TRANSFORMATION OF LATINAS INTO INFLUENTIAL BUSINESS LEADERS IN THE UNITED STATES: A GROUNDED THEORY STUDY

by

B. Leticia Sanchez de Valencia

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TRANSFORMATION OF LATINAS INTO INFLUENCIAL BUSINESS LEADERS IN THE UNITED STATES: A GROUNDED THEORY STUDY

by

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ABSTRACT

Underrepresentation of Latinas in leadership positions is remarkable, and the correspondent literature is limited. This qualitative, grounded theory study explored the leadership development of 11 successful Latina business leaders in the United States. Inducted theory and a practical leadership model revealed 3 themes and 24 processes that explain the transformation of Latinas into influential leaders. The study revealed that Latinas prepare for leadership by breaking negative stereotypes, improving personal capabilities, adopting positive contributions from their Latino culture, and by building self-confidence. Latinas transform into leaders by making a choice, aligning their self-identity with role models, enhancing their support system, and maturing a mindset that is impervious to barriers and that will keep them motivated in difficult times. Parents, partners, family, mentors, and organizations influence positively and negatively the transformation of Latinas as leaders. Latina leaders become influential by performing outstandingly, leading at various levels, building social capital, and gaining visibility and recognition. Discussion of the findings includes Latina leadership styles and some consequences of their leadership. The study provides recommendations for Latinas, their parents and partners, mentors and educators, leaders, organizations, and society as well as suggestions for additional research.

DEDICATION

I dedicate the fulfillment of this dream to every amazing Latina girl, especially my Amanda and my Melissa, confirming to her that she can achieve every one of her dreams with self-confidence, determination, and integrity. Remember that "reality is not what you think; reality is what you think" (M. Vandermark, personal communication, April 23, 2006). I wish you happiness and success. Melissa and Amanda: never forget this powerful message and dream big! I love you!

I dedicate the completion of this journey to my husband Marco, the love of my life and my best friend. He makes me the happiest and luckiest woman. Life would be unexciting without his presence, encouragement, and love. *¡Te amo.!*

I dedicate this example of achievement to my family for their unconditional love: To my parents, Bertha and Miguel, and my extended family (*abues, suegros, tíos y tías, hermano, cuñados, cuñadas, primos, primas, sobrinos y sobrinas),* to those who are still here and to those who are no longer with us but will always be remembered.

Lastly, I dedicate this work to everyone who strives to add to the body of knowledge. There is so much to discover, so much to learn, and so much to put into practice. Evolution can only come from our shared efforts!

ACKNOWLEDGEMENTS

When I started the doctoral journey, it felt like signing up to run a marathon, but having to run without legs. I believed I had many constraints, but I really wanted to run and cross the finish line. During the process, I learned about my tenacity, my strengths, my conceptual mind, my spirit, and my own leadership. I rediscovered the value of giving and receiving help, teamwork, networking, sharing, and honest feedback.

I ran along with wonderful people who taught me how to reach the finish line. I want to specially thank my mentor, Dr. Norma Turner, who provided continuous guidance, patience, and motivation. I appreciate the invaluable feedback of my committee members, Dr. Katherine Downey and Dr. Jaclyn Fowler. I am grateful to Dr. Gloria Bonilla-Santiago and Dr. Anthony Kortens for their involvement and superb expertise and to Dr. Patricia Scott, Elizabeth Robinson, and the University of Phoenix cohort and faculty members, all of whom guided me. I am thankful to each Latina leader who participated in this study. All of you have been a great inspiration!

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CHAPTER 1: INTRODUCTION

In the United States, Hispanic women, commonly and interchangeably referred to as Latinas (Gonzalez & Gandara, 2002), who become business leaders are scarce (Catalyst, 2003b). Latinas in the United States tend to be at a disadvantage in education, compensation, and leadership more than any other ethnic and gender group (Caiazza, Shaw, & Werschkul, 2004; Ramirez & De la Cruz, 2003). Latinas face barriers in their careers that other women or Hispanic men do not (Gaston, 1994; Rodriguez, 1999). Paradoxically, the demographic percentage of Latinas will increase from 12% to 25% of all women in the United States by 2050 (U.S. Bureau of Census, 2004). Without a strategy to develop leadership among Latinas, leadership talent is potentially wasted.

Few Latinas become outstanding leaders and potential role models for other Latinas. The proposed research provides an exploration of recognized Latina business leaders in the United States in order to find common processes related to their leadership development. The purpose of the study was to contribute to the body of knowledge related to Latinas' leadership in business. Chapter 1 presents the background, the research problem, the purpose, the significance, and the nature of the study, the research question, the theoretical framework, definitions, limitations, and delimitations of the study.

Background of the Problem

The situation of Hispanic women in the United States has several important implications for society and businesses that deserve attention. Uneven opportunities and underrepresentation accentuate poverty, crime, and social illness (McFarland, 2000). Schwartz and Post (2002) argued:

> The culture of poverty in the U.S. destroys hope in the poor and, in turn, in their children. It breeds dependency, a disregard for the law, and for other norms of the larger society. The working poor are boundary spanners from that culture—emissaries for cross-cultural exchange who are getting lousy jobs and treated as disposable labor…[For businesses,] glass ceilings, discrimination, and other characteristics of organizational cultures that fail to foster hope, induce low morale, cynicism, and complacency—precursors of organizational decline. (p. 140)

In the United States, Latinas are likely to suffer from uneven opportunities and loss of hope because Latinas are more likely to live in poverty and have very low educational attainment compared to any other ethnic and gender groups (Caiazza et al., 2004; Ramirez & De la Cruz, 2003). Eleven percent of Hispanics experienced intentional discrimination in the workforce (Blumrosen & Blumrosen, 2002). The underrepresentation of Latinas in leadership positions is remarkable. In business, for example, of 10,092 women holding leadership positions as corporate officers in Fortune 500 companies, only 25 are Latinas (Catalyst, 2003b). These issues are important because, according to the forecast of the U.S. Census Bureau (2004), Latinas will comprise 25% of the U.S. female population by 2050.

In the United States, Hispanic or Latino ethnicity crosses different nationalities, generations, and degrees of acculturation. Despite the heterogeneity of the Hispanic ethnic group, there are some commonalities such as coping with two dissimilar cultures by finding agreement between the majority culture and the original minority culture (Frevert & Miranda, 1998). The cultural roles are often in conflict, in particular, for

Latinas. From the lifestyle perspective, “Latinos [and Latinas] value traditions and traditional ways of behaving that are congruent with factors such as gender” (Frevert & Miranda, p. 293). The Latina’s role varies according to context, space, and time, but the traditional role of a Latina is to take care of the household and children. Culture influences the determination of what women ought to do or be (Bass, 1990; Eagly, 1987). Culture provides the assumptions of how to behave and treat others, and these assumptions transfer through socialization (Raffaelli & Ontai, 2004). Culture internalization and valued traditional roles are consequently factors that influence Latinas’ development as leaders (Bass, 1990).

Latinas who aspire to leadership positions in business confront stereotypes related to Hispanics such as the perception that Hispanics lack the characteristics of good leaders or managers (Gaston, 1994). Additionally, Latinas confront biases related to female leadership by the mainstream society. One of these biases is the stereotype that women are better followers and men are better leaders (Jackson, 2001; Sczesny, 2003). Latinas’ self-perception shapes what they do and how they see themselves in the future. According to Schmader, Johns, and Barquissau (2004), if a woman’s own beliefs take as legitimate a gender stereotype, she may be limiting her performance and involvement in a male-dominant discipline.

According to the U.S. Department of Labor (2005), women will comprise 47% of the total labor force in 2012, but the asymmetric distribution compared to their male counterparts in leadership positions is considerable (Caiazza et al., 2004; Spraggins, 2005). There are studies about the disparity phenomenon referred to as the glass ceiling effect and the different barriers that women confront when advancing in their careers

(Jackson, 2001; Oakley, 2000; Sczesny, 2003). Oakley found that these barriers were associated with the interaction in the workplace or cultural perceptions. These barriers include “lack of line experience, inadequate career opportunities, gender differences in linguistic styles and socialization, gender-based stereotypes, the old-boy network at the top, and tokenism” (Oakley, 2000, p. 321).

Latinas experience a concrete ceiling—a term used to describe the impediment of women of different ethnicities to access to leadership positions resulted from direct or indirect structural or sociological barriers (Korac-Kakabadse & Kouzmin, 1997). Korac-Kakabadse and Kouzmin explained that some of these barriers in organizations are associated with racial discrimination, gender-role socialization and stereotypes, ethnic prejudice, life-style differences, and self-limitation. Rodriguez (1999) argued:

> The Latina living in the United States faces the daily struggle of maintaining her identity as a Latina and as a woman in a society that explicitly and implicitly discriminates against both. Yet her Hispanic/Latina origin makes her priorities distinct, her stresses and contributions different from other women. Latinas are constantly being challenged to define themselves, their roles, desires, assets, and liabilities. (p. 137)

With so few Latinas in business and holding leadership positions, it is hard to create role models for Latinas and Latina girls. From the 2000 census, the U.S. Census Bureau estimated 18.23 million Latinas in the civilian noninstitutional population of the U. S.—without including Puerto Ricans (Ramirez & De la Cruz, 2003; Spraggins, 2005). Latinas are mostly young; 34.4% are under 18-years-old (Ramirez & De la Cruz, 2003). The majority of Latinas in business are bilingual (Catalyst, 2003b). Bilingualism is a

valuable business asset because approximately 325 to 350 million people around the world are native Spanish speakers versus 340 million people whose first language is English (Catalyst, 2003b). Latinas tend to be bicultural, a fact that facilitates networking and exchanging ideas among people from different countries (Catalyst, 2003b). These attributes are advantageous for leadership in the global environment (Shriberg, Shriberg, & Lloyd, 2002).

From the theoretical perspective, there is extensive literature relating gender and leadership (e.g., Bass & Avolio, 1996; Carless, 1998; Eagly, 1987; Eagly & Johannesen-Schmidt, 2001; Eagly, Johannesen-Schmidt, & Van Engen, 2003; Eagly & Johnson, 1990; Manning, 2002; Stelter, 2002). Emerging literature relates Latinas and feminist theories (e.g., Acosta-Belen & Bose, 2001; Braidotti, 1994; Chin, 2004; Roth, 2004; Sandoval, 1995). Few researchers have focused on the internal factors that shape women's interests as they develop as leaders and affect the social environment (Boatwright & Egidio, 2003). Montoya, Hardy-Fanta, and Garcia (2000) argued that the mainstream of politics and leadership literature excluded Latinas.

Bonilla-Santiago (1992), Gallegos (2006), and Salas (2005) are three of the few scholarly researchers who have studied successful Latina leaders in various setting. The majority of literature on Latinas centers on the social and educational roles, but political studies, gendered leadership research, and Hispanic leadership studies often exclude Latinas (Montoya et al., 2000). Theoretical and scholarly literature focused on Latina business leaders and their leadership development is scarce.

Statement of the Problem

Hispanic women, or Latinas, predominantly remain uneducated, underpaid, and underrepresented in leadership positions (Caiazza et al., 2004; Ramirez & De la Cruz, 2003). In the United States, there is one Latina for every 12 persons (U.S. Bureau of Census, 2004), but only one Latina for every 400 corporate officers in the Fortune 500 companies, and one Latina for every 165 board directors (Catalyst, 2003a, 2003b). Paradoxically, the Latina population in the United States is expected to double to one for every eight people or one for every four women by 2050 (U.S. Bureau of Census, 2004).

Underrepresentation of female leaders produces stereotypes (Oakley, 2000; Sczesny, 2003) and lack of role models (Lemons, 2003). Cultural factors and biases influence the leadership development of Hispanic women (Bonilla-Santiago, 1992; Gaston, 1994), referred to as Latinas (Gonzalez & Gandara, 2005). The limited literature on Latina leadership (Montoya et al., 2000; Salas, 2005) is mainly descriptive and atheoretical (Roth, 2004). The insufficient literature about Latinas related to business leadership potentially constrains the understanding of Latinas as recognized leaders in the business arena. The grounded theory qualitative study explored the leadership development of Latina business leaders in the United States to generate theory and the induction of a leadership model for Latinas who hold or aspire to hold leadership positions.

Purpose of the Study

The purpose of the qualitative grounded theory study was to explore the leadership development of highly successful and recognized Latina business leaders in the geographic area of the United States and induct a new theory and leadership model.

Qualitative methods are helpful to explore undiscovered areas to acquire original comprehension (Neuman, 2003; Stern, 1980). Latina leadership theories are scarce (Montoya et al., 2000; Salas, 2005), making a qualitative method appropriate. Grounded theorists generate theoretical knowledge from the participants' views rather than the use of existing theory (Glaser & Strauss, 1999; Strauss & Corbin, 1998). Grounded theory is an appropriate design to create theory (Myers, 1997), to study the process of leadership (Parry, 1998), and to research feminism (Keddy, Sims, & Stern, 1995; Wuest, 1995), which were required for the study. A systematic grounded theory research design provided methodological analyses of data including open, axial, and selective coding to create theory (Glaser & Strauss, 1999; Strauss & Corbin, 1998).

The focus of the study is the following three conceptual areas: Hispanic heritage, feminism, and leadership. The phenomenon explored was the transformation of Latinas into influential business leaders. Collected data from interviews, field notes, memos, and other forms of telecommunication facilitated the grounding analysis of a theoretical sample of 11 recognized Latina leaders in for-profit and nonprofit organizations. The volunteers have succeeded in the corporate or entrepreneurial business environment and have been nationally recognized as leaders by the media.

Significance of the Study

Successful Latina business leaders in the United States are scarce (Caiazza et al., 2004; Catalyst, 2003b). The study is important to society because it provides an analysis of successful Latina business leaders within the United States by uncovering processes that were important in their leadership processes. A better understanding of these processes and successful Latinas' leadership development could help balance the

representation of the Latina population and society. The study could help business leaders and researchers have another perspective on Latinas and their potential leadership development. Latinas in the United States are predominantly young, and 38% of the Latina population is under 19 years old (Ramirez & De la Cruz, 2003). The current and next generations of Latinas may benefit from more role models, such as the ones presented in the study, with whom they can identify.

The scholarly literature about Latina leaders in the United States is limited (Montoya et al., 2000; Salas, 2005), mainly descriptive, and atheoretical (Roth, 2004), and few researchers have studied successful Latina leaders from a business perspective. The emerging grounded theory and the model of the study may directly add to the void in the literature. Ethnicity and culture influence social identity and leadership itself (Bass, 1990; Schein, 2004), but few researchers have separated gender leadership studies by ethnicity (Chin, 2004). The study contributes to the body of leadership literature because it captures leadership through the following lenses: Hispanic ethnicity, female gender, and the business corporate or entrepreneurial field. Latinas, parents of Latinas, mentors, organizational and societal leaders, and researchers in the areas of leadership, women, and Latinos are some audiences that may benefit from a better understanding of the emerging theory and model of the study.

Nature of the Study

The grounded theory qualitative study explored the leadership development of 11 Latina leaders, generating data and the potential discovery of leadership processes. Qualitative methods help to discover the underlying experiences through words (Neuman, 2003; Stern, 1980). A qualitative method was adequate for the study because it

allowed the exploration and understanding of experiences or processes such as leadership. In contrast, qualitative methods describe tendencies and relationships among specific, predefined variables (Strauss & Corbin, 1998).

Grounded theory is an appropriate design for discovering underlying themes and factors that describe in detail a social reality (Glaser & Strauss, 1999; Neuman, 2003; Strauss & Corbin, 1998), such as the leadership development of Latinas (Parry, 1998). Grounded theorists generate theory that emanates from the participants, rather than from other theories (Strauss & Corbin, 1998). Grounded theory is a systematic design that includes three phases: open coding, axial coding, and selective coding (Glaser & Strauss, 1999; Strauss & Corbin, 1998). These phases produce core categories; causal and intervening conditions; and context, strategies, and consequences; which consolidated into a new theory and leadership model proposal (Glaser & Strauss, 1999; Strauss & Corbin, 1998).

Grounded theory is a rigorous mechanism for theory generation and was suitable for the study because few researchers have provided a theoretical base for Latina leadership development, and the purpose of the study was to create a new theory and a model about Latina leadership. Myers (1997) and Parry (1998) argued that grounded theory provides a more appropriate design compared to ethnographic, phenomenological, and sociological methodologies to create leadership theory. Grounded theory is appropriate to feminist research because it allows studying complex phenomena (Keddy et al., 1995) and conveniently incorporates diversity and change (Wuest, 1995).

Research Question

In the United States, women holding corporate officer positions in the Fortune 500 companies accounted for 15.7% and Latinas for only a 0.24% (Catalyst, 2002), while female directors of Fortune 500 companies represented 13.6% and Latinas only 0.6% (Catalyst, 2003a). Few Latinas advance to leadership levels in either the public or the private sectors (Caiazza et al., 2004) and overcome personal, cultural, and workplace barriers (Gaston, 1994). Understanding Latina business leaders could provide insights to equalize the underrepresentation of Latinas in leadership. Limited scholarly literature inhibits the understanding of Latina leaders' uniqueness and their decisions influencing their leadership development. The grounded theory qualitative study provided an exploration and analysis of the leadership development of these few outstanding Latinas.

Strauss and Corbin (1998) explained that the research question for a study of a qualitative nature should provide "the flexibility and freedom to explore a phenomenon in depth, [because of] the assumption that all the concepts pertaining to a given phenomenon have not been identified, at least not in this population or place" (p. 40). To allow the participants' voice to explain their leadership process, the study focused on answering one general question: how Latina businesswomen in the United States become influential leaders. As a result of following the research processes and questioning techniques of Glaser and Strauss (1999) and Strauss and Corbin (1998), subquestions emerged from the interviews. The answers to the questions and subquestions provided data to ground the theory and leadership model of these Latinas.

Conceptual Framework

Latina leaders in the context of business leadership are simultaneously Hispanic, women, and leaders. The conceptual framework places a study in perspective with other relevant fields to delineate the conceptual and theoretical foundation of the proposed research. The study of Latina leadership focused on the combination of the following three important fields: Hispanic or Latino studies, feminist or gender theories, and leadership research (see Figure 1). The intersections among the studies, represented by the shaded areas in Figure 1, show the three narrower concepts that frame Latina leadership: Hispanic leadership, female leadership, and Latina feminist studies.

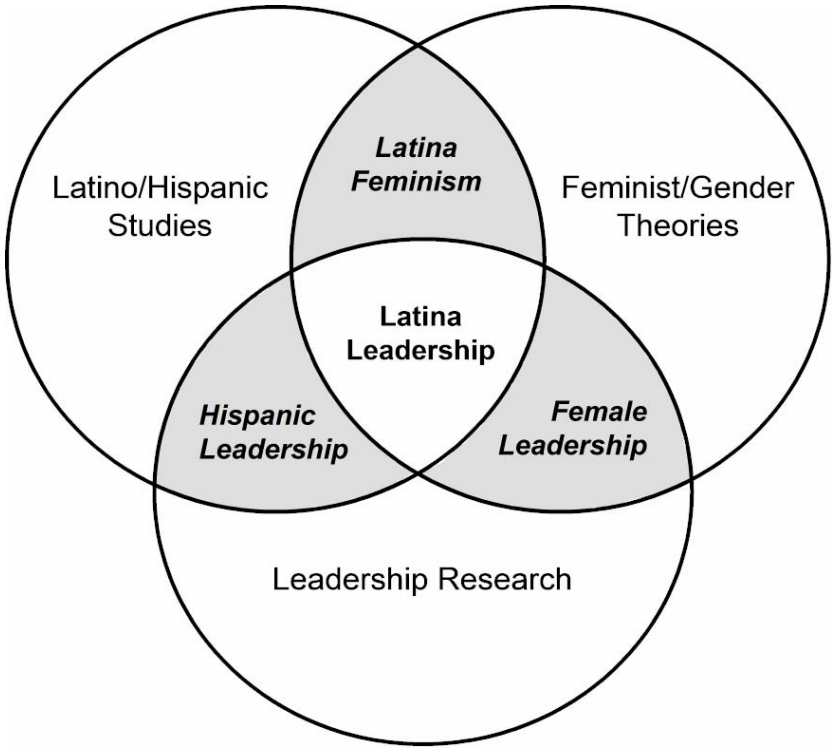


Figure 1. Latina leadership studies as the overlap of Latino or Hispanic studies, gender or feminist studies, and leadership research.

Hispanic leadership studies, in the context of business, include research about underrepresentation of Latinos and Latinas (Grundmann, 2004; Peppas, 2006), barriers (Clemente, 2006; Gaston, 1994; Kilian, Hukai, & McCarty, 2005), opposing views on acculturation (Azevedo, Von Glinow, & Paul, 2001; Romero, 2004, 2005; Villanueva, 2002), and development (David, 1997). Hispanic leadership studies are scarce but emerging.

Latina feminist studies emerged within the feminist field with researchers proposing Latinas' unique struggles. The feminist theorists use two presuppositions: (a) subordination of women is immoral or wrong, and (b) women's experiences are important and should be respected (Beauchamp & Bowie, 2003). Feminist theories have certain arguable similarities with postmodernist social theories (Agger, 1991; Ahmed, 1998; Collins, 1998; Eschle, 2005).

There is significant theoretical research related to leadership and gender (Eagly, 1987; Eagly & Johannesen-Schmidt, 2001; Yammarino, Dubinsky, Corner, & Jolson, 1997). Gendered leadership styles, such as a female, male, or androgynous leadership styles, can correspond or not with the biological gender of men or women (Boatwright & Egidio, 2003). For example, a woman could present a male leadership style, or a man could present a female leadership style. Studies have presented differences between female and male leadership styles but not significant differences in leadership performance and effectiveness (Eagly & Johnson, 1990; Manning, 2002; Yammarino et al., 1997). However, feminist and leadership theories seem to exclude ethnicity (Chin, 2004) and the business context (Salas, 2005). Latina leadership research and theory are limited (Bonilla-Santiago, 1992; Salas, 2005), particularly in the business context.

Definition of Terms

The following definitions attempt to present the unique meaning of important terms used in the study:

Acculturation. Acculturation "is the process of learning and behavioral adaptation that takes place as individuals are exposed to a new culture" (Frevert & Miranda, 1998, p. 300). By acculturating to the majority mainstream culture, the individual leaves his or her own culture, creating a new identity.

Biculturalism. Biculturalism suggests a style of acculturation to a different ethnic group where an individual can have two different cultures coexisting (Birman, 1998).

Bilingualism. The ability to speak or perform in two languages (Mendez-Morse, 2004).

Chicana(o). Chicano and Chicana were terms used to refer to rural Mexicans who were imported as cheap labor between 1930 and 1940 under a treaty between Mexico and the United States (Chicano-Latino Network, 2005). They did not speak proper Spanish, and the term *Mexicano* degenerated to *Chicano* (Chicano-Latino Network, 2005). Mexican-American activists who took part in the Brown Power movement of the 1960s and 1970s appropriated and used the term (Chicano-Latino Network, 2005). A Chicano or Chicana is, for the study, a Mexican-American who recognizes a Mexican or indigenous heritage.

Glass-ceiling effect. The term, popularized in 1986 by an article in *The Wall Street Journal*, describes a phenomenon affecting corporate women. The glass ceiling is "the invisible barrier that keeps women and minorities from rising above a certain level in corporations" (Jackson, 2001, p. 31). With the 1991 Civil Act Rights, the congressional

leaders and President Bush created the Federal Glass Ceiling Commission to investigate the glass-ceiling phenomenon.

Hispanic. The United States government adopted the term Hispanic on May 4, 1978, in an attempt to homogenize the identity of those that share a Spanish culture, Latino culture, or similar culture (Gonzalez & Gandara, 2005). According to the Census Bureau and the study, a Hispanic is a person living in the United States who reported to be born in—or has a heritage from—Mexico, Puerto Rico, Cuba, Central or South America, or other Latino country, regardless of his or her race (Ramirez & De la Cruz, 2003). Spanish settlers in the Southwest United States originally created the term Hispanic to distinguish themselves from those of Mexican heritage (Chicano-Latino Network, 2005). The term Hispanic in this study refers to the people in the United States who have a Latino heritage. The terms Hispanics and Latinos in the United States are interchangeable in this study.

Latina(o). The term Latino or Latina refers to those who have a Latino origin or are from those countries that use languages with Latin roots or romance languages, but strictly speaking, the term goes beyond Latin American people, including the populations of France, Portugal, and Italy and some Canadians (Gonzalez & Gandara, 2005). Latinos are persons "of Hispanic ancestry who [live] in the United States" (Gonzalez & Gandara, p. 394). In this study, the terms *Hispanics* and *Latinos* in the United States are interchangeable, and the term *Latinas* is interchangeable with *Hispanic women* or *Latino women*.

Leader. A leader is someone who exercises leadership. Leaders are "agents of change—persons whose acts affect other people more than other people's acts affect them" (Bass, 1990, p. 19).

Leadership. There are various definitions for leadership, and the assignation of leadership is subjective. For this study, leadership is the interaction "between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members[,]…when one group member modifies the motivation or competencies of others in the group" (Bass, 1990, p. 19).

Machismo. "Connotation of the assumption of superiority and domination of women by men… Machismo is a central ingredient in the identity formulation of men and it serves to guide men in their orientation to relationships, work, motivation, sexuality, and commitment" (Frevert & Miranda, 1998, p. 298).

Mentor. A mentor is "someone who actively helps, supports, or teaches someone else how to do a job so that he or she will succeed" (Mendez-Morse, 2004, p. 561).

Minority. The term refers to a group of people who identify themselves as racially or ethnically different from the majority of a population (Frevert & Miranda, 1998). For this study, a minority differentiate themselves from the majority or Anglo-Saxon whites by racial or ethnic categorization of black or African-American, Hispanic, Asian, American-Indian, or Alaskan native, or other race or combination of races.

Social Capital. Social capital in a community is a set of networks of reciprocal obligations and trust that promote innovation, economic and cultural development, and democracy (Purdue, 2001).

Success. Success is the opposite of failure, and it is subjectively compared to organizational performance, although the definition is not specific in terms of measure (Dess & Robinson, 1984). In the context of this study, success means contribution to organizational performance, but also public recognition of achievements for positively influencing others.

Assumptions

An assumption in the study was that the theoretical sample method suggested by Glaser and Strauss (1999) and Strauss and Corbin (1998) adequately represented the desired concepts and saturation of categories. A second assumption was that the richness of the data gathered from the interviews and memos was sufficient to create a sound theory after applying the grounded theory design. A third assumption was that the quality and accuracy of the data gathered from the interviews, memos, and other sources of data produced valid information for the analysis.

From the perspective of the significance of the study, the study included the assumption that there are common experiences and influences among successful Latina leaders when they develop as leaders, despite the heterogeneity of their culture and background. Other assumptions were that the study provided categories and a model that would explain the leadership development of Latinas. Supposing that these categories are transferable and useful, the study may be helpful in understanding leadership development and may inspire other Latinas to develop as leaders.

Scope, Delimitations, and Limitations

The geographical scope of the research was the entire area of the United States because of the scarcity of Latina leaders who comply with the requirements of the study.

Strauss and Corbin (1998) explained grounded theorists can intentionally select the sample to maximize the usefulness of information gathered, referred to as theoretical sampling. The theoretical sample allowed certain preconceptions in the selection process of the participants and helped the delimitation of the study. The population of the study comprised Latinas who held leadership positions and had been recognized for their leadership and business efforts in the media in the United States. These renowned and acknowledged Latina business leaders can function as role models for any other Latina involved in business and can provide insight into their leadership process by supplying relevant emerging categories for the study. The study was delimited to the saturation of categories with a theoretical sample of 11 recognized Latina business leaders as other similar studies (see Fleming, 2004; Parker, 2002; Salas, 2005). The participants were business leaders in profit or nonprofit organizations and were entrepreneurs or corporate executives.

The study presented several limitations, depending on the participant's agreement to the requirements of the study and her rights, the time and resources available to conduct the interviews, and the participant's truthfulness. Other limitations included the fact that the application of grounded theory to leadership process research presented potential weaknesses (Parry, 1998). These weaknesses are validity, reliability, and bias issues. Validity, for qualitative studies, refers to the usefulness of the generated theory rather than repeatability (Baker, Wuest, & Stern, 1992). The generated theory should explain the studied leadership processes, but it is limited to the researched sample. The results may be comparable to other social situations (Neuman, 2003). Because of the qualitative nature of the study, generalizability, referred to as transferability for

qualitative data (Baker et al., 1992), is limited to the context of the study. The context of the study may serve to sensitize readers and other researchers seeking to transfer results to other social situations.

The reliability and bias of the study are limited to the correctness of the rigorous grounded theory process and the instrument used. To minimize these limitations, the grounded theory design included a pilot study and continuous validation by constantly comparing the multisourced data and triangulating them through the coding procedures (Parry, 1998). Bias could limit the distinction of data and phenomena and affect the categorization of themes (Haig, 1995). Qualitative studies are inherently limited to personal observations, in particular when complementing interviews and conversations with notes and memos. The study design incorporated data auditing to the research process, but the auditing procedure was applied only to external sources of data and not to the memos used in the grounded theory procedures.

Summary

The population of Latinas in the United States is rapidly growing, and the actual statistical profile is not favorable (Ramirez & De la Cruz, 2003). Despite their potential, Latinas remain extremely underrepresented in leadership positions (Caiazza et al., 2004; Catalyst, 2003b), and there are no comprehensive studies about Latina leadership (Montoya et al., 2000). Because of many barriers, few Latinas emerge as outstanding leaders. The proposed research provided a grounded theory qualitative study (Glaser & Strauss, 1999; Strauss & Corbin, 1998) of successful Latina business leaders. An examination of Latina business leaders and their leadership development highlighted the experiences and processes that may have contributed to their success. The resulting

theory and model may be useful for Latinas and those who work with Latinas. The study could add to the body of knowledge about leadership, in particular in the field of Latina leadership. The following chapter positions the study in relation to the following fields: Hispanic studies, feminist theories, and leadership research.

CHAPTER 2: REVIEW OF THE LITERATURE

Hispanic studies, feminist theories, and leadership research were the three main conceptual fields involved in the theme of Latina leadership as explained in the conceptual framework in chapter 1 (see Figure 1). A large body of literature on Latinas centers on their social and education roles, but political studies, gendered leadership research, and Hispanic leadership studies often exclude Latinas (Montoya et al., 2000). There is a void in the literature regarding Latina leadership (Salas, 2005). Roth (1994) mentioned that Latina feminist studies are descriptive and atheoretical.

The purpose of the qualitative study was to explore the perceptions and experiences associated with the leadership development of highly successful and recognized Latina business leaders in the United States, contributing grounded theory to the body of knowledge about leadership. Chapter 2 presents the documentation details, the context of the study, and a review of the germinal and current literature on the conceptual fields. To provide a richer and more concentrated examination of the existing and relevant theoretical studies, the literature review explored the compounded theories resulting from an intersection of the main related fields of study (see Figure 2).

Documentation

The review of the literature reflects the use of peer-reviewed journal articles, books, governmental agencies' reports, and private reports, including germinal and current findings on each topic. Some of the major databases used to gather the peer-reviewed articles were EBSCOhost, InfoTrac OneFile, SAGE Full-Text Collection, Emerald, and ProQuest, which include over 4,000 scholarly journals. The following key terms and combinations were used in the research process: leadership, leader, Hispanic,

Latino, Latina, gender, stereotype, feminism, postmodernism, critical theory, ethnic, racial, women, female, feminist, perceptions, role models, management position, multicultural, executive positions, Mexican-American, and Chicana.

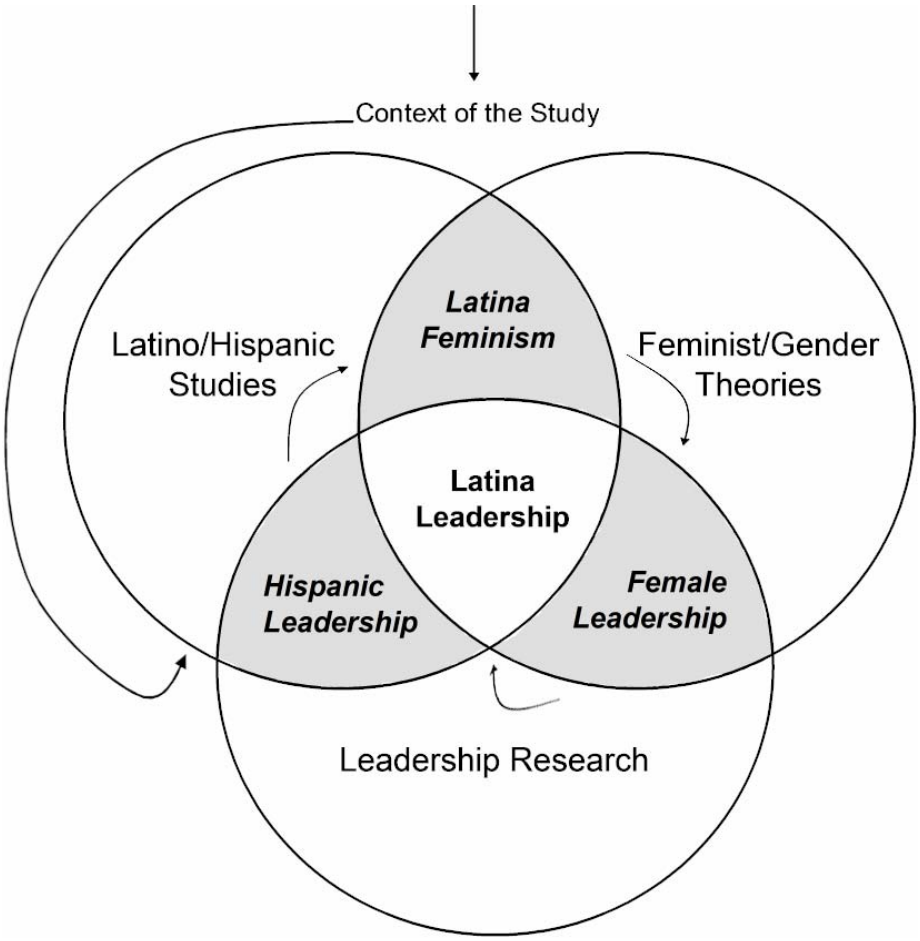


Figure 2. Theoretical flow for the literature review from the context of the study, Hispanic leadership studies, Latina feminist studies, and female leadership, to Latina leadership studies.

