instead of waiting for the information to flow upward through channels. This direct access to information not only widens input and participation from a variety of people, but it also allows the leader to assess the reactions

to certain decision-making in advance (Helgesen, 1990). As a result of the web of inclusion, leaders are able to build strong personal connections with their followers and foster a team approach, allowing the leaders to establish a kind of authority as a result of this connection (Helgesen, 1990). Rosener (1990) introduced the interactive leadership style that goes beyond participative management. At the core of interactive leadership lies the attempt to encourage participation, share power and information, and enhance the self-worth of others (Rosener, 1990). Even in their study on women entrepreneurs, Moore and Buttner (1997) found that women reported an interactive leadership style because they were more concerned about their employees and placed greater emphasis on the development of skills necessary to work efficiently with others.

Along with the explanations of transformational and interactive leadership styles common among women, Lipmen-Blumen's (1996) connective leadership model could also be associated with women's relational style. A shift in leadership behaviors has occurred during this century's "Connective Era," an era where diversity and interdependence are more prevalent than ever due to the rise in technology that has created tighter linkages across all kinds of groups. In the Connective Era, "loosely structured networks of organizations and nations tied to multiple subnetworks" connect a variety of groups and diverse individuals who "communicate, debate, negotiate, and collaborate to accomplish their objectives" (Lipmen-Blumen, 1996, p. 9). In today's leadership environment, Lipmen-Blumen (1996) emphasizes the importance of being a connector, or one who forms networks and engages people in a "denatured Machiavellianism" manner through ethical engagement to achieve mutual ends (p. 16). Through collaboration and understanding of diverse groups, connective leaders are able

to build connections by identifying the mutual concerns and needs of everyone involved. The connective leadership model describes three general achieving styles, or sets of behaviors, used by individuals to achieve their goals: 1) the direct styles that allow individuals to complete their own tasks through mastery, competition, or power; 2) the relational styles that are oriented toward the goals of others through collaboration, helping others complete their tasks, or acting as mentors; and 3) the instrumental styles that maximize any type of interaction as instruments for achieving individuals' goals, whether they use their own personal attributes or personalities to persuade others, their social networks as resources, or their ability to entrust other talented people to take ownership of and fulfill their goals (Lipman-Blumen, 1996). Similar to transformational and interactive leaders, connective leaders understand the demands of the situation and draw on their own and others' strengths to accomplish mutual objectives. They combine the most appropriate behavioral strategies to achieve a particular goal using the numerous connections or networks that they have created.

The labyrinth. With a better understanding of the leadership styles unique to women, this section outlines women's journey, focusing primarily on the barriers that they face. Before the 1970s, women encountered a concrete wall, which included absolute barriers such as legal and political inequality and social norms. However, in the 1970s the barriers began to change, and for years, the idea of the "glass ceiling" was used to describe the reason women were having a difficult time reaching positions of authority (Eagly & Carli, 2007a; Eagly & Carli, 2007b; Hoyt, 2013). The term was first introduced by Carol Hymowitz and Timothy Schellhards in a 1986 *Wall Street Journal* article: "Even those women who rose steadily through the ranks, eventually crashed into an

invisible barrier. The executive suite seemed within their grasp, but they just couldn't break through the glass ceiling" (Eagly & Carli, 2007a, p. 4). As time has passed, there is no doubt that some women have managed to succeed in their careers and find the paths to the top, but these paths for most women have been difficult to discover. Eagly and Carli (2007a) have labeled these "circuitous paths" towards leadership positions the "labyrinth" (p. 6). A labyrinth is not a simple or direct path; rather, to reach the center of the labyrinth, one must be persistent and be ready to face the twists and turns of a journey (Eagly & Carli, 2007b).

Women face a variety of barriers, and every woman has her own situation. Hoyt (2013) explains the type of challenges women face when advancing in their careers. One category of explanations Hoyt (2013) describes is women's lack of human capital investment in education, training, and work experience. Although the notion that women receive less education than men cannot be fully supported due to the fact that women are obtaining undergraduate degrees and professional or doctorate degrees at a higher rate than men, the problem is that they are still vastly underrepresented in top leadership positions (Hoyt, 2013). Another major problem is that women have fewer developmental opportunities at work than men in terms of receiving formal training, being included in key networks, and establishing informal mentor relationships (Hoyt, 2013; Moore & Buttner, 1997).

Another set of explanations for the labyrinth is the prejudice and gender biases women face in the work environment (Eagly & Carli, 2007a; Hoyt, 2013). The overarching problem here is that "the psychology that underlies prejudice toward female leaders is driven by conscious and unconscious mental associations about women, men,

and leaders. People associate women and men with different traits, linking men with more of the traits that connote leadership” (Eagly & Carli, 2007a, p. 83). Gender roles embody social and cultural definitions of masculinity and femininity (Lipman-Blumen, 1984). However, the competing demands on women create opposing stereotyped expectations of women’s role in society because they are expected to be masculine and tough as leaders, but they are also expected to maintain their feminine qualities (Hoyt, 2013; Eagly & Carli, 2007a). Eagly and Carli (2007a) explain the difference between communal and agentic associations:

Communal associations convey a concern with the compassionate treatment of others. Women elicit communal associations of being especially affectionate, helpful, friendly, kind, and sympathetic as well as interpersonally sensitive, gentle, and soft-spoken. In contrast, *agentic* associations convey assertion and control. Men elicit agentic associations of being especially aggressive, ambitious, dominant, self-confident, and forceful as well as self-reliant and individualistic. (p. 86)

Because agentic qualities are most commonly associated with effective leadership (Hoyt, 2013), women find themselves in a double bind where they are criticized for either being too communal or too agentic (Eagly & Carli, 2007b). Categorization of people by sex is inevitable because it is so automatic and pervasive (Eagly & Carli, 2007a), therefore, stereotyped expectations based on feminine versus masculine characteristics is a barrier that most women face regardless of whether they actually associate with those particular qualities. Prejudice against women leaders arises from the mismatch between people’s mental associations about women and leaders, leading to the assumption that women

must adopt their traditional female gender role of being warm and selfless while simultaneously exerting characteristics of leaders, such as assertiveness, self-confidence, forcefulness, and self-reliance (Eagly & Carli, 2007a). However, women who try to adopt the agentic qualities find that people are more resistant (Eagly & Carli, 2007a). For example, dominant behaviors in a woman, such as staring or pointing, verbally intimidating, or simply disagreeing, are viewed as unfavorable and can undermine her chance of getting a job or advancing in her career (Eagly & Carli, 2007b). Self-promoting women risk having less influence than modest women (Eagly & Carli, 2007a) because it can convey status and competence, which are not communal qualities (Eagly & Carli, 2007b). Overall, women leaders that manage to reach the top are often times criticized for being less likeable and less socially desirable (Eagly & Carli, 2007a).

Organizations' practices also tend to limit women's access to leadership positions, especially in those where an innate male-dominated culture is present (Eagly & Carli, 2007a). Among the organizational barriers to women's advancements are the demands for long hours, travel and relocations, building social capital, fitting in with the organizational culture, and obtaining desirable assignments (Eagly & Carli, 2007a). These organizational demands are necessary for advancing to leadership roles, but they tend to affect the amount of time women dedicate to their personal or family life.

One of the challenges most unique to women in the workforce is the role strain associated with working full-time and taking care of a family. Because women assume significantly more domestic responsibility, women tend to have less work experience and more interruptions in their career progression (Eagly & Carli, 2007a; Eagly & Carli, 2007b; Hoyt, 2013). While some women decide not to marry or have children, others

attempt to excel in every role even if it means taking more days off, taking leaves of absence, or working part-time (Eagly & Carli, 2007b; Hoyt, 2013). Although men are becoming more involved in the domestic labor (Hoyt, 2013), women still carry out most of the domestic duties (Eagly and Carli, 2007a). For example, in 1965, married women devoted thirty-four hours per week to housekeeping, while married men did five hours of housework; in 2005, married women dropped to nineteen hours per week, and men increased their housework to eleven hours per week (Eagly & Carli, 2007a; Eagly & Carli, 2007b). In terms of childcare, men have increased their contribution, but women are still doing 2.1 hours of the childcare for every hour contributed by married men (Eagly & Carli, 2007a). But even when looking at the women who have reached the highest leadership positions, Cheung and Halpern (2010) point out that almost half of these top executives and even half of all women in the United States who have a salary greater than \$100,000 do not have any children.

However, not all women “opt-out” from leadership tracks to raise a family (Belkin, 2003); rather, there are a number of women who have managed to take care of a family while still achieving professional success at the highest levels. Cheung and Halpern (2010) aimed to find the strategies that these women use when leading dually successful lives. One strategy involves integrating work and family by multitasking and creating links between family and work (Cheung & Halpern, 2010). Another strategy women use is redefining their roles as a mother and a leader in terms of setting their own norms for being a good mother and being an efficient leader (Cheung & Halpern, 2010). In other words, they find solutions to make it work, even if it means blending work and family. Some examples include ensuring they are home for dinner every night, taking

children on long business trips, leaving work early and working at home after the children are asleep, or scheduling luncheon meetings instead of dinner meetings with clients. Helgesen (1990) also found in her diary studies that women do not separate their personal selves from their workplace selves compared to men who tend to compartmentalize the different dimensions of their lives. Many of the women Cheung and Halpern (2010) studied also emphasized the importance of family support, whether it came from a husband, extended family, or hired help. Those women who reported having supportive husbands said husbands provided emotional support and encouragement and took on a substantial share in the housework (Cheung & Halpern, 2010).

Strategies for navigating the labyrinth. Reaching the center of the labyrinth is not impossible, and many women have successfully advanced in their careers and obtained high-level leadership positions across all industries. But how did they find their way through the labyrinth, and what are the factors that increase representation of female leaders? At the organizational level, changes in the organizational culture are making it easier for women to advance (Hoyt, 2013), but there is still much that could be done with companies' organizational structure and culture. Moore and Buttner (1997) found that a majority of the female entrepreneurs in their study left their corporate environment because of the power shifts, organizational redesigns, and the absence of mentors in the corporate life that blocked their advancement. It is important to increase people's awareness of the prejudice toward female leaders and to find ways to remove those perceptions (Eagly & Carli, 2007b). Other strategies include changing the long-hours norm, reducing the subjectivity of performance evaluations, finding new recruitment

strategies (Eagly & Carli, 2007b), as well as creating more development programs and formal networks for women, offering work-life support, and developing more effective and supportive mentoring relationships (Hoyt, 2013).

At an individual level, Eagly and Carli (2007a) suggest that women demonstrate their ability to blend agency with communal. In other words, women should be comfortable directing others, but they should still be verbally supportive and express warmth nonverbally through their behaviors (Eagly & Carli, 2007a). They also encourage women to take credit for their accomplishments, negotiate effectively, and feel authentic in leadership roles (Eagly & Carli, 2007a). Eagly and Carli (2007a) suggest that women build social capital through strong relationships with colleagues, both men and women, and both within and outside their organizations. Networks provide emotional support, contacts with clients, advice on work-related problems, and inside information about the organization and job prospects (Eagly & Carli, 2007a). More importantly, by attempting to understand the issues of gender and leadership instead of simply ignoring them, organizations, society, and women themselves will help ensure equal opportunities in obtaining leadership positions and allow for greater diversity at the top.

Latinas in Leadership

Cultural implications. In addition to the factors that contribute to or hinder the leadership capabilities of women, Latina women are faced with the additional role that culture plays in their lives. According to GLOBE researchers (as cited in Northouse, 2013b), determining the dimensions of culture, or the basic characteristics of different cultures, helps others understand the cross-cultural interactions and the impact of culture

on leadership. Nine major cultural dimensions were identified, including power distance, uncertainty avoidance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and human orientation (Northouse, 2013b). The GLOBE researchers found that Latin Americans, people from Ecuador, El Salvador, Colombia, Bolivia, Brazil, Guatemala, Argentina, Costa Rica, Venezuela, and Mexico, scored high on in-group collectivism and low on performance orientation, future orientation, institutional collectivism, and uncertainty avoidance (Northouse, 2013b). This means that Latin Americans are highly devoted to their organizations or families, but are less concerned with identifying with broader societal or institutional interests (Northouse, 2013b). GLOBE researchers (as cited in Northouse, 2013b) also identified six global leadership behaviors that vary across cultures and help understand how different cultures view leadership: charismatic/value-based leadership, team-oriented leadership, participative leadership, humane-oriented leadership, autonomous leadership, and self-protective leadership. They found that Latin American countries valued charismatic/value-based, team-oriented, and self-protective leadership the most, and autonomous leadership the least (Northouse, 2013b). In other words, Latin American leaders are highly concerned with being able to inspire and motivate others, while emphasizing team building and a common purpose among team members and ensuring that the entire group is safe and secure (Northouse, 2013b).

