

ABSTRACT

LONDONO VARELA, SHIRLEY. Qualities and Challenges of Four Nonprofit Latino Leaders in North Carolina. (Under the direction of Dr. Andrew O. Behnke.)

This thesis explores the qualities and challenges of four Latino leaders from four different Latino nonprofit organizations in North Carolina. Latino nonprofit organizations, which are defined in this thesis as organizations that specifically serve the Latino population, are considered to be the backbones of Latino communities in the United States. These Latino nonprofit organizations work extensively to bridge the policy, social, educational, and cultural gaps often encountered by many Latino communities. Recent studies show that the Latino population growth will continue into the next few decades accompanied by an absence of experienced Latino leaders to help support this burgeoning population. A qualitative research study was conducted with Latino leaders from four different Latino nonprofits in North Carolina to further explore and understand the challenges Latinos face as leaders and the qualities needed by effective Latino leaders.

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Qualities and Challenges of Four Nonprofit Latino Leaders in North Carolina

by
Shirley Londono Varela

A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Master of Science

Family Life and Youth Development

Raleigh, North Carolina

2013

APPROVED BY:

Dr. Andrew O. Behnke
Committee Chair

Dr. Harriett C. Edwards

Dr. Mitzi Downing

DEDICATION

In loving memory of my Dad, Luis Alfonso Varela (1958 – 2011).

My dad inspired greatness in me. His zeal for hard work, commitment to family, and strong moral skills has been contagious. He worked hard for many years in pursuit of the American dream—to provide a better life for his family. My dad is an exemplar of what is possible as an immigrant in the United States. I will always be proud of you and miss you dearly.

I dedicate this thesis to my husband, Witold Siwanowicz. There isn't a word in the dictionary to describe your unconditional love and support, and your never-ending comprehension and compassion for the strains of life that have come along the way. When times get hazy and somewhat difficult, you have been a light of optimism in my life.

I also dedicated this thesis to my mother, Julieta Londono Varela, who has been a precedent of what it means to be a strong and independent Latina. Also, to my brother John Varela, you have been the vital spirit of our family. Today I am extremely proud of you both and all your achievements.

I also want to dedicate this thesis to my “sister” Johanna Valencia and my other parents, Malgosia and Ryszard Siwanowicz. Thank you for your constant support and vote of confidence. You all encourage me to be better and inspire me in so many ways. Additionally, I want to thank my Colombian family and Latino community. I don't know any other way to celebrate life, but to be surrounded by people who share my culture, with *música, baile, y comida (music, dance, and food)*.

BIOGRAPHY

Shirley Londono Varela was born in Palmira, Colombia in 1980 and immigrated to the United States in 1985. She grew up in Queens, New York and graduated with a Bachelor of Business Administration from Baruch College, a senior college in The City University of New York system. After a year in the corporate environment, she decided to explore the world of nonprofit organizations. Throughout her positions in nonprofit organizations and academic research groups, Shirley deepened her desire to coordinate and lead social projects. She has also volunteered her time with many different nonprofits organizations. After almost eight years of experience in nonprofit and academic institutions and the desire to continue working on social projects, she decided to get her Masters of Science in Family and Youth Development to further enhance her skills and knowledge of nonprofit organizations.

ACKNOWLEDGMENTS

There were many individuals I had the opportunity to meet, work with, or take a class with that inspired me throughout this journey. I would like to thank the faculty and staff at the Family and Youth Development program for their constant encouragement and demonstrating their commitment to the field. I especially want to thank my committee members, Dr. Downing and Dr. Edwards for their support and guidance.

Finally, I want to thank my advisor and mentor, Dr. Andrew O. Behnke. His work and dedication to the Latino community has been inspiring in so many ways. The unconditional support, advice, and encouragement throughout the process of this thesis has been incredible and I am truly grateful to have been under his guidance. Thank you Dr. Behnke!

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CHAPTER I

INTRODUCTION

“On a more practical level, by the middle of this century, when Latinos become the dominant workforce, organizations will need to cultivate Latino talent and benefit from their dynamic work ethic” (Bordas, 2013, p. 1).

Exploring Latino leadership qualities and challenges is essential to understanding how Latinos in nonprofit organizations perceive leadership and the struggles they face when leading a community in need. According to Bordas (2001), Latino leaders represent a struggling population and must also “be advocates for change and embrace a leadership model that is not status quo” (p. 130). With a fast growing Latino population, new community leadership initiatives are needed to produce Latino leaders who can maintain “the formation of a new Latino leadership base” (Nieto, 2006, p. 86). Furthermore, nonprofit Latino leaders must recognize and address the most important issues that create barriers for the advancement of the Latino communities, particularly with regards to education (Cortes 1998; León & Navarez, 2007). By interviewing four Latino nonprofit leaders, this qualitative research study delves into the qualities needed by effective nonprofits Latino leaders and the challenges they often face with leading the Latino community.