The literature review includes current studies and seminal sources, 68% of which were published since 2002. Scholarly research, including peer-reviewed journal articles, scholarly books, governmental reports, and doctoral dissertations represents 90% of the literature review (see Table 1).

Table 1

Literature Review Sources

Sources	Before 2001	2002 to 2008	Total
Peer-reviewed journal articles	29	52	81
Scholarly books	10	8	18
Government reports	1	6	7
Private reports	1	11	12
Doctoral dissertations	0	10	10
Total	41	87	128

Context of the Study

Context may change the output or meaning of a study. Neuman (2002) emphasized that context is critical for a qualitative study. Neuman argued, "Qualitative researchers note what came before or what surrounds the focus of the study" (p. 146). Agger (1991) explained that newer theories frame any knowledge in the context of its historic and cultural nature. Collins (1998) argued that creating social theory provides a liberating role for a specific group, but the process requires context with real concerns, historical background, and location. The study reflects the need of context to achieve sound and useful research.

The context of the study of Latina leaders is the first decade of the 21st century in the United States. The context included a brief statistical profile, cultural identity issues, and the current environment for Latina leaders. The context was narrowed to the business arena and the issues surrounding Latina leaders at this moment.

Statistical Profile and Demographic Shift

Hispanics are people living in the United States with a heritage from Latino nations. Hispanics cross many races and come from nations with different economic structures, educational systems, political systems, and history. These nations are Mexico, Guatemala, Honduras, El Salvador, Belize, Nicaragua, Costa Rica, Panama, Cuba, Puerto Rico, the Dominican Republic, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Paraguay, Argentina, Uruguay, Spain, and other Latino countries. The composition of Hispanics by origin is 66.9% Mexican, 14.3% Central and South American, 8.6% Puerto Rican, 3.7% Cuban, and 6.5% from other countries (Ramirez & De la Cruz, 2003).

Hispanics include those who accept a Latino origin, even though they were born in the United States whose ancestors emigrated one, two, or three generations ago. Interestingly, 40.2% of Hispanics were born in a foreign country (Ramirez & De la Cruz, 2003). The high percentage contributes to the high degree of heterogeneity among Hispanics. According to the U.S. Census Bureau (2004), Hispanics represent the major minority group. The 37.4 million Hispanics—13.3% of the total United States population—are projected to increase to 24.4% by 2050 (Ramirez & De la Cruz, 2003), as shown in Table 2.

Most Hispanics are young, and 34% of them are under 18 years old (Ramirez & De la Cruz, 2003). Hispanics tend to live in relatively large family units. Ramirez and De la Cruz explained that educational attainment is low among Hispanics; 27% have less than a 9th-grade education, and 11% have a bachelor’s degree. The census data demonstrated that Hispanics tend to be unemployed more often than their white counterparts and that and their employment distribution is concentrated in jobs such as

operators and laborers; only 14.2% of Hispanics hold a managerial or professional occupation. Ramirez and De la Cruz estimated that 21.4% of Hispanics live in poverty. Hispanic illegal immigrants earn considerably less than their legal counterparts.

Table 2

Projected Population of the United States by Race

Race and year	2000	2010	2020	2030	2040	2050
Total	282,125	308,936	335,805	363,584	391,946	419,854
White alone	195,729	201,112	205,936	209,176	210,331	210,283
Non-Hispanic	*69.4%*	*65.1%*	*61.3%*	*57.5%*	*53.7%*	*50.1%*
Hispanic	35,622	47,756	59,756	73,055	87,585	102,560
	12.6%	*15.5%*	*17.8%*	*20.1%*	*22.3%*	*24.4%*
Black alone	35,818	40,454	45,365	50,442	55,876	61,361
	12.7%	*13.1%*	*13.5%*	*13.9%*	*14.3%*	*14.6%*
Asian alone	10,684	14,241	17,988	22,580	27,992	33,430
	3.8%	*4.6%*	*5.4%*	*6.2%*	*7.1%*	*8.0%*
All other races[a]	7,075	9,246	11,822	14,831	18,388	22,437
	2.5%	*3.0%*	*3.5%*	*4.1%*	*4.7%*	*5.3%*

Note. Population in thousands. From "Table 1a. Projected Population of the United States by Race," by U.S. Census Bureau, 2004, retrieved from www.census.gov/ipc/www/usinterimproj/ Adapted with permission.

[a] Includes American Indian and Alaska Native alone, Native Hawaiian and other Pacific Islander alone, and two or more races.

An undefined population of Hispanics entered the United States illegally. The Federation for American Immigration Reform (2005) estimated between 10 and 12 million illegal immigrants, mostly Hispanics, live in the United States. Hanson, Scheve, Slaughter, and Spilimbergo (2001) estimated that one-third of the immigrants are illegal. The terrorist attacks on September 11, 2001, profoundly changed the way United States society, including homeland security, perceives immigration (Craft, 2004; Kritz, 2002).

The consensus is not clear whether or not illegal immigration benefits the United States economy and development (Hanson et al., 2001). Political and social debates over new immigration laws to criminalize or legalize illegal immigrants are ongoing. De Genova (2004) explained the historic changes to the immigration laws. De Genova proposed the *revolving door effect* to describe Latin American, in particular Mexican, labor as a *disposable commodity* (p. 179), enforced by the effect of deportation imposed by the immigration laws. Gonzalez (2004) argued that Mexican illegal and legal immigration is a symptom of a century of American imperialism, and explained that immigrants who keep their Latino identity despite acculturation are often erroneously perceived as a threat to the American culture. Swiencicki's (2006) work on racial self-awareness suggested that the majority creates external target groups to build a communal self-esteem, usually vilifying illegal immigrants.

Cultural Identity

Differences among cultures can either separate or integrate people. Ethnic groups termed Hispanic or Latino can create a panethnic identity based on commonalities that transcend national and cultural identities (Calderon, 1992). Despite diverse backgrounds, Latino groups in the U.S. can achieve a panethnic unity through their common

experiences of discrimination. Furthermore, the term Latino is more conducive to the formation of panethnic unity than the label Hispanic.

Hispanics born in other countries have to reconcile two dissimilar cultures when they arrive and settle in the United States. The way in which they adapt to the new culture will affect their descendents. Smith-Nonini (2006) argued that there are "new solidarities being forged as Latin American migrants attempt to reconstruct their lives, work, and citizenship while contending with the aftermath of civil violence [in their home countries] and the ongoing neoliberal economic upheavals of globalizing capitalism" (p. 225). Any migration process incorporates stress and other psychological issues, and their manifestation will depend on the migrant's value system and culture (Leon & Dziegielewski, 1999).

Arriaza (2004) argued that immigrants from Central America and Mexico, who compose the majority of Hispanics, experience a low socioeconomic status and racial subordination in the United States. Stereotypes related to low-paid immigrants and previous racism toward people of color influence the phenomenon. "These immigrants come over to the United States from a region where social stratification and racial prejudice are based more on cultural and linguistic differentiation than on pigmentation" (Arriaza, 2004, p. 251). Arriaza explained that, once in the United States, these immigrants face a new culture that places them in a secondary role. Leon and Dziegielewski found that the conflicting cultures and the unfamiliar community affect Latinas who may engage in idealization and lose their confidence.

Immigrants must reconcile their identity and culture of origin with the host culture to manage conflicts raised by different languages, values, and beliefs. Frevert and

Miranda (1998) explained that Hispanic immigrants mix their culture with the majority culture, using one of three modes: high acculturation, low acculturation, or biculturalism. Frevert and Miranda explained that biculturalism for Latinos was associated with positive mental health issues and considered as the optimal mode compared to the other acculturation modes. Birman (1998) argued that Hispanic immigrants' acculturation with American culture may suggest biculturalism, but that biculturalism is not always possible. Hispanics tend to preserve their ethnic identity as they arrive to the United States (Romero, 2004). Hernandez, Cohen, and Garcia's (2000) study on mostly Puerto Ricans suggested that Hispanics want to have higher acculturation, but without weakening their ethnic identification.

Role of Latinas

In the United States, Latinas are affected by cultural factors and biases that no Latinos or other women face (Bonilla-Santiago, 1992; Gaston, 1994; Rodriguez, 1999). Owen and Scherer (2002) found that machismo and the importance of family are values that tend to underrate women in Latino countries. Latin American women live in a very different environment than Latinas in the United States, but they do have the same ethnic roots. Del Campo (2005) posited that women in Latin America do not emerge in the political arena for the following reasons: political parties block Latinas' access to leadership positions, those in influential positions tend to give authority to men, female politicians remain a minority, and a generalized perception exists that Latinas who excel do so because of their gender instead of their work. Del Campo noticed that the reason that haunts women from the past is the limitation from their own families and culture: the machismo demands that women retain the traditional roles and allocate their priorities to

the family. Latinas tend to acculturate the role of women as caregivers who are silent and obedient and devoted to their family and husband (Del Campo, 2005). Villanueva (2002) explained that Latinas think of their work as supplemental, and Latinas' husbands support their wives' aspirations to work, but ideally only if the patriarchal family model remains. Mendez-Morse (2000) argued that Latina leaders are not dominated but supported by their husbands.

Sunderland, Taylor, and Denny (2004) argued, "What is important about ethnic national identities is not a question of their authenticity or roots but the ways in which these are invoked" (p. 378). The use of the ethnic roots and the application to the new environment potentially make a difference in self-identification. Precisely, the construction of identities, rather than the historical authenticity or racial-ethnic cultures, breaks with the traditional paradigm of Latinas (Hondagneu-Sotelo, 1993).

Business Trends

The phenomenon of globalization is moving businesses and leaders toward a world of free-market economies and personal interconnection. Organizations are becoming global to search for global benefits. Some of these benefits follow: (a) an expansion of their customer base by adding the number of overseas customers; (b) higher efficiency, as production tends to be based on optimal world locations to reduce costs; (c) benefits from transferring the skills and product offerings derived from core competencies in other markets where competitors stagnate; (d) utilizing globalization of preferences and needs; and (e) increased chances of survival from international competitors (Gupta & Govindarajan, 2004).

Two conflicting trends are competitiveness through profit generation and compassion with social responsibility. Cambridge (2001) explained that organizations are increasingly benefiting from engaging in inter-cooperation and considering multiple shareholders. Cambridge argued that organizations could take advantage of the actual trend of globalization for profit maximization through cooperation and social responsibility, including ethical values. Dawkins and Lewis (2003) argued that social responsibility tests the strength of the relationship and corporate citizenship among stakeholders. Multiple stakeholders and globalization have led to an increasing demand for multicultural leadership. Multicultural leaders are leaders that respond to diverse cultures and build insight from different cultures and skills (Shriberg et al., 2002). Hispanic leaders may have a natural tendency to be multicultural leaders.

Current Business Climate for Latinas

The Hispanic representation in the labor force by gender is 51.8% women and 75.1% men (U.S. Department of Labor, 2005). Latinas are lagging behind in educational attainment and wages (Ramirez & De la Cruz, 2003). Latinas earned 4.5% of all bachelor's degrees, 3.5% of all master's degrees, and 2% of all doctoral degrees (Catalyst, 2007). Hispanic women are less likely to have managerial, professional, or related occupations, with about 22% of Latinas employed compared to 44% of Asian, 39% white, and 31% black women (Chao & Utgoff, 2005), as shown in Figure 3. Women are more likely to have lower earnings than men (Spraggins, 2003, 2005). Hispanic women have the lowest earnings compared to other defined ethnic groups (see Figure 4).

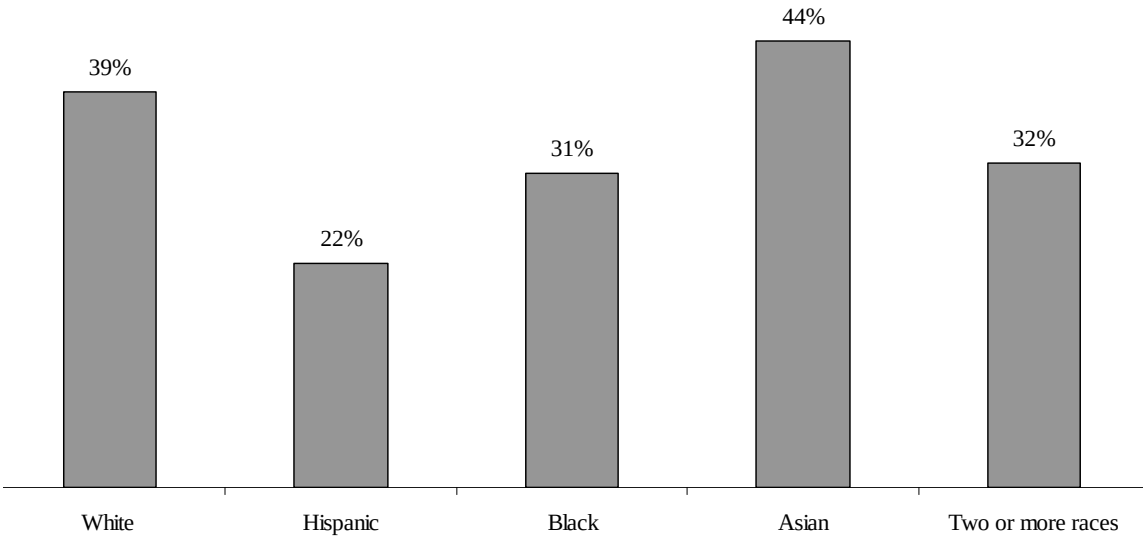
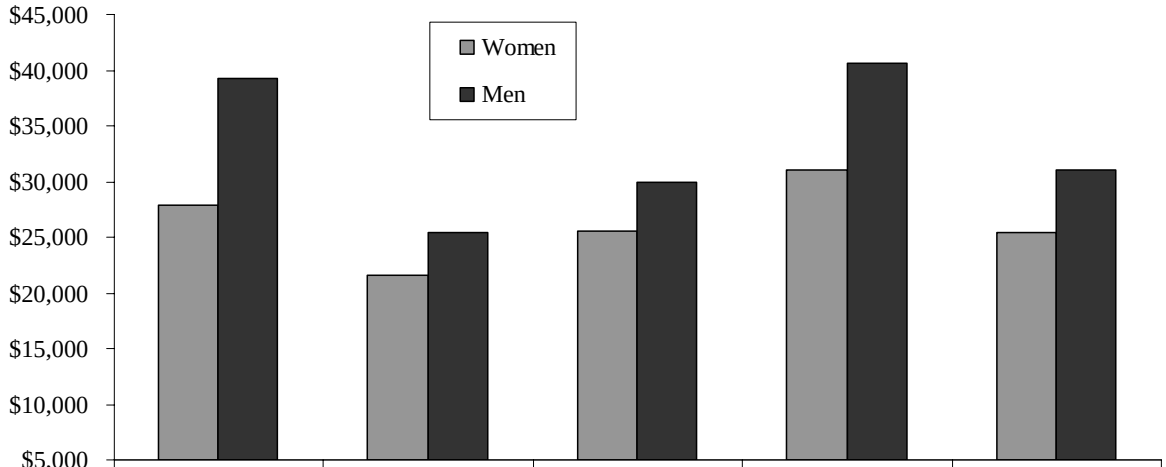


Figure 3. Percentage of women by race in professional and managerial jobs in the United States.

Note. From *Women in the Labor Force: A Databook*, by E. L. Chao and K. P. Utgoff, 2005, United States Department of Labor. Adapted with permission.

Latinas' inequality goes beyond salaries and underrepresentation. The probability of facing intentional discrimination in the workplace for women is 23% and from Hispanics is 30% (Blumrosen & Blumrosen, 2002). Latinas who aspire to leadership positions in business confront stereotypes based on gender but also stereotypes related to Hispanics, such as the racial and ethnic prejudice and the stereotype that Hispanics lack the characteristics of good leaders or managers (Gaston, 1994). Allen, Amason, and Holmes (1998) found that Hispanic male employees—born in Mexico and El Salvador—reported receiving more support with personal and professional issues and praise than Hispanic women, who perceived more emotional stress related to culture compared to men. Latinas experience the concrete ceiling effect that describes the impediment of women of different races or ethnicities to access to leadership positions. Korac-

Kakabadse and Kouzmin (1997) explained that some of the barriers that contribute to the concrete ceiling phenomenon in organizations are associated with racial discrimination, gender-role socialization and stereotypes, ethnic prejudice, life-style differences, and self-limitation.



	White	Hispanic	Black	Asian	Two or more races
Women	$27,878	$21,634	$25,589	$31,049	$25,399
Men	$39,235	$25,400	$30,000	$40,650	$31,035

Figure 4. Annual earnings by race and gender for year-round, full-time employees, 16 years and older.

Note. Summary of data from U.S. Census Bureau, Census 2000, for year-round, full-time employees, 16 years and older. The earnings are the compilation of estimates by state as suggested in *We the People: Women and Men in the United States*, by R. E. Spraggins, 2005, United States Department of Commerce. Adapted with permission.

Opposite to the unfavorable trends, entrepreneurship among Latinas is growing. According to the Center for Women's Business Research (2004), there are 555,618 majority-owned, privately held Hispanic-owned firms in the United States, employing 320,000 people and generating nearly $44.4 billion in sales. The research showed a 63.9% growth of Latina- owned firms from 1997 to 2004, predominantly in the service

sectors. Wilson, Marlino, and Kickul (2004) found that Hispanic girls, together with African-American girls, have a greater tendency to be interested in entrepreneurship than Caucasian girls. According to Mattis (2004), American companies are not making the most of available talent, in particular in corporate positions, causing women to consider entrepreneurial opportunities.

In the corporate environment, the scenario for Latinas is not favorable. Latinas are underrepresented in leadership positions with only 25 Latinas in corporate officer positions out of 10,092 women occupying such positions in Fortune 500 companies (Catalyst, 2003b). On the boards of directors of the Fortune 100 companies, Hispanics held 3.85% of the seats, with Hispanic men holding 3.35% and Hispanic women the remaining 0.50% of the seats (Alliance for Board Diversity, 2005). Role models are important for the development of leaders and for establishing standards for evaluation of female leaders (Jackson, 2001; Kilian et al., 2004; Mendez-Morse, 2004; Singh, Vinnicombe, & James, 2006). Jackson argued that the small percentage of women occupying leadership positions inhibits the mental model for other women, hurting their self-perception and potential to become leaders.

Hispanic Leadership

Hispanics or Latinos are in the process of creating a panethnic identity that focuses on the common situational factors in their experiences of discrimination (Calderon, 1992). The underrepresentation of Hispanic leaders in the federal workforce is a problem recognized by the Hispanic Employment and the Federal Government, Executive Order 13171 (Peppas, 2006). The Order stated, “Hispanics remain underrepresented in the federal workforce: they make up only 6.4 percent of the Federal

civilian workforce, roughly half of their total representation in the civilian labor force" (Executive Order No. 13171, 2000, p. 3). The Order is an effort to equalize the roughly 50% representation disparity of Hispanic federal and civilian workforce with improved recruiting plans and development programs. Underrepresentation in leadership positions, lack of mentors, unclear social identity, and the perception that Latinos need to acculturate to the Anglo culture to succeed are barriers that affect Latinos and their self-perception (Gaston, 1994).

Gaston (1994) found that previous studies suggested language fluency as the main barrier for Latinos to advance, but argued that organizational structural barriers along with discriminatory practices and prejudice may be more important. According to Kilian et al. (2005), common barriers that affect Hispanic advancement to leadership include stereotypes, experience, visibility, lack of mentorship, and networking. Kilian et al. argued that despite the efforts toward equality and reduced stereotypes, research demonstrates that not enough has been achieved. According to Clemente (2006), successful Latinos must assume a survival mode. The mode includes adapting their Latin heritage to fit into the context of the majority and feeling satisfied with their achievements, thus assuming the responsibility to represent an entire ethnic group. Gaston (1994) explained,

> Latinos are adversely affected by the assumption that advancement within work organizations requires assimilation and acculturation to the dominant Anglo culture. Comparisons between Latinos and Anglos based on dominant perceptions mistakenly point to a lack of behavioral traits considered very important in determining managerial potential and appropriate work ethic. (p. viii)

Acculturation poses complications for Hispanic leaders. Villanueva (2002) observed that most Latinos in the United States maintain cultural integrity and resist acculturation, but suffer the effects of representing a different race. Ethnic identity "encompasses self-concept and self-identification, a sense of belonging, and positive and negative attitudes toward one's ethnic group" (McNeill, 2001, p. 284). Romero (2004) argued that Hispanics have a strong attachment to their Hispanic heritage and that they have not fully acculturated into the American culture as Euro-American in terms of ethnic identity. Romero (2004) explained that in business there are two opposing views to diversity: the research that found the benefits of working with Hispanics and the research that focused on the potential cultural problems.

Romero (2004) explained that the research in favor of diversity suggested organizations benefit from a diverse workforce, such as when Hispanics can contribute with longer-term orientation or collectivism necessary for teamwork, and they can increase the awareness of the changing demographic in the workforce by reducing discrimination and augmenting cultural sensitivity. The opposing research implied that Hispanics could contribute to conflict between their non-Hispanic peers and managers (Romero, 2004). Peppas (2006) found that Hispanics valued "community involvement, disposition, initiative, and loyalty" (p. 126) when they made hiring decisions. Peppas explained that these values are different from those of non-Hispanics counterparts who value objective and individualistic traits such as oral communication, school reputation, willingness to relocate, and experience. Azevedo et al. (2001) found a strong agreement between Hispanics' and Anglos' individualism and collectivism orientation in business and a convergence toward ethical issues in the workplace.

Bass (1990) and Romero (2005) studied Hispanic leaders and their leadership styles compared to Anglo leaders. Bass inferred a cultural misalignment with different leadership styles that may put Hispanic leaders in disadvantage compared to the Anglo mainstream culture. For example, Hispanic collectivism values related to commitment, involvement, and loyalty may favor people who provide social support, which may differ with Anglo individualism values related to competition and favor performance. Romero (2005) found no significant misalignments between followers' leadership perceptions of Hispanic leaders compared to Euro-American leaders despite the ethnic identity differences. Cultural differences may not be as important as the understanding of cultures. Romero argued that "the effective utilization of Hispanics in the United States depends on a higher-level understanding of Hispanic culture" (p. 68). Ramirez (2005) argued that the differences between Latinos and non-Latinos fit with a new paradigm of leadership that requires further research.

The National Council of La Raza's investigation of 3,032 Latino leaders indicated that Hispanic leadership centers on the following four traits: character, competence, compassion, and community servanthood (Ramirez, 2005). Ramirez argued that both non-Latinos and Latinos value character and competence, but the other traits are consistent with the paradigm shift of leadership, such as servant leadership. Greenleaf's servant-leadership model demands qualities from leaders, such as empathy, listening, healing, awareness, persuasion, conceptualization, foresight, stewardship, and commitment (Spears, 2004; Whittington, 2004). Ramirez explained that the Latino style of leadership values service, integrity, fairness, and equity, which suggest a tendency for servant leadership. David (1997) found that community-based organizations are critical

for the leadership development of Latinos. Through the continuous efforts by these community-based organizations, Hispanic leadership studies related to business and management are still developing and emerging.

Latina Feminist Studies

Feminist theories are multidisciplinary and compatible with the multiracial concept of Latina. Reid and Purcell (2004) warned that the term *feminist* has a negative reputation and only those exposed to feminist movements are likely to identify with feminist theory. The process of defining identities for Latinas requires attention to social issues, racial differences, and cultural factors. Studies that have commonalities with the feminist movement are lesbian and gay studies, also known as queer theories, and social justice theories such as fighting against stereotypes, negotiation of identities, and challenging myths of masculinity and femininity (Acosta-Belen & Bose, 2001).

Feminist Theories

Positivists, based on the work of Auguste Comte in the 19th century, explained social sciences through the scientific method. Positivists believed that the scientific method provides dominant laws to explain phenomena. Feminism, critical theory, and postmodernism emerged as a critique of positivism applied to the social sciences. These theories reject pre-established assumptions and the idea of an absolute view, the dominant view (Agger, 1991). For these theorists, it is essential to distinguish context; for example, for a woman or person of color, “differential experiences of the world are framed by the discourse [or] practices constituting the experiences of being a woman or a person of color at a given historical moment” (Agger, 1991, p. 117). Feminist scholars argued that there is a preconception of men’s supremacy over women (Agger, 1991;

Oakley, 2000; Roth, 2004). The feminist theorists use two presuppositions: (a) subordination of women is immoral or wrong, and (b) women's experiences are important and should be respected (Beauchamp & Bowie, 2003). Feminist theories center on practical contexts and on women as participants.

Oppression leads to the possibility of rebellion and consequences that motivate collective action. Roth (2004) explained that "collective action stems from individuals' psychological reactions to the gap between expected circumstances (or expected statuses) and actual ones" (p. 26). Emerging feminist movements protested against the limitations placed on women rather than against men. Oakley (2000) proposed two types of feminist approaches: liberal feminist thought and the radical feminist approach. Oakley explained that liberal feminists focus on women's influence and power, hoping to make structural changes within the male-dominant environment. Because women's participation in leadership positions is not increasing, Oakley suggested that liberal feminists failed to solve the gender and power inequalities in businesses.

In contrast, radical feminists focus on the roots of the inequality issues. Oakley (2000) argued that radical feminists argue for gender neutrality, but the traditional male-dominated paradigm makes it difficult for men and women to assume or respect gender equality. Kark (2003) argued that there are three approaches for feminist theories to leadership: (a) gender reform searching for difference in leadership styles between genders; (b) gender resistance that suggests androgynous treatment, similar to the liberal approach suggested by Oakley; and (c) gender rebellion that questions the boundaries of differences as in postmodernism, poststructuralism, social constructivism, and multicultural feminism.

Feminism emerges parallel to postmodernism and critical theories. Postmodernist theorists challenge the modernist structure, asserting there are many voices, according to context, history, and culture (Agger, 1991; Scott, 2003). Postmodernists "stress the importance of symbolic, cultural elements of the social world. [The] social world is socially constructed and [perceptions or beliefs] depend on the social situation and…location" (Scott, 2003, p. 321). Postmodernists emphasize differences. Ahmed (1998) defined postmodernism as a process "involving particular ways of constructing the values of differences" (p. 10). Postmodernism includes aspects of power and differences and considers the others as the excluded and the marginalized. Jacques Derrida and Michel Foucault started the *differend* movement with deconstruction methodologies to aid feminist and postmodernist theories (Agger, 1991; Eschle, 2005). Feminism and postmodernism do have their defined differences.

Feminism presents contradictions rooted in aspects of modernism and postmodernism when defining "subject" (Ahmed, 1998; Collins, 1998; Eschle, 2005). Ahmed and Collins argued that postmodernist theory eliminates gender and race, and the application turns into absences, but feminist theories highlight these absences and redefine the subject. Braidotti (1994) concurred, arguing that feminists should challenge the redefinition of women beyond gender.

Similarly, critical theories affirm the use of power to allocate resources and repress interests. Scott (2003) explained:

> Critical theory incorporates the central concern and issues embodied in the views of conflict theorists [where there are] systems of domination in which one class of actors exploits [another] and differences in interests, far from being negotiated

> and reconciled, are resolved by the more powerful suppressing the weaker. (p. 320)

To Brown (2004), perceiving social, political, and economic contradictions through critical social theories aids in taking action and transforming the repressive elements of reality. Critical social theory, as found in color feminism, applies to marginalized groups as outsider-within (Braidotti, 1994; Collins, 1998; Sandoval, 1995). Feminist theories are also used to stimulate political mobilization by rethinking and proposing pragmatic changes (Ahmed, 1998; Collins, 1998).

LatCrit theory combines critical social theories with Latino and Latina social studies. Backer (1998) explained that critical theory applied to race is helpful to understand how minority groups redefine themselves through the majority group. Trucios-Haynes (2001) argued that Latinos and Latinas are seduced into thinking of themselves as white because they do not formally represent any race and they do not fall into the black-white paradigm. As with other feminist theories, Latina feminists and LatCrit scholars search to redefine the subject and different identities.

Latina Feminist Studies

Sampaio (2004) argued that feminist minorities, including feminist Latinas, African Americans, Asian Americans, and Indian Americans, could associate with common issues such as racial or ethnic discrimination, social and class struggles, and others. Sampaio explained the significance of these commonalities:

> [They enabled] the development of women's political consciousness rooted in particular communities, asserted an oppositional political subjectivity that challenged discourses marginalizing women and racial minorities and developed a

> theory of difference as the simultaneous existence of contradictory and complementary positions. (p. 197)

Paradoxically, the feminist movement among white women in the United States did not receive support from black women or Latinas. White feminism resulted in structural and beneficial changes whereas, for minorities, changes resulted in repression and the civil rights movements (Roth, 2004). Acosta-Belen and Bose (2001) argued that Latina studies emanated from a critique of the studies of white women that confronted patriarchal models or exclusionary actions embedded in the Western tradition and ethnic studies that excluded women. Roth (2004) explained that the feminists of color were reluctant to participate in white feminist movements because of fear of tokenism and the perceived lack of ethnic understanding. White feminists, black feminists, and Chicana or Latina feminists followed different directions because their communities had different struggles with oppression.

Latinas negotiated the contradiction of uniting with the white feminist movement or the Chicano movement by expanding their roles within the Chicano-Chicana movement (Roth, 2004). Roth explained that as the movement progressed, Latina leaders felt overshadowed by the perception that men should keep the leadership and public positions and women should support them in private. Roth posited that Latinas opted to reinvent their role against machismo, but did not fight for gender neutrality like the majority of white feminists.

From the sociological viewpoint, there is limited scholarly literature related to Chicana feminist motives (Roth, 2004). Lagos (2004) emphasized that Latina feminist research is important because of the data, but primarily because of the hidden meaning in

the stories. The feminist Latina writers described the meaning of negotiating identities, including the hybrid use of language, culture, gender, and different generations in the United States. Medina (2004) explained that there are common aspects of Latina feminist literature, such as

1. Borderlands [border] crossing—complex personal, social, cultural, and geographical space where complex gender, racial, language, and class negotiations occurred for Latinas.
2. Women as [heroes] who are portrayed as activists and powerful. Activism is culturally situated. Masculinity symbols as dominant are disrupted.
3. Representation of spirituality outside the Western tradition. Spiritual icons are not portrayed as exotic or folkloric, but as activist and symbols of empowerment.
4. Issues of social justice and equity in their communities are integral parts of the narratives. (p. 147)

Medina (2004) argued that Latina researchers situate Latinas culturally as empowered women. Shapiro (2005) found that education processes and change for Latinas starts with their own awareness and acceptance of needs. These needs must be culturally meaningful to activate engagement with goals, the change process, and support system. Currently, the Latina feminism movement is gaining transnational momentum (Acosta-Belen & Bose, 2001; Shapiro, 2005).

Latina movements in the United States offer an inclusive perspective that incorporates women as Latinas, regardless of their origin or their geographic location. Revilla (2004) found that Latinas, from a feminist perspective, challenge oppression and

ranking; make gender, race, and class differences; challenge traditional and historical paradigms; and offer transformational solutions to discrimination. Sandoval (1995) posited that third-world feminism (or Latina feminism) in the United States has elements of subjectivity, nomadic awareness negotiating with multiple identities, marginalization, and opposition to cultural domination.