Even for Latinos in the United States, including those that immigrated and those that are U.S. citizens with a Latin American heritage, the cultural factor is an innate part of their character. Latinos continue to be the fastest growing ethnic group in the United States (Bonilla-Rodriguez, 2011; Campbell, 2013; Holvino, 2008; Vasquez & Comas-

Diaz, 2007); therefore it is important to understand the cultural differences that set them apart from the non-Latino population. Holvino (2008) identifies seven cultural scripts that impact the entire job cycle for Latinos and Latinas in organizations. The cultural scripts Holvino (2008) describes consist of (a) “familismo,” the importance of close, protective, and extended family relationships; (b) “machismo y marianismo,” gender relations where males are responsible for protecting and providing for their families while the females nurture and serve for their families; (c) “personalismo,” creating personal and meaningful relationships; (d) “simpatia,” encouraging pleasant relations and positive situations in order to avoid conflict and disharmony; (e) “collectivism,” the importance of belonging to a group and recognizing the needs of that group; (f) “present time orientation,” focusing on the present because of the uncertainty of and inability to control the future; (g) “respect and high power distance,” high regard and respect towards people based on their formal authority, age, or social power (p. 13-14). One of the problems that Latinos and other people from different ethnic groups face is deciding to what extent they should assimilate to the dominant culture and to what extent they are capable of sacrificing their cultural values and styles in order to advance in their careers. Latinas in the United States struggle to navigate their dual cultural identity of being Latina and American.

Latina leaders. After assessing women’s special qualities that contribute to their effectiveness as leaders, as well as the role that culture plays in leadership behaviors, an analysis of Latina leaders is intended to explain their characteristics, as well as the positive and challenging factors they have faced, utilizing past research conducted on Latinas in leadership. After all, Latina women face the additional difficulties—racial

discrimination and cultural influences—that are added to their labyrinth experience (Peery, 1998). Amaro, Russo, and Johnson (1987) studied the sources of strength and stress for Hispanic women in professional and managerial positions. They found that a Hispanic woman's wellbeing is related to the experience of discrimination, which led to increased stress of balancing roles, lower personal life satisfaction, and increased psychological distress. Additionally, women who had to balance partner, parent, and professional responsibilities experienced stressors that were most strongly associated with job stress, spouse support, and income (Amaro et al., 1987). Their study associated spousal support and ethnicity of spouse with measures of success (Amaro et al., 1987). Seen predominately in situations where a woman has a Hispanic partner, it is possible that the traditional Hispanic values and norms conflict with the woman's career advancement because of the lack of support she receives (Amaro et al., 1987). Therefore, it is important to understand the opportunities and barriers that Latina leaders face in order to determine the type of support that other Latina women need in their careers. Although there has been lack of substantial research on Latinas in leadership, several researchers have aimed to find the driving forces of successful Latina leaders, as well as the challenges that they have had to overcome (Bonilla-Rodriguez, 2011; Campell, 2013; Crespo, 2013; Peery, 1998; Vasquez & Comas-Diaz, 2007).

Gomez et al. (2001) used the “emergent model” to explain the career development of Latinas, in which a non-linear career-life plan is created by the interaction of (a) the self; (b) culture, family, and personal background; (c) immediate context; and (d) and sociopolitical conditions (p. 289). Overall, Latinas' career paths result from the combination of opportunities, social support, and challenges, yet it is primarily shaped by

their sense of self. In the following sections, these constructs are outlined to help create an understanding of the main factors that have shaped Latina leaders throughout their career advancements.

Latinas' leadership characteristics. Gomez et al. (2001) uses the emergent model to describe the career-life path of a Latina that is based on the sense of self in terms of envisioning and understanding who she is, what is important to her, and how she wants to lead her life. Latinas describe themselves as passionate, tenacious, persistent, curious, flexible, and highly committed to their values and work (Gomez et al., 2001). Often, this means that Latinas need to have a strong work ethic and work twice as hard to prove themselves in the face of discrimination (Gomez et al., 2001). Consequently, they judge themselves according to internal rather than external standards.

As stated above, Latino cultural values emphasize many of the principles that contribute to the leadership styles that Latinas identify with. For example, Latinas' relational style allows these leaders to successfully create relationships with a variety of people. The cultural concepts of "personalismo" and "familismo" enhance Latinas' interpersonal relationships and leadership styles because it emphasizes interdependence, affiliation, and cooperation (Vasquez & Comas-Diaz, 2007). Latina leaders highlight the importance of belonging to a collaborative and supportive group, which is why giving back to the community is an example of Latinas' leadership style (Campell, 2013; Gomez et al., 2001; Vasquez & Comas-Diaz, 2007). Many Latina leaders are attracted to leadership positions because they are able to create change and fulfill their strong sense of responsibility toward others (Gomez et al., 2001). Because of this commitment to their family and to their communities, Latinas often maintain multiple roles at work, in

their communities, and within their families.

Among the most common characteristics that Bonilla-Rodriguez (2011) found in both surveys completed by and interviews conducted with Latina leaders include being creative, a good listener, optimistic, and passionate. Bonilla-Rodriguez (2011) creates five categories of characteristics which study participants believed effective leaders should possess: (a) High Integrity—ethical, honest, and reliable; (b) “Marianismo”—compassionate, understanding, and willing to sacrifice; (c) “New Latina”—assertive, competitive, and determined; (d) Transformational Leader—team-oriented, charismatic, politically savvy; and (e) Visionary—creative, passionate, and risk taker (p. 118).

In terms of leadership styles, most women self-identify as transformational or participative leaders (Bonilla-Rodriguez, 2011). Transformational leadership involves a process of growth because the leader motivates her followers to become leaders themselves (Bonilla-Rodriguez, 2011). Similarly, participatory leadership encourages democracy in a group (Bonilla-Rodriguez, 2011). According to Burns (as cited in Northouse, 2013d), transformational leadership consists of four concepts: (a) idealized influence—the leader is a role model for her followers; (b) inspirational motivation—the leader communicates high expectations to her followers and inspires them through motivation; (c) intellectual stimulation—the leader encourages her followers to be creative and innovative; (d) individualized consideration—the leader provides a supportive climate and listens carefully to the needs of her followers. Past researchers have also identified servant leadership as a leadership style that Latinas identify with (as cited in Bonilla-Rodriguez, 2011). Servant leadership emphasizes that leaders put their followers first by empowering them and helping them develop their full capacities

(Northouse, 2013c).

Positive influences for Latina leaders. Bonilla-Rodriguez (2011) identified family and religious influences, role models, leadership training, and self-confidence as positive influences that helped Latina leaders to stay motivated along their leadership journeys. Peery (1998) and Gomez et al. (2001) found that Latina leaders receive support and encouragement from family, husbands, mentors, and professional peers. Many Latinas consider their parents and grandparents as important influences while growing up because they instilled values and established high expectations (Campell, 2013; Catalyst, 2003; Gomez et al., 2001; Peery, 1998). Campell's (2013) qualitative study on Hispanic women leaders found that family, especially the protective and nurturing environment provided by parents, was a main driving force in reaching professional success. Along with the support and encouragement, families set high expectations for Latina leaders to obtain an education and pursue a career (Campell, 2013; Crespo, 2013), especially if parents do not want their child to struggle like they did (Gomez et al., 2001). In addition, Latinas who have support from a spouse allows them to stay focused on their career goals (Crespo, 2013).

Campell (2013) also aimed to determine the driving forces that led Hispanic women leaders to achieve professional success and found that the main theme was the winner mentality, specifically with self-confidence, self-determination, and goal-orientation. This mentality provides Latinas with the ability to overcome challenges and to stay focused on their goals (Campell, 2013; Crespo, 2013).

Moreover, Latinas' ability to speak Spanish has helped many create opportunities especially where there is a large market of Latinos (Peery, 1998). Spanish is one of the

most commonly spoken languages in the world, which is why bilingualism and biculturalism are two very important business skills, especially for global companies (Catalyst, 2003). However, for other Latinas, especially those born outside of the United States or those raised in non-English-speaking households, language proficiency can be a significant barrier (Campell, 2013). It is also important to note that Latinas' Hispanic roots play a key role in developing their interpersonal skills (Campell, 2013). Many Latinas make sure to understand the differences between their Hispanic and American traditions and cultures and to truly appreciate those differences. This means that maintaining their own Hispanic culture and language for themselves and for future generations, while also knowing and understanding American traditions and cultures, will allow them to take advantage of what both cultures have to offer (Campell, 2013). Those Latinas who view themselves as bicultural or multicultural are able to maneuver in both Anglo and Hispanic cultures and know how to behave based on the which world they are currently in (Gomez et al., 2001).

Challenges Latina leaders overcome. Although it is difficult to assign certain barriers to being female, and others to being Latina, research does support the fact that cultural traditions and values add additional barriers to Latina leaders (Bonilla-Rodriguez, 2011; Campell, 2013; Gomez et al., 2001; Peery, 1998; Vasquez & Comas-Dias, 2007). According to Peery (1998), Hispanic women experience different kinds of barriers, including internal, external, and institutional: (a) internal barriers include feeling underprepared and being risk averse; (b) external barriers include not being taken seriously and the idea of lookism, or society's emphasis on girls' and women's looks; and (c) institutional barriers include those arising from family and culture and being

discouraged from applying for higher positions. Bonilla-Rodriguez (2011) found that the main obstacles which hinder Latinas from pursuing leadership roles involved lack of self-confidence, motivation, mentors, educational attainment, and leadership training, which would each fall under one of the types of barriers.

Ethnic identity and gender identity are major components of how people define themselves and others, and identity, in general, influences people's sense of self in terms of capabilities, motivations, and goals (Vasquez & Comas-Diaz, 2007). According to Cross (as cited in Vasquez & Comas-Diaz, 2007), it is important to consider the development of both personal identity and racial or ethnic group identity. Challenges for Latinas arise when there is a discrepancy between the personal identity and the group identity, such that one might be significantly more positive than the other (Vasquez & Comas-Diaz, 2007). Reasons for this discrepancy may be a result of discrimination, societal expectations and role restrictions for Latinas, and stereotype threat, which could influence the development of identity and ultimately cause challenges in the leadership journey (Vasquez & Comas-Diaz, 2007). Another influence that could affect identity, especially ethnic and gender identity, is family. Gomez et al. (2001) found that Latinas who view themselves as bicultural resulted from being raised in families that valued and promoted biculturalism. On the contrary, those who view biculturalism as a constant struggle were raised in families that predominantly adhered to Latino cultural values (Gomez et al., 2001). In terms of gender identity, it is common for Latinas to be raised in traditional gender roles but eventually begin to shift once they are exposed to the Anglo culture (Gomez et al., 2001).

Many Latina women find that family is a source of conflict just as much as it is a

source of support (Bonilla-Rodriguez, 2011; Gomez et al., 2001; Peery, 1998). Many times, Latinas face the difficulties and negative effects of their family's gender and cultural expectations (Bonilla-Rodriguez, 2011; Peery, 1998). In addition, as mentioned earlier (Amaro et al., 1987), marriage is not always a support system for some Latina women, especially if the family has a very traditional definition of where a woman belongs in the family. In Peery's (1998) study, women who were married to Hispanic men received less support for their career and were faced with a difficult choice between following their family and cultural teachings to be accepted or following their goals and risk abandonment. Oftentimes, their commitment to family responsibilities and their compliance to role expectations restrict Latinas' decision to attain leadership roles (Bonilla-Rodriguez, 2011; Peery, 1998). Women who ultimately decide to take multiple roles face the challenge of integrating work and family life within a cultural context (R.G. DelCampo, D. DelCampo, & R.L. DelCampo, 2009). DelCampo et al. (2009) conducted a study to ask Hispanic women who held working class and professional jobs about how they manage their lives while simultaneously finding personal fulfillment. They found major differences in perceptions of work and family roles, as well as personal fulfillment, between working class Hispanic women and professional Hispanic women. While working class Hispanic women placed personal fulfillment last when considering the priorities of work, family, and personal fulfillment, professional Hispanic women placed personal fulfillment as a priority (DelCampo et al., 2009). Hispanic professional women made an effort to do things for themselves, whether it meant taking time to read for pleasure, getting a massage to relieve stress, spending money on themselves, or doing extra work for their jobs; however, they also expected their husbands or partners to share

in the family responsibilities and their children to help with household tasks, whereas working class Hispanic women did not expect their spouses or children to help as much in household chores (DelCampo et al., 2009; Duran & DelCampo, 2010). Despite the differences, DelCampo et al. (2009) point out that both groups of Hispanic women demonstrated a strong commitment to the workplace as a means of contributing to the family's wellbeing. Duran and DelCampo (2010) reinforce the idea that cultural beliefs, especially those based on collectivism and gender ideology, shape experiences and reasons for work-family conflict.

In the case of Latinas, racism and sexism are often intertwined. Latinas in Gomez et al.'s (2001) study reported experiencing both blatant and subtle forms of discrimination throughout their lives, both in educational settings and in work settings. Even institutionalized racism, which consisted of teachers and school counselors actively discouraging women from pursuing college and professional careers, as well as being ignored and undermined in the work place, has been prevalent in many Latinas' lives (Gomez et al., 2001). In addition, socioeconomic status tends to influence Latinas' educational and career trajectories (Gomez et al., 2001). Those who were unable to afford college still managed to attend college but had to work two or three jobs, disrupt their educational path, or abandon higher education altogether (Gomez et al., 2001).