1.1 The Latino Population

In a 2008 report, the Pew Research Center predicted that the Latino population in the United States will triple in size, increasing from a population of 42 million (14% of the population) in 2005 to a projected 128 million (29% of the population) by the year 2050

(Passel & Cohn, 2008). The 2010 U.S. Census estimated that the Latino population had increased by 43% from 2000 to 2010 (Ennis, Ríos-Vargas, & Albert, 2011).

Much of this growth is due to high fertility and increased immigration from the 1980's to 2010 (Preston & Hartnett, 2008). These factors contribute to making the Latino population among the youngest groups in the United States. This young population, and its high rates of marriage are expected to continue these fertility rates for at least three decades (Preston & Hartnett, 2008). The Pew Research Center (2011) states that in 2011, 23% of all births were from Hispanic women, second from white females who had 54% of the nations babies. Out of the 23% of Hispanic births, 47% were from unmarried Hispanic women.

This research study was conducted in North Carolina, which has been experiencing a large influx of Latinos over the last decade and a half. According to the Pew Research Center (Motel & Patten, 2013), North Carolina is one of five states with the fastest growing Hispanic population, having a 120% growth since the year 2000. The 2012 Census report states that the Hispanic population is approximately 848,430, or 8.7% of North Carolina's population (U.S. Census Bureau, 2013).

1.2 Statement of the Problem

Latino nonprofits are the infrastructure of Latino communities and address the needs of this population that the United States government has had difficulty tackling (Hung, 2007). Throughout the years, Latino organizations have continuously aided their Latino communities by providing the necessary resources and being “the only voice of Hispanics in policy matters” (Borrero, 1991, p. 113). Leadership practices within Latino communities are

becoming a topic of extreme importance as Latinos become the fastest growing population in the United States (Davis, 2007; Passel & Cohn, 2008). Research on the leadership approach of Latinos and Latino philanthropy in the United States is scarce, therefore creating the opportunity in this thesis to explore and expand on the topic (Cortes, 1995). It is important to understand and learn about the qualities and challenges of Latino nonprofit leaders because of their relationship with this emerging population, their potential to encourage Latinos to excel, and because they provide resources and services to a population in need (Davis, 1997; Faherty & Mihm, 2010). The advancement of the Latino population may be dependent on community programs and how effective Latino leaders are in guiding the communities they work with.

1.3 Purpose of Study

Latino nonprofits, similar to other philanthropic organizations, are essential in providing opportunities and resources for “economically and politically disadvantaged groups” (Cortes, 1998, p. 17). Exploring the leadership practices and challenges of Latino nonprofits provides new insights into how Latinos are inspired and motivated to lead in their communities (Davis, 1997). With the Latino population rapidly growing, more Latino communities will depend on Latino organizations for support and resources, making Latino nonprofits imperative and pivotal to the success of the Latino population (Cortes, 1995; U.S. Census Bureau, 2011).

In researching and exploring Latino leadership qualities and challenges, this thesis attempts to contribute to the theoretical development and understanding of Latino nonprofit

leadership in the United States and its importance to the Latino community. Additionally, it provides implications for future research and suggestions for practice to Latino nonprofit leaders and their organizations. This thesis implemented a qualitative research method and posed the following two research questions:

1. What are the qualities of effective Nonprofit Latino leaders?
2. What are the challenges nonprofit Latino leaders face when working with the Latino community?

In particular, this thesis addresses the gaps in the literature that postulate the leadership qualities and challenges of Latino nonprofit leaders in hopes of providing useful insight to current and future Latino nonprofit leaders and those interested in their success.

1.4 The Significance of this Study

Considering the continuing growth of Latino communities in the United States, and the significant barriers many Latinos face with educational and professional attainment, there is a great need to understand how effective Latino leaders are developed (León & Navarez, 2007; U.S. Census Bureau, 2011). Language barriers, limitations due to immigration status, limited professional experience, low paying jobs, and limited educational opportunities all contribute to making it difficult for Latinos to rise up as leaders in their communities (Cortes, 1998). This is especially important in new arrival communities (defined as communities where immigrant populations have settled into in recent years), such as Georgia, North Carolina, and South Carolina (Capps, Fix, Ost, Reardon-Anderson, & Passel, 2004; Dinan, 2005; Marotta & Garcia, 2003). In these new arrival states there are few services and limited

experience working with families who speak different languages and come from different cultures, than is true in traditional settlement states, where Latinos have lived for generations (e.g., California, Florida, New York, Texas; Passel & Cohn, 2011; Capps, Fix, Ost, Reardon-Anderson, & Passel, 2004; Dinan, 2005; Marotta & Garcia, 2003). Indeed, in these new arrival states many of the new arrivals come with limited education, professional experience, and social capital to immediately thrive as community leaders (Nieto, 2006). For these reasons it is particularly important to understand what has helped Latino leaders become effective leaders and provide guidance and support to new arrival communities like North Carolina.