Female Leadership

The perceptions of women and men as leaders often differ because of different behaviors or leadership styles (Eagly & Johannesen-Schmidt, 2001; Yammarino, Dubinsky, Comer, & Jolson, 1997). Aside from childbearing and some other physical exceptions, persons from both genders are equally capable of developing as leaders (Bass, 1990). Women face different barriers than those of men when advancing in their careers (Jackson, 2001; Oakley, 2000; Sczesny, 2003). These barriers include "lack of line experience, inadequate career opportunities, gender differences in linguistic styles and socialization, gender-based stereotypes, the [old-boy] network at the top, and tokenism" (Oakley, 2000, p. 321). Bolman and Deal (2003) explained that 70% of women perceive family and personal responsibilities as the major barrier to professional development. Kilian et al. (2004) mentioned that for women of color, the commitment to family responsibilities may restrict their decision to lead due to role expectations related to family, in addition to stereotypes and lack of mentors, visibility, and experience. Scholars often study these barriers to female leadership from the perspective of the leadership theories.

Leadership Theories

Leadership theories vary in approach and conceptualization (Bass, 1990; Bolman & Deal, 2003; Chin, 2005; Shriberg et al., 2002). Some leadership theories focus on personal attributes or traits of the leader (Bass, 1990; Shriberg et al., 2002). Other leadership theories focus on skills (Bass, 1990; Chin, 2005). Leadership theories can be contingent when situational factors influence the leadership process (Bass, 1990; Bolman & Deal, 2003; Shriberg et al., 2002). Other leadership theories emphasize the different leaders' styles. Leadership styles vary, depending on whether the focus is on power with authoritarian versus democratic or egalitarian styles; on the decision-making process with directive versus participative styles; on what needs are met with task versus relations-oriented styles; and on the intervention of leadership with laissez-faire versus motivation styles (Bass, 1990). A continuum approach to leadership is the transactional versus transformational styles (Bass, 1990). Kark, Shamir, and Chen (2003) explained these leadership styles:

> Whereas transactional leadership was defined on the basis of the influence process underlying it, as an exchange of rewards for compliance, transformational leadership was defined on the basis of its effects, as transforming the values and priorities of followers and motivating them to perform beyond their expectations. (p. 246)

Transformational leaders exhibit characteristics of inspiration, motivation, intellectual stimulation, and individual consideration (Bass, 1990). The concept of transformational leadership suggests that followers are likely to increase their commitment and exceed expectations. Transformational leadership strongly relates to

emotional intelligence (Mandell & Pherwani, 2003). Transactional leaders are the doers, the ones who judge; transformational leaders are the changers, the visionaries (Bass, 1990). Like transformational leaders, charismatic leaders inspire followers to action through sensing the environment, articulating a vision, building trust, and achieving the vision (Bass, 1990). Furthermore, some leadership scholars have argued that leadership is not about the person leading, but the process of the followers (Shriberg et al., 2002). Followership, servanthood, and spiritual leadership are other emerging leadership styles (Spears, 2004; Whittington, 2004).

Stereotypes and Gendered Leadership

Chin (2004) questioned whether leadership theories considered women in their development process. Irby, Brown, Duffy, and Trautman (2002) argued that the majority of leadership literature is traditionally masculine and excludes women. Leadership traits are subject to stereotypes. Stereotyping and self-stereotyping are involuntary preconceptions of our judgment toward gender roles (Sczesny, 2003). Bolman and Deal (2003) found that women and men have a stereotype that associates leadership with maleness. Boatwright and Egidio (2003) agreed, arguing that regardless of biological gender, self-identification with male gender roles is necessary to aspire to leadership. Eagly (1987) found that leaders are perceived as aggressive, a trait that does not fit with the female gender role. According to Jackson (2001) and Sczensy (2003), men and women have a general perception that women are better followers and men are better leaders. Tyler (2005) found that men are perceived as effective leaders and women as affective leaders, segregating women to support functions. Catalyst (2005) reported a stereotype that men take charge and women take care in business. These studies suggest

that women need to assume male gender roles, modifying their self-perception to become leaders.

Few researchers have focused on the internal factors that shape women's interests as they develop and their effect on the social environment (Boatwright & Egidio, 2003). Rabinowitz and Valian (2000) explained that gender roles are a result of cognitive social structures. Eagly's (1987) social-role theory proposed that men's and women's roles and expectations depend on culture and the roles they learn as they socialize. Culture influences the determination of what women ought to do or be (Bass, 1990; Eagly, 1987). Culture, including organizational culture, is about cognition rather than values and feelings; culture is the composite of shared tacit assumptions (Schein, 2004). Culture provides the assumptions of how to behave and treat others, and it transfers through socialization (Raffaelli & Ontai, 2004).

If a woman's own beliefs take as legitimate a pejorative gender stereotype, she may be limiting her ability to perform and her future involvement in a male-dominant discipline (Schmader et al., 2004). Dweck (2000) found that girls tend to operate in a framework where challenges are threats and that may inhibit their development. Lane and Crane (2002) argued that gender–role stereotyping could be negative or positive. Having primary masculine role leaders and negative stereotypes applied to women results in additional barriers for women's advancement. Women relate leadership roles to men, limiting their self-confidence and desire to move up to leadership positions (Vinnicombe & Singh, 2002). From a normative standpoint, women tend to underrate themselves as leaders (Manning, 2002).

Leadership Styles and Gender

Scholars have studied gender differences within different leadership styles. Eagly and Johnson (1990) found that there were no differences between men and women in task-oriented and relations-oriented leadership styles. Eagly and Johnson did find that women often use participative and democratic leadership styles and men use directive and autocratic leadership styles. Chin (2004) found that feminist leaders tend to be more collaborative. Chin argued that "women tend to use nurturance more often as a way to engage, communicate, and lead. [Women] tend to use consensus building as a way in which to set direction" (p. 4). Lane and Crane (2002) argued that a positive stereotype of women is their ability to collaborate and to build and sustain relationships.

Studies on gender differences and transformational and transactional leadership styles have mixed results. Bass (1990) and Eagly and Johannesen-Schmidt (2001) argued that transformational leadership is compatible with the feminine role. Female leaders have higher transformational scores than male leaders and lower transactional scores than male leaders, suggesting that female leaders tend to be more transformational than their male counterparts (Carless, 1998; Eagly et al., 2003; Yammarino et al., 1997). Other studies expanded female leadership dominance also to the transactional style, since female leaders presented higher scores in all transformational factors and contingent-reward styles than their male counterparts (Eagly & Johannesen-Schmidt, 2001). Eagly and Johannesen-Schmidt argued that these results are possible because female leaders have to work harder to achieve a leadership position by breaking female stereotypes. Conversely, in studies focused on performance or outcome, there are no significant differences between leadership and gender (Eagly & Johnson, 1990; Yammarino et al.).

Manning (2002) found no significant differentiation between female leaders and male leaders and followers' satisfaction.

Ethics of Care as Feminist Leadership Style

The ethics of care theory emerged from feminist theories and feminist philosophers compounded with leadership. Ethics of care focuses on human relationships. Beauchamp and Bowie (2003) described the ethics of care theory:

> [It] develops some of the themes found in virtue ethics about the centrality of character, but the ethics of care focuses on a set of character traits that are deeply valued in close personal relationships—sympathy, compassion, fidelity, love, friendship and the like. (p. 36)

Gilligan (1993) has been one of the most important influences of the ethical and philosophical movement (Beauchamp & Bowie, 2003; Schwickert, 2005). Gilligan challenged the validity of the ethics of justice theory, claiming that it only considered male participants. Gilligan subsequently studied moral conduct in relation to gender and found that women predominantly judge with the value of care and men predominantly judge with the value of justice. According to Gilligan, men demonstrated a moral ideology that systematically focused on rights or absolutes, whereas women presented a moral ideology focused on ethics of care which is based on "attachment, and supports equity, resting on an understanding that gives rise to compassion and care" (Louis, 2005, p. 16). The feminist moral reasoning of ethics of care takes a holistic approach in which the leader presents several virtues and standpoints. Gilligan found that women go through three stages of moral reasoning: (a) the selfish stage, (b) the responsibility to others and

denial of self stage, and (c) the juxtaposition of the two, weighting their duties to others (Gilligan, 1993).

Beauchamp and Bowie (2003) used the metaphor for ethics of care to be family-oriented rather than war-oriented. According to the ethics of care, it is more ethical to build moral and trusting relationships than just obligations. Because the ethics of care focuses on virtues such as empathy, trust, compassion, cooperation, and so on, its application can be powerful to transform persons, businesses, and society. The similarities with transformational leadership (Bass, 1990; Lane & Crane; 2002) and collaborative styles (Chin, 2004) perfectly fit the generalized female leadership style and global business trends.

Latina Leadership

Scholars who study female leadership rarely include ethnicity as a variable (Chin, 2004). Ethnicity is part of a person's culture. Culture influences gender role and socialization (Bass, 1990; Eagly, 1987; Rabinowitz & Valian, 2000; Raffaelli & Ontai, 2004). Ethnicity and culture influence social identity and leadership itself (Bass, 1990; Eagly, 1987; Frevert & Miranda, 1998; Schein, 2004). Shapiro (2005) demonstrated that culture is important to achieve Latinas' inner motivation to change.

The literature presents a void when the themes of Latino culture or ethnicity combine with female leadership themes (Cintron, 2004; Salas, 2005). Bonilla-Santiago (1992) argued, "social science and feminist scholarship have neglected to include the relationships of Hispanic women's leadership to women leaders in the United States" (p. 2). Scholarly research related to Latinas demonstrates some possible concepts related to

Latinas' leadership development. Education, mentorship, family support, stereotypes, and culture are among them.

In a study of Latinas who were high educational achievers, Gandara (1982) found that a mother's influence was crucial for their success. Consistent with the Latina feminist literature, Gandara found that all the high achievers felt different from the rest and that motivational support from Latinas' families was important. Mendez-Morse (2004) found that role models and mentors of Latina leaders in the educational field are within their family or they create their own. Mendez-Morse's result is coherent with Gandara's findings that Latinas look for role models mainly in their supportive mothers. Magdaleno's (2004) findings included the fact that mentoring is crucial for Latino and Latina leaders. Amabisca (2005) found that mentors and Latina mentees worked with satisfaction through the Hispanic Women's Leadership Institute programs.

Recent studies on Latina academic leaders presented that parental support, spousal support, higher education, mentors, and social barriers do influence the advancement of aspiring academic administrators. Montoya (2007) found that Latina community college presidents valued professional opportunities, higher education, family and social network, and mentors—usually white male mentors. Montoya observed that claimed the barriers for Latina academic leaders are organizational structures and personal or family obligations. Kravitz (2006) found that Latina academic administrators had parental and spousal support, a strong desire to excel and perform to make a difference, a commitment to social justice, and higher education. Kravitz argued that Latina education administrators encountered barriers such as racism, family obligations, and lack of support. Manlove (2004) studied minority women who were academic

administrators and found that Latina academic leaders preferred a leadership practice of enabling others, while the academic leaders of other ethnicities preferred a modeling-the-way approach.

Cintron (2004) explored the sociocultural factors that influence first-generation, Latinas to become entrepreneurs and leaders in business. Cintron found that biculturalism and emotional intelligence, not acculturation, were predictors for Latinas' motivation. Setien (2004) argued that, among mid-level and executive managers, Latinas presented a higher acculturation than Latina lower-managers. Garcia and Marquez (2001) described Latinas involved in politics:

> [They] are able to transform traditional networks and resources based [*sic*] on family and culture into political assets and action…Latina political officeholders are able to overcome barriers of race, class, gender, and culture largely because they are able to draw from their experiences as long-time community activists… Latinas [can] alter their traditional [gender] roles and, at the same time, promote Chicano and Latino culture. (p. 112)

Rodriguez (1999) explored how spirituality and family tradition influence the leadership style of Latinas. Rodriguez argued that Latina leaders reconcile themselves to conflicting cultural perspectives. According to Rodriguez, the ability to move to a different paradigm may help Latina leaders become socially aware and to have strong faith.

The scholarly literature that specifically focuses on successful Latina leadership development in business is very limited. Bonilla-Santiago (1992), in a scholarly and inspirational study, was one of the first to research the development of effective leadership among Latinas by recognizing that no serious holistic research had focused on

the uniqueness of Latina leadership. Bonilla-Santiago investigated the perceptions of Latina leaders related to their family, men, leadership style, career, aspirations, role models, mentors, and outlook for future generations of Latinas.

Among other findings, Bonilla-Santiago (1992) found that the majority of Latina leaders in her study did not want to follow a traditional submissive role as most of their mothers, and that 84% of the Latina leaders identified Latino culture as the most important contributing factor to their unique leadership. According to Bonilla-Santiago, Latina leaders have the following characteristics: “vision, knowledge, natural leadership instincts, willingness to take risks, and caring involvement” (p. 63). Bonilla-Santiago found that Latina leaders tend to have white men or other Hispanic women as mentors and that they serve as mentors for other Latinas.

Gallegos (2006) and Salas (2005) recently published their dissertations on Latina leaders. Gallegos (2006) explored success factors related to 11 first-generation Latina leaders using an ethnography methodology and a narrative approach. Gallegos found the following six themes in the stories the leaders told: career, family, economic system, educational system, ethnic identity, and resiliency, with common crossed subthemes such as resiliency, mentorship, and barriers. Gallegos suggested family support and a positive ethnic identity were among the success factors that influenced Latina leaders.

Similarly, Salas (2005) found the following five success factors in narratives from 15 Latina business leaders: family influence, passion for learning and teaching models, personal leadership characteristics, feminine competitive advantage, and a proactive dimension. Salas discovered cultural, financial, familial, influential, and discriminatory barriers influencing Latina business leaders. Common strategies that emerged from the

research included teamwork, internal locus of control, and application. Integrity, work ethic, positive feminine attitude, faith, learning and unpretentious self-view were beliefs shared by the participants. Salas observed the following common leadership approaches: aligned leadership characteristics, paving the way and modeling leadership, management functions, authentic leadership, and giving back to the community.

The attention to the underrepresentation of Latina business leaders, the concern for Latinas, and the focus on successful Latina leaders are themes in common this study shares with those of Bonilla-Santiago (1992), Gallegos (2006), and Salas (2005). The studies of Bonilla-Santiago, Gallegos, and Salas are fundamental to filling the void in the literature about Latina business leaders, and they are helpful in situating the results of this study. This study differs from the studies of Gallegos (2006) and Salas (2005) in the research methodology and design because the emphasis of this study is on theory and model creation rather than narratives and the focus is on the actual transformation of Latina leaders rather than success factors.

Conclusion

Hispanic leadership studies, feminist theories, and leadership research contribute to the study of Latina leadership from several perspectives. There is a void in the literature at the intersection of these three main research fields. The research on Latina business leaders is limited and underdeveloped (Bonilla-Santiago, 1992; Salas, 2005). In the context of this study, Latinas' leadership potential may develop, for example, to meet the demands of globalization efficiency and social responsibility (Cambridge, 2001; Gupta & Govindarajan, 2004), to exercise multicultural leadership (Shriberg et al., 2003), and to equalize the underrepresentation of Latinas in leadership for future generations.

Summary

The United States is experiencing a demographic shift that includes a growth of the Hispanic or Latino population (Ramirez & De la Cruz, 2003; U.S Census, Bureau, 2004). The business climate for the development of Latino and Latina leaders tends to be unfavorable from the statistical profile (Chao & Utgoff, 2005; Gaston, 1994; Grundmann, 2004; Ramirez & De la Cruz; Spraggins, 2003, 2005). Latinos and Latinas must confront multiple barriers, stereotypes, and identity issues to break the glass ceiling effect and become leaders (Clemente, 2006; Gaston, 1994; Kilian et al., 2005). Globalization demands effective, possibly multicultural leaders, with openness to collaboration and compassion (Cambridge, 2001; Dawkins & Lewis, 2003; Shriberg et al., 2003; Spears, 2004). The United States could capitalize on the unique leadership potential of Latinas (Romero, 2004), but they remain underrepresented (Catalyst, 2003b; Peppas, 2006).

Latina feminists have emerged within the feminist field and among feminist theories by proposing their unique struggles, including the fluid definition of their subjectivity (Sandoval, 1995). The feminist theorists use two presuppositions: (a) subordination of women is immoral or wrong, and (b) women's experiences are important and should be respected (Beauchamp & Bowie, 2003). Feminist theories have some similarities with postmodernist social theories (Agger, 1991), although the differences are clear (Ahmed, 1998; Collins, 1998; Eschle, 2005). Despite their resemblance to other feminist movements, Latina feminists have opted to support Latino movements and redefine their role (Revilla, 2004; Roth, 2004).

There is significant theoretical research related to leadership and gender (Eagly, 1987; Eagly & Johannesen-Schmidt, 2001; Yammarino et al., 1997) suggesting that there

are differences in female leadership style, but not significant differences in leadership performance and effectiveness (Eagly & Johnson, 1990; Manning, 2002; Yammarino et al., 1997). Gendered leadership styles are being distinguished from biological gender (Boatwright & Egidio, 2003). However, feminist and leadership theories seem to exclude ethnicity (Chin, 2004), in particular, in the business field (Salas, 2005). Research into and theory of Latina leadership is insufficient (Bonilla-Santiago, 1992; Salas, 2005), and the body of knowledge could benefit from a more holistic and theoretical grounding for Latinas through the exploration of the influences of effective and successful leadership development. The purpose of the study is to add new theory to the void in the literature and propose a leadership model for Latinas. Chapter 3 provides a detailed justification and explanation of the proposed research method and the design of the study.

CHAPTER 3: METHOD

To add to the body of knowledge about leadership and the understanding of the leadership development potential of Latinas, the qualitative grounded theory study provides a theory and model obtained from exploring the experiences and perceptions associated with the leadership development of highly successful and recognized Latina business leaders in the United States. Chapter 3 presents a justification of the purpose of the study by providing a rationale for its qualitative nature and the selection of a grounded theory design. The chapter contains discussions about the appropriateness of the research method and design, the restatement of the research question, the population and sample of the study, the instrumentation and data collection, the data analysis procedures, and the major validity and reliability issues of the study.

Research Method and Design

A qualitative research method is suitable for the social nature of the proposed research problem and the purpose of the study. The vast underrepresentation of Latinas in leadership positions is an undeniable fact (Caiazza et al., 2004; Catalyst, 2003b). Paradoxically, few scholars have researched the potential causes or implications of the underrepresentation of Latinas. The research on Latina leadership is scarce (Montoya et al., 2000; Salas, 2005) and atheoretical (Roth, 2004). The few Latina leaders who have emerged in the business arena in the United States may reveal undiscovered processes in their leadership development. The findings of the study may include processes important for Latina leadership development and may contribute to the Latina leadership literature.

Stern (1980) explained that original comprehension would emanate from undiscovered areas by using qualitative methods. Qualitative research often presents

appreciation of factors that are unknown or ignored, which is appropriate to the purpose of the study. In contrast, quantitative methods describe trends or rationalize relationships among predefined variables through numerical data. Strauss and Corbin (1998) argued that conventional quantitative methods cannot provide the necessary details needed to understand these phenomena, and although qualitative researchers can use statistical or quantification tools in the process, the major part of the investigation of qualitative data is interpretative.

Qualitative researchers are "more concerned about issues of the richness, texture, and feelings of raw data because their inductive approach emphasizes in developing insights and generalization out of the data collection" (Neuman, 2003, p. 137). Qualitative researchers stress insightful and deeper understanding of a phenomenon by focusing on fine points such as thought processes or emotions, but do not start their research with preconceived results to prove; instead, they intend to discover the theory from the qualitative data (Neuman, 2003; Strauss & Corbin, 1998). Glaser and Strauss (1999) named grounded theory as their systematical method to discover theory.

The study was designed to discover details about Latinas' social realities as they develop as leaders, and it used a qualitative grounded theory as the research method and design because of the unique approach to uncovering underlying themes and categories. Martin and Turner (1986) defined grounded theory as "an inductive, theory discovery methodology that allows the [grounded theorist] to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations or data" (p. 141). The grounded theory methodology is different from other qualitative methods such as ethnography, phenomenological studies, or case studies

because of its exclusive approach to theory generation that requires a rigorous and continuous interaction between data gathering and analysis (Myers, 1997). Parry (1998) argued that the grounded theory method "[overcomes] the deficiencies in mainstream leadership research methodology, [and] qualitative ethnographic or sociological methodologies [have] not been a representative feature of leadership research and theory building to date" (p. 21). Leadership as development is a social process (Bass, 1990; Parry, 1998). Grounded theory is appropriate to feminist research because it allows studying complex phenomena and evolutionary processes (Keddy et al., 1995) and conveniently incorporates diversity and change (Wuest, 1995).

Grounded theory developed from sociology's symbolic interactionist school of thought, which centers on the meaning or self-concept and the use of symbols (Baker et al., 1992). The uniqueness grounded theory comes from its approach to previous knowledge. Baker et al. explained that the grounded theorist undertakes the study as part of the social process recreation, using his or her assumptions to improve understanding of the process. The purpose of the study is to generate theory that emanates from those Latina leaders' social and psychosocial processes—rather than from existing leadership theories. For this reason, the grounded theory qualitative method and design are optimum for the study.

There are three main approaches to grounded theory designs: (a) the systematic design that provides methodical analyses of data, including open, axial, and selective coding (Strauss & Corbin, 1998); (b) emerging design that centers on the generation of theory as a continuous process (Glaser, 1992); and (c) constructivist design that emphasizes the personal meaning that the participants assign to certain words (Charmaz,

2005). The three approaches share commonalities such as sequential gathering and analysis of data, data comparison for category building, and the purpose of theory generation. Researchers are engaged in ongoing debate about the different epistemological conceptualization of each approach (Greckhamer & Koro-Ljungberg, 2005). The decision as to which grounded theory design to use depends on factors such as the preferred style, the available resources to carry out the study, and the intention of the study. The intention of making a theory-in-process or concentrating on capturing social concepts through a constructivist approach is undoubtedly important and valuable. The study emphasized the systematic grounded theory design (Strauss & Corbin, 1998), taking into consideration the limitations such as its objectivist approach (Greckhamer & Koro-Ljungberg, 2005), resources, and other delimitations of the study.

Research Question

In the United States, women holding corporate officer positions in the Fortune 500 companies accounted for 15.7% and Latinas only a 0.24% (Catalyst, 2002), while women represented 13.6% and Latinas only 0.6% of the members of the boards of directors in Fortune 500 companies (Catalyst, 2003a). Few Latinas advance to leadership levels, in either the public or the private sectors (Caiazza et al., 2004), and overcome personal, cultural, and workplace barriers (Gaston, 1994). Understanding these Latina business leaders could provide insights to equalize the leadership underrepresentation of Latinas. Limited scholarly literature inhibits the understanding of Latina leaders' uniqueness and their decisions influencing their leadership development. The grounded theory qualitative study provided an exploration and analysis of the leadership development of these few outstanding Latinas.

Strauss and Corbin (1998) explained that the research question for a study of a qualitative nature should provide "the flexibility and freedom to explore a phenomenon in depth, [because of] the assumption that all the concepts pertaining to a given phenomenon have not been identified, at least not in this population or place" (p. 40). To allow the participants' voice to explain their leadership process, the study focused on answering one general question: how Latina businesswomen in the United States become influential leaders. Following Glaser and Strauss' (1999) and Strauss and Corbin's (1998) research processes, subquestions emerged from the interviews. The answers to the questions and subquestions provided data to ground the theory and leadership model of these Latinas.

Population

The population of the study consisted of highly recognized Latina businesswomen in leadership positions who have achieved success in the corporate or entrepreneurial business environment in either for-profit or nonprofit organizations in the United States. Grounded theorists determine the population of the study by the theoretical relevance to the emerging categories and the discovery of theory (Glaser & Strauss, 1999). The theoretical relevance of the study requires a population of renowned and acknowledged Latina business leaders whom the media have recognized for their efforts and leadership; they serve as role models for other Latinas who aspire to leadership positions and business success. The scope of the study was limited to the United States as the geographic location and to business and leadership practices. The wide scope allowed searching for potential participants who could provide the highest leadership standards in terms of success and recognition.

Sampling Frame

The population of the study was recognized Latina business leaders in the United States, and the study sample had women who purposively, not randomly, fit into the population. Strauss and Corbin (1998) explained that grounded theorists can intentionally select an open sample to maximize the usefulness of information gathered, referred to as theoretical sampling. Strauss and Corbin argued that "when building theory inductively, the concern is with representativeness of concept and how concepts vary dimensionally" (p. 214). The emphasis on portraying the concepts and dimensions is because grounded theory analysis is data-driven. Grounded theorists use inferences as they gather data from several sources, such as note writing about social observations and interviews with those defined in the sample, readings about the targeted population, personal experiences, preliminary construction of theory, and so on (Baker et al., 1992; Martin & Turner, 1986). The sample intentionally included successful and recognized Latina business leaders.

Samples for qualitative studies commonly are small in number of participants to ensure enough detail and in-depth understanding. The sample consisted of 11 Latinas within the United States with business and leadership achievements recognized by Hispanic, business, or leadership publications or other sources among the national media. These Latinas held leadership positions in either for-profit or nonprofit organizations and have a record of business achievements as corporate executives or entrepreneurs at a national or global level. Latina leaders of the sample needed to work in any location within the United States to participate in the study and meet the scope requirements.

Theoretical Sample Size

Strauss and Corbin (1998) maintained that theoretical sampling concludes when no more categories are emerging, because they become saturated. The sample size for the study was 11 Latina leaders who voluntarily agreed to conduct a taped interview with subsequent follow-ups to ensure the necessary data for the study. The design of the interviews allowed face-to-face or telephone conference or web conference, depending on the participant's convenience and resources available. The sample size of 11 volunteers provided 11 transcribed interviews (from voice to text) with their correspondent 11 memos and 11 notes producing 33 sources of data. Provision was made for additional subsequent telephone calls or email follow-ups increasing the number of sources of data in case of not reaching saturation for existing categories. The sample size increased until emerged categories reached saturation. The theoretical samples of similar studies vary from 10 to 15 participants (see Fleming, 2004; Gallegos, 2006; Parker, 2002; Salas, 2005).

Informed Consent

Only Latinas who met the requirements of the research population received invitations to participate. The study gathered and used data from Latina business leaders who volunteered to participate in the study and who were aware of their rights as human participants. An informed consent is an announcement for the participants of the study where they sign an agreement to be part of the research and acknowledgement of their right to protection (Neuman, 2003). Potential contributors who decided to participate read the invitation letter (see Appendix A), signed an informed consent letter (see Appendix B) and sent the written approval. The invitation letter and consent form included

information such as the right to refuse to participate or withdraw, the requirement of having an audiotaped interview, the assurance of the confidentiality and anonymity of all records, the intention of the researcher concerning publication of results, and the benefits and the unforeseeable risks of the study. The interviewer repeated the information to each participant before the interview took place.

Participants could withdraw from the study at any time without penalty. New potential participants received invitations to ensure sufficient data sources. The sample size could have increased to ensure the saturation of categories for the grounded theory design.

Anonymity and Confidentiality

To protect participants, the study included a guarantee of protection of confidentiality and anonymity. To honor privacy, the interviewer informed the participants that the interview was going to be audiotaped, transcribed for them to review, and kept without the participant's name. The records remained confidential. After the interviews were set up, the interviewer discarded the participant's name and business information as soon as possible, identifying the participant's data by code. The codification procedure ensured the anonymity and the future confidentiality of the data and records. The participants' identity was not disclosed in the research analysis, comments, or results to further increase participants' anonymity, but each participant had the option to identify herself as a contributor for the published version of the study. If the participant agreed to identify herself, her name remains independent of the data sources and comments used in the analysis, but she had to read and sign a written authorization (see Appendix C). Participants received assurance that the transcripts, consent forms, and

data files would be held with their correspondent identifier's codes for 3 years in a locked place. For data files access, there is a password requirement before opening. After the 3 years, all forms of data with identifiers would be destroyed.

Data Collection

The data collection procedure included the gathering of data from interviews, participants' observations, memos, and follow-up written and oral conversations to triangulate and validate the study through a multiview technique. The procedure started with contacting potential participants and sending the invitation letter (see Appendix A) and a consent form (see Appendix B) as part of the theoretical sampling procedure. Each potential participant was contacted and was asked to confirm the understanding of the study and requirements (e.g., the participant had to agree to have an audiotape recorder during the interview) and her rights as a participants and to verify her credentials.

The next procedure was to schedule individual appointments to conduct the interviews at a time that was convenient to the participants. The collection of data followed the interview guidelines (see Appendix D) that included introduction and closing procedures, the main research question, and probing questions to facilitate the interview. The interviewer tried to understand perceptions and internal logic of the interviewees by asking questions and making comparisons from the information provided by the participants. The interview process included probing questions to aid with the gathering of data. Strauss and Corbin (1998) suggested some of these questioning techniques. The probing questions included sensitizing questions that aided with the indication of data such as the meaning of leadership, culture, and support systems; theoretical questions that indicate processes or connections such as the relationship of

mentorship, role models, and barriers; and practical or structural questions that indicate direction such as important events, different situations, and other emerging concepts.

Strauss and Corbin (1998) suggested several techniques and analytical tools to aid in the continuous comparison process. These tools include (a) questioning with the usual questions of what, where, when, who, why, how, how much, with what result, and so on; (b) analysis of a word, phrase, or sentence, that allows the interviewee to assign meaning or assumptions and explain preconceptions; (c) opposites technique that focuses on the extreme of concepts; (d) systematic comparisons of two or more phenomena that permit the comparison of concepts that may serve as dimensions; and (e) cautionary technique that highlights biases, beliefs, or assumptions to the investigation to assure the proper voice of the participant. The study incorporated these techniques to enrich the substance of the data.

After the interview, the data were gathered as a written transcript from the audio recordings, and the transcript was sent to the respective interviewees for review to ensure accuracy. The data collection also included the notes gathered from the interviews and follow-up conversations with the participants as additional data sources (Glaser & Strauss, 1999). Notes and memos aided the continuous comparison techniques and triangulation efforts. Grounded theorists use notes and memos to describe vivid details that may be useful to record important ideas, trigger memory, and set contextual meanings (Martin & Turner, 1986).

With the interview transcripts confirmed and the notes transcribed, the data were analyzed and codified. The data were transferred into qualitative research software files (NVivo 7) to aid with the management of the data. Where necessary, further data were

gathered after the coding procedures by contacting the participants via phone or email. The consequent interaction with the participants was critical for the continuous process of grounding theory that could ensure and refine the saturation of categories and the creation of the theory (Baker et al., 1992; Glaser & Strauss, 1999; Strauss & Corbin, 1998).

Instrumentation

The main instruments of data collection were one-on-one interviews, telephone or email follow-ups, and memos, as they were the most appropriate for a grounded theory method (Strauss & Corbin, 1998). Interviews were a useful tool to capture the knowledge and emotions of individuals in their own words. The interviews followed the guidelines with an open-ended research question and probing questions developed to facilitate the interview process. The interviews and communications were nonstructured, interactive, and open to ensure respect for the participant's voice and thoughts (see guidelines in Appendix D).

Following Strauss and Corbin's (1998) recommendations, the interview guidelines included, in the following order, the sensitizing questions, theoretical, practical/structural questions, and guiding questions. Because the interview questions were formulated following Strauss and Corbin's techniques and were not obtained from other previously used instruments, a pilot study was recommended. Pilot studies are pretests done to find potential failures, inadequacies, infeasibilities, ineffectiveness, and other internal validity issues with the instrument (Van Teijlingen & Hundley, 2001). The pilot was done with volunteers holding similar leadership positions to the participants who provided feedback as about the relevance of the questions, suggesting rewording, discarding or adding questions, or other changes.

Simultaneously to the interviews, notes or memos were used as part of the holistic approach necessary for triangulation included in the grounded theory method. Memos are a "record of analysis, thoughts, interpretations, questions, and directions for further data collection" (Strauss & Corbin, 1998, p. 110). The use of memos provided additional data for the analysis and comparison process. Memos supply "analytic ideas that can be sorted, ordered and reordered, and retrieved according to the evolving theoretical scheme" (Strauss & Corbin, 1998, p. 220). After the coding procedures and data analysis, the grounded theory included the triangulation of the codified results to ensure the required saturation of categories.

Data Analysis

The grounded theory method and comparison techniques interactively related the data collection, data analysis, and conceptualization. Glaser and Strauss (1999) called the process constant comparative analysis. The data were transferred into NVivo 7 files before starting the analysis. The systematic design in grounded theory uses specific stages and emphasized the data analysis using open, axial, and selective coding (Strauss & Corbin, 1998). The study rigorously followed the coding procedures.

Phase One: Open Coding

Strauss and Corbin (1998) defined open coding as "the analytic process through which concepts are identified and their properties and dimensions are discovered in data" (p. 101). In the coding phase, the analysis of the text provided initial themes or categories and possibly subcategories—called properties—from the multiple sources of data collection in the NVivo 7 software. Strauss and Corbin suggested that categorical properties provided more details about a category. If the property could be located into a

continuum, a dimensionalized property was identified. The constant comparison of the data sources was required in the process of open coding. Once the categories reached saturation, despite the new sources of data, the categories were ready for the next phase.