As mentioned above, mentoring is a source of support for many people and has positive influences on many people's career patterns. Gomez et al. (2001) defines mentors as:

Individuals (e.g., professional colleagues, spouses, friends) or members of professional organizations (e.g., Hispanic professional groups, feminist

organizations) who promote their development in terms of offering opportunities, providing information known only to those in the 'old boy's network,' giving emotional support, and boosting self-confidence. (p. 296)

However, locating a mentor is difficult for women, and even more difficult for Hispanic women (Bonilla-Rodriguez, 2011; Peery, 1998). None of the women in Peery's (1998) study had mentors who were Hispanic or female, and the ones who did had short-term, white male mentors. Most Latinas in Gomez et al.'s (2001) study did not have mentors early in their career, and they all lacked Latino-Latina professional role models, causing them to seek out role models across profession, ethnicity, gender, and age. In addition to the insufficient access to mentors, role models, and sponsors, Latinas also lack access to networks, resulting in significant disadvantages such as not being considered for key assignments or promotions. It is ironic that Latina women are considered to be so focused on the collective and collaboration, yet mentorships are not being developed among Latina women.

Onorato (2010) aimed to explore and describe the leadership identity development of young female students at a Hispanic Serving Institution. The main purpose of Onorato's (2010) study was to understand how young women perceive leadership and the influences that shape their leadership experiences so that leadership programs and courses are able to assist these women. Onorato (2010) found that encouraging relationships, meaningful experiences, personal growth and self-development, and their role as a woman and an ethnic minority contributed to young women's understanding of leadership and their own leadership identity. The results of this study suggest that it is important that society begins to recognize the potential in young Latina girls and women

to become leaders. More importantly, it is the responsibility of current Latina leaders to share their experiences so that young Latinas are fully aware of the challenges they may face, but also the positive influences and unique qualities that will be part of their leadership development.

Summary

The first half of the literature review focused on women and leadership, in general. It assessed the great strides that women have made in the advancement of their careers. Past research has demonstrated the various ways that women and men differ in their leadership styles, but also recognizes the difficulties that arise from the common gender differences. The labyrinth metaphor accurately represents the indirect path that women must take to reach the top. Along the way, they face a variety of barriers, from lack of mentor and formal networks, to their domestic responsibilities, to the organizational practices that limit women's access to leadership positions. However, many women have managed to reach the center of the labyrinth by taking advantage of opportunities and finding ways to navigate the labyrinth despite all the challenges they encounter.

The second half of the literature review assessed Latinas in leadership. Along with the barriers they face as women, Latina leaders face additional challenges due to the cultural implications. Latina leaders tend to be more transformational because of the cultural constructs of having a sense of community and belonging to a collaborative and supportive group. Family plays a major role in the development of Latina leaders because it serves as a support system, but it is also a source of conflict when family or cultural obligations hinder their ability to advance in their careers. In general, cultural

traditions and values add additional barriers to Latina leaders especially when they identify strongly with a traditional Hispanic culture.

Chapter 3: Research Methodology

Introduction

The purpose of this qualitative study is to analyze the stories and life experiences that have shaped the kind of leader the women interviewed have become. Through the individual interviews, Latina leaders share the leadership qualities and styles unique to Latinas, the factors that have influenced their career advancement, and the challenges that they have had to overcome. It is the intention that the qualitative data collected will support the hypothesis that Latina women who are in leadership roles across professional sectors embody and utilize similar leadership characteristics and leadership models.

By finding common themes among Latinas leaders, the findings will identify ways of preparing the next generation for achieving success and advancing the rise of Latinas in significant leadership positions. For the purposes of this study, the term Latina will be used to designate females from Latin American descent, either immigrant or several generations American. This study was approved by the Institutional Review Board of Claremont McKenna College (See Appendix A).

Research Questions

The following research questions guided the study:

1. What leadership styles and leadership qualities are unique to Latina women?
2. What are the factors that have contributed to or inhibited the advancement of Latina leaders?
3. What challenges have Latina leaders overcome to achieve a leadership position and how have they overcome these challenges?

Sample

Thirty Latina women leaders in Los Angeles, California were personally recruited for the study. Most Latina leaders were chosen based on personal connections through family and friends. Other Latina leaders were chosen based on research gathered on Latina leaders in the Los Angeles area, assuring a diverse representation across industries and sectors. Latina leaders received a personalized e-mail from the author, inviting them to participate in the study. Sixteen out of the thirty Latina leaders agreed to be interviewed. Brief biographies of the Latina leaders that were interviewed are attached in Appendix B, providing demographics and a general career progression. To summarize the main demographic questions:

- One participant is between the ages of 26 and 35. Seven participants are between the ages of 36 and 45. Five participants are between the ages of 46 and 55. One participant is between the ages of 56 and 65. Two participants are over the age of 66.
- Six participants are single. Seven participants are married. Two participants are divorced. One participant lives with her partner.
- Ten participants have children. Six participants do not have any children.
- Six participants were born in a different country other than the United States. Ten participants were born in the United States.
- Fourteen participants identified themselves as of Mexican descent. One identified herself as of Salvadorian descent. One identified herself as of Mexican-Ecuadorian descent.

The majority of the participants consented to the use of their real name, but two chose to remain anonymous in which a pseudonym was used.

Procedure

Due to the nature of the study, the qualitative data was collected through a series of interviews with Latina leaders. The author served as the sole interviewer for this study, with a main goal to learn about Latina leadership from another person's point of view by responding to and asking further questions about what was heard from the interviewees. This approach to qualitative interviewing is called responsive interviewing (H. Rubin & I. Rubin, 2005). Once the Latina leader agreed to participate in the study, a face-to-face interview was scheduled. Three of the interviews were done over the phone due to their inability to meet in person. During the interview, participants first completed a consent form (See Appendix C). The consent form outlined the contact information, the purpose of the study, their rights as a participant, and permission to record the interview. They were given full disclosure of the study, including the research questions and methodology. Participants had the choice of giving their consent to use their real name or to use a pseudonym instead. All interviews, except for one, were audio recorded for transcription purposes. The interview started with a few demographic questions and was followed with questions about their childhood through their college years. Subsequently, three predetermined general research questions served as a basic structure for the interview. Subset questions under each research question were asked as additional topics for conversation (See Appendix D). Interview questions were a compilation of questions from a variety of past research studies (Bonilla-Rodriguez, 2011; Crespo, 2013; Onorato, 2010; Peery, 1998). Interviewees were encouraged to share their story with the

author in order to assess their leadership roles. The format of the interview was meant to be a conversational style in order to gain their confidence and allow for a more personal interaction.

The interviews were voice-recorded and transcribed into word-processing software. The transcribed data was then transferred into qualitative data analysis software, Atlas.ti. First, the primary documents were analyzed with codes from all constructs, starting with the list of interview questions (See Appendix D). The second set of constructs created the data that was coded according to a codebook (See Appendix E). The codebook is based on results of past studies on Latina leaders, including: a) categories of characteristics effective leaders should possess (Bonilla-Rodriguez, 2011); b) leadership styles (Bonilla-Rodriguez, 2011); c) factors of positive influence for Latina leaders (Bonilla-Rodriguez, 2011); d) obstacles that hinder Latinas (Bonilla-Rodriguez, 2011); e) themes among Hispanic women leaders (Campell, 2013); and f) emergent model (Gomez et al., 2001). As the data began to be coded, other important constructs emerged from the data and were added to the codebook. These constructs included: a) servant leadership; b) authentic leadership; c) the importance of networking; d) internal weaknesses and internal barriers.

Once coding was complete, the author determined patterns of co-occurring constructs within the interview data. This allowed the author to identify the major themes that were prevalent in the interviews. The top ten co-occurring constructs for were identified as the main themes of this study.

Chapter 4: Discussion of Themes

Results

The results are described in three sections that reflect each research question. The top themes are described for each research question, based on the co-occurring codes that relate to those themes.

Research question 1. Table 1 displays the top five codes that occurred with the highest frequency during the interviews and answers the first question: What leadership styles and leadership qualities are unique to Latina women? The top five coded themes were transformational leadership, authentic leadership, New Latina, visionary, and marianismo. New Latina, visionary, and marianismo were grouped together to describe the most prevalent leadership qualities unique to Latina leaders. These codes are also displayed in Table 1 in relation to the themes.

Table 1

Frequency of Top Five Coded Themes and Co-occurring Codes for Research Question 1

Rank order	Theme	Theme frequency	Co-occurring codes	Co-occurrence
1	Transformational leadership	28	Transformational leader	25
			Research Question #1	25
2	Qualities: New Latina	25	New Latina	15
			Research Question #1	15
3	Qualities: Visionary	20	Visionary	15
			Research Question #1	15
4	Authentic leadership	17	Authentic leadership	13
			Research Question #1	13
5	Qualities: Marianismo	15	Marianismo	14
			Research Question #1	14

Research question 2. Table 2 displays the top three codes that occurred with the highest frequency during the interviews and answers the second question: What are the factors that have contributed to or inhibited the advancement of Latina leaders? The top three coded themes were successful educational attainment, family influence, and networking. These codes are also displayed in Table 2 in relation to the themes.

Table 2

Frequency of Top Three Coded Themes and Co-occurring Codes for Research Question

2

Rank order	Theme	Theme frequency	Co-occurring codes	Co-occurrence
1	Successful educational attainment	24	Successful educational attainment	25
			Demographic questions	25
2	Family influence	21	Family influence	13
			Demographic questions	13
3	Networking	15	Importance of networking	14
			Research Question #2	14

Research question 3. Table 3 displays the top two codes that occurred with the highest frequency during the interviews and answers the third question: What challenges have Latina leaders overcome to achieve a leadership position and how have they overcome the challenges? The top two coded themes were internal barriers and family obligations. These codes are also displayed in Table 3 in relation to the themes.

Table 3

Frequency of Top Two Coded Themes and Co-occurring Codes for Research Question 3

Rank order	Theme	Theme frequency	Co-occurring codes	Co-occurrence
1	Internal barriers	27	Internal weaknesses and internal barriers	15
			Research Question #2	15
2	Family obligations	14	Obstacle – Family obligations	14
			Research Question #3	14

Participants' reflections on their life story and leadership experiences revealed common themes in answering the three main research questions of the current study. The themes that recurred throughout the sixteen interviews with Latina leaders will be grouped under the corresponding research question and will be analyzed using various quotations from the interviewees themselves.

Leadership Styles and Leadership Qualities Unique to Latina Women

Transformational leadership. Research has demonstrated that women tend to be more transformational in their leadership style (Aburdene & Naisbitt, 1992; Cheung & Halpern, 2010; Eagly & Carli, 2007a; Hoyt, 2013; Moore & Buttner, 1997; Rosener, 1990), and the current study continues to support this finding with Latina leaders. None of the interviewees identified a specific leadership style in their responses, but through their explanations of how they lead and what leadership qualities are most unique to Latina women, almost all the Latina leaders implied transformational leadership as the most common leadership style. This finding is consistent with past research, especially

Bonilla-Rodriguez's (2011) study on Latina leadership in the United States that found transformational leadership to be the most common leadership style because of Latinas' tendency to motivate their followers to become leaders. Bonilla-Rodriguez (2011) also identified transformational leader as one of the five main categories of characteristics of effective Latina leaders.

Burns (as cited in Northouse, 2013d) defined transformational leadership using four constructs, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In this study, the most recurrent construct in the Latina leaders' responses was inspirational motivation. Five women used "lead by example" as an important leadership style or quality. Ana C. said she likes to lead by example when she is working with a team: "If my team needs to put in a lot of hours, I'll be there alongside them putting in the hours. I want people to know I'm doing the work alongside them." Sophia, as the president of a woman's professional organization, understands the responsibilities that come with being "the face and the voice of the organization." Blanca also discussed how she leads by example as a leader and as a teacher:

Both my kids go to [public] schools. What would that say about me, if my kids went to private school? If I can't send my own kids to the school district that I lead, what does that say about me? If the schools are not good enough for my children then I'm not doing my job. So for me, it's more of lead by example."

Another aspect of inspirational motivation is encouraging followers to become committed to and a part of the shared vision. Several Latina leaders emphasized the importance of bringing people together, ensuring they understand the goals and collaborating to execute

those goals. Ana C. said, “I feel that when we [Latinas] get people together, we work together and get a better product. I’ve always wanted to get people together to solve a problem. So not assign it to one person, but doing it together.” Similarly, Azucena felt that she has a responsibility as a leader to enroll and embrace others in her passion so that she could move forward with her goals. Ana G. expressed what qualities are most important in effective leaders and said:

They have to motivate people. They also have to inspire loyalty. Just inspiring people to act outside of their comfort zone is one thing, but to inspire loyalty is yet another thing and is a very powerful tool that an effective leader should have, especially a leader like myself that works in the public sector where you expect people to work really hard and always go the extra mile. The leaders that could inspire that type of commitment and inner drive are very valuable. Part of it comes from inspiring people to be better and some of it comes from inspiring people to be loyal to you as a leader.