Phase Two: Axial Coding

Axial coding is "the process of relating categories to their subcategories, termed 'axial' because coding occurs around the axis of a category, linking categories at the level of properties and dimension" (Strauss & Corbin, 1998, p, 123). The selected core category was explored with the rest of the categories as relationships. Strauss and Corbin provided the following criteria to identify the core category,

1. [The core category] must be central; . . . all other major categories can be related to it.
2. It must appear frequently in the data. This means that within all or almost all cases, there are indicators pointing to that concept.
3. The explanation that evolves by relating the categories is logical and consistent . . . no forcing of data.
4. The name or phrase used to describe the central category should be sufficiently abstract.
5. As the concept is refined, the theory grows in depth and explanatory power.
6. When conditions vary, the explanation still holds, although the way in which a [grounded theorist expresses the phenomenon] might look somewhat different. (p. 147)

These relationships may result in the following: (a) causal conditions that influence the core phenomenon, (b) strategies that derive from the core phenomenon, (c) contextual

and intervening conditions that are specific and general situational factors affecting the strategies, and (d) consequences that result from the strategies (Strauss & Corbin, 1998). With these relationships defined, the coding paradigm model was created as a graphical representation and served as the model for the theory.

Phase Three: Selective Coding

Selective coding is "the process of integrating and refining the theory" (Strauss & Corbin, 1998, p. 143). The new theory was inducted from the refined coding paradigm that resulted from the axial coding phase. When necessary, more participants were contacted to compare data as a triangulation method. Strauss and Corbin argued that the data analysis procedure could provide propositions or hypotheses valuable for further studies.

Validity

Parry (1998) posited that grounded theory is a valid method for researching leadership processes, but it has potential weaknesses regarding validity, reliability, and bias. Validity is different for quantitative research and qualitative research. In qualitative research—particularly grounded theory—validity is about how useful the generated theory is to describe and explain the phenomenon studied, as opposed to repeatability (Baker et al., 1992). Neuman (2003) disagreed, arguing that grounded theorists should search for results that are comparable across similar social situations to make the theory generalizable and capable of replication. Glaser and Strauss (1999) described validity of grounded theory when the results have *fitness* or data coherence, *understanding* or relevance to participants, and *generality* or explanation and prediction of the process.

Internal Validity

Chiovitti and Prian (2002) found that to enhance the standards of rigor of the grounding theory research, the correct use of the research design could increase credibility, auditability, and fittingness. To increase credibility, the grounded theory design included actions such as the following:

> (a) let[ting] participants guide the inquiry process, (b) check[ing] the theoretical construction generated against participants' meanings of the phenomenon, (c) us[ing] participants' actual words in the theory, [and] (d) articulat[ing] the [interviewer's] personal views and insights about the phenomenon explored. (Chiovitti & Prian, 2002, p. 430)

Chiovitti and Prian added that to increase auditability and fittingness, it is necessary to specify the research thought process, the selection of participants, the scope of the study, and relationships between the literature and the emerged categories. Hall and Callery (2001) argued that by incorporating the interactions between interviewer and participant, the relationship improves the grounded theory validity.

The instrument posed internal validity issues. The purpose of the study was to explore and discover potentially unknown processes related to leadership to induct new theory. The use of a previously validated instrument could have increased validity, but could have biased the responses, which should emerge during the process of the grounded theory according to the method. Using a new instrument increased the internal validity risks, raising doubts as to whether the proposed questions were effective in capturing uncovered factors of a phenomenon among other potential failures (Van Teijlingen & Hundley, 2001). A pilot study was created to mitigate the risk, but there are several

limitations associated with these pretests, such as inaccurate predictions, wrong assumptions, and no guarantee of success (Van Teijlingen & Hundley, 2001).

External Validity

External validity for grounded theory increases by having internal variety in the participants through facilitating the saturation of categories from several data collection points (Glaser, 1992; Parry, 1998). The grounded theory method design allows some validation of the process by constantly comparing the data and triangulating them through the coding procedures and existing literature (Parry, 1998). Haig (1995) disagreed, arguing that "the notion of constant comparison contributes little to figuring out whether the inductive inference in question is enumerative, eliminative, abductive [*sic*], or of … other form" (Theory Generation section, ¶ 4). To increase the validity, the study followed a full-grounded theory approach to provide a higher validity to the qualitative study because it contained memos and follow-up inquiries, allowing more resources for the theory to mature (Parry, 1998).

Reliability is the other major source of weakness for grounded theory. Replication of the study is challenging because situations change, and so do participants. Trochim (2005) and Guba and Lincoln (1994) suggested that qualitative research should be measured with dependability rather than reliability or repeatability, and transferability rather than objectivity. Dependability emphasizes the changes inherent in the process and the impact on the study. Transferability sets the context to sensitize the dependability issue for those who wish to use the theory to shift it to other areas.

Bias is another issue that merits discussion for validity. Haig (1995) pointed out that there may not be a clear distinction between data and phenomena in the grounded

theory and this may result in misleading theories. The grounded theorist ultimately decides the themes or categories used to generate the theory. Self-discovery and realization of bias are important for grounded theory and any qualitative research.

> A researcher's personal beliefs and values are reflected not only in the choice of methodology and interpretation of findings, but also in the choice of a research topic; personal beliefs and views about a topic … seem to guide the development of the argument. (Mehra, 2002, ¶ 14)

Data auditing is important to reduce potential bias (Trochim, 2005). If the study does document unique but different perspectives, conformability may increase the dependability of the study.

Summary

Qualitative grounded theory provided the research method and design for the study (Glaser & Strauss, 1999; Strauss & Corbin, 1998) because it is appropriate for exploring social phenomena (Neuman, 2003; Stern, 1980), leadership processes (Parry, 1998), and feminist research (Keddy et al., 1995; Wuest, 1995), and for discovering common themes for inducting theory (Martin & Turner, 1986; Myer, 1997). According to the plan, the study used grounded theory to discover processes or categories that recognized and successful Latina business leaders share. The categories and the grounded theory methodology guided the creation of a leadership model inducted from data of 11 Latina business leaders in the United States who volunteered for the study. A graphical model supported the created theory. Chapter 4 presents the results and the details of the research and the coding analyses.

CHAPTER 4: ANALYSIS

The purpose of the qualitative grounded theory study was to explore the experiences associated with the leadership development of highly successful and recognized Latina business leaders in the geographic area of the United States and to induct a new theory and leadership model. The central question explored in the study is how Latina businesswomen in the United States become influential leaders. Grounded theorists generate theoretical knowledge from the participants' views rather than the use of existing theory (Glaser & Strauss, 1999; Strauss & Corbin, 1998). Data collected from interviews, field notes, memos, and other forms of telecommunication facilitated the grounding analysis of the phenomenon of the transformation of Latinas into influential business leaders to the induction of new theory.

Chapter 4 contains the details about the results of the research. The first section of the chapter focuses on the data collection process, including the pilot study, demographics of the participants, and the details of the interview process. The second section presents the details of the data analysis, using the grounded theory methodology. The last section indicates the findings of the analysis and the model inducted from the study.

Data Collection Process

The data collection started after receiving approval from the Institutional Review Board (IRB). The IRB reviews research proposals for potential risks to any of the participants. The IRB granted permission under the exempt status, approving the proposed research design and the proposed script for the interview. The script was the result of a pilot study.

Pilot Study

The initial interview script had open-ended questions based on the inquiring techniques proposed by Strauss and Corbin (1998). The purpose of the interview questions was to discover meaning, processes, and directions. Meaning questions included inquiries about the concept of being leader, a Latina, and a female leader and about success, Latina leadership, support systems, role models, and mentors. The process questions included inquiries about the potential contributions of Latino culture, the main barriers Latina leaders face, and modifications to the support system. The direction questions included inquiries about becoming a Latina leader, the main turning points during the leadership development, opinion about the scarcity of Latina leaders, and perceived differences from other Latinas.

Pilot studies are helpful to reduce the risk of failure and ineffectiveness but do not guarantee the success of instruments, in this case, the interview script (Van Teijlingen & Hundley, 2001). After writing the script, a Latino business leader and a non-Latina business leader reviewed and discussed the script. The suggestions included the elimination of a redundant question and warnings about hypothetical examples in questions. The resultant instrument appears in Appendix D. The IRB approved the interview script before the actual collection of data.

The interview script consisted of open-ended questions to stimulate the emergence of concepts, but provision was made for additional questions during the interview process. The interviewer explained to participants the objective of the study and encouraged them to add anything that they thought the interviewee would consider important from the leadership development perspective. Some emerging questions

included asking for more details about statements or experiences and the marital status and number of children raised by the participants.

Selection of Participants

The design of the study included a theoretical sample with provision for the number of participants to increase if more data sources were needed. The actual number of participants resulted when emerging categories reached saturation following the theoretical sample concept (Strauss & Corbin, 1998). Perhaps, the most challenging task of the study was finding access to the potential participants with a limited timeframe and no funding. The population consisted of national Latina business leaders recognized by the media, but not having direct access to or contact information of potential participants presented a challenge.

The data gathering process included the creation of a list of women who met the population criteria as potential participants. Attempts to obtain the contact information of discovered or recommended potential participants included trying to meet the business leaders in person and finding correspondent email addresses or mailing addresses. Only potential participants who met the population requirements received an invitation.

Invitations included the invitation letter (see Appendix A) with the consent form (see Appendix B). Seventy-two participants received invitations, one by one, during a period of 6 months. To increase participation, the invitation letter included a modification giving the option of using an electronic signature for the consent form (see Appendix E). The electronic signature option increased the response rate to 20, of whom 14 agreed to contribute to the study and 6 declined, citing time restrictions. After participants had sent the electronic signature from their personal emails, a printed copy of correspondent email

consent messages served as the consent requirements. Codes replaced the participants' names to ensure anonymity and confidentiality.

Snowball sampling is a useful strategy to penetrate elite social groups through the references of respondents to potential participants (Atkinson & Flint, 2001). Snowball sampling attempts resulted in seven invitations through the recommendation of some of current participants. Seven potential participants responded as a result of the snowball technique, but only three participants could accept. Of the total 14 participants who volunteered, three had to withdraw from the study mainly because of availability restrictions. Availability was an issue because all participants were very busy and had demanding schedules. The waiting time for the interview after acceptance of the invitation varied from one week to nine weeks with an average of 4.5 weeks. To make the interview dynamic and time-efficient, the participants received a script of the main questions one or two days before the interview. The script had a note mentioning that the questions were open-ended and could change and that the study focus was the participant's perspective and leadership development and not related literature.

Participants

Eleven recognized Latina business leaders constituted the sample of the study. Most participants held an award such as National Woman of the Year, Most Influential Hispanic Woman in the United States, or a similar recognition. Six (55%) Latina leaders were corporate executives, and five (45%) were entrepreneurs. Participants were involved in various industries such as healthcare, automotive, nonprofit, financial, construction, banking, human resources, customer products, and market research. Four (36%) participants held the title of president, four (36%) participants held a C-level title, and

three (28%) participants have been senior vice presidents or vice presidents. Three (28%) participants lived in the Western region of the United States, four (36%) in the Southeast region, two (18%) in the Midwest, and two (18%) in the Northeast region of the United States (see Figure 5).

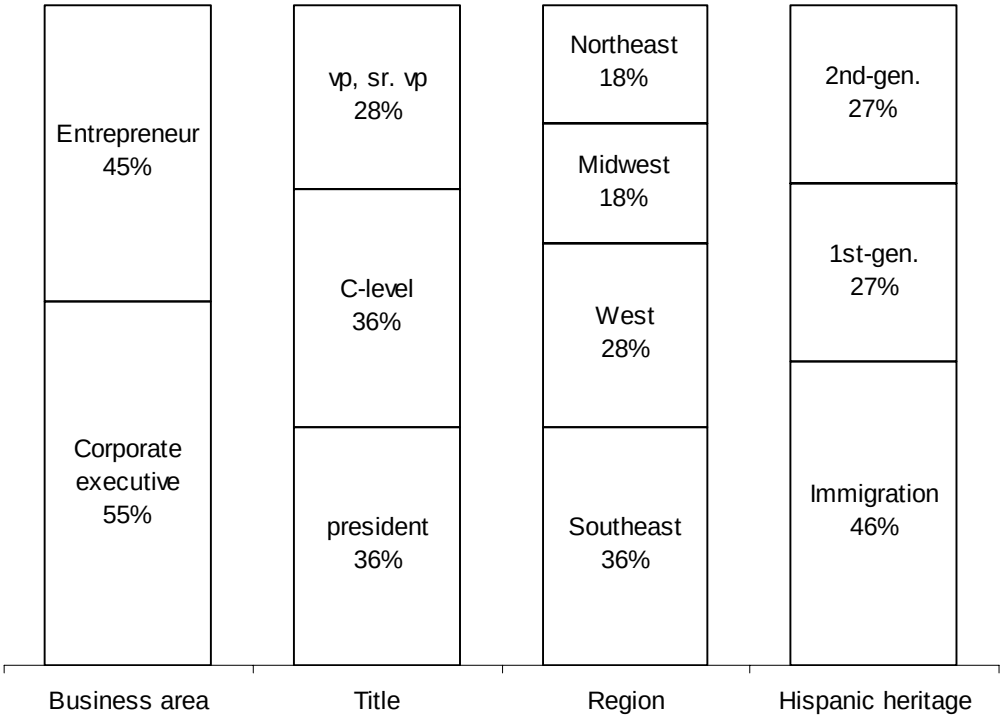


Figure 5. Demographics of the 11 participants of the study, showing business area, title held, region in the United States, and Hispanic heritage with percentages.

The Hispanic origin of six (46%) participants was through immigration: three (27%) participants were first-generation Hispanic, and two (27%) participants were second-generation Hispanic. The Hispanic heritage of these Latina leaders included the cultures of Mexico, Cuba, Nicaragua, Colombia, Puerto Rico, Chile, Venezuela, Portugal, and the Dominican Republic. All (100%) participants spoke English, and four (36%) participants presented some accent. Overall, all (100%) participants demonstrated a

profound respect for the Hispanic culture, and ten (91%) participants demonstrated strong pride in their own Hispanic heritage and called themselves Latina or Hispanic women. One (9%) participant preferred to identify herself as American rather than Latina despite her immigration history.

Five (45%) participants were in their 50s, five (45%) were in their 40s, and one (10%) participant was in her 30s. Ten (91%) participants held a bachelor's degree, and four (36%) participants held a master's or equivalent graduate degree. Six (55%) participants were married, three (27%) were remarried, one (9%) participant was single, and one (9%) was divorced. Two (18%) participants did not exercise a motherhood role, but the rest (82%) of the participants had raised or were raising one to six children (see Figure 6).

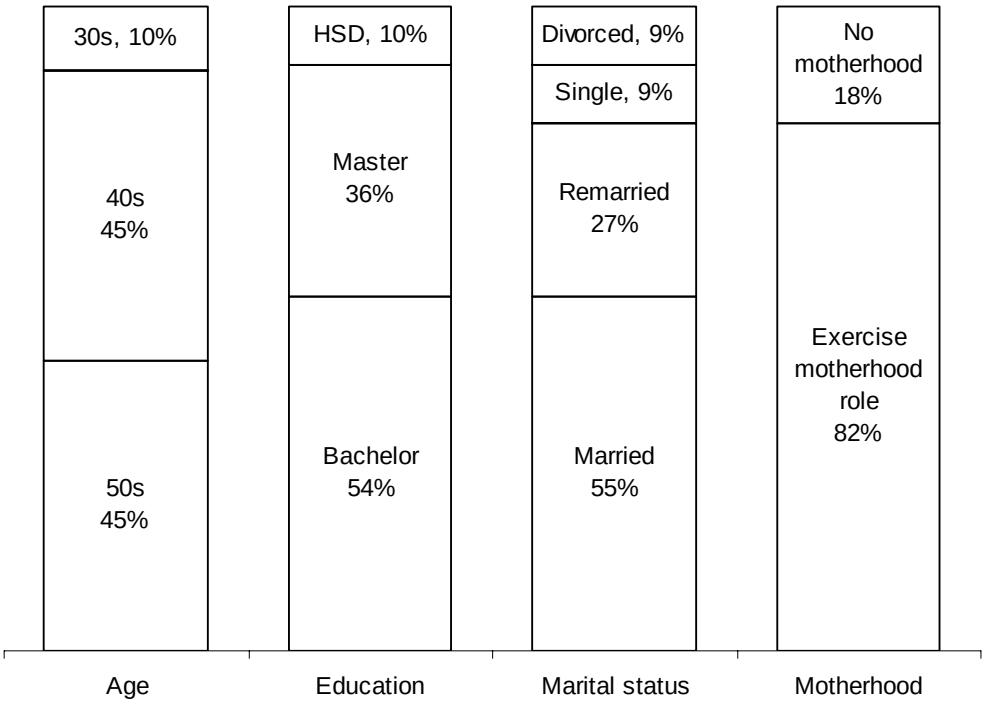


Figure 6. Demographics of the 11 participants of the study, showing age, education, martial status, and motherhood role with percentages.

All the participants were willing to contribute to the study despite their extremely busy schedules. The participants demonstrated a genuine concern for the future of Latinas and the next generation of Latina leaders in the United States. The participants were all charismatic and self-confident with a positive attitude toward obstacles. All participants counted a record of achievements in their respective companies, industries, and communities. The participants were all role models to other Latinas, Latinos, and businesspersons. Individual details about the background and achievements of each participant were purposely excluded to ensure the anonymity and confidentiality clause of the study.

Interviews and Transcriptions

Eleven participants were interviewed. Unless the participant asked to start directly with the questions because of time limitations, the interviewer gave some background about the study and its purpose, asked if the participant understood the consent form, and reminded her that it was a recorded interview. The interviews included open-ended questions and allowed the participant to give in-depth details in her answers. All the interviews were conducted via telephone conference. With the speaker on and a digital recorder, the interviewer asked the questions, recorded the interviews, downloaded the audio file to a computer with digital format, and transcribed the participant's voice to text. The software Express Scribe allowed speed modulation of the audio file, aiding the transcription process. An excerpt of a transcribed interview appears in Appendix F.

The proposed length for the interviews was one hour. The average length of the interviews was 34 minutes, not including the time spent opening and closing the interview. At the end of each interview, the interviewer explained to the participant that

she would receive the transcribed interview for review and that she might be asked additional questions through email communication. Two (18%) participants made modifications to the correspondent transcribed interview, and nine (82%) participants answered follow-up questions.

The interviewees spoke English during the interviews, but some participants added some phrases in Spanish, which were translated to English in parentheses in the transcriptions for coding. The transcribed versions used for the coding, did not include the participants' names or company names. All files had password protection, and provision was made for the printed copies to be kept locked for 3 years and destroyed after this period.

Other Data Sources

The interviewer collected data for the notes and memos while contacting the participants, during the interview introduction, and during and after the interview. The notes included pictures, details about the participant's achievements, personality traits, and observed behaviors. Some notes also included published articles about the participants and other sources from the media. Appearance in the media was one of the requirements for participation.

Memos are an important source of data (Strauss & Corbin, 1998). The memos focused on potential meaning or conceptual patterns provided by the interviewer. The interviewer wrote a memo after each interview, including interpretation of each question, and revised the memo during the coding, adding potential categories. Appendix G presents an expert from a memo.

The last source of data was the further questioning done through email. The email contained the research question, how Latina businesswomen in the United States become influential leaders. Only nine (82%) participants replied during the analysis period because of time limitations and availability. The data from answers, notes, and memos helped in the triangulation of the data from the interviews during the three phases of coding. The 11 interviews, 11 notes, 11 memos, and 9 emails totaled 42 sources of data for the study.

Data Analysis Process

The data analysis process consisted of the three coding phases used in grounded theory according to Strauss and Corbin (1998). The coding phases are open coding, axial coding, and selective coding (Strauss & Corbin, 1998). The open coding presented categories and subcategories that emerged from the data. The axial coding showed dimension and qualification of the categories in relation to the central phenomenon studied. The selective coding presented the induction of theory and a graphical model of the related categories.

The analysis process started with uploading the text of the revised interviews to the NVivo 7 software. NVivo 7 is software created for qualitative analysis as a tool to handle rich amounts of data, easing classification and arrangement of information. To reduce bias and ensure the correct use of the NVivo 7 software, a professional qualitative decoder prepared a first round of open coding using NVivo 7. The decoder's work excluded the second round of open coding; analysis of the notes, memos, and personal observations; cross-comparison of the initial findings; creation of categories and

dimensionalization, axial coding, selective coding, and model and theory creation, as well as the interpretation of the findings.

Results

Open Coding Findings: Emerging Subcategories

Sixteen nodes resulted from the initial coding by a professional qualitative decoder of the 11 interviews and one node for the demographic information. The 16 nodes had subcategories, totaling 105 subcategories in the first coding round. The decoder read and coded every word and manually selected specific text and coding to each category and performed multiple coding when deemed reasonable. Strauss and Corbin (1998) called the procedure line-by-line microanalysis. The nodes and subcategories included correspondent frequency (see Appendix H).

The resultant nodes proposed by the decoder coincided with the interview questions, suggesting general categories. Because categories must emerge from data and not from proposed concepts used in the questions, the data were subjected to a second round of open coding. During the second round of open coding, the researcher included the data from the notes and cross-compared the new results with the decoder's results. The second round of open coding resulted in 121 new subcategories (see Appendix I).

Microsoft Excel software served as a tool to handle the rearranging of categories during the second round of open coding. Strauss and Corbin (1998) explained that in open coding, it is important to develop categories and subcategories. Some preliminary categories emerged during the open coding phase, but the final categories emerged during the axial and selective coding phases.

Axial Coding Findings: Relational Analysis

Strauss and Corbin (1998) clarified that the purpose of axial coding was the converging of data that had been broken during the open coding. During the axial coding, the subcategories were related to emerging categories, forming clearer details about phenomena. The tasks involved in this process were the following: (a) assigning dimensions to emerging categories; (b) identifying conditions, interactions, and consequences related to a phenomenon according to a relational paradigm; (c) relating categories, and (d) finding potential connections among major categories.

The following central phenomenon of this study became clear during the axial coding: the transformation of Latinas into influential business leaders. To identify the type of relationship among subcategories to the phenomenon, each subcategory had a qualifier according to a relational paradigm suggested by Strauss and Corbin (1998). In the relational paradigm, Strauss and Corbin classified the conditions affecting the phenomenon as:

1. Causal conditions. Categories that represent events that directly influence the central phenomenon.
2. Intervening conditions. Categories that contextually mitigate or alter the actions or strategies derived from the central phenomenon.
3. Contextual conditions. Patterns or sets of conditions that intersect dimensionally according to circumstances in a particular time and place to which people react with actions or strategies.
4. Strategies. Actions or interactions resulting directly from the core phenomenon.

5. Consequences. Outcomes resulting from the strategies or actions.

Constant revision of notes, interviews, and memos helped in searching for interweaving of events and assigning the correspondent relational component. As Strauss and Corbin (1998) pointed out, the open and the axial coding are not sequential but continual until reaching saturation of categories. Glaser and Strauss (1999) argued the method is a continuous process of conceptual abstraction.

The axial coding resulted in 24 saturated categories. The axial coding procedure helped identify the following relational qualifiers for the 24 categories: four categories related to causal conditions, four categories related to contextual conditions, four categories related to intervening conditions, four categories related to the phenomenon, four to strategies or actions, and four to consequences or outcomes from the 121 relational subcategories. Appendix G presents the findings of the axial coding by relating the subcategories and the new categories.

Each emerging category expanded into properties and dimensions. Strauss and Corbin (1998) explained that as part of the coding method, it is important to develop categories in terms of properties and dimensions that could “represent the location of a property along a continuum or range” (p. 117). The properties and dimensions of each category appear in Appendix J.

Selective Coding Findings: Theory Building

The selective coding phase is the procedure where grounded theorists refine and explain the theory. Strauss and Corbin (1998) explained that the relationships of categories are important not only for building the theory, but also to transform the data into a conceptual level. During the selective coding phase, the researcher contacted the

participants for further clarification about the central phenomenon. Nine (82%) participants replied via email, providing further details of the conditions and consequences of the central phenomenon.

The 24 categories that emerged reached general saturation and were developed with correspondent properties and dimensions with the correspondent axis influencing the core phenomenon. The methodology focused on the patterns from the crosscutting analysis at the dimensional level and again compared it with the data to find insight into the patterns and potential concepts and interrelations. The relations happened at the conceptual level and not at the descriptive or narrative level, allowing insights about how categories affect the phenomenon.

Strauss and Corbin (1998) warned that the purpose of grounded theory is to gain an understanding about a phenomenon rather than to connect categories according to the relational paradigm. The central phenomenon that emerged is a process, and the categories were modified to function as processes. Strauss and Corbin defined process as "sequences of action [or] interaction pertaining to a phenomenon as they evolve over time" (p. 123). Process analysis is particularly important for this study because the grounded theory and graphical model show processes at a conceptual level rather than categories at a procedural level.

Latina Leadership Grounded Theory

Grounded theorists induct a theory from data instead of existing literature (Glaser & Strauss, 1999, Strauss & Corbin, 1998). Interrelationships among concepts that emerged from the data detailed the influences on the main phenomenon, in this case, the transformation of a Latina leader. The paradigm for axial coding proposed

contextualizing the phenomenon according to causal, intervening, or contextual conditions and strategies and consequences (Strauss & Corbin, 1998). Conditions are sets of processes relevant to a phenomenon and useful for explaining the reactions of the people involved. Figure 7 shows the relationships of the proposed theory.

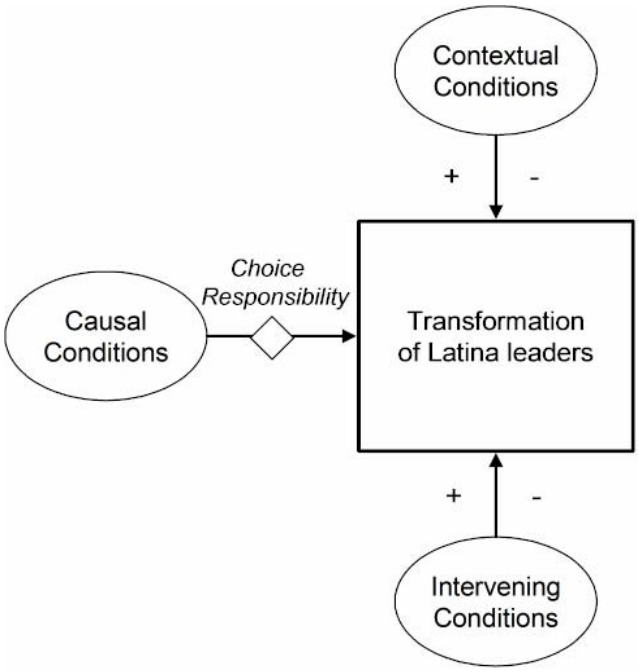


Figure 7. Causal conditions, contextual conditions, and intervening conditions influencing the phenomenon of the transformation of Latina leaders.

Causal Conditions: Latinas Preparing for Leadership

Causal conditions directly affect a phenomenon (Strauss & Corbin, 1998). The following four main causal processes emerged from the analysis: breaking negative stereotypes, adopting the contributions from Latino culture, perfecting natural abilities, and building self-confidence (see Figure 8).

Breaking Negative Stereotypes

Positive and negative stereotypes from the environment influenced Latinas, from the individual to the community level. Participants expressed awareness of positive and

negative stereotypes related to either race or gender or leadership position or to a combination of two or three of these factors. Positive stereotypes mentioned during the investigation were that Latinas are “full of life” (Participant 07), strongly committed within families and communities, hard working, good at multitasking, and passionate.

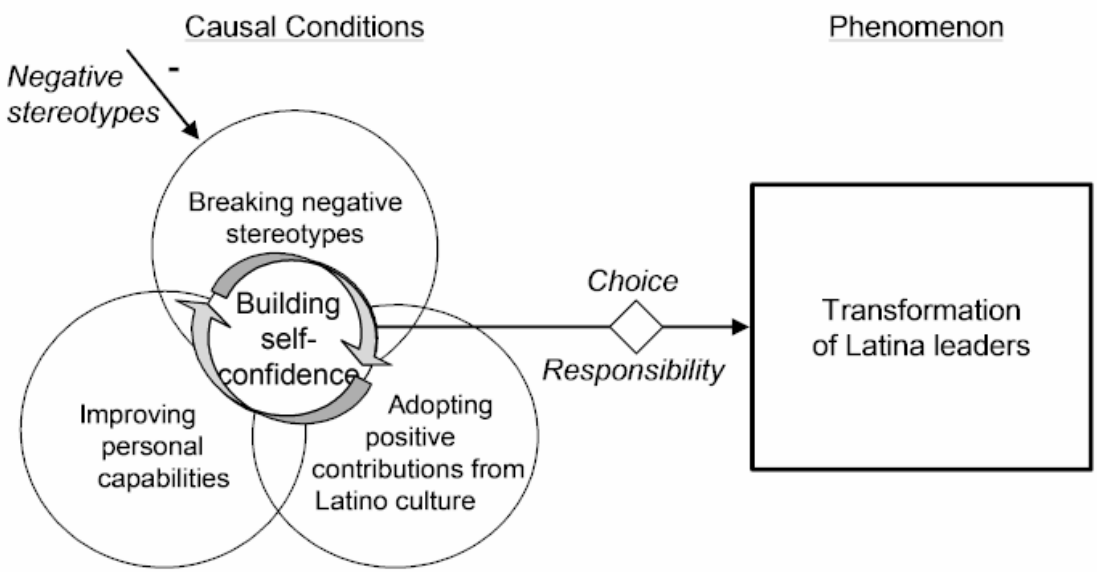


Figure 8. Causal processes (breaking negative stereotypes, improving personal capabilities, adopting positive contributions from Latino culture, and building self-confidence) influencing the phenomenon of the transformation of Latina leaders.

Negative stereotypes toward Latinas mentioned were about expectations at home and with children, low educational attainment, underachievement, inadequate language proficiency, illegal immigration, physical appearance, weakness of character, and passiveness. The negative stereotypes overlapped to create what some participants referred to as the concrete ceiling (see Figure 9).

Participant 01 explained her concern about negative perceptions: “[Latinas are being stereotyped as] being weak, less likely to confront, or maybe it is just the assertive harassment—the stereotype of just being colorful and feminine.” Participants recognized

the obstacles created by perceptions of Latinas as passive, unreliable, and underachieving. Participant 09 expressed her views about the stereotypes of Latinas:

> [There are stereotypes for Latinas]. I do not know if they think of us as less serious, or not as gifted, or—I'm not sure why. Or maybe it's just because we aren't involved in some of the things that people who make those decisions have exposure to. [Potential Latina leaders] do not know where to go.

Two examples in which Latinas may lack of visibility or exposure are in politics and organizational leadership.

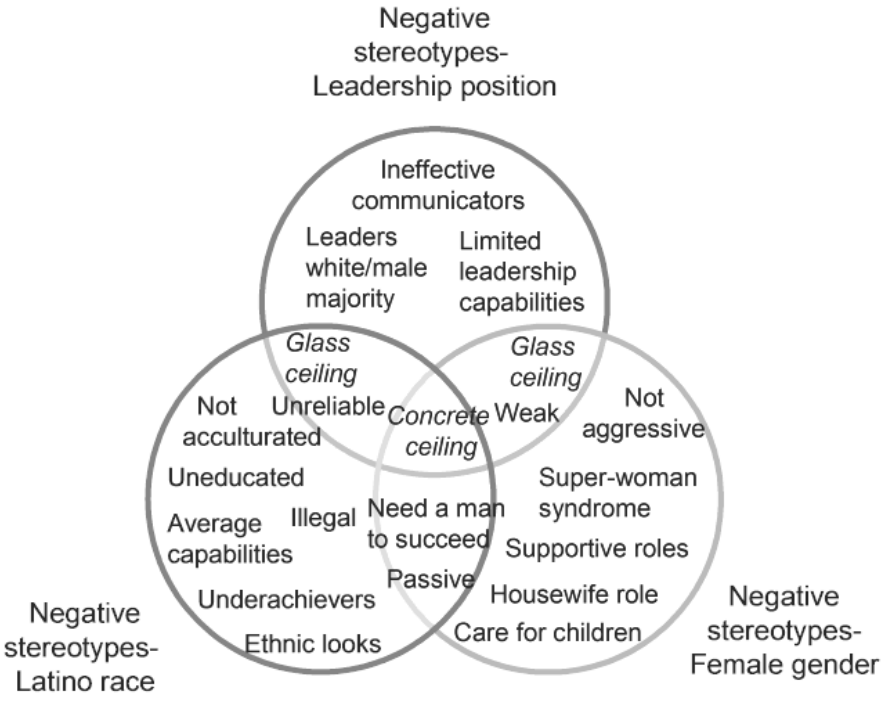


Figure 9. Negative stereotypes that emerged from the interviews with 11 Latina business leaders related to Latino race, female gender, and leadership position.