In addition to inspirational motivation, Latina leaders emphasized the importance of individualized consideration, the fourth construct of transformational leadership. Patricia said this is her first task when joining a new team:

I always assess who I’m working with. So whatever new teams I come on board with, I take a little bit of time and figure out who are the players on the team. And I think if you invest in the beginning of any team that you are working with, that will speak volumes...Find out what everybody’s strengths are and then play to their strengths and add value to the team. And I’ve done that many, many times.

These women strive to create a supportive environment for their followers by actively listening to them, guiding or advising them, and empowering them. At the same time, one must be open-minded and learn to deal with different personalities, recognizing that “when you’re in business, it’s about everybody...you no longer put the focus on yourself,” as Bel stated. Often, that means showing that you are understanding, compassionate, and, most importantly, patient, when working with people who disagree with you or your goal. Sophia advises leaders to

...learn to be compassionate and patient because everybody has something going on. And you also have to be careful how you say certain things because it could trigger some emotional thing from a childhood or past experience. Learn to deal with the fact that not everybody is going to be like you, and not everybody is going to understand like you. Some people may need more time to understand what you’re doing.

Furthermore, individualized consideration means understanding the individual needs of the followers. Lala says that “we [Latinas] are very loyal, and we take care of our own. If I have a team, that’s my team.” Part of this responsibility is empowering followers to become leaders themselves. Only one Latina leader used the word “empower” in their response, but five other women discussed their role in identifying leaders or people that will step up to leadership positions. Gloria spoke about the representation of Latinas in significant leadership roles across the United States, as well as how the situation can be improved. She said:

As you get larger numbers of people coming into the workforce, we’re going to be seeing more Latina leaders in years to come...And I think we just need to

continue to be role models for those women. And what I do is, I look around me and see who has potential, who needs that boost. And I think there are some women who never thought they could be a captain or a commander, and you have to find those people and give them a little push to move up and motivate them.

Through the transformational style of leadership, Latina leaders help other people learn by teaching them and opening doors for them. Bel accomplishes this in her organization by mentoring them, introducing them to people they should meet, guiding them, and taking the time to listen to what they want to do. The idea of being a role model for followers is closely related to another construct of transformational leadership: idealized influence. Transformational leaders, like most of the Latina leaders in this study, strive to be strong role models in order to help their followers succeed with the team, as well as personally develop.

Authentic leadership. Although past research has not found any associations between Latina leaders and authentic leadership, there is evidence in this study that Latina leaders identify strongly with an authentic leadership style. As cited in Northouse (2013a), authentic leadership involves four concepts: self-awareness, internalized moral perspective, balanced processing, and relational transparency. Only one of the Latina leaders directly identified authentic leadership as her leadership style, but another six women discussed at least one of the concepts in their responses. Yasmin identified her style of leading as authentic and focuses primarily on balanced processing, which refers to the process of analyzing information objectively and soliciting a variety of viewpoints before making decisions. This also involves exploring other people's opinions and truly understanding the differences between people. When Yasmin was asked how she works

with people that are different than her, she responded:

What I do is I'm always aware of my environment, and because I am a psychologist by trade, I could usually diagnose people. So what I try to do is I try to adapt to each of their styles in order to make me more effective. With women, I try to connect and talk and ask about the children and try to build trust. And with men, I am more to the point because that's how they do business. And men don't need to trust you to do business with you; they just need to respect you. I adapt to those needs based on the person. At first, I just watch and then I know how to act.

Relational transparency was the most common concept among the Latina leaders that discussed some aspect of authentic leadership. They referred to their ability to be direct and honest. Gloria reported that one of her greatest strengths is her ability to be "very forthcoming and very direct with people." Relational transparency, according to Northouse (2013a), means being open and honest in presenting one's true self to others and sharing their core feelings, motives, and preferences with others in an appropriate manner. Gloria stresses the importance of keeping her followers informed and sharing as much information as she can. She stated:

Some supervisors or leaders will keep things to themselves, and I don't think it does anyone any good. The more my employees know about what's going on, the more they can do for me. To the degree that I can, I would provide them with expectations, goals, what it is that we're trying to do, where we are trying to get, and then give them as much information as I can; find out what resources they need to do their job. And I have found that my employees are very loyal to me.

Along with being direct and honest, Lala talked about letting people know if something is wrong or if they are not following the right patterns. Rather than ignoring the situation, she is straightforward and asks questions to understand their thought process. In this way, Lala voices her expectations and helps her followers understand what was done right and what could be improved. At the same time, it is also important to admit when you are wrong and to let your followers see moments of vulnerability, as Norma and Patricia pointed out in their responses. Norma emphasized authenticity in a leader to facilitate open communication and collaboration.

Another key aspect of authentic leadership is self-awareness, or the leader's ability to understand him or herself and to reflect on core values, identity, and motives (Northouse, 2013a). Yasmin defined this aspect as her "sense of purpose." Irene also defines self-awareness accurately in her response based on her own experiences, saying:

I think you have to know yourself, very, very important, know yourself. You start knowing yourself and being very honest with yourself, knowing your strengths and your weaknesses. And then have somewhat of a clear idea of what it is that you want to do in your life, both for you personally, for your family, and for your community. The profession you choose: why are you choosing it? Does it fit your personality? I chose, even though I love history and still read a lot of it; I found out that I could not be in a room all day long. I loved the history, I loved the students. It had nothing to do with the students; it had to do with me. I felt enclosed. I graduated finally with a BA in Social Science. I found that it would give me that open perspective of the world and how society works.

Irene also talked about the last concept of authentic leadership, internalized moral

perspective. She stressed the significance of being true to your convictions and using your internal moral standards and values to guide your behavior rather than being influenced by external pressures. All four concepts are based on the fact that staying true to one's self and sharing that with others is an effective leadership style that fosters open communication and honesty throughout the team.

Leadership qualities: New Latina, visionary, and marianismo. In addition to leadership styles, the first research question also aimed to understand the unique leadership qualities that set Latina leaders apart from other groups. Bonilla-Rodriguez (2011) identified categories of characteristics that Latina leaders possess, and these categories were used in the coding process to find the most prevalent characteristics among the interviewees in the current study. Participants were asked to report what leadership qualities are unique to Latina women, as well as what leadership qualities they possess and consider their greatest strengths. The three qualities that were reported the most throughout the sixteen interviews included New Latina, visionary, and marianismo, which were originally defined by Bonilla-Rodriguez (2011).

The first key leadership quality is the New Latina, which includes characteristics such as assertiveness, competitiveness, and determination (Bonilla-Rodriguez, 2011). Thirteen Latina leaders discussed the New Latina characteristics to some extent, whether they were talking about themselves or about Latinas in general. Four women, in particular, attributed their assertiveness to the male-dominated environment they work in. Gloria said, "You have to be like a man, which is why I think I have learned to be so honest and direct with people because that's how men are. So you have to be very assertive in order to gain their trust and respect." Because of the inherent gender

differences, Latinas often feel the need to prove themselves in order to gain the credibility necessary to move forward, which most of the time involves taking on the difficult situations and tasks, as Lala explains:

To this day the digital space is majority all male. I think because I was already coming from a male-dominating industry, jumping into a space that was all male, I was up for the challenge. I think that's another trait of a Latina. We're not afraid to take on hard situations or hard tasks; we do what we have to do.

Working with men has always been, I guess, not really a challenge, but sometimes an obstacle, which I've learned to work with. I could go into a meeting with another male, and I can give them my advice, and they'll question it; but if my colleague who is male gives the exact same advice, no one questions it. I think as a woman, we do sometimes, unfortunately, have to work harder to prove ourselves.

Ana Q. also mentioned being criticized for being overly aggressive and not being good enough, causing her to feel like she has had to over-compensate for and prove herself. Eight Latina leaders identified perseverance or determination as one of their key leadership qualities, and five reported that their hard work has allowed them to achieve success. Victoria has noticed that Latinas “work extra hard,” and Azucena believes that Latinas and women, in general, “are doers and are about action.” Latina leaders have faced a number of obstacles and a great deal of people doubting them along the way, but their ability to “put in the time and put in the hard work” (Ana G.) has allowed them to overcome those challenges. Another important factor is having the resilience to manage the ups and down and not letting the negative situations or the negative feedback affect

you personally, as Ana C. and Blanca emphasized.

It was also interesting to hear how family influences have contributed to this New Latina quality. Gloria attributed her honesty and assertiveness to being the oldest of five siblings. Victoria said her father contributed to her strong personality and her ability “to not take no for an answer.” Helen said she learned her leadership style through “sheer determination...I didn’t really have any role models growing up. If anything, any idea that I might have had of wanting to do something more, was somewhat dismissed by my family. From my end, I did it for sheer determination.” Four other Latina leaders also identified self-confidence as important qualities for leaders. Ana C. uses her experiences to explain how she developed her self-confidence:

In my mind, I have an equal chance; I am an equal partner. No one is better than me here; I am as smart as they are. My observations are that, at first, people question if I am qualified or know what I am doing. But I feel like once they hear me and hear my story, people get on board. I feel the scrutiny and skepticism at first from people that are different than me. And even from my own people. Even Latinos themselves question and doubt my abilities. The key is that I’ve always known in my head that I am as good as they are.

These women emphasized having faith in themselves and recognizing that they have an equal chance to accomplish anything they set their mind to.

The second key quality in Latina leaders is being a visionary, meaning they are committed, creative, passionate, and risk takers (Bonilla-Rodriguez, 2011). Creativity and thinking of new and innovative ideas was prevalent in five Latina leaders’ responses. These women enjoyed “coming up with new ideas” (Ana C.), “coming up with new

strategies” (Lala), and “introducing people to new ways of being” (Azucena). As a politician, Ana C. discusses how this creativity has coincided with her campaigns:

Even during my campaign, I realized, if you bring people hope and ideas, they want to follow and they want to be part of something bigger than themselves. And no matter what environment you are in, whether you’re in a room full of white people or not, if you’re talking about hopes and dreams and good things, eventually they’ll follow you and want to do the same.

Being able to create something from nothing and the mere fact of being curious and using that curiosity to learn new things were exciting aspects of being a leader. Five other women emphasized the fact that passion was what set Latina leaders apart from other people. They considered themselves extremely passionate of their work and wanted to share that passion with others. Azucena shares:

For me, it’s about enrolling others in what your passion is. That has always been very important to me. As a leader, I have always felt that I have to be as committed as everybody else or else how are you going to enroll people to support what you’re doing, to embrace what you’re doing, and to move forward with what you’re doing. I feel that inclusiveness is a very important leadership skill that I embrace...I love sharing my passion. I love introducing people to new thoughts, new ideas, and new ways of being. I have always been an outside of the box person, never being afraid to just say, “Let’s go there and let’s do that.”

Part of being creative and being passionate about your work involves taking risks to make those ideas a reality. Norma and Yasmin considered themselves visionaries because they always try to “look at the big picture” and have “clarity of purpose.” Being a visionary

involves the motivation and commitment to be an innovator and to figure out the best way to share your passion with others so together they could grow and develop.

The third key leadership quality that was prevalent in the Latina leaders' responses was the idea of *marianismo*, which included being compassionate, understanding, and willing to sacrifice (Bonilla-Rodriguez, 2011). The words "empathetic" and "nurturing" were reported in ten of the Latina leaders' responses as qualities that are unique to Latinas. Being empathetic means showing compassion and understanding for others, even for those that are different than you. Gloria said,

I think [Latinas] might be more sympathetic or more understanding of people who have any characteristic to them that is what I call "other." So if you're anything other than male white, Latina leaders can be more sympathetic, whether you are any other minority, or whether it be ethnic, or socioeconomic, or maybe even someone who has a disability. I think as a Latina leader, you can be more empathetic to that."

Empathy also involves having an emotional intelligence that allows Latina leaders to recognize when something is wrong and being able to respond in the appropriate way. Five women described Latinas as nurturing and explained how this trait translated into their leadership styles. It was interesting how some Latina leaders described how they had been raised to be nurturers and caretakers from a young age. Leticia said she had always been taught to respect her elders, and working at her family restaurant fostered this mentality of serving people. Lala said she was taught to take care of the family, and she shared that growing up, she and her mother would make tortillas for her brother and father daily. Similarly, Sophia expresses the desire for Latinas to take care of everyone,

and she also shared a story about her upbringing:

I grew up in an environment where we [the women] set the table, and my dad and my brothers were served first. So it's like we're taking care of other people, but they came first before we did. And especially in the Hispanic culture, as women, we take care of others before we take care of ourselves.

Latinas have been taught to make sacrifices and to put the needs of others before their own, but Sophia also recognizes that creating a balance between taking care of others and yourself is important. Overall, the *marianismo* quality stems from Latinas' tendency to be family-oriented and from being brought up in a traditional cultural environment.

It is evident that the leadership qualities discussed in the interviews coincide with the leadership styles that were also reported. In general, Latina leaders focus on creating a team environment that encourages personal and professional development. At the same time, the ability to be a strong leader of a team requires that the leader be honest with herself and understand her own core values and beliefs. Many times this means Latina leaders have to be more assertive and work harder than her counterparts. Latina leaders are incredibly passionate about their work and strive to include others in that passion. However, in order to motivate and inspire people, Latina leaders create a nurturing environment that allows them to be empathetic and compassionate to their team members.

Factors Contributing to the Advancement of Latina Leaders

Successful educational attainment. Bonilla-Rodriguez (2011) found that experienced educational accomplishments positively influenced Latina leaders. This finding is supported in the current study and was a major topic throughout all the

interviews. The first part of the interview asked the interviewees to share their childhood stories in order to receive a better insight of what influences and factors shaped the leader they are today. Participants were specifically asked how they did in grade school and high school, and although each Latina leader had their own unique experience, commonalities were found among these experiences. Most Latina leaders reported excelling in school and getting good grades, especially in grade school. Ana C. described school as a “safe haven” that allowed her to be at peace and spend her time studying. Ana G. and Ana Q. pointed out their families’ influences on their education. For Ana G., although her parents did not explicitly encourage her to pursue higher education, “they still encouraged sort of a structured life and a work ethic and a set of responsibilities.” Ana Q. shared that she would read the newspaper with her father every day, which allowed her to learn how to read at the age of 3. Ana Q. also talked about her family’s focus on education, explaining that during her school vacations, her family would go to her parents’ hometown in Durango, Mexico, where she would attend school there, as well. Helen and Leticia also appreciated the support from one of their teachers in expanding their world and helping them develop. Helen remembers her seventh grade teacher who would give current events tests in class every week and would spend a significant amount of time reviewing what was happening in the world. This, along with her father’s activism, sparked her interest in current events, activism, and debate. Leticia learned to read in English because of her second grade teacher who motivated her to practice reading difficult books and had faith in her ability to excel in school.

Challenges began to arise in high school when these women began to face more responsibilities, more injustice, and, at times, less support in the school system. Several

women were involved in other activities aside from school during their high school years. While Helen started working at the age of 15 to help pay for private school tuition, Bel became more immersed in the Chicano movement and protests and Victoria was involved in the student newspaper. Victoria, Ana Q., and Norma were all involved in student leadership in high school that ultimately helped them understand how to be a leader in their future careers. However, four Latina leaders talked about the injustice and the lack of support they faced in high school. Azucena relates a specific instance of discrimination she encountered when deciding what high school she would attend:

When the high school of performing arts came to our junior high to give a presentation, my best friend and I decided we'd go apply. So we both applied. I was an honor student, and she was not. I know I did well on my tests, but at the end, they said that she was going to go to the high school for performing arts and I was going to go to the vocational technical high school. They were adjacent from each other, we shared some classes. But they were obviously two different tracts. She was Anglo, and I was not. It didn't occur to me until much later. I was a much better student than she was. I was honor roll; she was not. There it began. It was so blatant. But I didn't even see it. She went to the great high school for performing arts, while I was at the technical school. I still had my requirements, however, instead of studying something like the arts, I focused on a vocation, and mine was secretarial training.

Blanca had a similar experience when exploring her college options. She went to the counselors for help, and she remembers them simply saying, "Oh, honey, you're just going to get married and have kids. Why do you want to take those kinds of classes; just

take home ec.” This lack of support from high school counselors was evident in Victoria and Bel’s account, as well. Victoria was told “not to waste her time” and Bel was never told “you could go to college and be a dance major, and you can get your education and still pursue what you love.” Luckily, for others, like Sophia, Ana C., and Leticia, counselors and teachers motivated them to think about college and ultimately decide to pursue higher education.

Eleven of the sixteen Latina leaders attended college and received a Bachelor’s degree. Six of these eleven women went on to receive graduate degrees. Even the five women that did not receive a college degree still obtained a great deal of educational opportunities by taking coursework at a college or university, enrolling in college degree programs, or participating in different types of training that would help them develop and refine their skills for their careers. Latina leaders that went to college were asked what the primary influences ultimately led to their decision to attend college. Aside from the few women that were influenced by their teachers or school counselors, the rest of the Latina leaders reported that it was simply expected that they would go to college. Some women were influenced by their peers who were already applying to numerous colleges, while others’ parents or family members instilled in them the need for a college education. Participants were also asked to share the types of extracurricular activities they were involved in during their college years. Five women said they were unable to participate in extracurricular activities or be involved in groups on campus because they were working to pay tuition. However, others were involved in a variety of activities, including specific major organizations, cultural organizations, and student government. Four women reported being part of MEChA at their universities. MEChA stands for

Movimiento Estudiantil Chicano/a de Aztlan, and the student organization “promotes higher education, culture, and history,” according to the MEChA website. Ana C. and Ana Q. were also involved in the admissions offices of their respective universities aiming to recruit minority students and first-generation students. Patricia’s college years were interesting because they were so different from the rest of the Latina leaders interviewed. In addition to working and volunteering in youth programs, she was also a student athlete and played on the basketball team for her university all four years.

The educational experiences of these Latina leaders were distinct, but it is evident that education played a major role in their lives. Starting from grade school, these Latina leaders’ experiences in school shaped their perspectives of the world and helped them discover their passions. For most, challenges with injustice and discrimination started at a young age, but this provided them with the determination to move forward. Many women throughout their interviews emphasized the importance of always being open to learning, regardless of age or experience.

Family influence. In sharing their stories, Latina leaders consistently brought up their families in their responses. As described in Chapter 2, “familismo,” or the importance of close, protective, and extended family relationships, is a cultural script that is unique for Latinos (Holvino, 2008). The findings from the current study support past research that emphasizes the importance of family for Latina leaders’ advancement (Bonilla-Rodriguez, 2011; Campell, 2013; Catalyst, 2003; Gomez et al., 2001; Peery, 1998). Campell (2013) found that family played a major role in the lives of Latina leaders because of the protective and nurturing environment, the support and encouragement, and the high expectations that family provides. Because participants in

the present study were asked to talk about their childhood, they were given the opportunity to discuss the type of relationship they had with their family growing up. Many also mentioned their family while talking about their careers and the factors that contributed to their advancement.

A common point that many women reported was how their birth order shaped them and essentially the kind of leader they would become. Twelve of the sixteen Latina leaders were the first-born in their families. With being the eldest came a great deal of responsibility. Responsibility was mentioned in many of the twelve women's responses and truly shaped the person they have become. As the oldest, they "learned to be responsible very, very young" (Helen), and they were "expected to take care of yourself and everyone else" (Gloria), especially when they were "left in charge of the kids while parents were gone" (Leticia). A couple of these women attributed their assertiveness and strong personality that ultimately influenced their leadership styles to being the oldest. For some of these women, being the oldest also involved helping their immigrant parents translate. Ana G. talked about her experiences as an immigrant child:

We [her and her siblings] had to get resourceful to entertain ourselves and to figure out how to get through school and translate for our parents, from parent meetings, to visits to the bank or the grocery store...like a lot of immigrant kids, we were required to do adult-like things because we had to help our parents navigate a different country.

Sophia had a similar experience such that her parents depended on her "to read the paper when it came and be a translator for whoever needed it, even if I was just 7 or 8 years old." However, coming from an immigrant family had its advantages, as well. It allowed

these women to stay connected to their Hispanic roots and benefit from being bicultural.

Overall, Latina leaders appreciated their family's strong support. For people, like Leticia and Patricia, family support has been the most positive influence in their career advancement. Familial support has allowed many of these Latina leaders to move forward in their endeavors and have served as number one fans throughout their many accomplishments. Having a tight, nuclear family growing up instilled values that have ultimately shaped the kind of leader they are. For many, family members served as role models. Azucena's mother was a role model for her because "she had a strong personality...and pretty much led the family." Patricia was lucky enough to have role models in the women of her family, including her mother, grandmother, and sisters. Ana C. spoke about her grandmother as her biggest role model while growing, who sparked a passion for helping others and serving her community:

My mom left us with my grandmother in El Salvador. And from the age of 5 to the age of 10, my grandmother was pretty much my mom and raised me. My grandmother was a community leader, religious leader, in her town. She was what they called a *guadalupana*. These are older ladies who dress in white, go to church all the time, and do good things in their community. And so that is what I remember about my grandmother—how good she was, how she helped people. She went on all these pilgrimages with her church group, and she used to take me with her. So from her, I learned a sense of community, and how to give back and how to help.

Similarly, Helen's desire to contribute to her community and be involved in activism was influenced by her father and grandfather's political service. She described:

My father was heavily involved in politics, as was my grandfather. My grandfather was Pancho Villa's chauffeur. So I had kind of a taste of activism from a very young age through my grandfather...My father was transformed from my grandfather because he became very active in Azusa. He was actually the first Mexican-American elected to the Azusa City Council in 1950...My mom and dad were also very involved in the Democratic Party politics, so I remember very vividly having the Kennedy/Johnson campaign a block away from our house, and I would go and volunteer there. I also remember organizing things as a kid. I really felt strongly about contributing and being an active member of society.

Because family is such an important aspect of a person's life, it was valuable to hear about these Latina leaders' relationships with their families. Despite the many challenges they may have faced, having a close and supportive family has allowed many of them to overcome the obstacles with people by their side.

Networking. Although Lipman-Blumen (1996) introduces the connective leadership model as an effective leadership style that uses all interactions to achieve mutual goals, past research has not focused on the association of this model and Latina leadership. However, the current study found that networking was an essential factor contributing to the advancement of these Latina leaders. As part of the second research question, most participants were asked what role networking has played in their career, if any, as well as how they are currently practicing networking in their leadership position. As mentioned above, because Latina leaders are so transformational, they find it important to create personal and meaningful relationships. Based on the Latina leaders' responses, networking, for these women, coincides with relationship building. Fourteen

of sixteen participants discussed networking in their career progression and stated that networking is absolutely key for people on any career path.

For many, networking came naturally because of their outgoing personality and their relational skills. Ana C. defined networking as “being social, kind, fun, and just being able to talk to people and getting to know them on a personal level.” Victoria recognizes that her extrovert personality has allowed her to be an effective networker because she is “outgoing and likes being with people.” Irene considers herself a “people person” so that has helped her connect with a wide variety of people.

Nine Latina leaders emphasized the importance of nurturing the relationships you create. It refers back to the idea of networking as a relationship-building tool. This means maintaining those relationships and keeping in touch with people you meet. Helen said:

Meeting people and staying in touch is very important. When you meet someone, you know if there’s a connection or not. If there’s a connection, you stay in touch. I am very good about staying in touch with folks. If I don’t see someone for a few months, I make sure to shoot them an email.

Sophia’s response corresponds with Helen’s:

Going to networking events isn’t about just getting a ton of business cards, but who you connect with. I really think that when you go to a networking event, you need to connect with two to three people. And when I say connect, I mean you really were able to talk to that person and exchange something or learn something from that person. Because when you follow up with that person, it’s important to make it personal.

Networking can even help you be a better businessperson and a more efficient negotiator, as Blanca points out. She states that networking allows her to find out “what makes a person tick” and “what their passions are” so that she can use those facts to build a relationship and start those important dialogues.

The real benefit of networking that contributes to the advancement of Latina leaders is the opportunities that come out of the relationships one builds. Seven Latina leaders reported that networking led to opportunities in their careers, and four Latina leaders used phrases, such as “you never know who you’re going to meet” (Gloria, Helen, and Azucena) or “you never know when you’re going to need something from someone” (Sophia). Networking has opened doors for many of these women, and they understand that people they meet could be helpful or valuable at some point down the road. Ana G. attributes her many career opportunities to her relational skills and the relationships she has developed: “Since getting my first job as a community organizer, every job has come as a result of, first and foremost, my hard work, and secondly, to relationships.” Other women, like Helen, Bel, Norma, and Victoria, also attribute their career progressions to “the power of networking.”

Irene sums up the importance of networking very well in her response, focusing on networking as a way to build bridges and to find people that could help you and your mission or cause:

Because I’m so committed to what I do, building bridges with other people that have resources, that might help my mission or the people I’m serving, is so important. Getting to know those people as people and knowing what they’re committed to has enriched my life. So networking is an incredible, valuable

thing. You find it when you go to meetings, you find it when you go to socials, and you find it in professional networking. There's various ways you can do it. There are so many opportunities. We have to always be open-minded to learn. And sometimes we may find something we didn't want to know.

Networking is evidently a positive influence in the lives of Latina leaders, and it is important to note that it goes beyond just making connections. The connections that they foster become meaningful and personal relationships that have a mutual benefit. This finding suggests that Latina leaders are more likely to associate themselves with connective leadership's instrumental set of achieving styles. Latina leaders tend to use themselves and others as instruments toward accomplishing their own or their group's goals (Lipman-Blumen, 1996). Lipman-Blumen (1996) would identify Latina leaders as social achievers because they strive to maximize every interaction and utilize these relationships with others as instruments to their desired ends. They are comfortable creating informal networks that consist of diverse individuals who could ultimately provide them with advice, gossip, affirmation, support, inside information, and access to other networks. Latina leaders, as social achievers, "value and nurture relationships within and beyond the boundaries of their own organizations" (Lipman-Blumen, 1996, p. 210), and they think in terms of connections—who can help accomplish a particular goal, who is an expert on a certain issue, or who does that person know who can be more helpful. For many Latina leaders, they see networking as a natural aspect of their personality and their passion for meeting new people and getting more people involved in their community and/or their mission.