In terms of female leaders or businesswomen, participants expressed the necessity to validate themselves within the business and any other social environment. Participants agreed on perceiving an overall stereotype from the mainstream society that Latina

leaders are less competent or less effective or that their success is attributed to a man. All participants concurred about working harder to demonstrate their capabilities and constantly communicated their achievements before they were seriously considered as business leaders. Participant 07 expressed frustration when talking about the experience of being stereotyped:

> We still have a problem being taken for face value, and in particular if we have families. If there is a husband and children involved, it is even harder … Everything I did was designed to make me a better—a stronger businessperson. So, yeah, I'm doing—you know, facing those stereotypes, it's like you get this raised eyebrow. "You're a woman in [a male-dominated industry]. Oh! And your husband works with you. Oh! Okay." You know, now they see it all clearly, and I'm thinking, "You don't even know what you're talking about."

Nine (82%) participants reported breaking family stereotypes or surpassing family expectations during their childhood or early adulthood, some with and some without their parents' expectations. The broken stereotypes within the family included the following: becoming educated at higher levels, proving themselves self-sufficient, being providers to others, and acting as role models for other family members. Participants also broke the stereotype about Latinas being exclusively devoted to family as caregivers. Participants successfully excelled in business and kept engaged in the family matters, successfully balancing the different roles.

Participants reported that the emphasis of Latino culture on family was generally positive but, in some cases, acted against them. Four (36%) participants noted they had tried to balance family and professional obligations at some point of their life. Participant

03 referred to the “superwoman syndrome.” Participants took the correspondent measures such as feeling good about hiring help to break that stereotype.

Seven (63%) of the participants mentioned, directly or indirectly, not possessing stereotypical physiognomic characteristics of Latinas, arguing they never felt discriminated against as Latinas because of ethnic looks. One participant (9%) reported experiencing discrimination based on image. Participants broke stereotypes about ethnic looks through identification with or presenting themselves as Latinas.

Adopting Positive Contributions from Latino Culture

According to the data from the participants, Hispanic culture has mostly influenced them in a positive way. Some participants described the process as adopting the positive stereotypes of Latinos. Participants mostly cited the positive influences as developing a family orientation, ease in relationship building, pride on cultural heritage, a strong work ethic, integrity, and being at an advantage when working with others through collaboration.

Participants expressed the opinion that expectations about caring for family gave them a broader spectrum of expectations for themselves. Participant 09 explained her view:

> Being a Latina means that I…get to do it all, and I want to do it all. I want to be a good mother, and a good wife, and a good daughter, and do all the family things that we do, like cook and entertain. But at the same time…I feel it is my responsibility to make sure [my business is] successful.

Some participants argued the Latino heritage helped them to be good at multitasking.

Being hard working or having a strong work ethic was another common factor that the participants cited mostly as a positive influence in their development as leaders. Participants attributed their work ethic mostly to the teaching of one or both parents. Participant 08 discussed her heritage and its consequences:

> I hate to generalize, but I will generalize anyway. I think that as Latinas, we come from a *cultura* that encourages hard work. We come from a *cultura* that says you have to work hard in order to achieve anything in life. Nobody is going to give you anything. I think that philosophy enhances our success because we know that we have to work—not as hard as others but harder than others—for us to be able to get the kind of recognition for our efforts… but also be very proud of your history—be very proud of where you come from.

Their work ethic expanded beyond the professional field into other areas within the home, family, and community. Participants connected hard working with pride on their culture.

Pride in Hispanic ancestry was another common theme, even for second-generation participants or participants with only one Latino parent. There was one exception: one (9%) participant did not identify herself as Latina because of family history and as a result of a broken stereotype. The participant reported admiring the resilience of Hispanics, in particular, immigrants who survived injustice and hardship abroad.

A related theme that influenced the participants' transformation as leaders was the generally positive influence demonstrated as encouragement, particularly from one or both parents, but in some cases to another related person such as a close family member.

Participant 02 explained, “I equate my culture with my family upbringing because that is part of my culture…believing I could do anything and…being a real team builder. I think, frankly, that's one of my strengths that I bring to the party.” Positive influences perceived as Latino in nature seem important for building self-confidence.

Improving Personal Capabilities

All participants spoke of having innate abilities perfected over time that were helpful to their leadership development. Most participants found that they were smarter, good problem solvers, had better interpersonal skills, or had stronger leadership capabilities than their peers at a very young age. Participants reported having single-mindedness or a restless personality such as a “type A personality” (Participant 07) or with much “*determinación* [determination]” (Participant 10). Participant 05 explained, “I have a strong personality…I have never been one to just sit around and complain. I think there is always an action that needs to be done and I am very good at inspiring people to that action.” Superior personal capabilities provided the participants with self-confidence.

Other natural abilities mentioned and developed were applying a multicultural view, acquiring higher sensitivity for others’ needs, and inspiring and persuading others to action. Nine (82%) participants gave evidence of having and developing strong analytic skills. Education, an intervening condition of the proposed analysis, influenced the self-actualization of participants. All participants continuously sought to improve themselves by obtaining higher education or by receiving honest feedback or guidance from different sources depending on the context.

Building Self-Confidence

Participants reported several instances where they had developed or restored their self-confidence. Examples of confidence building crossed themes with breaking stereotypes, improving capabilities, or adopting a positive contributions from their Latino culture (see Figure 8). Important moments of confidence building varied in level and in time. Participants cited examples that had occurred in their childhood, at school or university, when arriving in the United States as immigrants, after a divorce, after the loss of a loved one, or at the workplace. Participants reported their growth in self-confidence as a continuous process with turning points.

Participants advocated for environments other than family or the workplace where they could healthily compete and pursue a goal to build self-esteem. For example, some participants placed an emphasis on extracurricular activities where a controlled environment with rules and goals enhanced leadership development. Four (36%) participants paralleled their actual leadership experience with extracurricular activities including participating in team sports such as soccer or basketball or performing arts such as folkloric dance. Participant 01 explained her experience:

> When you are *folklórico* dancing, you are basically a performer. You learn how to carry your head high, and you learn how to have a lot of confidence, and you learn how to have a smile in your face…A lot of what I learned as a *folklórico* dancer is now part of my style as a leader. I don't have a costume. I'm not wearing the *folklórico* dress right now, but I wear a very sharp looking suit every day…[a costume and an image that] happens to be now a business, professional one.

Participant 04 explained the influence that playing polo at a young age brought to her leadership skills: “Being on top of a horse and being able to become one with a horse, particularly in a race, then you realize that you are self-sufficient, that you can take care of yourself and another being…and achieve a goal.” These participants reported their extracurricular activities deeply influenced their leadership style.

Other influential environments suggested by some participants were the workplace and school or university. Learning the corporate culture or gaining a higher education gave some participants the opportunity to learn and to compare themselves with peers. Participant 06 explained her experience:

> I started to gain my own confidence and [believed] I could probably stand on my own two feet and I grew up a lot. I became more independent just from being in a situation that was not the best. Going to school, finding out what I knew all along—that I was really smart and that I had talent and [I had leadership potential]. Having other people reinforce that for you, your work being really well received, and that kind of [influence] raised my confidence.

Breaking stereotypes, adopting positive contributions from Hispanic culture, and perfecting natural abilities intersected for participants to build self-confidence. Having enough confidence stimulated participants to make a decision that directly influenced the core phenomenon of the study: transformation into a Latina leader.

Central Phenomenon: Transformation into a Latina Leader

The central phenomenon of the theory is the transformation of Latina leaders in the business arena. The central phenomenon represents the patterns that generate actions

from the participants. Figure 10 shows the relationship between the influencing conditions and the internal processes found within the phenomenon.

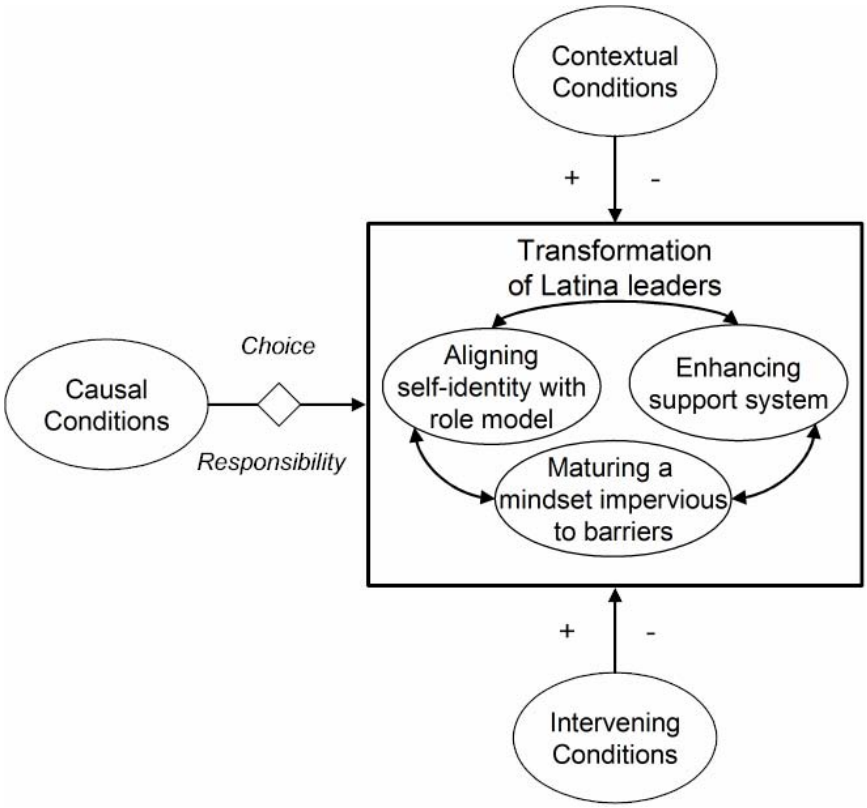


Figure 10. Causal conditions, contextual conditions, and intervening conditions positively and negatively influencing the processes of the transformation of Latina leaders.

The dimensional analysis of categories resulted in four processes that repetitively appear as constant during the transformation of Latinas into leaders. The processes are the following: making a choice, aligning self-identity with role model, securing a support system or network, and maturing a mindset that overcomes barriers.

Choice

Participants' leadership development started when they were children for eight (73%) participants, during college education for one (9%) participant, and when entering the workforce for two (18%) participants. Participants made a choice when they had enough self-confidence that activated the leadership transformation. The choice was either a conscious decision to become a leader or an unconscious choice to accept the responsibility of leadership. Participant 01 recalled when her leadership development started:

> I made the choice when I was really, really, young. When I was in first grade. I just did. Sitting in the front of the class and going to school and really think that it was easy for me, and that I was important. Somehow, I knew when I was really young. Teachers said I was very bright at a young age. I was a student that stands out. Maybe because of my parents, but I remember just sitting there in class and just going, wow, I got it!

Participants who unconsciously accepted the responsibility of leadership described it as a realization of being in a leadership role by default or because it just happened. Participant 11 explained her experience as, "I think it just happened. I think after a while—you let yourself be." Participants presented choice either consciously or unconsciously.

Aligning Self-Identity with Role Model

Self-identity was an underlying category that emerged from responses about role models. Role models cited by participants modified their thinking and perception about themselves in different contexts. For example, Participant 01 reported her parents as important role models. Participant 01 explained, "My parents were instrumental [for my

leadership development]. Just hearing them talk about [inequality] issues, being involved in [inequality] issues definitely was a factor. They were the role models." Participant 01 actively has fought for social equality following the legacy of her parents.

Self-identity varied among participants but, in almost in all cases, matched with the described role model within the context. For example, Participant 04 argued about her perception as a Latina leader, "I see myself as a person,—not necessarily as the woman… my role models, all of them, have been highly accomplished men." Participant 09 summarized the relationship when asked about her role models:

> My role models kind of change based on what my goals are at any given time. I do not think anything actually has ever inhibited me. I find people that I want to be like, and over the years, that is how I have developed, and grown, and changed with what it is that I want to do.

The alignment of self-identification and role models is a dynamic process, and some participants reported going through periods of self-identification issues because of undefined role models.

Participants who claimed to be "at the top of how high it can get" (Participant 01) also reported feelings of loneliness and isolation when reflecting on the limited number of Latina leaders in the mainstream society of the United States. Participants at the highest levels expressed a concern about finding other ways to advance and noted that they had few people with whom they could identify, making the process of aligning with a new role model a dynamic and continuous process.

Enhancing the Support System

All participants reported having a support system. Just one participant said her support system consisted of herself and her husband. Participant 09 summarized the overall perception of the other participants about the positive influence of people during their leadership development:

> I was always fortunate to be around other people, men and women, who knew that I was not afraid of work, and that I was not lazy, I was not stupid, I was anxious to do a good job. They always encouraged me to challenge myself to do more than what I was doing. That motivated me to try to accomplish things that, if I did not have that encouragement, I might not have attempted.

Participants described their support system as people who motivated or help them to identify or to provide opportunities for further development.

Participants reported changes in their support system as they developed as leaders. Most participants described their support system as expanding, but other participants, for example, Participant 08, expressed the perception that the network became more refined and less dependable: “Your support system tends to be different, and that support system tends to be one that you probably can trust even less because the stakes are higher. The people that you can really confide in become smaller and smaller.” In contrast, Participant 02, explained her philosophy towards her support systems:

> Have a network of people that you can go to and ask for feedback or ask for support or bounce ideas off. I think that [the] network just builds over time, so that the longer you are in an organization, really the wider your network is

> because you have developed those relationships… don't burn bridges because that network is there for you all the time—all the positive and all the negative.

Both approaches have in common that support systems enhanced leadership development according to the context and needs of the participants.

Eight (73%) participants described learning about seeking out help at different levels, from the individual level to the family level to the organizational level, according to context. For example, Participant 10 explained that the lack of networking at the beginning of her career caused her limitations and costly business mistakes when expanding her business. In contrast, Participant 07 summarized the overall feeling:

> I am very good about reaching out—very good. I have support systems in business organizations that I belong to. I have it within my home and in my business, peers, and associations that I belong to. That is the one thing I notice, I think that is a true benefit of a Latina leader. I do not have any problem asking for help. I really do not. I find that people are very, very willing to assist.

Overall, the participants expressed a positive attitude to using their support system and receiving help from it to become an accomplished business leader.

Maturing a Mindset Impervious to Barriers

The interview questions related to the barriers encountered by Latina leaders presented a variety of answers from an approach acknowledging considerable obstacles to a denial of the existence of barriers. Maturation was apparent in the way the participants perceived barriers including stereotypes during their leadership transformation. Participant 07 expressed concerns about the development of other Latinas, with the following warning: "Confidence to push past the stereotypes and

expectations of our families and our peers—I think sometimes, even if you get past that, we'd go stand in our own way." Self-confidence and broken stereotypes were not enough to transform participants into leaders. The data analysis suggested one other process about how participants perceived barriers or obstacles.

Although participants had earned the status of highly successful Latina business leaders in the media, their advancement showed variations. Most of the participants who were at the highest level in their industry presented a mature mindset that was impervious to barriers. The establishment of a mature mindset seems to be a process that builds over time. For example, Participant 06 explained, "I worked really, really hard and I developed a very thick skin and I didn't let stuff get to me." The development of resilience and a positive attitude was constant in all participants, but at different levels.

Four (36%) participants were within the optimal state of mindset maturation, five (45%) participants cited experiencing one or two barriers, and two (18%) participants were still developing the mindset, demonstrating some contradictions during the interviews. Participant 11 presented the optimal mindset maturation when asked about the barriers she faced:

> I don't allow them … I have an internal ambition to show my daughter that I can be anything. And I can. There is absolutely zero restriction. Whatever I'm expected to do, I will do better than anyone else. And it's just a personal issue I have. If it gets hard, that's because I'm not looking at it right. If I don't have obstacles, then I don't learn to get better. So if everything is easy, you don't get better. You're the same. I, personally, don't allow any obstacles. Let 'em come. To me, that's a challenge. That's our obstacle? Bring it!

The process of maturing into the optimal mindset and the processes of aligning self-identification with role models and securing support systems were all part of the transformation process of Latina leaders. Intervening and contextual conditions influenced or modified the leadership transformation of participants.

Intervening Conditions: Recurring Modifiers of the Transformation

Intervening conditions are modifiers that alter the effects of a causal condition on a phenomenon (Strauss & Corbin, 1998, p. 131). Data from the interviews showed a generalized pattern, either positive or negative, from parents, family, work environment, and community. Figure 11 shows the relationships.

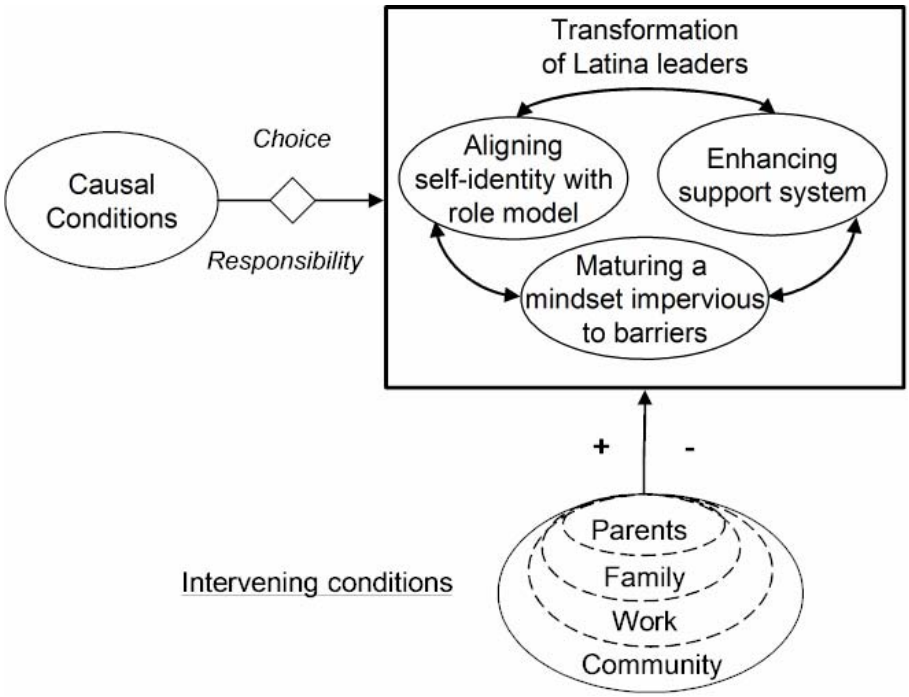


Figure 11. Intervening conditions at different levels (individual to community) positively and negatively influencing the processes of the transformation of Latina leaders.

Parents

Parents or a close family member considerably influenced the transformation of the participants. The influence was mostly positive with parents who encouraged the

participants to build their self-esteem by adopting positive influences of the Latino culture, helped them self-actualize, or persuaded them to break stereotypes. Parents of participants who were not supportive ended up influencing the breaking of stereotypes and indirectly helping them to mature with stronger self-confidence and a more positive mindset.

Nine (82%) participants reported parents as first or only role models. Seven (64%) participants reported direct encouragement from their fathers, and six (55%) participants mentioned their mothers as a positive influence. Participant 11 explained about the help provided from her parents and husband:

> There was never a question that I could not do what I wanted to do. It is a drive that I think we, as Latinas, have. You got to take care of your family. You got to take care—it just happens.

Taking care of the family was another important influence in the transformation of Latinas, usually going beyond parents and including husband and daughters or sons.

Family

Participants thought of immediate family as parents, when referring to experiences as a child; and husband and probably their own children, when referring to their experiences as adults. Other family members mentioned were grandparents, siblings, and cousins. Participant 02 explained about potential strengths Latinas may develop through the interaction with and expectations towards family:

> I think that because of the roles that we've played in family, Latinas are better at collaborating, because we've had to pull the family together, and translates into

> being better at pulling teams together, being better at working across cultures as we do more global activity.

The family environment provided participants with an environment to test their leadership abilities and perfect their natural capabilities as children.

Most participants reported family as a positive influence and as a support system. Nine (82%) participants reported having a supportive extended family. Participants raising children acknowledged the challenges of combining work and family, but only one (9%) participant suggested family balance as an obstacle.

Work

The workplace is an environment that influenced all participants. Participants reported both collaborative and competitive environments and both positive and negative experiences. Participants who held executive positions in corporate settings reported that they had to learn the culture of their organization, break stereotypes, and face some peers as competitors.

Workplaces that promoted advancement helped participants to achieve higher positions. Entrepreneurs had to foster the growth of their companies and subordinates while also breaking stereotypes and facing intense competition in their industries. Participant 08 explained the influence of her corporate environment:

> I would say that almost every one of the leaders, supervisors, coworkers that I have had, or the people that I have worked with and for—every one of them have helped mold me into a leader. I think that everybody can learn something from everyone. That does not mean that all that learning is all positive. There are times when you will have a supervisor that you do not care for at all. Yet, that has

> helped me to be a better leader, because it has helped me to realize those things that I do not want to ever do as a leader. It has also helped me to appreciate those leaders that indeed are great. I have also had an opportunity to work for some of the nastiest people that are out there.

Positive or negative experiences in the workplace helped participants to refine their self-identity and support system.

Working environments influenced directly the maturation of mindset. Both negative and positive influences helped participants to become stronger and focus on their goals. The interaction with peers, subordinates, and other leaders influenced the self-identification of the participants and provided them with the means to enhance their support systems by establishing connections that would be a catalyst to their leadership development.

Community

At the community level, participants acknowledged influences from the mainstream society. Most participants were active members in their communities, usually fighting for the rights of the underrepresented, educating and mentoring other women, or developing businesses. Other than positive and negative stereotypes, recognition and visibility positively affected participants and helped them enhance their network or support system. Self-identity as a community leader gave the participants not only a sense of broader responsibility but also the ability to affect the community at the local and, for most participants, at the national level.

Contextual Conditions: Situational Modifiers of the Transformation

Contextual conditions are situational patterns that interconnect in a specific time and place to create situations that participants respond to with actions (Strauss & Corbin, 1998). Figure 12 shows the contextual conditions that emerged such as a life partner, a mentor, education, and a governmental or a nongovernmental organization influencing positively and negatively the transformation of Latina leaders.

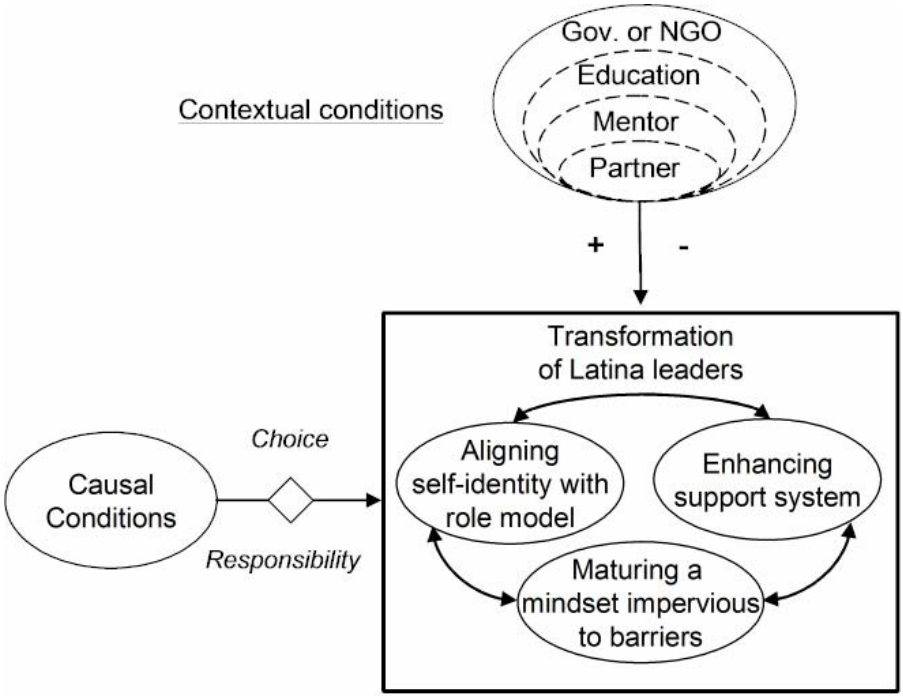


Figure 12. Contextual conditions at various levels (individual to community) positively and negatively influencing the processes of the transformation of Latina leaders.

Life Partner

Life partner referred to as husband by most participants was a contextual condition that positively or negatively influenced the leadership development of participants. Life partners directly influenced participants by affecting their support system, influencing their mindset toward barriers, and endorsing the self-identification of their spouses as Latina leaders.

Remarried participants were very specific about how a negative partner versus a positive partner can affect their performance and self-confidence. Participant 07 explained her perception of other Latinas battling with their husbands to succeed:

> I really think with—and particularly with—Latinas, half the battle is with their life partner…A lot of Latina businesswomen have had to choose. Either I am going to have someone I can share my life with or I am going to have a business.

Divorces were turning points in remarried and divorced participants. Overall, married participants and remarried participants reported having considerable support and positive influence from their current husbands. Participant 04 shared her view about her husband: "My husband is my closest friend, my most objective critic and advisor, and my strongest supporter." Participants assuming a motherhood role agreed that having a supportive life partner was instrumental in their success.

Mentor

Mentors, from the business and leadership perspective, were not available to all participants and, when they were available to some of the participants, they were not available at all times. Seven (64%) participants said they had not had a formal mentor during the first stages of their careers. After launching their careers, five (55%) participants reported white men as influential mentors, and five (55%) participants said they had other women as influential mentors. Only one (9%) participant mentioned a Latina mentor late in her career.

Informal mentors varied in gender and collaboration. Participant 04 was explicit about women or "sisterhood" becoming too competitive in her field and finding greater support from men. In contrast, Participant 07 expressed her experience:

> I would say it's been primarily other women…setting the expectations of teaching and passing the torch. There have also been some good men that are leaders, but primarily it's been Latina and non-Latina businesswomen who have really showed me the ropes and set the expectations in places that it be done at a higher level of thinking.

Most of the participants found women—few Latinas—and white men, acting as mentors. Mentors influenced mostly positively the self-identification of Latinas, the enhancement of their support system, and their mindset about their obstacles.

Education

Education was important for almost all the participants, but in a particular place and time, making education a contextual condition. Education provided participants the opportunity to learn, to connect with other people, and to build their self-confidence, influencing the causal conditions. Participant 11 explained her perception about her college education: "It opened the doors to a professional world that I did not know existed. And that really taught me about opportunity. I would say that's one of the biggest things that drives my success." Education for some participants was a major influence linked to success.

The lack of formal education was a generalized concern of participants when talking about the development of other Latinas. Participant 02 argued, "I think that we, culturally, don't encourage our young Latina girls to go after careers, frankly, and especially technical careers." Participant 01 explained,

> I think our educational system is failing Latinos and Latinas from the time they hit school…Forget leaders, what about just more nurses, what about more

> professional educated, in career path that take advantage of the ethnic skills and the culture—we don't even have that.

Two (18%) participants reported that they believed that higher education could have made a difference in their careers and success. Ten (91%) participants held a bachelor's degree, and four (36%) participants held a master's or equivalent graduate degree. Education influenced mostly positively the self-identification of Latinas, the enhancement of their support system, and their mindset toward barriers.

Organizations

Nine (82%) participants volunteered directly with either a governmental or a nongovernmental organization or association. The purposes varied from serving the Latino community, assisting business and economic development, being involved in politics, helping other women develop, or facilitating charitable or philanthropic enterprises. At the community level, the connection with organizations influenced the participants in their self-identification as community leaders, in developing a mindset which sought further opportunities, and in expanding their support system into a more influential network. The connection also contributed to the participants' visibility as leaders in the community, as expressed in the strategies they adopted.

Latina Leadership Strategies

Strategies provide information about how participants react to situations or resolve problems and purposefully shape a phenomenon (Strauss & Corbin, 1998). Many strategies were common to the leadership transformation of participants. The main processes that emerged that summarized the strategies were the following: providing

outstanding performance, leading at various levels, building social capital, and gaining visibility and recognition, as shown in figure 13.

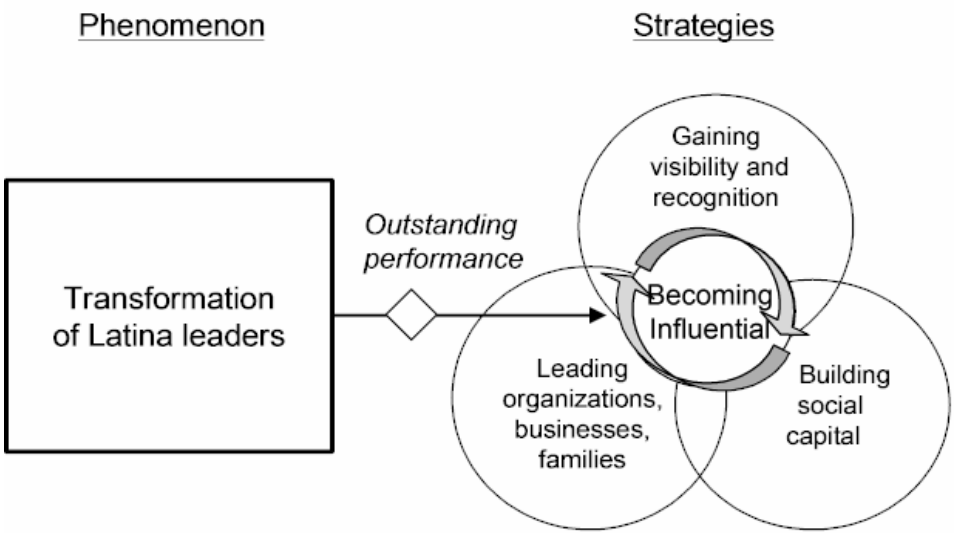


Figure 13. Strategies (leading at various levels, building social capital, gaining visibility and reorganization, and becoming influential) influenced by the phenomenon of transformation of Latina leaders.

Providing Outstanding Performance

Participants reported passionately working very hard to achieve particular goals. All participants were hesitant to emphasize or even mention their achievements, but investigation of the notes and the media files showed clearly that the quality and effect of their performance were outstanding. Achievements of participants included making important innovations, introducing legislation, creation of wealth, providing sources of employment, and fostering goodwill, among many other economic and social accomplishments, which are not disclosed to protect the confidentiality and anonymity of the participants.

Leading Organizations, Businesses, and Family as Latinas

Participants defined the concepts of leader, female leader, and Latina leader, providing information about their own leadership style. Participant 02 was very clear about her perception:

> You have to be able to do several things. One, you have to be able to have a very clear vision of what you would like to accomplish, whether it is in your work life or your personal life. Then to be able to translate that vision—that message—to those people that you need to influence. And to be able to do that in a manner that is going to not just motivate them, but that is going to really, I think, mean something to them on a personal level. It is a huge responsibility that not everybody wants or has.

Common leadership categories were the processes of motivating and inspiring followers to action through a well-communicated vision.

Participants agreed on having the desire and willingness to make change happen or having the passion to become change agents. Some participants mentioned the importance of innovation or the ability to "create something from nothing" (Participant 06). Participant 04 explained, "I am very much committed to teamwork because I believe that several people working in tandem towards a common objective can accomplish far more than just one individual." Participants mentioned the importance of teambuilding combining decisiveness and performance.

Compassion and care for others directly or indirectly crossed all the responses of participants. Participant 02 explained,

> Leaders truly care about their people. Leadership is…really around caring about people and having your team care about you enough that they will follow you more than out of lines of authority or responsibility. I think leadership is around caring about people and vice versa … Leaders do the hard things, but they do it with compassion.

Some participants related the meaning of compassion to building relationships to help. Participant 11 expressed her perception when answering the question about differences between female and male leadership: "I see a lot more [male peers] working off the numbers, and not trying to create warm relationships, whereas women need that first…We are a little bit more successful than men, because we get people more committed." The leadership style of participants included compassion and caring for others.

Participants emphasized the importance of becoming a representative of the community, being multicultural, and becoming a role model for Latinos and Latinas, specifically, becoming a stereotype breaker for the mainstream society. Participant 01 argued, "I think, as Latina women, that we are leaders someway—breaking stereotypes, creating new perceptions of what it means to be a Latina… [a Latina leader] serves as an example and a role model to others in their community." Participants continuously redefined themselves as Latinas at the familial, organizational, and societal levels.

Life balance, family-work balance, or achieving "a well rounded life" (Participant 07) was another common concept presented when participants defined success of Latina leaders. Participant 11 summarized "a successful Latina is somebody that has a balanced life… somebody that can balance their life, and somebody that's opening doors, and that

is improving the situation of others." Most participants weighted life balance high in their priorities next to outperforming others in their field of expertise.

Building Social Capital

Nine (82%) participants mentioned at least one form of contribution outside the business requirements. Most participants mentioned mentoring other Latinas as a common practice and a priority. Most participants stated that caring for the success of others was a part of their leadership style. Other participants were involved as volunteers in nonprofit organizations, as donors for goodwill or philanthropic organizations, or as representatives or advocates for a good cause. Participant 04 argued, "I don't believe in doing things that do not have some sort of social relevance." All participants demonstrated the same perspective toward building something positive in the community.

Gaining Visibility

All participants agreed about the importance of gaining visibility and recognition as a Latina leader at higher levels. Participant 01 discussed her visibility and the responsibility that comes with visibility: "Officially as a Latina leader, I feel that I am representing my community at the state and at national level…because I am visible and prominent in what I do." Participant 11 explained how she became visible as a Latina leader:

> Nobody's talking about Latino people… I'm one of those! Why aren't they talking about me? So then, you start asking. Next thing you know, you start doing a little something. Then it gets a lot bigger. Then you are in a chamber. Then you are in an agency. Then you are in a group. Next thing you know, it is a lot bigger than you.

All participants concurred that this is an essential process to become an influential Latina leader and that once the visibility process is in place, for example, with the help of the media or national organizations, the visibility extends very fast.

Consequences of Latina Leadership Strategies

Consequences are the result of the strategies previously mentioned. Participants mentioned the following consequences as they defined their success: life balance, recognition as a change agent, becoming a role model, having an increasingly influential network, and a sense of pride and satisfaction.

Family or Life Balance

Balancing career with family or life was one of the common elements that defined success for almost all the participants. Participant 11 summarized this consequence saying, “Success means having a very positive balance in your life, while contributing to your community, while still accomplishing things. I don’t think that you can be successful if one side of your life is at a deficit.” Participant 06 defined success:

> For me to be successful it’s being able to have a career that I feel I’m really challenged in and I’m really growing and I have the ability to make a difference but also I have the opportunity to really focus on my family as well as really focus on my community.

Contributing at various levels and balancing different roles was a positive consequence of the hard work of all participants.

Recognition as Change Agent and Role Model

Recognition as a change agent and a role model is another measure in the definition of success of all participants. Participant 08 explained, “To be a successful

Latina leader feels absolutely great. It means that I have been able to get the recognition for the hard work that I have provided." Participant 07 described one aspect of Latina success: "to be a role model and to go and maybe plant a seed in little Latina minds. You know, 'Hey, she did it, and I can do it, too.'" The ability to contribute and create a positive change at the individual, family, work, and community level made them role models.

Influential Networking

All participants mentioned networking as part of their leadership transformation. According to most participants, the reach of Latina leaders increases with an increasingly influential network. Participant 11 explained that her network is now a "permanent backup that gets better" and described her experience with her network saying, "I know that if I call anybody, and I say, 'You, we have an issue,'… I'm going to have a posse of 50, 20 people right there. So it has gotten greater. It has gotten greater!" Most participants reported that the higher the level, the easier to access influential people or groups that could facilitate new opportunities.

Pride and Satisfaction

Participants reported a feeling of pride, confidence, and enthusiasm about their achievements. Most participants reported feeling very proud of their work at various levels and of their Hispanic heritage. All participants expressed pride in and respect for their community and country. Participants reported that they derived satisfaction from the example they leave to followers and from the broken stereotypes they leave behind. Most participants said that they felt happy and satisfied, and some reported they would not change anything about their leadership development.

Answers to the Research Question

Nine (82%) participants briefly answered the research question through email communication. The responses were included to provide further insights about the transformation of Latinas into leaders. The question was: How does a Latina businesswoman in the United States become an influential leader?

Participant 01: Latina businesswoman in the U.S can become an influential leader in a number of ways. One way is to champion a cause and play a leadership role with advocacy and other organizations addressing that cause. She can also be a leader by being successful in her chosen field and be recognized for her level of success and achievement by the broader community.

Participant 02: Part of it is performance, part of it is exposure, and part of it is being in the right place at the right time.

Participant 03: By [becoming an] example of success. I think leaders become leader when they can show that if they did it, [others] can do it. I think the fact that all businesswomen are the [an] important example to follow [because] they have become success in all aspects of life [such as] balance life, [compensation], and by giving work opportunities to others. I think many of them are influential leaders by helping others.

Participant 04: I would say the Latina needs to know clearly, where she wants to be, what she wants to do, how she wants to do it, with whom and how. Then, she needs to use her brains to get there. Men take women seriously when women take themselves seriously, regardless of race or age. One thing to keep in mind is this: so-called failure is nothing more than an assessment of results on the way to success, as one defines it.

Participant 05: Besides the necessary hard work and long hours, one must stand up and be visible. You have to tell people what you have done and are doing. No shrinking violets allowed! I had to force myself at the beginning to toot my own horn to be recognized. Otherwise, you may get lost in the crowd. As you gain recognition, you gain influence. The time is now. Latinas are being tapped for their perspective especially as the Hispanic and Latino influence increases, especially here in the U.S. At the rate it is going, this population will be the majority according to the statistics. So our opinions mean more than ever before.

Participant 06: How a Latina businesswoman becomes influential is by utilizing the expertise and leadership skills they have developed with a broader audience—not just within their particular role. What I mean by this is by developing an "expert in the field" reputation among industry professionals; participating in professional organizations outside of their firm, creating a personal "brand" within their field, and developing a strong and expansive network. Having this as a base, Latina businesswomen can be extremely influential as they'll have the reputation and relationships to leverage.

Participant 08: Through collaboration, influence, and passion. Choose the field that makes you want to get up in the morning and work late at night. Associate yourself with those people that have similar interest and work to achieve or attain a common goal. Become known for having integrity and for caring about others. Have a balance life.

Participant 10: By participating in their communities, being interested in the progress of others, being an example in their own business, and building credibility.

Participant 11: By becoming involved in appropriate agencies and groups, like chambers of commerce. By becoming the voice of those unrepresented. By offering to be part of the solution, and creating an environment where others can succeed.

All the responses of the participants helped in the triangulation of the data collected from the interviews, notes, and memos. The answer to the research question, how Latina businesswomen in the United States become influential leaders, according to this grounded theory analysis has three themes:

Theme 1: By preparing to make the choice. Latinas need to build enough self-confidence to make the choice or accept the responsibility of leadership by perceiving and breaking negative stereotypes that directly affect them, by knowing their strengths and perfecting their natural abilities, and by adopting positive contributions from their Latino heritage.

Theme 2: By transforming into a Latina leader. Committed Latinas will develop into leaders by aligning self-identity with a role model or role models, by enhancing their support system, and by acquiring a mature mindset that is impervious to barriers, simultaneously managing the positive and negative influences from their micro and macro environment.

Theme 3. By becoming an influential Latina leader. Latina leaders who outperform their goals become influential by gaining visibility, leading within their micro or macro environment, and building social capital. The consequences will influence the micro or macro environment, ideally by breaking negative stereotypes again, and will positively affect their self-confidence to prepare them for the next choice to lead with increased responsibilities.

Latina Leadership Model

The proposed Latina leadership model appears in Figure 14. The Latina leadership model shows the three themes applicable to different levels, from the individual, family, organizational, and community to the national level. The Latina leadership model is helpful to visualize the answer to the research question of the study.

Summary

Chapter 4 presented details about the data collection procedures, the data analysis procedures, the findings of the grounded theory study, and the proposed grounded Latina leadership theory and Latina leadership model. The findings and proposed model were used to answer the research question: how do Latina businesswomen in the United States become influential leaders. Eleven successful Latina business leaders participated in the study, providing data from their perceptions and experiences associated with their leadership development. Eleven interviews from a pilot study script, 11 notes, 11 memos, and 9 emails from participants provided 42 sources of data to induct new theory.

Open, axial, and selective coding helped induce the proposed theory following the grounded theory design of Strauss and Corbin (1998). A total of 121 subcategories resulted in 24 saturated categories: four categories related to causal conditions, four categories related to the phenomenon, four categories related to contextual conditions, four categories related to intervening conditions, four categories related to strategies or actions, and four to consequences or outcomes. The following three main themes resulted from the analysis: (a) preparing for Latina leadership, (b) transforming into a Latina leader, and (c) becoming an influential Latina leader. Each theme incorporates processes resulting from the categorization and dimensionalization of the data.

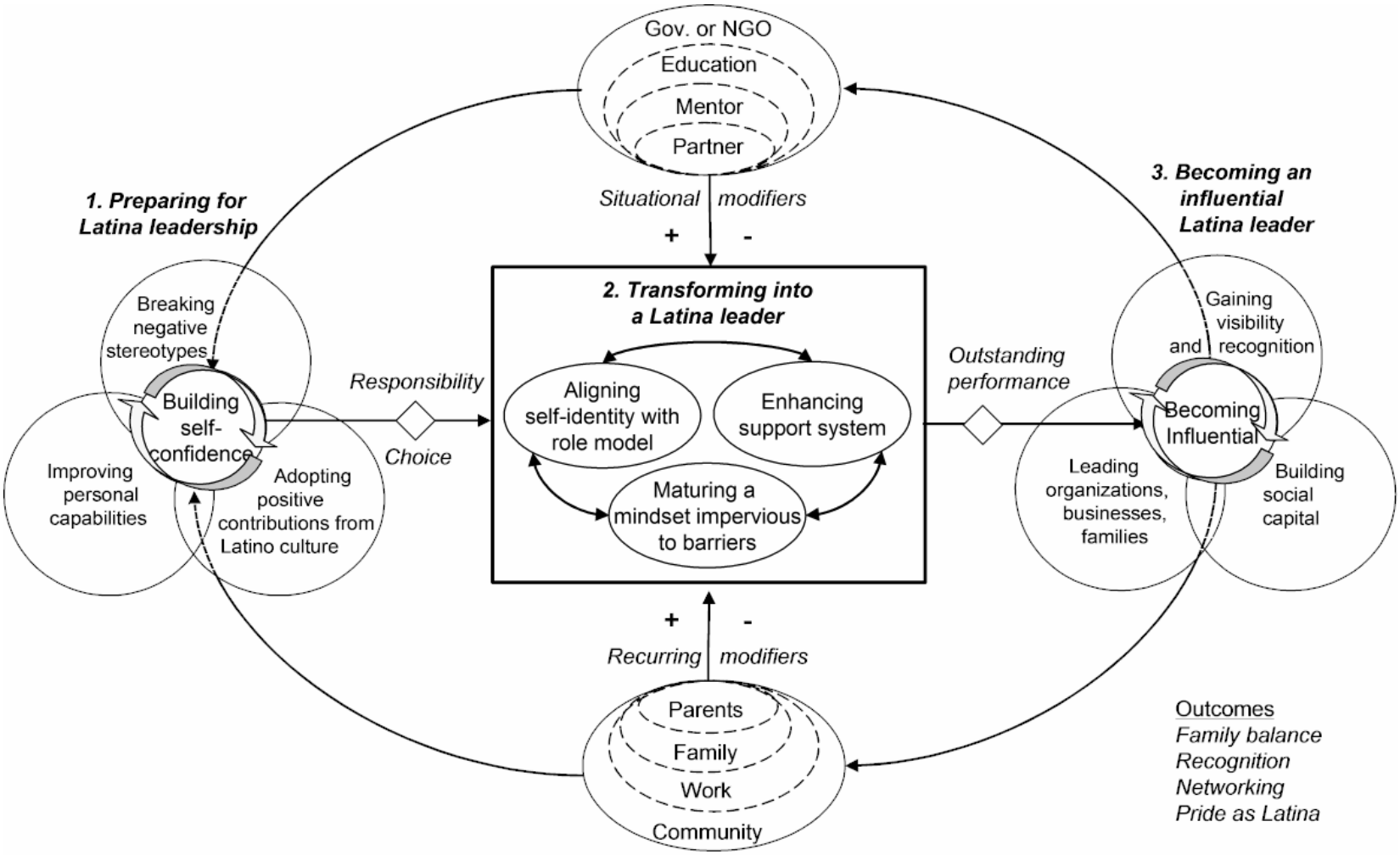


Figure 14. Latina Leadership Model showing three main themes (preparing for Latina leadership, the central phenomenon of transforming into a Latina leader, and becoming an influential Latina leader) in relation to situational and recurring influences.

Chapter 5 presents the conclusions and recommendations of the study. Chapter 5 includes a summary of the findings, the interpretation of the grounded theory study, and critiques of the theory compared to similar studies. Chapter 5 also contains a discussion of the significance of the study and suggestions for future research.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The research that focuses on Latinas in influential leadership positions is limited (Bonilla-Santiago, 1992; Chin, 2004; Cintron, 2004; Salas, 2005). Underrepresentation of minorities in leadership positions is a problem, and the effects of not transforming potential leaders affect the families, workplaces, economics, politics, and society of the United States (Schwartz & Post, 2002). Not granting the needed attention to Latina leadership may lead to an underutilized leadership potential and may be costly now and for generations to come.

The purpose of this qualitative grounded theory study was to explore the experiences associated with the leadership development of highly successful and recognized Latina business leaders in the geographic area of the United States and to induct a new theory and leadership model. The main question that the study attempted to answer is how Latina businesswomen in the United States become influential leaders. The findings may add to the body of knowledge about Latina leadership and may help stimulate the transformation of Latina business leaders in the United States.

Chapter 5 contains the conclusions and recommendations of the study. The first section of the chapter comprises the uniqueness of the study, a summary of the findings, the interpretation of the results compared to the existing literature, and a discussion of the proposed model. The second section of the chapter contains the recommendations, and the third section provides suggestions for future research.

Findings and Conclusions

The uniqueness of this study lies is in its focus on successful Latina leaders and the application of grounded theory methodology with the findings in the form of

emerging theory. The method of grounded theory provides the basis for the foundation of theory and the creation of a model that represents a phenomenon (Glaser & Strauss, 1999; Strauss & Corbin, 1998). Mainstream leadership literature has excluded Latinas (Bonilla-Santiago, 1992; Chin, 2004; Montoya et al., 2000; Salas, 2005), suggesting the need for theory creation.

The existing literature on Latina leadership is mainly descriptive and based on narratives. Narratives are important to understand struggles from the viewpoint of a marginalized group, such as the issues of minorities viewed from the critical social theory or LatCrit perspectives (Backer, 1998; Braidotti, 1994; Collins, 1998; Sandoval, 1995). Theory is important to find relations among variables and to explain or predict phenomena (Strauss & Corbin, 1998). This study focused on the processes that emerged from the interviews of Latinas as they become successful leaders rather than the issues that prevent Latinas from transforming into leaders.

The study followed the systematic grounded theory design proposed by Strauss and Corbin (1998). The participation of 11 highly successful Latina business leaders within the United States geographical location supplied 11 transcribed interviews, 11 memos, 11 field notes, and 9 emails as data. Open, axial, and selective coding analysis on the data presented three main themes with 24 main processes. A summary of the themes and corresponding processes by which Latinas in the United States become influential leaders in the business field follows.

Theme 1 is the preparation of Latinas for leadership. Latinas need to build enough self-confidence to choose or accept the responsibility of leadership. Self-confidence and preparation for the commitment to leadership, according to this study, requires perceiving

and breaking stereotypes that directly affect them, knowing their strengths and perfecting their natural abilities, and adapting positive contributions from their Latino heritage.

Theme 2 is the transformation of Latinas into leaders. Committed Latinas will develop into leaders by making a choice, aligning self-identity with a role model or role models, by enhancing their support system, and by acquiring a mature mindset that overcomes barriers, simultaneously managing the positive and negative influences from their micro and macro environment.

Positive and negative influences can come as recurring or situational modifiers. Recurring influences found came from parents, family, work, and community. Situational modifiers found came from life partners, mentors, education, and organizations. From the perspective of level of influence, parents, life partners, and family influence Latinas at the individual level; work, mentors, and education influence Latinas at the organizational level; and the community and governmental or nongovernmental organizations influence Latinas at the societal level.

Theme 3 is Latinas becoming influential leaders. Latina leaders who perform beyond their goals become influential by gaining visibility, leading within their micro or macro environment, and building social capital. The consequences will influence the micro or macro environment, ideally by breaking negative stereotypes again, and will positively affect their self-confidence to prepare them for the next choice to lead with increased responsibilities. The consequences of the three themes are family balance, recognition as change agents, influential network, and pride and satisfaction as a Latina leaders. Figure 15 shows the Latina leadership model from the study.

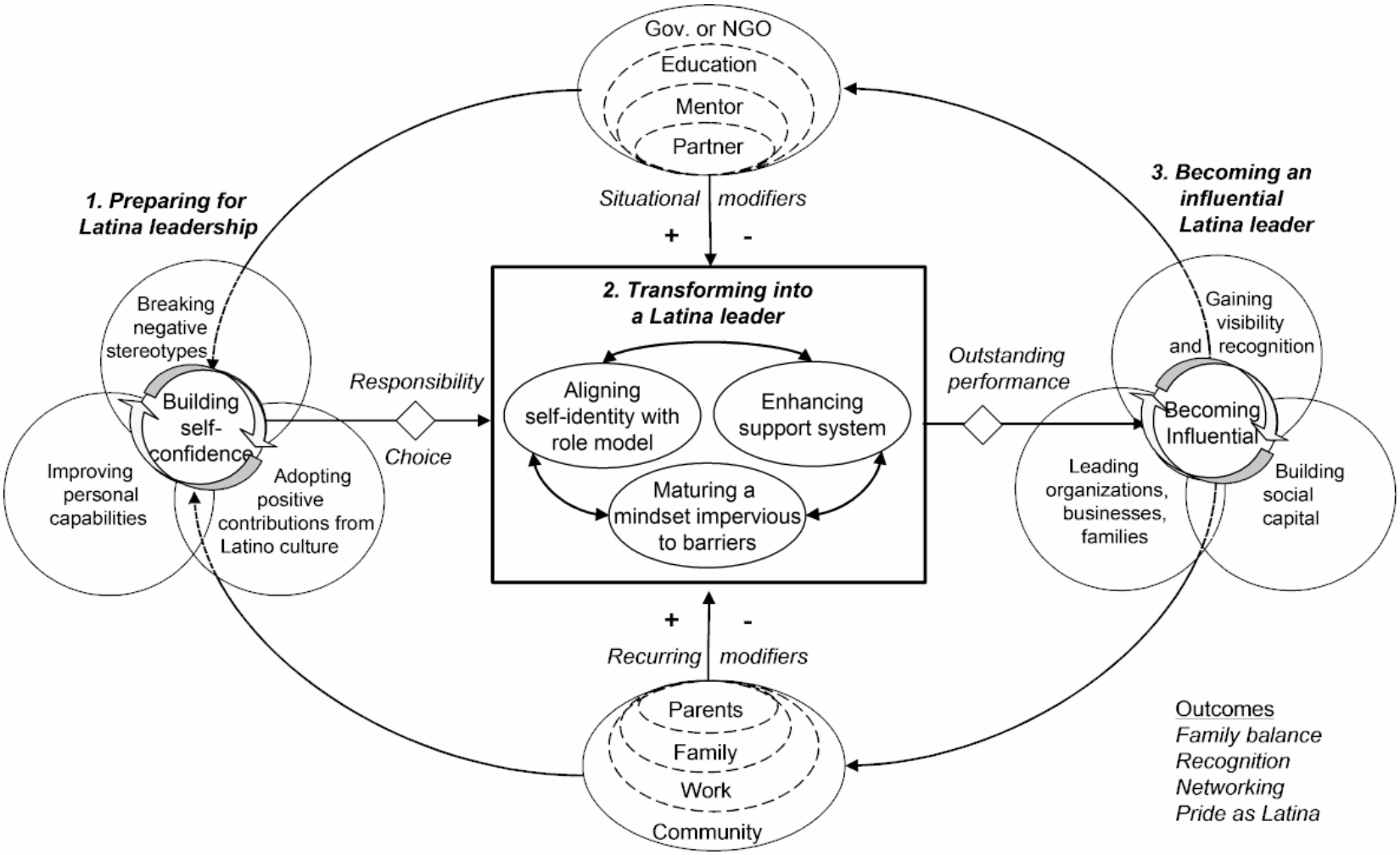


Figure 15. Latina Leadership Model showing three main themes (preparing for Latina leadership, the central phenomenon of transforming into a Latina leader, and becoming an influential Latina leader) in relation to situational and recurring influences.

Theme 1: Latinas Preparing for Leadership

The analysis revealed that the preparation process for Latinas to become influential leaders requires emotional readiness. Emotional readiness provides Latinas with enough self-confidence to allow them to make the choice to become leaders or to take more responsibility as leaders. Without the preparedness for leadership and the choice of leadership, Latinas cannot transform into important change agents. According to the findings, Latinas develop their emotional resilience through the process of building their self-confidence, and this process interconnects with three other simultaneous processes. The three other processes are breaking negative stereotypes, adopting positive contributions from their Latino heritage, and improving personal capabilities. These four processes provide Latinas with the necessary character required for leadership.

Breaking Negative Stereotypes

The study revealed that one of the greatest challenges for Latinas in the United States, and one of four instrumental processes for leadership preparation, is to break through internal and external stereotypes to build their self-confidence. Negative stereotypes found in the study can be associated with gender, ethnicity or race, and position. Thus, Latinas who aspire to leadership positions in the United States have to simultaneously face three forms of stereotypes and their correspondent discriminatory practices: a woman with female role expectations in a male-dominated business environment, a person of foreign descent who does not fit into the black-white acculturated paradigm, and a leader “in a mainstream society that has a problem accepting a Latina as a leader” (G. Bonilla-Santiago, personal communication, February 11, 2008). Figure 16 shows the stereotypes that the analysis of the data revealed.

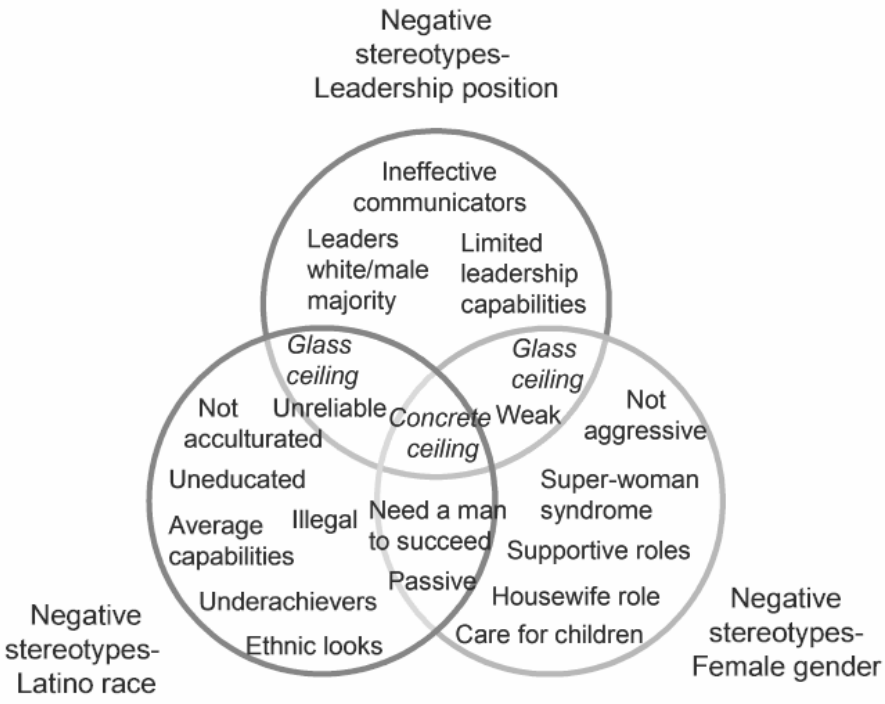


Figure 16. Negative stereotypes that emerged from the interviews with 11 Latina business leaders related to Latino race, female gender, and leadership position.

Gender-based stereotypes are common barriers for women in business. Research detailed some of the implicit stereotypes that are not explicit in the study such as linguistic style, socialization, and tokenism (Catalyst, 2005; Eagly, 1987; Jackson, 2001; Oakley, 2000; Sczesny, 2003; Tyler, 2005). Research on Latino race- or prejudice-based stereotypes of women had similar results, suggesting the underrating of Latinas because of machismo practices (Owen & Scherer, 2002). Results from the study are consistent with existing research about the negative perceptions of Latinas that become significant barriers for advancement (Gaston, 1994; Kilian et al., 2005). Similarly, Korac-Kakabadse and Kouzmin (1997) suggested the concrete ceiling exists in organizations because of racial discrimination, gender-role socialization and stereotypes, ethnic prejudice, lifestyle differences, and self-limitation.

The study revealed that Latina leaders start recognizing and breaking negative stereotypes early in their lives. Negative stereotypes directly diminish Latinas by default, just because they look or are Latina. Latinas who recognize stereotypes but do not internalize them can break a negative stereotype by demonstrating the contrary with their achievements or behavior. In contrast, when a Latina internalizes a negative stereotype, it can have a profound effect on her performance and leadership readiness and will require an emotional maturation to eliminate this obstacle. Stereotyping and self-stereotyping are involuntary preconceptions of people's judgment toward gender roles (Sczesny, 2003).

The analysis presented that the internalization of the stereotype may not necessarily prevent a Latina from transforming into a leader, but it suggests further maturation of the Latina leader's mindset as explained under Theme 2 in this study. This finding is perhaps one of the reasons why breaking stereotypes and, ultimately, leadership readiness were more natural for some Latina leaders than for other Latina leaders. Latinas are exposed to different environments and different levels of discrimination and even different levels of aggression.

The study revealed in Latina leaders a sense of questioning about the unfairness of negative stereotypes. How Latinas manage the negative stereotypes and prove to themselves that they can break stereotypes will help them build their self-confidence. Latinas who ultimately become leaders have found ways to break stereotypes and to educate those around them about different prejudices. Latina leaders understand the responsibility to act upon these obstacles for the future generation of Latinas. Breaking stereotypes is particularly important for the problem of underrepresentation of Latina leaders and the lack of role models.

Adopting Positive Contributions from Latino Culture

The findings revealed that most Latina leaders valued their Hispanic culture and perceived their culture as a major and positive influence in their unique leadership style, which is consistent with Bonilla-Santiago's (1992) findings. Ethnicity and culture influence social identity and leadership itself (Bass, 1990; Eagly, 1987; Frevert & Miranda, 1998; Schein, 2004). According to this analysis, the Latino culture provides Latina leaders with a set of expectations that encourage them to go beyond their individual goals. Positive Latino expectations include managing family relations, building a strong pride in their cultural heritage, working hard and with integrity to achieve goals and recognition, and collaborating with family and other teams within the community.

The study revealed that Latinas adopt team-building skills and a sense of caring for others when they adapt to family expectations. After dealing with immediate and extended family as well as with the internal conflict within family, Latinas become better at multitasking, anticipating and managing conflict, and conciliating multiple roles for themselves within the family. According to the study, Latinas want and are able to reconcile the roles by being a good daughter, mother, wife, businesswoman, and leader. Learning how to manage different roles and expectations also helped Latinas solidify their self-confidence.

Work ethic is another strong influence found in the study that contributes to Latinas' leadership preparedness. Latina leaders clearly understand that to achieve their goals they have to work harder. Interestingly, almost all Latina leaders from this study agreed that they value the work ethic from their Hispanic ancestry. Ironically, passiveness

is a stereotype associated with Latinas—another stereotype they have to break during their advancement in leadership. Similarly, Salas (2005) found integrity and the concept of a labor of love, among others, as basic values in Latina leaders. Gallegos (2006) found that family work ethic influences a Latina's family system.

The study revealed that parents usually encouraged Latinas to break stereotypes and adopt positive Latino behaviors. Shapiro (2005) demonstrated that culture is an important factor in achieving Latinas' inner motivation to change. Parents were important during the process of enculturation. Most of the parents of successful Latina leaders instilled the message that their daughters could do anything, thus directly helping build their self-confidence. According to the study, parents are a recurring modifier, and more detail about their effects on the transformation of Latinas into leaders appears under Theme 2.

In the United States, there is a tendency to view Hispanics or Latinos as part of a panethnic group that focuses on commonalities rather than differences (Calderon, 1992). Hispanics tend to preserve their ethnic identity when they arrive in the United States (Romero, 2004), and according to this study, there is a solid pride in their positive contributions to the study. Latinas could enhance their preparedness for leadership by clarifying the positive influences of their Latino culture.

Improving Personal Capabilities

Latina leaders have innate capabilities, and they constantly make efforts to improve those capabilities, usually getting into situations that are outside their comfort zone. The study revealed common capabilities such as intelligence with problem-solving skills and analytical skills, emotional intelligence, interpersonal skills and collaborative

intelligence, an innate desire to participate or innovate, and a restless or proactive personality combined with strong determination. Latina leaders search for new ways to improve their strengths and become active participants in seeking new opportunities for learning. Latinas preparing for leadership invest in education or search for people who could provide honest feedback. Salas (2005) found a passion for learning, a proactive dimension, and a learning model in Latina leaders, which are in agreement with the findings of this study.

Self-actualization and self-improvement influence Latinas' self-esteem and confidence. Awareness of personal capabilities and self-improvement with regard to those capabilities form an instrumental process in the preparation of Latinas for leadership. This finding is important because if aspiring Latinas focus on their personal strengths, they will be more prepared for leadership.

Building Self-confidence

The study presented that Latina leaders go through a process of building self-confidence, and this process overlaps with the processes of breaking negative stereotypes, adopting positive influences of the Latino culture, and perfecting personal capabilities. Latinas experience this process in different ways. For some Latinas, preparing for leadership requires one turning point in their lives, but for most, it required several life-changing events over time.

The study revealed that practicing their skills in a controlled environment, such as team sports or performing arts, is invaluable for the leadership development of Latina leaders. The same applies to education. Higher education or other similar learning environments help Latina leaders to compare their learning and personal abilities with

those of other students. The findings suggest that education may be more important for the building of self-confidence in Latinas than the skills learned by Latinas, at least in terms of leadership development.

The finding about building self-confidence is important because Latinas, with so few Latina leaders as role models and with many negative stereotypes, may be more likely than other women to suffer from self-limitation in leadership. Women relate leadership roles to men, limiting their self-confidence and desire to move up to leadership positions (Vinnicombe & Singh, 2002). From a normative standpoint, women tend to underrate themselves as leaders (Manning, 2002). Aspiring Latina leaders face the obstacle of the concrete ceiling (Korac-Kakabadse & Kouzmin, 1997).

Self-confidence and emotional resilience enable aspiring Latina leaders to become more ready for breaking the concrete ceiling and for failures—not to become discouraged when facing stereotypes or other obstacles, but rather to see them as a challenge with a learning process. Self-confidence is not enough for a Latina to transform into a leader, but it is the foundation for the mindset findings in Theme 2. Once Latinas have the necessary confidence for the challenge of leadership, they are ready for the second theme found in this study, their transformation into leaders.

Theme 2: Latinas Transforming into Leaders

The study revealed four processes related to the transformation of Latinas into leaders. Making the choice to lead is the process that starts the phenomenon of transformation. The other three processes directly linked with the transformation phenomenon are aligning self-identity with role models, enhancing a support system, and maturing a mindset impervious to barriers.

Choice

Implicit or explicit, a choice initiates the transformation—or retransformation—of Latinas into leaders, according to the findings. The choice of self-identify as a leader comes when Latinas have enough self-confidence and think they are prepared for the challenge of leadership as explained in the Theme 1 section. Latina leaders either consciously decide or unconsciously accept the responsibility to exceed expectations and become change agents.

The findings suggest that Latina leaders believe they can make positive changes that may outweigh the work and responsibility they are assuming. Latinas usually make the leadership choice during childhood, but the choice could be delayed until Latinas are emotionally ready to assume the challenge. Latina leaders are likely to go through this choice again when they decide to increase their leadership responsibilities.

This finding is consistent with the findings of Zenger and Folkman (2002) about choosing leadership. Zenger and Folkman argued that the decision to seek leadership is twofold because the choice must be perceived as worthy, and the choice implies the desire to become great rather than good at the leadership role. The findings of this study coincided with Zenger and Folkman's conclusions in that the result of the transformation process of Latinas into leaders requires an outstanding performance rather than a good performance as explained in the Theme 3 section.

The choice of leadership is an important finding for the problem of leadership underrepresentation. Potential Latina leaders may be preventing themselves from making the leadership choice because they are not emotionally ready as suggested in the Theme 1 section or because they may not perceive the leadership challenge as worthy.

Aligning Self-identity with Role Model

Latinas transforming into leaders go through a process of self-definition, according to this study. Role models are important for the development of leaders (Jackson, 2001; Kilian et al., 2004; Mendez-Morse, 2004; Singh et al., 2006). Ideally, Latina leaders will have a Latina leader role model with whom they can identify, but the study revealed that these cases are exceptions. Underrepresentation of female leaders produces a lack of role models (Lemons, 2003).

The study revealed that Latina leaders go through a process of selecting role models according to the responsibility just undertaken. Thus, Latina leaders select role models according to what they want to become. The study revealed Latina leaders change role models many times, as often as they accept new challenges. For example, young Latinas who early in their lives decide to take the responsibility of leadership may use their mother or their father as role models. Gandara (1982) suggested mothers are the main role models for Latinas. In contrast, Latina business leaders at the executive level would probably choose a role model who is a successful businessperson.

The construction of identities, rather than the historical authenticity or racial-ethnic cultures, breaks with the traditional paradigm of Latinas (Garcia & Marquez, 2001; Hondagneu-Sotelo, 1993). According to the study, redefining self-identity of Latina leaders goes beyond gender and race. Consistently, feminist literature has sought to define women beyond gender (Ahmed, 1998; Braidotti, 1994; Collins, 1998; Eschle, 2005). This finding is important because it questions the assumption that the lack of Latina leader role models inhibits Latinas in their leadership development.