Challenges Latina Leaders Have Encountered

Internal barriers. Among the many challenges Latina leaders have overcome, the internal barriers are the most prevalent ones. In the third research question, Latina leaders were asked to discuss the challenges they have overcome to achieve a leadership position and how they have overcome them. Some of the participants were also asked what they believed were obstacles that hinder Latinas from obtaining leadership roles. Eleven Latina leaders described internal barriers or internal weaknesses that they have had to deal with and try to improve, while five others reported internal barriers that hinder Latinas from advancing in their careers.

The most common internal barrier that was reported was self-confidence. This involved being their own worst critic, being afraid to take risks, not taking credit for their accomplishments, and being afraid to ask for help. This result is consistent with Peery (1998) and Bonilla-Rodriguez's (2011) findings that one of Latina women's main obstacles included lack of self-confidence and internal barriers, such as feeling underprepared and being risk-averse. Lala said it took her awhile to truly believe that she was "just as capable as everyone else in the room," realizing that even without a college degree, she has the experience to make her just as knowledgeable and a valuable asset to a team. Blanca spoke about the "don't rock the boat mentality" that is engrained in her head because of her father and makes her question whether she is ready to take on more leadership roles. Sophia discussed her lack of self-confidence in terms of not taking credit for what she has achieved. She said:

Something that has inhibited me, as a Latina, is we don't always praise ourselves.

It took me a long time to say I own my business. I would say I do janitorial

services, but I never said I own my own janitorial business. It took me awhile to take ownership of that.

For others, not asking for help impeded their ability to receive support that could have helped them move forward. Bel explained that a major obstacle in her career was “lack of funds and the lack of being able to ask for funds.” She said early in her career, she was never able to ask someone to be her mentor and she had a difficult time asking for help. This mentality was influenced by her mother who always taught her “don’t brag, don’t ask for things, and you take care of yourself.” Bel said it took her over 50 years to finally say, “It’s okay to ask for advice; it’s okay to ask for money or for their services.”

When reflecting on the obstacles that generally hinder Latinas, participants reported that Latinas “don’t believe that they can do it” (Bel) and are “afraid to step out of the box or afraid of trying” (Helen). Norma describes this obstacle as the “submissive mentality” that causes Latinas to “second-guess themselves” (Victoria). Especially for those that are immigrants or part of immigrant families, Blanca points out that it takes a while to “learn that we are all equal...Again because of where we were raised and how we came to the United States, we feel that we are less than everybody else.” Yasmin defines Latinas’ greatest obstacle as “their own limitation and their own belief system, their inner critics and their inner limitations of what they believe they can do or even the possibilities.”

Most of the Latina leaders agreed that overcoming any obstacle, whether internal or external, must start with the self. In other words, Latinas need to believe in themselves and realize that “the sky’s the limit” (Patricia). Helen also advises taking those risks, despite the fear of failure, because “every experience is a learning experience, good or

bad.” Once Latinas are able to overcome those inner barriers, they are capable of accomplishing anything they set their mind to.

Family obligations. As described in Chapter 2, family is considered to be both a source of support and a source of conflict (Bonilla-Rodriguez, 2011; Gomez et al., 2001; Peery, 1998). Women, of any ethnicity, who decide to take on multiple roles face the challenge of balancing their work life and family life. Ten of the sixteen Latina leaders that were interviewed reported having children, and for each of them this external barrier of balancing their leadership role and maternal role was discussed. For a couple of them, there is no such thing as work-life balance if there is a leadership position involved because of the constant sacrifices that must be made to juggle both roles. Ana G. discussed how she has managed to perform well in her career while taking care of her family. She said:

In my view, any big job requires a team effort. If you happen to be married or have a significant other, one partner is usually carrying the burden of the family, while the other is pursuing a career. And it's very difficult for both partners in a marriage to have very demanding jobs, unless there are a lot of resources to help support the household or the family. In my particular case, nine years ago, my husband left his job and became a full-time dad. Truthfully, the only reason I am able to put in this much time at work as much as I do is because my husband carries most of the weight at home. People find it unusual because it's usually the other way around. The woman has traditionally stayed home because it has made sense for the family. But in our case, it's the other way around. And it's unusual because most people haven't made that transition yet.

There has not been an abundant amount of research on this transition that Ana G. talked about, especially for Latinas who may still face the traditional gender roles of their Hispanic culture. However, four other women reported husband's support as the primary reason they are able to manage both roles. Leticia said, "My husband is helping me a lot because I am able to work long hours and he's here with the kids because he is able to work different hours." Helen emphasized the importance of having a "spouse that is engaged" so that she was relieved from worrying about the kids getting their homework done or getting food ready for them. For these women, raising a family has truly become a team effort and their husbands have literally become their partner in helping take care of the family.

Even those that did not mention spousal support specifically, any type of support from family and friends proved to be crucial. Having a "good network of other moms and family members" (Gloria), as well as being able to call a certain number of people to help you take care of the kids at any given time (Blanca), has been helpful in juggling everything. Aside from having these support systems, Latina leaders emphasized the support from their children. They strived to keep open communication with their children, ensuring that they understood the demanding responsibilities at work that may take time away from the family. Moreover, time management was another strategy Latina leader reported for dealing with this challenge.

Family obligations are an inevitable part of Latina leaders' lives as long as they keep creating a family and taking on more leadership responsibilities. Regardless of what the situation may be, Latinas are constantly thinking about how their promotions or decisions will affect their children and families. Many times, these family obligations

hinder Latinas from accepting those leadership roles, fearing that they will not be able to manage both lives effectively. The key strategy for this, based on the responses, is having the proper support to help you move forward, whether it is extended family members, friends, or partners.

Summary of Findings

After analyzing the data collected during the face-to-face interviews with sixteen Latina leaders, several themes emerged that ultimately provided answers for the three main research questions that guided the purpose of the current study. This chapter presented the findings of the study by discussing the various themes that were prevalent in the responses. The first research question aimed to understand the leadership styles and leadership qualities that are unique to Latina women. The most common leadership styles that were identified were transformational leadership and authentic leadership, while the most common leadership qualities included the characteristics of the New Latina, the visionary, and marianismo.

The second research question aimed to identify the factors that have contributed to the advancement of Latina leaders. Successful educational attainment was a key factor, even for those that did not receive a college degree. Through their stories about grade school and high school, we get a sense of what experiences and influences led to their decisions to attend college or to their decisions of what career to ultimately pursue. The second factor that contributed to their advancement is family influence. Families, especially growing up, played a major role in the lives of these Latina leaders, shaping the person they have become and the kind of leader they currently are. The third positive factor is networking. Latina leaders discussed the role networking has played in their

careers and the importance of acquiring the skill. Networking was commonly described as relationship building that required a great effort in maintaining and nurturing those long-term relationships.

The last research question aimed to analyze the challenges that Latina leaders have had to overcome to achieve a leadership position. The two most prevalent challenges that emerged from the interview responses included internal barriers and family obligations. Internal barriers caused women to lack self-confidence and be risk-averse. Family obligations involved the challenge of managing multiple roles at work and at home. Latina leaders discussed the obstacle of creating a work-life balance, as well as the importance of having a strong support system to help somewhat manage and juggle all the responsibilities.

Chapter 5: Advice for Future Latina Leaders

One of the purposes of the current study is to prepare the next generation of Latina leaders for the double labyrinth they will inevitably face because of their gender and cultural background. The Latina leaders who participated in the study serve as role models for other Latinas who aspire to fill leadership roles. At the end of each interview, every woman was asked what advice they have for young Latinas who aspire to obtain leadership roles. The most common piece of advice was “to just go for it” (Gloria, Blanca, Norma, & Patricia), “dream big” (Lala), and “take risks” (Helen, Lala, & Blanca). Helen’s advice to young Latinas is:

Anything is possible. Live your dream. Take risks and take chances. There’s no such thing as failure; there are only learning experiences. It’s a great ride.

Knowing and understanding that nothing is perfect, and knowing and understanding that when you have those difficult situations, you learn from them, because it could only make you better and help you grow.

Part of taking risks involves following your passions and believing in yourself. Many women advise others to do what it is you love and what it is that you are passionate about because that passion is what will ultimately provide you with the motivation to move forward. However, in order to understand what those passions are, it is important to know yourself first. Yasmin encourages Latinas to “really invest time in getting to know who they truly are and who they want to be...and to focus on finding their greater purpose in life because that’s what’s going to lead them and give them the drive and determination.” Knowing yourself also means staying true to your beliefs and never underestimating your abilities or taking your talents for granted.

Interviewees also advise Latinas to take advantage of every opportunity and consider every experience a chance to learn something new. Ana C. encourages Latinas to seek leadership programs and opportunities because one can never be too old to learn about leadership and ways to improve one's leadership capabilities. Ana Q. believes that Latinas need to get involved in leadership roles at an early age in order to develop a foundation of skills that will help them succeed as leaders in the future. Denise advises Latinas to prepare themselves, "whatever that means to you, whether it's education, leadership programs, or mentoring opportunities; just be prepared and be open and listen." Many of the interviewees emphasized the importance of seeking mentor relationships and not being afraid of asking for help. Ana G. promotes the identification of a sponsor. She defines a sponsor as being more than a mentor:

A mentor can give you advice and be someone to bounce ideas off of. But a sponsor is really someone, usually within your same organization, that you become valuable to and is going to be there for you, to acknowledge you, to reward you, to help you move up the ranks. It's more of a reciprocal relationship. Asking for help is not something to be ashamed of; instead, it should be seen as an opportunity to receive advice and support for what you are working towards. Networking opens doors and allows you to build relationships with people who could potentially help you move forward in your career.

Finally, the last significant piece of advice that interviewees expressed was the importance of being open to diversity. Rather than focusing on the fact that you are a person of color or the fact that you are a woman, Norma advises Latinas to focus on the skill sets they have acquired and Gloria encourages them to expand their world. The

more diversity you are exposed to, the more open you will be to other experiences. And as mentioned above, the openness to new experiences and the ability to take on any opportunity that comes your way will allow you to learn how to be a better leader and help you create a team that will work with you to achieve your goals and aspirations. Overall, the Latina leaders that participated in this study motivate young Latinas to be confident in their capabilities and the innate talents that stem from being a Latina and a woman, and to utilize those capabilities and talents to follow their passions and expand those passions to their communities.

Chapter 6: Conclusion

This qualitative study identified the unique characteristics of Latina leaders, including their leadership styles, the factors that contributed to their advancement, and the challenges that have hindered their advancement. Through the sixteen interviews that were conducted, current Latina leaders shared how certain life experiences have shaped the kind of leader they are today. According to the findings, transformational leadership and authentic leadership are the most common leadership styles among Latina women, emphasizing the importance of leading by example, collaborating with a team, creating a supportive environment, staying open and honest, and being self-aware of their own strengths and beliefs. Utilizing the three common leadership qualities—New Latina, visionary, and marianismo—Latina leaders are becoming more confident in their talents and sense of purpose. The participants of this study recognize the need to work harder than their non-Latino peers and to be assertive enough to prove that they are just as capable as everyone else. Moreover, every woman interviewed has a certain passion or a purpose, but their ability to be creative and have a vision is what has allowed them to make those dreams become a reality. Finally, this idea of marianismo, where the females are responsible for nurturing and serving their families, is one of the cultural constructs that sets Latinas apart from other groups. However, Latina leaders have found ways of translating that cultural implication into their leadership styles by being empathetic and nurturing towards their followers or team members.

Aside from understanding the leadership styles that are unique to Latina women, this study also aimed to identify the factors that are affecting the advancement of these women to leadership roles. The circuitous journeys that women take towards leadership

positions are referred to as the labyrinth (Eagly & Carli, 2007a). Gender differences, discrimination, organizational barriers, family responsibilities, and societal norms have all challenged women throughout their careers in every sector. When looking at the journeys of Latina women, not only do they face the same obstacles as other women, but they face the additional challenges of dealing with cultural expectations, racial discrimination, language barriers, and traditional values. In this study, participants shared the positive influences that have helped them reach their current leadership position, as well as the challenges they have had to overcome. Although all Latina leaders in this study experienced successful educational attainment that ultimately allowed them to advance in their careers, challenges began to arise when they lacked opportunities or received minimal support from counselors because of their gender or race. Similarly, for many Latina leaders, family support influenced their advancement and instilled in them certain values and ideals; however, family obligations were a common challenge among these Latina leaders because of the difficulties of managing multiple roles simultaneously. Another common challenge among Latina leaders was the prevalence of internal barriers or internal weaknesses that have hindered Latinas from progressing in their careers. Lacking self-confidence, being risk-averse, and being afraid of asking for help were some of the internal barriers that Latina leaders have had to overcome. However, another major influence that was prevalent in the participants' responses was the importance of networking, or, as many of them described, relationship building. Latina women are known to be family-oriented and to have a strong sense of community, and their ability to bring those ideals into their leadership roles has allowed them to create a network of individuals who are supporters, friends, colleagues, and

mentors.

The current study has contributed to the expansion of knowledge and research on Latina leadership. Although many of the themes confirmed the little research that has already been conducted, two of the themes—authentic leadership and networking—are new findings that have not been seen in past research. Future studies are encouraged to further explore these two themes in order to understand the relationship between each concept and Latina leadership. Authentic leadership has not been defined as a leadership style Latinas identify with; however, many of the responses in this study suggested the importance of being transparent and staying true to one's beliefs and convictions. In addition, although networking is often seen as a crucial part of many people's careers, it played a particularly important role in the lives of these Latina women, who placed a major emphasis on building relationships with a variety of people and nurturing those relationships so they become meaningful and lifelong.

In addition, because the sample of this study consisted of only sixteen Latina leaders in the Los Angeles area, future research should aim to increase and diversify the sample in order to generalize the findings to a larger population of Latina women. This study also included primarily women of Mexican descent; therefore, it is important to conduct more research in which the sample consists of a more equal representation of different Latin American backgrounds.

In general, expanding the knowledge of the diverse implications of Latina leadership will help younger generations prepare for the journey to the top. This study aimed to identify common themes among Latina leaders in order to provide benchmarks for these generations of young Latinas so that they, too, can achieve success and continue

to increase the representation of Latinas in significant leadership positions. The participants of this study serve as role models for all Latinas and provided their most valuable lessons and advice, helping Latinas understand the positive influences that could benefit them, as well as prepare them for the challenges they may face along the way. However, as more Latina leaders share their story, like these sixteen women did in this study, more Latinas will be motivated to reflect on their own story and find those factors that will ultimately shape the kind of leader they could be and are meant to become.

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Appendix A



Institutional Review Board (IRB) Research Summary & Supporting Materials

The Research Summary should be a typed document written specifically for the review of the IRB and should be submitted with an Application for Review and any other required materials via the online web form located at:

<http://www.claremontmckenna.edu/irb/forms/application.php>. You may type directly into this Word Document to answer the questions. Grant applications and M.A. or Ph.D. proposals are not an appropriate substitute for the Research Summary. The Research Summary must be written in language entirely accessible to the lay person, without technical jargon, and must include the following information in numbered sections under the following headings:

1. The title of the research and the name of the principal investigator
Title: The Making of a Latina Leader: Latina leadership qualities and leadership styles
Principle Investigator: Alejandra Rivera
2. The research question or questions under investigation and the explanation or hypothesis that will be tested
A leader's impact ultimately depends on the particular story he or she embodies. When examining the life of successful and effective leaders, it is clear how their culture, upbringing, their education, their relationships, and their personalities play a role in the type of leader they ultimately become. These stories do not necessarily consist of words and symbols; rather, leaders convey their stories through their actions and how they inspire their followers by example. Latina women, in particular, have an interesting story as they face their own challenges achieving representation in significant leadership roles. The purpose of the proposed study is to identify what leadership qualities and leadership styles are unique to Latina women. The study also aims to analyze the factors that have contributed to or inhibited the advancement of Latina women leaders. It is my hope that the qualitative data collected will support the hypothesis that Latina women who are in leadership roles across sectors embody and utilize similar leadership characteristics and leadership models.
3. The methods that will be used to test the research hypothesis, including a copy of any questionnaires or surveys that will be administered

The proposed study will collect qualitative data using a responsive interviewing approach. I will serve as the interviewer for this study. My main goal is to learn about Latina women leadership from another person's point of view by responding to and asking further questions about what I hear from the interviewees. Twelve to fifteen Latina women in leadership roles from a variety of fields will be asked to participate in the study by agreeing to an hour-long interview. During the interview, participants will complete a consent form (attached) before starting the interview. I will have three predetermined general research questions that will be read to the interviewees to serve as a basic structure for the interview. Subset questions under each research question will also be provided as possible topics for conversation (attached). Interviewees will be encouraged to share their story with me in order to assess their leadership roles. The format of the interview is meant to be a conversational style in order to gain their confidence and allow for a personable interaction.

4. An assessment of the benefits of the project, including its contribution to scientific knowledge and any direct benefits it may offer to the participants
There are no monetary benefits associated with participation in the study. Literature about Latina leadership is limited. Findings from this study will further knowledge of the characteristics unique to Latina leaders. It will also encourage other Latinas who aspire leadership roles to recognize the factors that will help them advance in their careers, as well as to understand the challenges they may face in the process.
5. An assessment of the risks to participants and how they will be handled
There are no risks associated with participation in the proposed study.
6. The nature of the participant group to be studied, including:
 - a) how the participants will be chosen
Latina women leaders will be chosen based on personal connections through family and friend connections assuring a diverse representation across industries/sectors. All participants will be currently residing in the Los Angeles area.
 - b) how the participants will be recruited
Participants will receive a personalized e-mail from me, inviting them to participate in the study.
 - c) whether or not the participants will be personally identified
Participants will be personally identified and will sign a consent form allowing me to use their name and any information they provide me with in the discussion of the results.
 - d) what the participants will be told regarding the research and the character of their participation
Participants will be given a consent form that outlines the contact information, the purpose of the study, their rights as a participant, and permission to record the interview. They will be given full disclosure of the study, including the research questions, my hypothesis, and my methodology.
 - e) whether or not the participants will be deceived and, if so, how they will be debriefed (include debriefing form)

Participants will not be deceived in this study.

7. How consent will be obtained and whether or not the participants will be given a copy of the consent form (include consent form)
Participants will be given a copy of the consent form (attached) and be asked to complete it before beginning the interview. The consent form will provide the participant with my contact information, my faculty advisor's contact information, the purpose of the study, and their rights as participants. The consent form will also ask the participant for permission to record the interview.
8. The degree of sensitivity of the information to be gathered and, if participants are to be personally identified, the steps that will be taken to ensure confidentiality
Other than basic demographic information, no sensitive, personal information will be gathered. I have completed the Human Participation Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), and therefore, know the ethical principles and guidelines inherent in research that involve human participants.
9. Copies of all relevant supporting materials, including surveys, questionnaires, consent forms, debriefing forms, and any other documents or materials to which the participants will be exposed. Additionally, please provide electronic links to any online surveys or websites used for the research (these links will be tested during IRB review and therefore must be 'live' and open for access; discard IRB testing data before collecting your research data).
Attached materials include:
 - 1) Consent form
 - 2) Interview Questions

Appendix B

Biographies of Interviewees**Ana C.**

Ana is a Salvadorian woman, who was born in El Salvador and was brought to the United States when she was ten years old. She was raised primarily in Santa Monica, California. She is currently single and has no children. Ana attended the University of California, Berkeley and graduated with a Bachelor's degree in Sociology. She also received her Master's degree in Public Affairs in Urban and Regional Planning from Princeton University. Ana has extensive experience working in public policy, education, and non-profit sectors. After she started working at City Hall, she continued her political career by running for councilwoman. Ana is currently working on her newest venture aimed to get interested young Latina women involved in government and public service.

Ana G.

Ana is a Mexican woman, who was born in Mexico and immigrated with her family to Sonoma County, California. She is currently married and has three children. Ana attended college in Mexico and is close to finishing her Bachelor's degree. She started her career as a community organizer and has, since then, been working in the government in a variety of leadership posts.

Ana Q.

Ana is a Mexican-American woman, who was born in Los Angeles, California and was raised in Durango, Mexico and Los Angeles, California. She is currently single and has no children. Ana attended Yale University and graduated with a Bachelor's degree in American Studies. She also received her Master's degree in Economics from the University of Navarro in Spain and her J.D. from Columbia Law School. After college, Ana was involved in community organizing. She then went to Spain to teach Statistics and Economics, where she also earned her Master's. After she graduated from law school, Ana became a real estate broker. Eventually, she ran for public office and became a councilwoman. Her next-step career aspirations are to continue practicing law and real estate.

Azucena

Azucena is a Mexican woman, who was born in Monterrey, Mexico but was primarily raised in Texas. She is currently living with her partner and has no children. Although she did not graduate from college, Azucena attended University of Houston and majored in Communications. She instead got a full time job at a public radio station and later got a job at a public television station, always involved in media that was Latino-focused. She is currently the founder and CEO of an organization that introduces Latinas to golf for their professional development, personal enjoyment, and to promote a healthy lifestyle.

Bel

Bel is a Mexican woman, who was born in Zacatecas, Mexico, and primarily raised in Boyle Heights, California. She is currently married with three children. Although she did not earn a college degree, Bel attended East Los Angeles College and took some courses in Mexico at the UNAM, studying English. She started her career as a Mexican *folklorico* professional dancer and then became an actress. From there, she became a journalist and started a digital magazine. Bel is currently an executive producer and host of the first English-language TV talk show with Latina point of view. She is also president and CEO of a multi-media company whose main focus is the production of high quality, profitable content focused on the U.S. Latino market.

Blanca

Blanca is a Mexican woman, who was born in Mexico and immigrated with her family to California when she was eight years old. She is currently married with two young children. Blanca attended Azusa Pacific University and received her Bachelor's degree in Business. She also got her Master's degree and teaching credentials from Azusa Pacific University. She began her career by working in a school district in the Los Angeles area. She initiated her political career as an elected member of the Water Board. She is currently an elementary school teacher and holds a leadership position on the school board.

Gloria

Gloria is a Hispanic-Mexican woman, who was born in Los Angeles, California and was raised in San Gabriel, California. She is currently married with two children. Gloria attended California State University, Los Angeles and graduated with a Bachelor's degree in Spanish with a minor in Criminal Justice. She has also completed coursework in Public Administration at University of Southern California. Gloria began her career in law enforcement during college and eventually found a career path in management and administration. She worked her way up to where she is currently the highest ranking Latina in the Los Angeles Police Department.

Helen

Helen is a Mexican-American woman, who was born and raised in Azusa, California. Her mother is 5th generation Texan, while her father is first generation Mexican. She is currently married and has three children. Although she did not attend college, she has been enrolled in various college degree programs throughout the years. She also received a fellowship from the National Endowment for the Humanities to study labor history. Helen began her career in the entertainment industry as a major television production company's local and national liaison. She is the founder of a Foundation that encourages the positive portrayals of Latinas in all forms of the entertainment media and enhances the opportunities for all Latinos in the entertainment industry.

Irene

Irene is a Mexican-American woman, who was born in Los Angeles, California and was raised in the San Fernando Valley. She is currently single and has no children. Irene

attended California State University, Northridge and received her Bachelor's degree in Social Science. A Master's degree was the highest degree she completed. Irene is an activist that has been involved in community groups and political organizations since the 1960's. Irene has dedicated herself to empowering the Latino community. She has established various programs and services, which have provided a strong foundation for the advancement of Latinos throughout the State of California. Irene is the co-founder of the Latin American Civic Association and the founder of the San Fernando Valley Neighborhood Legal Services. She has also served on various boards, task force, and commissions.

Lala

Lala is a Mexican-American woman, who was born in Mexico and raised in Los Angeles, California. She is currently single and has one son. Although she did not attend college, she started her career in the insurance industry. Once the Internet started gaining popularity, Lala started her own e-commerce site, selling jewelry. Since then, she has been working in social media and the digital space. She is the Co-founder of an online community focused on inspiring Latina women by spreading the knowledge of entrepreneurship, social media, and technology.

Leticia

Leticia is a Mexican-Hispanic woman, who was born in Los Angeles, California and was raised in East Los Angeles, California. She is currently married and has three children. Leticia started at Princeton University and eventually graduated from California State University, Los Angeles with a degree in Electrical Engineering. She also received her Master's degree in Electrical Engineering at California State Polytechnic University, Pomona. While at Cal Poly, Pomona, Leticia interned at a startup company doing computer architecture. She is currently working as an electrical engineer.

Norma

Norma is a Mexican-American woman, who was born in El Paso, Texas and was primarily raised in San Gabriel Valley, California. She is currently divorced and has one child. After attending Junior College, Norma attended California State University, Fullerton and graduated with a Bachelor's degree in Criminal Justice. She currently works in the entertainment industry as the Executive Director of the charitable arm of a telecommunications arts and sciences organization.

Patricia

Patricia is a Mexican-American woman, who was born in Los Angeles, California. She is currently married and has two children. Patricia attended California State University, Northridge and graduated with a degree in Pre-Medicine. She continued at University of California, Irvine and received her M.D. In college, aside from playing on the women's basketball team, Patricia worked for a variety of youth programs at the Los Angeles Department of Recreation and Parks. Once she received her M.D., she completed her residency at County/USC Medical Center. After her residency, Patricia started working at Kaiser Permanente and practiced general pediatrics. She is currently the Assistant

Area Medical Director for the Southern California Permanente Medical Group, overseeing maternal child health services, child and adult behavior services, and the diversity program.