The study revealed that Latina leaders chose their role model according to their self-identification needs that could manifest by searching either for similarities or for particular desired achievements. An interesting finding about self-identification is that Latinas at the top of their careers reported a feeling of loneliness and isolation, perhaps because finding role models similar to them is harder because of the underrepresentation of Latina leaders at leadership levels and because potential role models with similar achievements may not seem as appealing. This assumption needs further testing and research.

Enhancing the Support System

According to the findings, Latina leaders have a support system. Networking is a valuable factor for Latina leaders (Montoya, 2007). The support system or network improves as Latinas transform into leaders. Gandara (1982) found that all the high achievers felt different from the rest and that motivational support from Latinas' families was important. This study revealed that most Latina business leaders have an extensive support system at various levels, from close family to organizations. The study revealed that Latina leaders' support systems do not necessarily expand but evolve into a more dependable and influential network. Latina leaders value feedback that may not necessarily be positive but that promotes learning and self-improvement.

Latina leaders learned about seeking out help at different levels, a finding that suggests that some or many Latinas have difficulty asking for help early in their transformation as leaders. This finding is particularly important for mentors of Latinas. Reaching out for support or for feedback can come naturally for some Latinas but not for others who may have internalized stereotypes. Networking and support systems are

invaluable for the success of Latina leaders; thus, the earlier Latina leaders build and enhance a network, the easier their transformation as leaders.

Maturing a Mindset Impervious to Barriers

The study revealed that Latinas transforming into leaders undergo a mindset maturation in which they strengthen their optimism and self-motivation. Salas (2005) found a common positive attitude in Latina leaders, calling it a "'you go girl' attitude" (p. 228), referring to the possibility of achieving anything. Gallegos (2006) called it resiliency, referring to the constant effort to attain goals despite failures. The finding of this study was that it is more than an attitude, but a framework that evolves over time.

The process of self-confidence building in Theme 1 affects, as a causal condition, the mindset maturation in Latinas. Self-confidence is not enough to transform Latinas into leaders. Rather, Latinas need a framework or mindset to remain self-confident when they face failure, barriers, or other difficulties. The findings presented a maturation in the mindset of Latina leaders with self-imposed or external barriers as significant obstacles to success at first but becoming, in the end, just learning opportunities or challenges. The obstacles or challenges may be the same, but the approach is completely different—one is pessimistic, even fatalistic, and the other is optimistic and hopeful. The maturation in the mindset of Latina leaders affects Latina leaders' attitudes and behaviors, as well as the motivation of those around the leader.

Operating in a framework where challenges are threats may inhibit development when one faces difficulties (Dweck, 2000). The framework or mindset is different from the individual self-confidence building process, because a positive mindset is what will keep Latinas self-motivated during difficult situations. A mindset impervious to barriers

is also important because it is fundamental to their vision as leaders and the basis for providing motivation or inspiration to followers, which suggests transformational leadership.

Influence at the Individual Level: Parents, Life Partner, and Family

Latinas transforming into leaders receive constant influences from their environment at various levels, micro or macro and either positive or negative. At the micro level, the individual or personal level, this study revealed that parents and family such as children, siblings, or grandparents, are recurring or intervening modifiers in the transformation of Latina leaders. Life partners are situational or contextual modifiers at the individual level in the transformation of Latina leaders. Thus, parents, family, and sometimes life partners could alter the effects of self-confidence in Latinas—along with negative stereotypes, natural abilities, and positive cultural influences—in relation to self-identity, support system, and maturation of mindset during their transformation into leaders.

Supportive parents, family, and life partners can help Latinas build their confidence and enable them to thrive. This finding is consistent with the findings of Gallegos (2006) and Kravitz (2006). This study revealed that parents usually instilled positive messages such as no limitations and high expectations and were typically the first role models with whom young Latina leaders could identify. This finding is important because of the considerable role that parents have in the transformation of Latinas.

An important point to note about the relationship with parents, for example, is that supportive parents will not necessarily influence the transformation of Latina leaders

positively, although this relation is highly probable. What it means is that supportive or unsupportive parents will usually have a positive effect for those Latinas who transform into leaders. Aspiring Latina leaders with unsupportive parents can also develop into leaders.

The study revealed that Latinas usually expect that they will take care of their family. Research studies have suggested caring for family as a barrier to career development or leadership (Bolman & Deal, 2003; Kilian et al., 2004; Kravitz, 2006; Montoya, 2007), but the findings of the study suggest successful Latina leaders do not perceive family responsibilities as an obstacle but as a way of being. Latina leaders learn to manage family at an early age and find ways to manage their families throughout their development as leaders. This finding relates to the mindset impervious of barriers. Latina leaders value a balanced life and perceive their career and leadership development as beneficial for themselves and their families.

According to the findings, life partners have an important influence on the transformation of Latinas into leaders at a personal or individual level. This is consistent with Kravitz's (2006) findings in connection with academic Latina leaders. In contrast with parents, Latinas choose their life partners, and the study revealed potential divorces and remarriages. Most Latina leaders find a supportive partner who can positively influence their self-confidence while identifying with role models, enhancing their support system, or maturing an optimistic mindset.

Influence at the Organizational Level: Work, Mentor, and Education

At the organizational level, the study revealed that the workplace is a recurring or intervening modifier in the transformation of Latina leaders. Mentors and education are

situational or contextual modifiers at the individual level in the transformation of Latina leaders. Thus, the workplace and sometimes mentors and education could alter the effects of self-confidence in Latinas—along with negative stereotypes, natural abilities, and positive cultural influences—as they develop self-identity, support system, and optimistic mindset maturation in relation to business organizations during their transformation into leaders.

Work environments can be corporate or entrepreneurial, competitive or collaborative, and environments where advancement is encouraged or discouraged. Coworkers, peers, supervisors, subordinates, business partners, and others would affect Latina leaders' self-identity and role models, support system, and mindset. The study revealed that Latinas learn from these influences, whether they are positive or negative.

Mentors are beneficial for Latinas developing as leaders (Amabisca, 2005; Bonilla-Santiago, 1992; Gallegos, 2006; Montoya, 2007), but according to this study, most Latina leaders start their leadership transformation without a formal mentor. Magdaleno (2004) argued that mentoring is crucial for Latino and Latina leaders. Other researchers have often cited the lack of a mentor as a barrier (Gaston, 1994; Kilian et al., 2005). This study presented that mainly white men and white women act as mentors for Latinas transforming in to leaders and that few have a Latina leader. This ratio corresponds to the underrepresentation of Latinas in leadership positions.

The study revealed that Latina leaders value education, a finding consistent with Montoya's (2007) and Kravitz's (2006) findings about academic Latina leaders. Education provides Latinas who are transforming into leaders the opportunity to learn, to relate with people, and simultaneously build their self-confidence, break stereotypes,

perfect natural abilities, and work collaboratively. Education provides new opportunities. Latina leaders recognize the effect that the lack of education has in other Latinos and Latinas and its effects in the underrepresentation of Latinas.

Influence at the Societal Level: Community and Organizations

At the macro or societal level, the study revealed that the community is a recurring or intervening modifier in the transformation of Latina leaders. Governmental or nongovernmental organizations are situational or contextual modifiers at the individual level in the transformation of Latina leaders. Thus, the community and sometimes governmental or nongovernmental organizations could alter the effects of self-confidence in Latinas—along with negative stereotypes, natural abilities, and positive cultural influences—as they develop a broader self-identity, support system, and optimistic maturation of mindset in relation to society during their transformation into leaders. David (1997) found that community-based organizations are critical for the leadership development of Latinos.

According to this study, most Latina leaders are committed to their communities. Latinas transforming into leaders are usually active members of the community, representing a cause or a greater good. Community service participants in this study were involved in included mentoring, civil rights activism, and business development. Self-identity as a community leader and an optimistic vision help Latinas transforming into leaders, not only in the area of their broader responsibility but also in their ability to affect the community at the local and at the national level.

Related to community service but as a situational or contextual variable, Latina leaders volunteer within associations, either governmental or nongovernmental, for

various purposes such as assisting business and economic development, being involved in politics, helping other women develop, or facilitating charitable or philanthropic enterprises. These relationships are important because they signal the importance of connecting with organizations and society. These connections eventually will be instrumental for gaining visibility, as explained in the Theme 3 section, and positively influencing the underrepresentation problem.

Theme 3: Latinas Becoming Influential Leaders

According to the findings, performance is the main consequence of Latinas transforming into leaders. Performance is measurable and comparable. If they have provided an outstanding performance, Latina leaders are ready to develop the following three processes to become influential leaders: leading at different levels, building social capital, and gaining visibility.

Providing Outstanding Performance

Great leaders "make a huge difference, when compared to merely good leaders" (Zenger & Folkman, 2002, p. 15). Latina leaders demonstrated a passion for their work, and they work hard to achieve their goals. With a self-identification as leaders, with a dependable support system, and with a positive mindset impervious to barriers, Latina leaders create change. Latina leaders learn from their failures and achieve successes in their fields exceeding expectations and providing an outstanding performance. Outstanding performance is required for Latinas to develop the following processes and become influential Latina leaders.

Leading at Different Levels

The study revealed that Latina leaders become passionate change agents, emphasizing the characteristics of motivation, inspiration, vision, effective communication, compassion, integrity, innovation, participative teamwork, relationship building, and performance orientation. These findings suggest a strong connection with the research on female transformational leadership styles (Carless, 1998; Eagly et al., 2003; Yammarino et al., 1997), collaborative leadership styles (Chin, 2004; Eagly & Johnson, 1990; Lane & Crane, 2002), and ethics of care (Beauchamp & Bowie, 2003; Gilligan, 1993; Schwickert, 2005). Additionally, Latina leaders demonstrated sensitivity for bicultural leadership as suggested in the research (Cintron, 2004; Shriberg et al., 2002).

Bonilla-Santiago (1992) found that Latina leaders have the following characteristics: "vision, knowledge, natural leadership instincts, willingness to take risks, and caring involvement" (p. 63), which mostly are in agreement with the results of the study. Latina leaders genuinely care about others and others' development. The findings of the study were similar to those of Manlove (2004), who found academic Latina leaders practiced enabling others rather than a modeling-the-way approach.

The study revealed that Latinas lead within their families, within their organizations, and within their communities. Latina leaders demonstrate passion for contributing at the three levels without sacrificing family. Latina leaders value life balance and define themselves by contributing at all levels. Leadership recognition makes Latina leaders role models and stereotype breakers to help the future generation of Latinas.

Building Social Capital

Social capital promoters contribute to the economic development of the community and encourage the creation of trusting relationships within the communities (Purdue, 2001). Purdue found that creating social capital is not an easy task for leaders. This study revealed that most Latina leaders contribute outside their career requirements to build social capital. Mentoring is a common practice and is particularly important for Latina leaders because they understand the value of mentors and the importance of helping the next generation of Latina leaders. Salas (2005) called this finding paving the way.

Most Latina leaders volunteer in various ways from philanthropy or goodwill, volunteering in nonprofit organizations, in politics, and in the creation of social networks. This finding is consistent with other findings about Latino and Latina leaders. Salas (2005) reported that Latina leaders give back to the community. Latina leaders are committed to social justice and education for others (Kravitz, 2006). Latino leaders indicated that Hispanic leadership centers on character, competence, compassion, and community servanthood (Ramirez, 2005). This finding is important because Latina leaders are helping diversify social efforts and social networks while contributing to their community.

Gaining Visibility

Kilian et al. (2005) reported visibility as a common barrier that affects Hispanic advancement to leadership. The study revealed that Latina leaders outperform expectations but they also search for recognition and visibility for several reasons other than personal satisfaction. An important observation is that Latina leaders in higher

positions of leadership demonstrate a general humility but they still search for recognition and visibility. One reason is that Latina leaders understand the importance of breaking stereotypes for other Latinas because they know the problem of underrepresentation. This desire for visibility is a personal matter, in particular for those Latina leaders with daughters. The other reason is that Latina leaders understand the value of having an influential network, which increases the effectiveness of their reach. Latina leaders reported that once the media is involved, their visibility and their influence magnifies quickly in a short time. When Latinas visibly break negative stereotypes it may affect others to rethink negative stereotypes about Latinas. Visible success may also build self-confidence in Latina leaders to prepare themselves for the next choice to lead with increased responsibilities.

Latina Leadership Success

The study revealed four main subthemes that highly recognized Latina leaders defined as success. These subthemes represent ultimately what Latina leaders value as the outcome of their leadership and effort. The four consequences of their leadership are family or life balance, recognition as change agents and role models, having an increasingly influential network, and a feeling of pride and satisfaction.

The findings suggest that Latina leaders do not feel successful if they do not have a life or family balance. Latina leaders value having more than their careers and find ways to involve themselves with their families and within the community. Latina leaders in business want to excel as businesswomen, daughters, mothers, wives, and community leaders.

Besides achieving a life balance, Latina leaders want to be change agents and contribute with their leadership from the individual level to the national level. They want to become role models and to demonstrate others that it is possible to break through the concrete ceiling. Latina leaders provide hope to younger generations, and they want to contribute by reaching out for the benefit of future leaders.

As agents of change and role models, Latina leaders want to have permanent support because they know the power of networking and support systems. The reach of Latina leaders increases with an increasingly influential network. According to the study, having an efficient and influential network gives Latina leaders a feeling of satisfaction.

As well as feeling pride and confidence, Latina leaders are enthusiastic about their achievements. Latina leaders consider their hard work and determination praiseworthy. Most Latina leaders feel very proud of their work, of their Hispanic heritage, of their community, and of their country.

In conclusion, Latina leaders go through stages of preparation, transformation, and influence. Latinas prepare for leadership by breaking negative stereotypes, improving personal capabilities, adopting positive contributions from their Latino culture, and by building self-confidence. Once ready, Latinas must make the choice to become leaders. Latinas transform into leaders by aligning their self-identity with role models, enhancing their support system, and maturing a mindset impervious to barriers that will keep them motivated in difficult times. Latinas have to manage positive and negative influences from their micro and macro environments such as influences from parents, partners, mentors, and organizations. Lastly, Latina leaders must perform outstandingly to become influential by leading at various levels, building social capital, and gaining visibility and

recognition. The rewards of successful Latina leaders are having balance in their lives, gaining recognition as change agents and role models, having an influential network, and an enormous sense of pride and satisfaction.

Latina Leadership Model Discussion

The model shows the dynamics of the processes that resulted from the experiences of Latina leaders. The processes surfaced from the analysis as common patterns. The findings and the model present the means by which Latinas can identity and master these processes. Latinas may have better probabilities to lead and succeed as influential leaders by mastering the processes in the model.

The model complies with the fitness, understanding, and generality requirements to explain the phenomenon (Strauss & Corbin, 1998), pertaining to the transformation of Latina businesswomen into leaders. The focus of the study was on Latina leaders, and the model is coherent with the data from participants, is relevant to the participants, and explains and predicts the processes related to the leadership development of the participants. The model explained all the data from all participants.

Some of the processes that emerged from the analysis intrinsically relate solely to Latinas, such as the process of breaking the negative stereotypes about the Hispanic ethnicity and women in leadership position, or the process of adopting positive contributions from their Latino culture to enhance their leadership styles. The Latino culture indirectly influences some other processes in the model. Self-identification, in the process of aligning self-identity with role models, is one example. The complexity of reconciling the Hispanic and American cultures (Frevert & Miranda, 1998), and the self-perception as a Latina female leader in high leadership positions—where Latina leaders

are tokens and subjected to prejudice and discrimination—presents special challenges exclusively for Latina leaders.

The Latino culture also influences the recurring and situational modifiers, for example, family and family expectations. Latinas value immediate and extended family as part of the collectivism trait of the Latino culture (Catalyst, 2003), and the study revealed that family balance is one of the valued consequences of success for Latina leaders. Processes that show neutrality to ethnicity or gender involved in the following: improving personal capabilities, building-self confidence, making the choice, maturing a mindset impervious to barriers, and performing outstandingly. Latina leaders may uniquely influence certain processes, such as leading at various levels and not just at their work, gaining visibility despite their modesty, and building social capital. Creating social capital is extremely beneficial for communities but is a complex and difficult task (Purdue, 2001). David (1997) suggested the connection between Hispanic leaders and community, and according to the findings of this study, Latina leaders are important contributors to the social capital of the United States. However, these suppositions need further exploration.

The question about the transferability of the model to other contexts is valid and thought provoking. Different contexts include Latinas in other fields such as politics or academia or women of other ethnicities or other minority groups. Further research about the applicability of the model to these groups or the comparison among different leadership models needs further investigation.

Recommendations

In the United States, Hispanic women or Latinas, predominantly remain uneducated, underpaid, and underrepresented in leadership positions (Caiazza et al., 2004; Ramirez & De la Cruz, 2003). Underrepresentation of Latinas in leadership positions is remarkable (Catalyst, 2003a, 2003b). Paradoxically, the Latina population will probably double by 2050 (U.S. Bureau of Census, 2004). A void in the literature about Latina business leaders accentuates the problem of underrepresentation and negative stereotypes. This qualitative, grounded theory study explored the leadership development of Latina business leaders in the United States. The proposed theory and leadership model is the basis for the following recommendations.

For Latinas

The study reflected that Latinas can and must assume responsibility for their development as leaders. The study reveals this process has to do with personal choices. The main recommendation for Latinas is simple: become a Latina leader at any level or at all levels and create leaders. The study includes recommendations that may help Latinas become influential leaders.

To aid the preparation for leadership, first, it is important that each Latina becomes aware of the arbitrarily assigned negative stereotypes from the mainstream society because awareness empowers a person to do something about stereotypes. Each Latina has the responsibility to break stereotypes, for herself, for other Latinas, and for the social capital of their community and the United States. Second, each Latina should recognize her personal capabilities to cultivate her strengths and “find ways to make weaknesses irrelevant” (Zenger & Folkman, 2002, p. 239). Strong and competent Latinas

are better contributors. Third, each Latina should use the positive influences from her culture as personal strengths in order to develop pride in her heritage and satisfaction with her role. Lastly, each Latina should combine these processes and consciously build her confidence.

A prepared Latina must make the choice to transform into a prominent leader in her field. The study reveals that each Latina can transform herself into a leader by shaping her self-identity with role models who do not necessarily need to be Latina leaders. Each Latina also needs to invest in and enhance a support system by building dependable relationships. Lastly, each Latina requires working on her perceptions or mindset, which will frame barriers as opportunities or learning opportunities. Self-confidence is not enough. Each Latina needs to mature her mindset to keep her motivated through difficult times. Situational and recurring modifiers will influence the leadership development of each Latina; thus, it is important that each Latina learn how to use the positive and the negative influences in her favor, both in the micro to the macro environment. Examples are avoiding unsupportive partners, finding a mentor, volunteering in nonprofit organizations or chambers of commerce, or learning from coworkers.

Each Latina leader must perform outstandingly and lead at various levels, from serving within the family to serving within the nation or further afield. Each Latina needs to search for recognition and visibility because the following generation of Latinas and the mainstream society can benefit from having Latina leaders as role models who have broken stereotypes and who have become successful leaders. Lastly, Latina leaders should find ways to build social capital, not just contribute to their careers. Mentoring is

one recommendation. According to this study, the consequences are well worthwhile and provide great satisfaction. Chapter 4 provides insights from real Latina leaders that other Latinas may find inspiring.

For Parents and Life Partners of Latinas

The study revealed that parents and partners are major influences at the personal level in the readiness for leadership and transformation of Latinas into leaders. The analysis demonstrates that it is extremely beneficial for Latinas to have parents who instill the idea that everything is possible in their daughters from childhood to adulthood. Other recommendations for parents are to encourage Latinas to obtain higher education and enroll Latinas in extracurricular activities such as sports or performing arts where they can compete and perform with other peers in a regulated environment. Parents can help Latinas build their management and relational skills within the family. Other recommendations for parents include providing guidance about negative stereotypes and becoming positive role models for their daughters.

Life partners and parents of Latinas can provide support and orientation. Their understanding of the leadership processes that Latinas go through as they transform into successful leaders can be helpful in positively altering Latinas' self-confidence and self-identification as leaders. Other recommendations to parents and life partners are to become part of their daughters' or partners' support systems by helping them manage the roles of family and career and keeping them positive and empowered during difficult times.

For Mentors and Educators of Latinas

The study revealed that mentorship and education are contextual influences in the readiness of Latinas for leadership and the transformation of Latinas into leaders at an organizational level. The main recommendation for mentors and educators is to mentor Latinas. According to this study, most Latina leaders start their leadership transformation without a formal mentor. Mentors and educators can be instrumental in presenting Latinas the worth of leadership. Many Latinas are not making the decision to pursue leadership, perhaps because they are not ready or perhaps because they do not know the rewards of leadership.

The study revealed that self-confidence is something that Latinas have to build by themselves. Latinas are responsible for their choice to pursue or not to pursue leadership or greater responsibility for leadership. However, mentors and educators can positively influence the transformation processes of those Latinas who are willing to make the decision. Mentors and educators can guide and encourage Latinas to identify with role models, to build a support system, and to develop an optimistic mindset that keeps them motivated through difficult times. The results suggested that some Latinas have a problem asking for help early in their leadership development, and mentors and educators should be aware of this cultural trait.

Another recommendation for mentors and educators is to demonstrate Latinas the benefits of higher education. Higher education will provide Latinas with new skills and potential networking relations, but it may also give them an excellent opportunity to build their self-confidence and mature their mindset and self-identity. Latinas are underrepresented in leadership positions, but also in educational attainments. A last

recommendation is to discuss the results of this study with mentees and students who may suggest involvement or actions.

For Leaders and Organizations

Diversity is the workplace can be invaluable in the increasingly complex and dynamic business environment. This study can be helpful to leaders and people in organizations to prepare Latinas to become leaders through training or human resources programs. Removing structural barriers and finding ways to educate others about negative stereotypes can be beneficial for all human resources. This study provides insights about the processes that Latinas go through to transform into leaders; thus, the recommendation is to share the results of the study with others within the organization.

The study revealed that Latina leadership styles have components of female transformational leadership, collaborative leadership, and multicultural leadership. The tendency for transformational leadership with the ethic of care in Latinas demonstrated in this study is one of the most effective and long-lasting ways to lead, exceeding followers' expectations and organizational expectations. Integrity, collaboration, and compassion are attributes found in Latina leaders in this study that are valuable for teambuilding within an organization and to create long-lasting relationships with stakeholders such as costumers, suppliers, partners, government, and other companies. This study revealed Latinas demonstrate a component of caring for others that suggests that Latina leaders could be excellent collaborators to transform new leaders within an organization.

The combination of these leadership styles may suggest that Latina leaders have attributes that are advantageous within the global business trends. Compatible with Catalyst's (2003b) results, Latinas tend to be bicultural, and this fact facilitates

networking and exchanging ideas among people from different countries. Utilizing the sensitivity to other cultures that Latinas have can be an excellent potential benefit for global or transnational organizations. The recommendation is to utilize the talent and leadership benefits that Latina leaders provide.

According to the study, Latina leaders are contributors within their communities. Latinas and organizations can mutually benefit when working together in their social responsibility endeavors. Latina leaders who perform well can gain national visibility, visibility within the Hispanic community, within their industry, and within their broader community, and they may possibly cite the companies that aid them to develop.

For Mainstream Society

Successful Latina business leaders in the United States are scarce (Caiazza et al., 2004; Catalyst, 2003b). The study is important to society because it provides an analysis of successful Latina business leaders within the United States by uncovering processes important for leadership development. A better understanding of these processes and successful Latinas' leadership development can help balance the representation of the Latina population in leadership.

The study revealed that Latina leaders are important contributors to leadership and to society. Latina leaders, according to the findings, are committed to creating new leaders for the next generation. The study also revealed that Latinas play a significant role in creating social capital. Latinas volunteer within associations, either governmental or non governmental, for various purposes such as assisting business and economic development, being involved in politics, helping other women develop, or facilitating charitable or philanthropic enterprises.

Society and policy makers must continue to find ways to break negative stereotypes for Latinas. Efforts to equalize representation and opportunities for every ethnicity will create a stronger country with a stronger social capital. Increasing the acceptance of Latinas as leaders can be very beneficial for society and for the United States in general. The potential for leadership is increasing at the same fast-paced rate as the population of Latinas. The intention of this study is to provide insights to make these changes a reality.

Researcher Reflections

Over the years, the researcher has encountered exceptional Latinas but has also seen many Latinas with broken spirits who do not dare to dream and who compromise their hope. As a Latina passionate for leadership and raising two young Latina leaders in the United States, the researcher had a personal interest in investigating successful Latina leaders—in understanding the processes that may serve those Latinas who need to dream and those Latinas who just need a little push to thrive. The researcher has observed and sometimes lived the stereotypes that Latinas face from a privileged position and has been fortunate to break most of them at different levels.

The first and alarming surprise was finding a huge void in the literature related to Latinas in leadership positions; ironically, many studies about leadership simply ignore Latinas. The same pattern is evident when searching for Latinas in leadership positions in a population where Latinas are growing at a fast pace. With the responsibility and desire to add to the body of knowledge about Latina leadership, the researcher aimed to study the highest ranked Latina businesswomen in the United States, which led to the second surprise.

The task of finding willing top national Latina leaders to contribute was unbelievably hard. This is something researchers should consider for future research involving Latinas in high leadership positions because much of the richness of the study depends on the access to the population. Latina leaders are very busy and cannot give much of their time. One recommendation is to have face-to-face interviews. Selecting an expansive geographic area such as the United States had the advantage of providing a broader spectrum and higher level of Latina leadership, but also required more resources to conduct face-to-face interviews. Another recommendation is to use the national networks and insist on the snowball sampling technique, which can be challenging.

Bias is another aspect that merits attention. Grounded theory is an effective method to analyze qualitative data (Neuman, 2003), but the involvement of the researcher caused bias in the analysis. Hiring a professional decoder to reduce bias did not help for grounded theory analysis, because the researcher is an instrument of analysis, which is helpful to provide further insights. Qualitative researchers must be alert to this issue when thinking about a grounded theory design.

During the interviews, Latina business leaders became more Latina leaders and less businesspersons. Business was just a field where they thrived. Another note is that during the analysis process, the grounded theory diluted into a grand theory—a theory that was more about general leadership than about Latinas. The researcher redid the analysis and constantly compared results with the data until the categories or processes started to emerge.

The study provided the researcher with a tool, an applicable model currently undergoing evaluation within her microenvironment. The model may be helpful to

empower other Latinas to invest in themselves and may encourage other researchers to consider studying Latinas. The University of Phoenix educational model has a leader-researcher-practitioner component, and a personal intention of the researcher was to create a grounded theory that would be helpful to leadership and scholarly research, but that would also be practical. Following this philosophy, the researcher chose to close the gap between leadership, theory, and practice by committing to enable other Latinas to transform into leaders, including herself, using the results of the study.

Suggestions for Future Research

Part of the research problem identified in this study is the significant void in the literature. The limited literature on Latina leadership (Montoya et al., 2000; Salas, 2005) is mainly descriptive and in the form of narratives. The main suggestion for researchers is to extend the body of knowledge related to Latina leadership with other methods or designs.

The findings of this grounded theory and leadership model related to Latina leaders offer opportunities for continued research. One suggestion is to coordinate a panel discussion or a Delphi-method or focus-group discussion with the Latina leaders from this study. The discussion may include experts in the field. Another suggestion is the further exploration of Latina leaders using grounded theory at high leadership positions to replicate this study, using a larger sample size, and to compare the results. Further exploration may include the roles, education, leadership styles, and other influences of the mothers, fathers, spouses, and mentors of Latina leaders. A larger sample of Latina business leaders may suggest differences between corporate business leaders and entrepreneurial leaders.

This grounded theory study focused on Latina business leaders, but a suggestion for future researchers is to interview Latinas in other fields such as political leaders, military leaders, social leaders, academic leaders, scientific leaders, artistic leaders, and others to explore potential differences. Another suggestion to expand the study is to compare the results from Latinas leading from the middle with Latinas leading at the top. One more variation would be to explore differences between Latina and Latino leaders. Cross-ethnical or cross-racial leadership studies could present interesting results. Chin (2004) observed that few researchers have separated gender leadership studies by ethnicity. Comparing Latina leaders from other countries with those in the United States is another suggestion.

The proposed model emerged from data of Latina business leaders. The Latina leadership model may be useful for the leadership development of other women of other ethnicities or for other minorities by adjusting the correspondent stereotypes and culture. The application of the model to other groups or other contexts need further exploration. Comparison analysis of the model applications is another recommendation.

The purpose of this study was theory induction and model creation. Different methods and designs would further enrich the Latina leadership literature. Qualitative methods such as ethnographic or phenomenological studies are appropriate and recommended for the nature of the problem of Latina leaders in high leadership positions. Mixed methods or a quantitative method are recommended if access is available to the population or if the proposed study focuses on Latinas leading from the middle or if Latino leaders are included in the sample.

Quantitative methods such as experimental, correlational, or even survey designs could test the relationship of potential variables. This study provided a grounded theory with a model with relations among concepts. Conversion into hypotheses of some potential relations revealed in this study would be easy. The following are examples:

1. Causal conditions influencing the phenomenon: breaking negative stereotypes, improving personal capabilities, adapting positive contributions from Latino culture, building self-confidence and the choice of leadership influences the transformation of Latinas into leaders.
2. Subprocesses related to the phenomenon: the alignment of self-identity with role models, enhancement of support system, and a maturation of a mindset impervious to barriers are associated with the transformation of Latina leaders.
3. Relationship of intervening conditions and the phenomenon: parents, family, work, and community influence the transformation of Latina leaders.
4. Relationship of contextual conditions and the phenomenon: Life partners, mentors, education, and other governmental or nongovernmental organizations influence the transformation of Latina leaders.
5. Relationship of strategies and outcomes: Latina leaders who perform outstandingly contribute to society by leading at different levels, building social capital, and gaining recognition and visibility.
6. Latina leaders in top leadership positions feel isolated because they lack role models.

7. Extracurricular activities and education help Latinas to increase their self-confidence or leadership readiness.

Although this study focused on successful Latinas, the perspectives of those Latinas unwilling to become leaders could also provide data for the analysis of the problem of underrepresentation of Latinas. A critical theory approach, feminist approach, or postmodernist approach is also encouraged. Any scholarly work related to Latinas will help lessen the void in the literature.

Closing Remarks

This qualitative, grounded theory study was an exploration of the leadership development of successful and recognized Latina business leaders in the United States, where Latina leaders are remarkably underrepresented. The purpose of the study was to induct new theory and a leadership model that could add to the limited literature related to Latina leadership and to provide understanding about the transformation of Latinas into leaders. According to analysis of the data derived from 11 successful Latina business leaders, Latinas undergo stages of preparation, transformation, and influence to become influential leaders.

Latinas prepare for leadership by breaking negative stereotypes, improving personal capabilities, adopting positive contributions from their Latino culture, and by building self-confidence. Once ready, Latinas must make the choice to become a leader. Latinas transform into leaders by aligning their self-identity with role models, enhancing their support system, and maturing a mindset impervious to barriers that will keep them motivated in difficult times. Latinas will have to manage positive and negative influences from their micro and macro environments such as influences from parents, partners,

mentors, and organizations. Lastly, Latina leaders must perform outstandingly to become influential by leading at various levels, building social capital, and gaining visibility and recognition. The rewards of successful Latina leaders are having balance in their lives, gaining recognition as change agents and role models, developing an influential network, and having an enormous sense of pride and satisfaction.

Chapter 5 concludes this study. The study reflects that Latinas can and must assume responsibility for their development as leaders. The study provided recommendations for Latinas, parents and partners of Latinas, mentors and educators of Latinas, leaders and organizations, and the mainstream society. Suggestions for additional research included different studies and testing of potential hypotheses. The scope for further research is vast and the study resulted in a theoretical model that provides explicit practical processes for the transformation of Latinas and a basis for theory expansion.

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APPENDIX A: INVITATION LETTER WITH INFORMED CONSENT

<Date>
<Address>

Dear <Latina leader name>:

I am a doctorate of business administration (DBA) student at the University of Phoenix, and I am conducting a research study exploring the perceptions and experiences of highly successful and recognized Latina leaders in the United States in association with leadership development. The purpose of this research is to help other Latinas, organizations, and society in general to better comprehend the process of Latinas' leadership, and to suggest success factors that Latinas may find inspiring in their development as leaders.

You are a potential candidate for this study, and I am honored to invite you to participate in this research. The requirements of the study include one interview of about one hour at a time convenient to you, and a follow-up telephone or email conversation. The interview could be done via telephone or the web and will be audiotaped in order to have a written transcript. The transcript will be sent to you for your revision or additional comments.

Your participation in this study is entirely voluntary. If you choose to participate, you can withdraw from the study at any time without any penalty. The results of this study will be published, but your name will not be used or related to the data. All records will remain confidential. You could choose to be identified as part of the study after receiving the results, if you wish. This study presents no foreseeable risks to you as a participant.

The benefits of participating in this study are to receive the first issue of the research results before publication, and to have contributed to the possible future development of Latina leaders and related studies. I will be conducting this study with the first 10 volunteers. If you agree to participate, please read and sign the attached consent form and return to me in the stamped self-addressed envelope. Please include your contact information in the form. If you have any concerns or questions related to this study, you can reach me at <phone> or at <email>, or you may contact my advisor, <name>, at <email>

I thank you in advance for considering participating in this research.