Sophia

Sophia is a Mexican-American woman, who was born and raised in Los Angeles, California. She is currently single and has no children. Sophia attended California State University, Northridge and graduated with a Bachelor's degree in Business Administration. After college, she worked in accounting for eight years. Eventually, she started working for a janitorial company in a variety of positions in customer service, sales, and management. Sophia, along with her business partner, became an entrepreneur and started their own janitorial company. She is also currently the president of a Latina professional organization.

Victoria

Victoria is a Mexican-American woman, who was born in Monterey Park, California and primarily raised in Eagle Rock, California. She is currently single and has no children. Victoria attended San Diego State University and graduated with a Bachelor's degree in Political Science and Chicano Studies. Victoria has extensive expertise in community affairs, has worked with several elected officials, and currently works for a California utility company.

Yasmin

Yasmin is a Mexican-Ecuadorian woman, who was born and raised in Los Angeles, California. She is currently divorced and has one child. Yasmin attended San Diego State University and received her Bachelor's degree in Business and her Master's degree in Women Studies. She then transferred to University of Southern California and received her PhD in Organizational Psychology. She is an author of several books geared towards empowering Latinas. In addition to being an author, she is a social entrepreneur and life coach teaching, developing, and empowering Latina women.

Appendix C

CONSENT FORM

You have been invited to take part in a research study on Latina leadership. This study has been approved by the Claremont McKenna College (CMC) Institutional Review Board. This project will be conducted by Alejandra Rivera, who is a Senior at Claremont McKenna College, completing her Senior Thesis in Psychology.

Title of Study:

The Making of a Latina Leader: Latina leadership qualities and leadership styles

Name of Researcher:

Alejandra Rivera, Claremont McKenna College '14

Researcher Contact Information:

Email: arivera14@cmc.edu

Faculty Advisor:

Sarah Smith Orr, Executive Director at the Kravis Leadership Institute, Visiting Professor, Psychology CMC, Faculty teaching Foundations of Leadership and Leading Social Innovation

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Purpose of Study:

The purpose of the proposed study is to identify what leadership qualities and leadership styles are unique to Latina women. The study also aims to analyze the factors that have contributed to or inhibited the advancement of Latina women leaders. It is my hope that the qualitative data collected will support the hypothesis that Latina women who are in leadership roles embody and utilize similar leadership characteristics and leadership models across sectors.

Risks and Benefits:

There are no risks and no monetary benefits associated with your participation in this study. Your participation in this study will contribute to our knowledge and understanding of Latina leadership. Literature about Latina leadership is limited. Findings from this study will further knowledge of the characteristics unique to Latina leaders. It will also encourage other Latinas who aspire leadership roles to recognize the factors that will help them advance in their careers in the sector of choice, as well as to understand the challenges they may face in the process.

Your Rights:

1. Be informed of the purpose of the study.

2. Withdraw from participation at any time without penalty.
3. Refuse to answer a particular question without penalty.
4. Be informed of the results of the study by emailing me using the above email address and requesting a final report when the research is completed.
5. Request a copy of this form for your records by emailing me using the above email address.

Consent Statement:

I, _____, hereby give my consent to participate in the current research study. I have read the above information and am aware of the risks and benefits. I fully understand that I may withdraw from this research project at any time. I also understand that I am free to ask questions about techniques or procedures that will be undertaken. I hereby consent to the photographing of myself and the recording of my voice and the use of these photographs and/or recordings for the use in the current study. I understand that what I say during the interview and any information I provide may be used in the discussion and analysis of the current study. I also understand that a photograph of myself with my name may be published and distributed. Lastly, I hereby consent to one of the following (please check one box):

- I give my consent to use my real name to identify my photograph and the responses I provide in the interview.
- I prefer not to have my real name used in the project and a pseudonym used instead.

I will sign and return this consent form and receive a copy of the form in case I need to refer back to it.

Participant's signature

Date

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

Appendix D

Title of Research: The Making of a Latina Leader: Latina leadership qualities and leadership styles

Principle Investigator: Alejandra Rivera

INTERVIEW QUESTIONS

The following interview will include a set of demographic questions, followed by three primary questions. The additional subset questions under each research question are points I would like to cover, and I will ask those directly if not covered during your response.

Demographic Questions

1. What is your age group?
 - a. 18-25
 - b. 26-35
 - c. 36-45
 - d. 46-55
 - e. 56-65
 - f. 66 or older
2. What is your marital status?
 - a. Single
 - b. Married
 - c. Divorced
 - d. Live with partner
3. Do you have children? If so, how many?
4. Where were you born?
5. What is your ethnic background?
6. What country is your family from?
7. Where were you raised?
8. What was your childhood like?
9. Talk about your relationship with your family while growing up.
10. How did you do in grade school? In high school?
11. Did you attend college? If yes:
 - a. What were the influences that ultimately led to your decision to attend college?
 - b. What college did you ultimately attend?
 - c. What was your major?
 - d. Were you involved in any extracurricular activities or clubs?
 - e. What was the highest degree you completed?
12. Did you attend college? If no:
 - a. What were the influences that ultimately led to your decision not to attend college?

Research Question #1: What leadership qualities and leadership styles are unique to Hispanic women?

- Why do you consider yourself a leader?
- What leadership style do you identify with? Why?
- Tell me more about experience you had learning to work with other people? What about working with people different than you? Does your leadership change if men are involved? Does ethnicity matter?
- How do you react to people calling you a “leader”?
- What do you like about being a leader?
- What is your leadership style and/or philosophy?
- Do you believe that leaders are born or made? Why?
- What do you believe are the top five characteristics of an effective leader?
- Do you believe that women lead different than men? Why or why not?
- Do you believe that Latina leaders are different than their female counterparts of other ethnicities? Why or why not? If yes, in what ways are they different?
- Do you believe there is a representative number of Latinas in significant leadership roles across the United States? Why or why not? If no, how can this situation be improved?
- Why should Latinas be in leadership positions? What do Latinas bring to the table?

Research Question #2: What are the factors that have contributed to or inhibited your advancement as a Hispanic woman leader?

- How did you ultimately decide to pursue a career in _____ and what were you hoping to accomplish?
- What are the factors that influenced your career choice?
- How would you describe your career progression? Please describe your professional development activities prior to your current position and how effective were they in influencing or directing your career path?
- What experience, job, education and/or training helped you advance as a leader?
- Tell me about the kinds of support you have received throughout your leadership career.
- What role did networking play throughout your career? Can you describe how this skill was acquired and if you currently practice networking in your current position?
- Can you describe the role of a mentor or mentors in your professional development? How were these relationships started?
- Please describe a relationship you have had with someone who has helped you become the person you are.
- What do you consider to be your greatest strengths?
- What do you consider to be your greatest weaknesses?
- Was there any particular experience or event in your life that influenced your leadership style?
- What and/or who has motivated you to become a leader?
- Who is your role model? How have they impacted your life?

- How would you describe yourself to yourself?
- How is the way you describe yourself now different from the way you would have described yourself in the past?
- What will you and your life be like 15 years from now?
- What are your next-step career aspirations?

Research Question #3: What challenges have you overcome to achieve a leadership position and how have you overcome these challenges?

- Tell me about the barriers you have faced throughout your career.
- What strategies did you use in facing and overcoming these barriers?
- What are the challenges or difficulties of being a leader?
- How do you manage to perform well in your career and also take care of your family?
- What 5 or 6 words would you use to best describe the character (the feel, the spirit, the nature, the quality) of your personal best leadership experience?
- What mission in life absolutely obsesses you?
- How would you describe the role gender/race has played in your career progress to date? Could you describe personal examples in which you feel your gender has affected the way you have been perceived in your work environment?
- In what ways do you believe gender and/or race inhibit the desire for Latina women to advance in their careers?
- What do you believe are the obstacles, which hinder some Latinas from obtaining leadership roles?
- What advice do you have for Latinas who aspire leadership roles?

Appendix E

Codebook**Categories of Characteristics Effective Latina Leaders Should Possess (Bonilla-Rodriguez, 2011)**

High Integrity—ethical, honest, integrity, moral, reliable, responsible, and trustworthy

Marianismo—compassionate, empathetic, generous, good listener, humble, sensitive, service-oriented, understanding, and willing to sacrifice

New Latina—ambitious, assertive, competitive, determined, hardworking, perseverance, and self-confident

Transformational Leader—charismatic, collaborative, good communicator, knowledgeable, knows how to build a team, leads by example, non-judgmental, optimistic/positive, organized, persuasive, politically savvy, sense of humor, and team-oriented

Visionary—committed, creative, flexible, motivated, passionate, risk taker, and visionary

Leadership Styles of Latinas**Transformational leadership (Bonilla-Rodriguez, 2011)**

- Process of growth as the leader motivates followers to become leaders
- According to Northouse (2013):
 - Idealized influence, or charisma (strong role model for followers; followers want to identify with leader)
 - Inspirational motivation (communicates high expectations to followers, inspires them through motivation to become committed to and a part of the shared vision in the group)
 - Intellectual stimulation (stimulates followers to be creative and innovative; challenges followers' own beliefs and values)
 - Individualized consideration (provides a supportive climate in which they listen carefully to the individual needs of followers; acts as a coach and adviser while trying to assist followers in becoming fully actualized)

Servant leadership (Northouse, 2013) **Author's Addition

- Conceptualizing (thorough understanding of the organization—its purposes, complexities, and mission)
- Emotional healing (sensitive to the personal concerns and well-being of others; recognizing others' problems and taking the time to address them)
- Putting followers first (using actions and words that clearly demonstrate to followers that their concerns are a priority)
- Helping followers grow and succeed (knowing followers' professional or personal goals and helping them to accomplish those aspirations)
- Behaving ethically (doing the right thing in the right way; holding strong ethical standards; don't compromise their ethical principles in order to achieve success)
- Empowering (allowing followers the freedom to be independent, make decisions on their own, and be self-sufficient)

- Creating value for the community (consciously and intentionally giving back to the community)

Authentic leadership (Northouse, 2013a) **Author's Addition

- Self-awareness (personal insights of the leader; understands themselves— strengths, weaknesses, the impact they have on others; reflects on core values, identity, emotions, motives, and goals)
- Internalized moral perspective (uses internal moral standards and values to guide their behavior rather than allow outside pressures to control them)
- Balanced processing (analyzes information objectively and explore other people's opinions before making a decision; solicits viewpoints from those who disagree and fully considers their positions before taking action)
- Relational transparency (is open and honest in presenting one's true self to others; shares their core feelings, motives, and inclinations with others in an appropriate manner; communicates openly and is real in relationships with others)

Factors of Positive Influence for Latina Leaders (Bonilla-Rodriguez, 2011)

Successful educational attainment: Attended grade school and high school; Received a college education and/or a graduate degree

Participation in leadership training: Participated in any type of activity that enhances the quality of leadership within an individual or organization

Possessing self-confidence: A feeling of trust in one's abilities, qualities, and judgment

Having role models: People who were examples either in their personal or professional lives

Religious influence: Religion or faith played a role in their life

Family influence: Parents and grandparents were important influences while growing up and instilled values and established high expectations

Importance of Networking **Author's Addition: Importance of interacting with other people to exchange information or ideas and to develop contacts

Obstacles that Hinder Latinas (Bonilla-Rodriguez, 2011)

Lack of mentors: Did not have an experienced and trusted adviser, usually in the professional sphere who could train and counsel them

Lack of opportunities: Were denied promotional or educational opportunities

Cultural obligations: Adhere predominantly to Latino cultural values; Feel pressure due to cultural expectations of where a woman belongs in the family

Family obligations: Commitment to family responsibilities as a partner or parent; Challenges of managing work and family roles

Internal weaknesses/Internal barriers **Author's Addition: Feeling underprepared, being risk-averse, lacking self-confidence

Themes among Hispanic Women Leaders (Campbell, 2013)

Family:

Role models

Nurturing and protective environment

High expectations for their future (education/career)

Winner Mentality:

Self-Confidence

Self-Determination

Goal-Oriented

Mentoring: To support and encourage people to manage and maximize their potential, develop their skills, and improve their performance**Keeping Hispanic Roots:** Bilingualism or biculturalism; Helped develop interpersonal skills; Understand what both cultures have to offer; Able to maneuver in both Anglo and Hispanic cultures**Giving Back to the Community:** Has a sense of community and always looking for an opportunity to help and serve their communityEmergent Model (Gomez et al., 2001)**The Self:**

Personal characteristics (passionate, tenacious, persistent, curious, flexible, and highly committed to their values and work)

Life purpose

Cultural identity (biculturalism)

Gender identity

Life philosophy (“the critical core value of responsibility towards community and family”)

Multiple roles (family, work, community)

Culture, Family, and Personal Background:

Latino cultural values and familism (strong collective identity, wherein all was shared and each person had responsibility toward the well-being of the family and the community; family was the first line of support)

Gender role socialization

Familial career aspirations

Sociopolitical Conditions:

Distinct Hispanic subgroup experience

Sociopolitical movements

Immediate Context:

Challenges (racism, sexism, financial deterrents, health problems, internal conflict)

Opportunities

Social support (teachers, mentors/role models,

Coping skills

Managing family and work