Sincerely,

Leticia Sanchez de Valencia
University of Phoenix-Online, D.B.A. Student
<telephone numbers>
<email address>, leticia_sanchez@hotmail.com

APPENDIX B: INFORMED CONSENT FORM

Research Study: Latinas transforming into Influential Business Leaders in the United States

Researcher: Leticia Sanchez de Valencia

I have agreed to participate in the research study. My participation in the study is entirely voluntary. I understand that:

1. I may refuse to participate and/or withdraw at any time without penalties.
2. Research records will remain confidential. Data will be identified only through codes and not personal information.
3. Personal anonymity will be guaranteed unless I give my express authorization to appear as contributor. The study will not disclose the participant's identity in the research analysis, comments, or results to further increase participant's anonymity. As the results are presented to me, I can choose to be identified as a contributor or continue as an anonymous participant.
4. Results of the research will be used for presentations and publications.
5. To participate in the study, I agree to have an approximately one hour audiotaped interview, set up for my convenience, and a subsequent email or telephone follow-up.
6. In the research, there are no foreseeable risks to me as a participant.
7. The benefits that may be expected from my participation in the study are to receive a first issue of the research before publication, and to have contributed to the possible future development of Latina leaders and related studies.

There are no other agreements, written or verbal, related to the study beyond that expressed in this consent and confidentiality form. By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. My signature on this form also indicates that I am 18 years old or older and that I give my permission to voluntarily serve as a participant in the study described.

_____ _____

Interviewee Signature Date

_____ _____

Interviewee Telephone No. Interviewee E-mail Address

_____ _____

Researcher Signature Date

*If you agree to participate, please sign the attached consent form and return to <mailing address>; or send an email reply to <email address> re-attaching the consent form by expressing your acceptance stating the e-mail transmission is your electronic signature. Thank you!

APPENDIX C: AUTHORIZATION TO INCLUDE NAME AND BIOGRAPHY

Research Study: Latinas transforming into Influential Business Leaders in the United States

Researcher: <name>

I, _____, agree to have my name and brief biography appear in the study. It is understood that anonymity of research participant's specific comments will be maintained. The findings of the research will be reported as common findings relative to Latina leaders.

My signature on this form provides the researcher with the authorization to include my name and a brief biography in a list of research participants in the published results.

_____ _____

Interviewee Signature Date

_____ _____

Researcher Signature Date

APPENDIX D: INTERVIEW VERBAL SCRIPT AND GUIDELINES

Research Study: Latinas transforming into Influential Business Leaders in the United States

Interviewer: <name>

Interviewee Code: _____

Interview Date: _____ Time: _____ to _____

Introduction

- Repeat the consent form information
- Describe the interview process
- Restate that the interview will be audiotaped and interviewer will take notes
- Review assumptions, definitions, and so on
- Start audiotape

Main question (during the interview)

- Tell me about how did you become an influential Latina leaders in the United States?

Sensitizing questions (indication of data)

- What does it mean to you to be a leader? Why?
- What does it mean to be a Latina? Why?
- Why is it different (or not) to be a female leader?
- What does it mean to be successful as a Latina leader? Why?
- Why are you a Latina leader?
- Who or what helped you to become successful as a leader? How and why?
- What about role models/mentors? Support system?
- When did your development as a leader start?

Theoretical questions (process, variation, connections)

- How does your culture contribute and/or inhibit your development as a leader?
- What are the main barriers to become a Latina leader?
- How does your support system and role models develop over time?

Practical/structural questions (direction)

- How did you become a Latina leader?
- What were the main turning points in your life that made you a successful leader?
- Why do you think there are so few Latina leaders in the United States?
- What are the things you feel you may have sacrificed to achieve this success?
- What things did you do differently from other Latinas to be successful?

(those from emerging concepts?)

Closing

- Stop audiotape
- Thanks the interviewee and her participation
- Remind her about the next procedures: transcript revision and follow-up communication.

Notes:

APPENDIX E: MODIFIED INVITATION LETTER WITH INFORMED CONSENT

<Date>
<Address>

Dear <Latina leader name>:

I am a doctorate of business administration (DBA) student at the University of Phoenix, and I am conducting a scholarly research study exploring the perceptions and experiences of highly successful and recognized Latina leaders in the United States in association with leadership development. The purpose of the research is to help other Latinas, organizations, and society in general to better comprehend the process of Latinas' leadership, and to suggest success factors that Latinas may find inspiring in their development as leaders.

You are a potential candidate for the study, and I am truly honored to invite you to participate in the research. The requirements of the study include one interview of one hour, at any time convenient to you, and a follow-up telephone or email conversation. The interview could be done via telephone or the web and will be audiotaped in order to have a written transcript. The transcript will be sent to you for your revision or additional comments.

The study complies with the protection requirements for ethical research. Your participation in the study is voluntary. If you choose to participate, you can withdraw from the study at any time without any penalty. The results of the study will be published, but your name will not be related to the data. All records will remain confidential. You could choose to be identified as participant of the study after receiving the results, if you wish. The study presents no foreseeable risks to you as a participant.

The benefits of participating in the study are the following: (a) to receive the first issue of the research results before publication, (b) to potentially experience personal satisfaction for contributing to the scholarly body of knowledge and theory related to leadership, Hispanics, and women, (c) to aid to the understanding of leadership development of the future generations of Latina leaders in the United States, and (d) to be recognized as a top Latina leader in the U.S. in the published study, if you agree to be named as contributor. I will be conducting the study with the first 10 volunteers. If you agree to participate, please read and sign the attached consent form and either return to me, or you can send me an email reply to this message re-attaching the consent form by expressing your acceptance stating the e-mail transmission is your electronic signature. The email will serve as your electronic signature for acceptance of the consent letter. Please include your contact information in either the form or the email to schedule the interview.

If you have any concerns or questions related to the study, you can reach me at <telephone number> or <telephone number> or at <email address>. You may also contact my advisor, Dr. Norma Turner, at <email address>. I thank you in advance for considering participating in the research.

Sincerely,

Leticia Sanchez de Valencia
University of Phoenix-Online, D.B.A. Student
<mailing address>
<telephone numbers>
<email address>, leticia_sanchez@hotmail.com

APPENDIX F: SAMPLE OF A TRANSCRIBED INTERVIEW EXERPT

…Whereas a man, if he's a leader, he does that, but he doesn't also have to worry about washing a floor, or making sure the dry cleaning is done, you know, or making sure the kids get to their practices. They have a wife that does that. And as a female leader, we typically have more responsibilities, I think, that are outside of just our career.

Interviewer: What does it mean to you to be a successful Latina leader?

Respondent: I think it means being able to show other people what we can do. You know, in some areas of the country, especially like where I live in the Mid-West, there are not that many Latinas that are successful. We come from an area where we have a lot of new immigrants. And so they may not have the education.

And in areas like Miami, or Texas, or California, where there's say, a lot of generations who have become successful and so forth, you have a lot more – a bigger pool. So for me, I feel like it's my responsibility to reach out and mentor younger people, whether they're Hispanic or women. It doesn't really matter. You show people that if they have any talent it is also their responsibility to make the best of themselves.

Interviewer: So, [does] the satisfaction that gives you to see someone grow means success to you?

Respondent: Yes, and I had somebody tell me something a long time ago, and I believe this very strongly, that it doesn't matter if you're a male, or female, or if you're a minority, or not. Successful people help other people become successful. They're not jealous of somebody else. They're not competitive, or insecure, try to hold other people down. Instead, they help bring – they help the other person become successful.

Interviewer: So this might sound repetitive, but why are you the Latina leader?

Respondent: Well, I think it just kind of evolved. I've always wanted to do the best I could in anything I did. And I think if you work hard, and you try very hard to be just good at what you do, you end up becoming successful at something.

Whether it's being a successful mother, or a successful career person, or a successful business owner, is if you work hard,…

APPENDIX G: SAMPLE OF A MEMO EXCERPT

Memo – Participant 00: Interview January 11th, 2008. [Modifications February 2, 2008].

Question 08: Can you tell me more about the second turning point you just mentioned?

Something that caught my attention about Participant 00's answer (interview code 00 - question 8 - page 12/19) was that Participant 00's decision to lead was influenced by the idea of limitation – a perceived barrier [barrier]—rather than support or encouragement from an immediate source. When Participant 00 heard her boss [workplace] telling her that she could not hold a leadership position as the one he held because Participant 00 could not lead as he did, she felt the urge to demonstrate she could do it [self-identify]—she wanted to prove him wrong [breaking a stereotype]. However, this feeling was insufficient to trigger the choice to lead [choice to lead] in the new environment. The responsibility and accountability to assume a leadership role was still out of her reach in her mind [not enough self-confidence/self-actualization]—but it started a powerful awareness process [negative stereotype limiting her]. She became aware of her boss' directive and authoritarian leadership style and the negative effects in his subordinates—something she reported in Question 07 was the opposite of her leadership style [self-identity]. Participant 00 felt angry about this situation. Her frustration was clear in her tone when answering the question. Interestingly, she found herself complaining [barrier-mindset] with someone in a leadership position [mentor] with whom she could identify [role model] – a Latina leader in a male-dominated industry [self-identification] [had broken stereotypes]. The Latina leader [role model-mentor] was who triggered her decision to assume leadership [choice] when she confronted Participant 00 [challenge the mindset] and simply asked, "what are you going to do about this situation?" Participant 00 made the choice [leadership choice] right there to become an active leader [need to align her self-identity with role model]. Participant 00 explained her experience in the answer to question 9.

APPENDIX H: RESULTS FROM OPEN CODING

Categories and subcategories		Frequency	Percentage
1. Leader concept			
1.1	Motivate and guide others	8	73%
1.2	Decisive and follow-through	5	45%
1.3	Role model - mentor	4	36%
1.4	Change agent	4	36%
1.5	Visionary	3	27%
1.6	Team building	3	27%
1.7	Drive and passion	3	27%
1.8	Creative and innovative	2	18%
1.9	Compassion respect and caring for others	1	9%
1.10	Integrity	1	9%
1.11	Qualifications determine leadership	1	9%
1.12	Self-confident and independent	1	9%
2. Latina concept			
2.1	Family	7	64%
2.2	Relationships	6	55%
2.3	Hispanic or Latino cultural heritage	5	45%
2.4	Work ethic - goal oriented	4	36%
2.5	Stereotypes	3	27%
2.6	Compassionate & caring	3	27%
2.7	Religion	3	27%
2.8	American acculturation	3	27%
2.9	Does not see self as Latina	1	9%
3. Female leader concept			
3.1	Perceptions regarding women	10	91%
3.2	Perceptions regarding men	10	91%
3.3	Required skill sets are the same	3	27%
3.4	Stereotypes	1	9%

Categories and subcategories		Frequency	Percentage
4. Success concept			
4.1	Role model mentor	8	73%
4.2	Self-actualization	7	64%
4.3	Change agent	6	55%
4.4	Representative of Latino Latina Community	4	36%
4.5	Recognition on various levels	2	18%
5. Latina leader validation concept			
5.1	Work ethic - Willing to take responsibility	7	64%
5.2	Natural ability	6	55%
5.3	Self-actualization	5	45%
5.4	Role model mentor	5	45%
5.5	Change agent	4	36%
5.6	Family influence	2	18%
6. Concepts of aids to become successful Latina leader			
6.1	Family	9	82%
6.2	Work	6	55%
6.3	Community	3	27%
6.4	Other women	3	27%
6.5	Education	2	18%
6.6	Feedback - source not identified	2	18%
6.7	Personal characteristics	1	9%
7. Role Models/Mentors/Support system concept			
7.1	Networking	8	73%
7.2	Parents	7	64%
7.3	Work	7	64%
7.4	Other family members and friends	7	64%
7.5	Husband	4	36%
7.6	Teachers and professors	2	18%
8. When your development as leader started			
8.1	Childhood	8	73%
8.2	Natural - innate	7	64%
8.3	After entering workforce	2	18%
8.4	Graduation from college	1	9%

Categories and subcategories		Frequency	Percentage
9. Cultural influence on development as leader			
9.1	Pride	5	45%
9.2	Confidence	4	36%
9.3	Enthusiasm – spirit	4	36%
9.4	Inhibits or potential to inhibit development	4	36%
9.5	Perseverance and hard work	3	27%
9.6	Caring and openness	2	18%
9.7	Collaboration	2	18%
9.8	Sensitivity	2	18%
10. Main barriers to become Latina leader			
10.1	Melting pot issues	6	55%
10.2	Family issues	5	45%
10.3	Equal opportunity issues	5	45%
10.4	Role models or mentoring issues	3	27%
10.5	Educational barriers	2	18%
10.6	Understanding corporate culture	2	18%
10.7	No barriers	2	18%
10.8	Super-woman	2	18%
10.9	Other women	2	18%
10.10	Mixed signals from parents	1	9%
10.11	Self-doubt	1	9%
11. How support system role models develop over time			
11.1	Networking	6	55%
11.2	Achieve goals	6	55%
11.3	Latina or Latino role models	4	36%
11.4	Family	3	27%
11.5	University	1	9%
11.6	Has not developed support system	1	9%
12. How did you become Latina leader			
12.1	Focus and single-mindedness	6	55%
12.2	Following leadership principles	5	45%
12.3	Taking responsibility	5	45%
12.4	Encouragement	3	27%
12.5	Does not see self as Latina or leader	1	9%

Categories and subcategories		Frequency	Percentage
13. Main turning points made you successful leader			
13.1	Workplace and career - promotions	8	73%
13.2	University	7	64%
13.3	Childhood	4	36%
13.4	Other	2	18%
13.5	Coming to US	2	18%
14. Why so few Latina leaders in US			
14.1	Cultural issues	6	55%
14.2	Lack of role models	5	45%
14.3	Educational system practices	4	36%
14.4	Workplace discrimination	3	27%
14.5	Changing for the better	2	18%
14.6	Lack of parental support	1	9%
14.7	Teen pregnancies	1	9%
15. Sacrifices you have made to achieve this success			
15.1	Family	7	64%
15.2	No sacrifices	3	27%
15.3	Promotions	2	18%
15.4	Freedom	1	9%
16. Did differently from other Latinas to be successful			
16.1	Self-motivation and confidence	6	55%
16.2	Positive environmental influences	4	36%
16.3	Other	3	27%
16.4	Acculturated	2	18%
16.5	Analytical and logical	2	18%

Note. Data from open coding of 11 interviews.

APPENDIX I: RESULTS FROM AXIAL CODING

Table I1

Contextual Conditions: Categories and Subcategories

Number	Nodes	Informally dimensionalized subcategories	Categories (Contextual Conditions)
10.5	Barrier was	Educational barriers	
10.6	Barrier was	Low understanding corporate culture	
10.7	Barrier was	No barriers	
10.8	Barrier was	Super-woman syndrome	
10.9	Barrier was	Other non-supportive women	
10.10	Barrier was	Mixed signals from parents	
10.11	Barrier was	Self-doubt	Deal with barriers
14.6	Barriers others	Lack of parental support	To intervening conditions
14.7	Barriers others	Teen pregnancies	(barriers to others- 4 subcategories)
11.5	SS developed	University - environment for self confidence	
11.6	SS developed	Has not developed support system	*exception
6.4	Help from	Other helpful women	
6.5	Help from	More level education	
6.6	Help from	Honest feedback providers	Supportive mentor (women/Latina/other)
12.5	How became leade	Does not see self as Latina or leader	*exception
7.5	Pushed me	Supportive husband	To intervening conditions
notes	Pushed me	Being part of a governmental or non-governmental	(Support -7 subcategories)
7.6	Pushed me	Inspiring teachers and professors	Linked to government or NGO

Table I2

Causal Conditions: Categories and Subcategories

Number	Nodes	Informally dimensionalized subcategories	Categories (Causal Conditions)
3.1	Females deal	Negative perceptions regarding women	
3.2	Females deal	Positive perceptions regarding men	Breaking/dealing Stereotypes
3.3	Females deal	Required skill sets are the same	
notes		Breaking role sterotypes	
3.4	Females deal	Negative stereotypes	
6.7	Help from	Helpful personal characteristics	Strengthen natural abilities
notes		Above average intelligece	
notes		Multicultural stregths (interpersonal skills)	
notes		Facts-base analytic skills	
notes		Extreme tenacity--Determination	
5.2	Lat leader is	More natural ability	
2.1	Latina is	Family oriented	
2.2	Latina is	Relationships oriented	
2.3	Latina is	Values Hispanic cultural heritage -pride	
2.4	Latina is	Work ethic - goal oriented	
2.5	Latina is	Carries negative stereotypes	Use Hispanic cultural assets
2.6	Latina is	Compassionate & caring	/overcome negative aspects
2.7	Latina is	Religion follower	
2.8	Latina is	American acculturation	From consequence (Satisfaction-3 sub)
2.9	Latina is	Does not see self as Latina	
9.4	Culture gave me	May inhibit development	
9.5	Culture gave me	More perseverance and hard work	
9.6	Culture gave me	More caring and openness	
9.7	Culture gave me	More collaboration	
9.8	Culture gave me	Higher sensitivity - intuition	

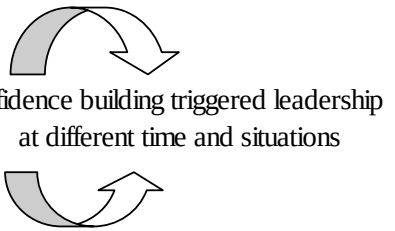
Number	Nodes	Informally dimensionalized subcategories	Categories (Causal Conditions)
13.1	Made me change	Workplace and career - promotions	
13.2	Made me change	University environment	
13.3	Made me change	Childhood leadership-awareness	
13.5	Made me change	Coming to US	
8.1	Started at	Childhood leadership-awareness	
8.2	Started at	Natural - innate leadership-awareness	
8.3	Started at	After entering workforce leadership-awareness	
8.4	Started at	Graduation from college leadership-awareness	
notes		Event in time what really mattes (turning point)	
notes		Eager to take more responsibility	
notes		Continous promotion or selfactualization	

Table I3

Intervening Conditions: Categories and Subcategories

Number	Nodes	Informally dimensionalized subcategories	Categories (Intervening Conditions)	
10.1	Barrier was	Identity issues		
10.2	Barrier was	Family issues		
10.3	Barrier was	Equal opportunity issues		
10.4	Barrier was	Role models or mentoring issues		From Context
14.1	Barriers others	Cultural-identity issues	Identity issues	(deal with barriers-4 subc)
14.2	Barriers others	Lack of role models	Role models	
14.3	Barriers others	Educational system practices	Education	
14.4	Barriers others	Workplace discrimination		
6.1	Help from	Supportive family	Supportive parents or/and family	
6.2	Help from	Support at work	Support at work-promotions (positive-negative)	
6.3	Help from	Supportive Community	Supportive community	
5.6	Lat leader is	Family influence		From Context
7.1	Pushed me	Influencing Networking		(Support - 7 subcategories)
7.2	Pushed me	Supportive Parents	Getting positive influence	
7.3	Pushed me	Work promotions		
7.4	Pushed me	Other supportive family members and friends		

Table I4

Strategies: Categories and Subcategories

Number	Nodes	Informally dimensionalized subcategories	Categories (Strategies)
5.7	Lat leader is	Exposure-visibility	Increased visibility (media/government)
14.5	Barriers others	Changing for the better	
16.6	Did differently	Get visibility-involvement	Creating social goodwill
16.7	Did differently	Represent a cause (social goodwill)	
16.8	Did differently	Help others succeed-collaboration	
16.9	Did differently	Exceptional performance	Positive change agent - Transform
16.1	Did differently	Greater Self-motivation and confidence	
16.2	Did differently	Positive environmental influences	
16.4	Did differently	Greater degree of Acculturation	Transformational leadership
16.5	Did differently	Analytical and logical decision making	
12.1	How became leade	Focus and single-mindedness	Single-mindedness/Determination
12.2	How became leade	Following leadership principles	
12.3	How became leade	Taking more responsibility	More responsibility (work)
12.4	How became leade	Getting Encouragement	
5.1	Lat leader is	Work ethic - Willing to take more responsibility	
5.3	Lat leader is	More Self-actualization	Creating positive environment
5.5	Lat leader is	Change agent	
1.0	Leader is	Exceptional performance	Self actualization
1.1	Leader is	Motivate for change	
1.2	Leader is	More decisive and follow-through	Involved in mentoring
1.3	Leader is	Excellent role model - mentor	
1.4	Leader is	Effective change agent	
1.5	Leader is	Effective visionary	Exceptional performance
1.6	Leader is	Effective team building	
1.7	Leader is	More drive and passion	
1.8	Leader is	More creative and innovative	Caring-compassion-
1.9	Leader is	More compassion respect and caring for others	Team building
1.10	Leader is	Outstanding integrity	Integrity
1.11	Leader is	Better qualifications determine leadership	Help other succeed-confidence
1.12	Leader is	More self-confident and independent	

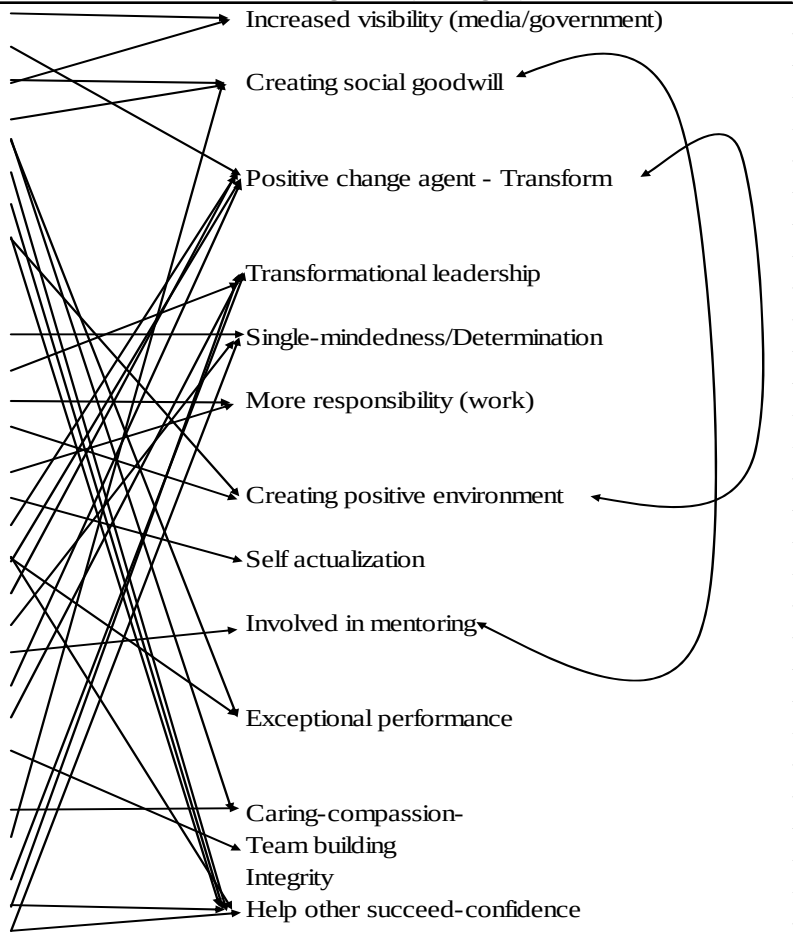


Table I5

Consequences: Categories and Subcategories

Number	Nodes	Informally dimensionalized subcategories	Categories (Consequences)
9.1	Culture gave me	More pride - Valorize values	To casual conditions
9.2	Culture gave me	More confidence	(use Hispanic cultural assets)
9.3	Culture gave me	More enthusiasm - spirit	
11.1	SS developed	Influential Networking	
11.2	SS developed	Accessible Latina or Latino role models	
11.3	SS developed	Latina or Latino role models	Increasingly influential SS network
11.4	SS developed	Supportive Family	
15.1	Sacrificed	Less Family time	
15.2	Sacrificed	No sacrifices	Keeping and valuing acceptable balance life
15.3	Sacrificed	Less Promotions	
15.4	Sacrificed	Less Freedom	
4.6	Success is	Family balance	
4.1	Success is	Excellent role model mentor	Become a role model
4.2	Success is	Self-actualization	Self actualization
4.3	Success is	Effective change agent	Change agent - transformation catalyst
4.4	Success is	Representative of Latino Latina Community	Representative of cause or community
5.4	Lat leader is	Excellent role model mentor	
4.5	Success is	Recognition on various levels	Recognition
notes		Satisfaction	Satisfaction
notes		Pride	
notes		Increased recogniziton	

APPENDIX J: DIMENSIONALIZED CATEGORIES FOR SELECTIVE CODING

Table J1

Categories and Dimensions Related to Causal Conditions

Causal category (process)	Property	Dimension	
1. Stereotypes (breaking negative)	Source	External (perceived)	Internal (believed)
	Related to women/men	Positive business attributes compared to men	Negative business attributes compared to men
	Related to Hispanic/mainstream	Positive perception compared to mainstream	Negative perception compared to mainstream
	Related to level or leadership position	Positive compared to other leaders	Negative compared to other leaders
	Coping mechanism	Active by breaking negative stereotypes	Passive by conforming to the stereotype
	Broken negative stereotypes level	Individual, family level	Work, community level
2. Latino culture (adopting positive influences)	Source	Family	Community
	Family	Supportive	Non-supportive
		Expectation of developing as individual	No expectations of development
		Caring	Abusive
		Active helping manage the family	Passive not contributing within the family
	Relationships	Collaborative-team	Directive-self
	Work ethic	Hard work to achieve	Inactivity acceptable
		Instilled	Not instilled
	Pride	Proud of being Latina	Do not see self as Latina
	Stereotypes	Breaking negative	Unaware/accepting negative
		Leverage from positive cultural influence	Unaware of culture

Causal category (process)	Property	Dimension	
3. Natural abilities (perfecting)	Intelligence	Above average	Below average
		Fact-based (analytic)	Biased-based
	Perspective	Multicultural	Unicultural - Assimilation
	Interpersonal skills	Good at building long-term relationships	Challenged social skills
		Outgoing	Shy
		Relationship manager	Not a relationship manager
	Emotional intelligence	High assertiveness	Low assertiveness
		Self- and social awareness	Low self- and social awareness
		Motivator	Complainer
	Tenacity	Strong determination	Passive
	Resilient	Strong personality	Weak personality
	Execution	Goal oriented	No plan
	Self-actualization	Search for improve her potential	Do not improve herself
4. Self-confidence (building)	Confidence	Confident	Insecure
	Mindset	There are no obstacles, just opportunities	Barriers limit your performance and opportunities
	Responsibility	Eager to take more responsibility	Shy from responsibility
	Extracurricular Activities	Teamwork	Individual performance
		Positive influence	No influence
	Advancement	Continuous Promotions	Stagnated
	Building confidence mechanism	Innate	Through turning point: childhood-education-immigration-work environment

Table J2

Categories and Dimensions Related to the Central Phenomenon

Phenomenon category (process)	Property	Dimension	
1. Choice	Decision	Made	Not made
		Conscious	Unconscious
		As a child	At other time
		One time	Several times
		Lead	Follow
	Responsibility	Eager for more	Elusive mode
		Lead	Follow
2. Self-identity (aligning with role model)	Perception herself	Positive	Negative
		Self-awareness	No self-awareness
		Equal to role model	Not equal to role model
		Top	Bottom
	Desire to change	Role model	No role model
	Role model		
	Gender	Female role model	Male role model
	Race	Latino role model	Non-Latino role model
	Reason	Desired differences	Similarities
	Access	Available	Non-available
3. Support system (enhancing)	Support	Has one	Does not have one
		Numerous people	Few people
		Constructive	Favorable
	Reachable	No problem asking for help	Pride when thinking about asking
	Changes	Expanding	Decreasing
		Trustable	Network
		Dependable	Unreliable
	Resources	Available	Non-available
4. Mindset (maturing a mindset impervious to barriers)	Approach	Opportunities	Obstacles
	Barriers	No barriers	Many obstacles
		External	Internal
	Maturation level	Optimum	Developing
	Attitude	Positive	Negative
		Learning	Status quo

Table J3

Categories and Dimensions Related to Intervening Conditions

Intervening category (process)	Property	Dimension	
1. Parent(s) or family member (influencing positively or negatively)	Parent	Supportive	Non-supportive
		Mother or Father	Both
		Encouraging	Demeaning
		Active	Passive
	Role model	Yes	No
	Immigrants	No	Yes (generation)
	Class	Affluent	Poor
	Aligning self-identity with role model	Positively	Negatively
	Enhancing support system	Positively (part of support system)	Negatively
	Maturing mindset	Positively	Negatively
2. Family (influencing positively or negatively)	Family	Close	Extended
		Supportive	Non-supportive
		Encouraging	Demeaning
		Active	Passive
	Taking care of	Children or/and parents	None
	Aligning self-identity with role model	Positively	Negatively
	Enhancing support system	Positively (part of support system)	Negatively
	Maturing mindset	Positively	Negatively
2. Work (influencing positively or negatively)	Environment	Collaborative	Competitive
		Local	Global
	Advancement	Encourage	Discourage
	Aligning self-identity with role model	Positively	Negatively
	Enhancing support system	Positively (part of support system)	Negatively
	Maturing mindset	Positively	Negatively
4. Community (influencing positively or negatively)	Role	Active	Passive
	Aligning self-identity	Positively (representative)	Negatively
	Enhancing support system	Positively	Negatively
	Maturing mindset	Positively	Negatively

Table J4

Categories and Dimensions Related to Contextual Conditions

Contextual category (process)	Property	Dimension	
1. Life Partner (influencing positively or negatively)	Available	Married, remarried	Single, divorced
	Support	Supportive	Non-supportive
	Aligning self-identity with role models	Positively (encourage)	Negatively (discourage)
	Enhancing support system	Positively (helps)	Negatively
	Maturing mindset	Positively	Negatively
2. Mentor (influencing positively or negatively)	Support	Supportive	Non-supportive
	Gender	Female mentor	Male mentor
	Race	Latino	Non-Latino
	Reason	Desired differences	Similarities
	Access	Available	Non-available
	Number	Many	One
	Aligning self-identity with role models	Positively (encourage)	Negatively (discourage)
	Enhancing support system	Positively (helps)	Negatively
	Maturing mindset	Positively	Negatively
3. Education (influencing positively or negatively)	Level	High school	Graduate
	Perceived	Valuable	Worthless
	Aligning self-identity with role models	Positively (encourage)	Negatively (discourage)
	Enhancing support system	Positively (network)	Negatively
	Maturing mindset	Positively (confidence)	Negatively (more barriers)
4. Governmental or nongovernmental organizations (influencing positively or negatively)	Visibility	Recognition in organizations and community	No visibility
	Involvement	Active	Passive
	Resources	Available	Non-available
	Aligning self-identity with role models	Positively (part of)	Negatively
	Enhancing support system	Positively (influential network)	Negatively
	Maturing mindset	Positively (confidence)	Negatively (more barriers)

Table J5

Categories and Dimensions Related to Strategies

Strategy category (process)	Property	Dimension	
1. Outstanding performance (providing)	Choice	Be the best	Status quo
	Work	Hard work	Passive
	Accomplishments	Exceeding expectations	Below expectations
	Innovation	Create something new	Nothing new
	Employment	Generate new jobs	No new jobs
	Wealth	Creation	Spending
2. Leadership (leading at various levels)	Level	Family	National
	Style	Collaborative/ Participatory	Directive
		Motivating/Inspiring	Laissez-faire
		Change	Status Quo
		Transformational	Transactional
		Communicate vision	Does not communicate vision
		Pushing others for better performance	Passive
		Multicultural	Unicultural
	Concern	People development	Laissez-faire
		Goal orientation	Laissez-faire
	Approach	Compassion	Coldness
		Teamwork	Individualistic
		Relationships	Tasks
		Family concern	Family outsourced
	Role models	Stereotype breakers	No change
		Community representative	No change
3. Social capital (building)	Goodwill	Engaged-active	Not engaged
	Mentorship	Engaged	Not engaged
	Cause representative	Engaged	Not engaged
	Caring-compassion	Caring	Indifferent
	Help other succeed	Caring	Indifferent
	Social relevance	High	Low
4. Visibility (gaining)	Recognized	Visible	Non visible
	Level	Family	Nationwide

Table J6

Categories and Dimensions Related to Consequences

Strategy category	Property	Dimension	
1. Life balance	Family	Important	Not important
	Work	Important	Not important
	Community	Important	Not important
	Self	Important	Not important
	Balance	Successful (most)	Unsuccessful (none)
2. Recognition	Change agent	Positive achievements	No achievements
	Role model	Inspiring others	None
	Levels	Family	National (global)
3. Influential Network	Network	Influential	Unimportant
	Changing	Expanding	Decreasing
	Dependable	Always available	Not available
4. Pride and Satisfaction	Feeling	Happy with accomplishments	Unhappy with accomplishments
		Proud and satisfied	Dissatisfied