1.5 Theoretical Framework

Though the extant literature on nonprofit Latino leaders is very limited, what is available does suggest the importance of nonprofit Latino leaders, some things that can help them succeed, and some of the challenges they face. Considering the Latino population growth and their current socioeconomic and educational disadvantages, Hispanic nonprofit leaders have the opportunity and challenges of addressing some of the future macroeconomic trends that can jeopardize this country's economic well being (Ramos, 1999; Rodriguez, 1999). With a growing Latino population, there is a need to provide effective leadership in these communities to help the Latino population succeed in this country while contributing to a healthy economic future of the United States.



Figure 1.1 *Nonprofit Latino Leadership Cycle*

The theoretical model developed for this study (see Figure 1.1) demonstrates how effective (having leadership qualities that appeal to the Latino community) Latino leaders can positively impact and inspire leadership qualities in their communities, thus creating a cycle of Latino professionals in the workforce. Research states that education plays a vital role in developing future Latino leaders because of the:

- rapid growth of the Latino population (and the 37.6 million Latinos joining the workforce in the next four decades);
- need for an educated population that can compete internationally, and;
- link between higher earnings throughout a lifetime and education (Meinert, 2013).

The Nonprofit Latino Leadership Cycle elicits future Latino leaders in both profit and nonprofit sectors that can sustain a growing Latino population in the United States.

Hereunder are the descriptions of the main attributes elicited in the Nonprofit Latino Leadership Cycle.

Effective Nonprofit Latino Leaders: *Latinos are guided and supported by nonprofit Latino leaders.*

As leaders in the Latino community, these leaders work with the community to address their needs and barriers, especially focused on community programs that can address the low graduation rates and break the poverty cycle (León & Nevarez, 2007). Effective Latino leaders have the ability to be role models, guide, and encourage young Latinos to pursue higher education through their community programs.

Latino Communities are Empowered: *Latinos are encouraged to take on leadership roles.*

According to Gutierrez and Ortega (2013), by empowering Latino communities, Latinos are given the opportunity to develop the ability to address the challenges this minority group faces (e.g. lack of education and high rates of unemployment).

Future Latino Leaders are Inspired: *Latinos pursue leadership skills in educational and professional settings.*

Latinos are inspired and prepared to take on leadership roles in their communities, at school, or their place of work.

Latinos are Leaders in the Workforce: *Latinos share skills and experiences through professional development.*

The United States is moving towards a workforce that is diverse (both racially and ethnically) where 50% of the working age population, by the year 2039, will be comprised of a population of color (Ajinkya & Wilf, 2012). León & Nevarez (2007) suggests that the knowledge and experience of top Latino leaders needs to be obtained in order to “increase the pool of Latino executives and ensure their success” (p. 374).

1.6 Limitations of the Study

There were limitations to this research thesis that impacted the outcomes of the study.

- One of the limitations of this thesis was the sample size. A small sample size in qualitative research is acceptable, but the data collected from four Latino leaders may not be diverse enough or sufficient to make it representative of all

nonprofit Latino leaders in North Carolina or the United States (Ritchie & Lewis, 2003).

- Selection bias (participants with unique views may be more likely to participate in the interviews) and social desirability (responding in a particular manner to impress or please the interviewer) on participant's responses.
- This thesis defines a leader as a staff member in a decision-making position. Although the definition of a leader in this thesis was defined and explained to the interviewees, most interviewees didn't consider themselves a leader. Limited research was conducted on the use of the word *leader* or *leadership* when addressing Latinos. Based on the limited research, it is likely that other terms are used within Latino organizations to describe leaders such as community representatives and promotores, who are community health workers in Latino communities (Anders, Balcazar, & Paez, 2006).
- The use of the word "effective" when asking the first research question (What makes you an effective Latino leader?) drew some pushback, as some interviewees were uncertain of answering a question that made the assumption that they were "effective" Latino leaders.
- This research study does not take into account mainstream (non-Hispanic) nonprofit organizations that work with and serve the Latino community.
- This thesis does not take into account the perspective of the Latino community and their view on Latino leadership and their community leaders.

- North Carolina is referred to as a New Arrival Community or The New Latino Diaspora (NLD), which refers to areas in the United States that are not traditionally known for their Hispanic population, but are seeing a growing number of Latinos migrate to (Wortham, Clonan-Roy, Link, & Martínez, 2013). Therefore the qualities needed and challenges faced by the interviewees in this study might be different than nonprofit Latino leaders in areas where Latinos have traditionally settled into (e.g., California, Florida, New York, Texas)
- Lack of available data and previous research on nonprofit Latino leaders

1.7 Definition of Terms

The following defined terms will be used throughout this thesis to describe core principles used to guide this study.

- *Leaders*: Mention of leaders in this study refers specifically to staff members that hold managerial, administrative, and decision-making positions in a nonprofit organization. Often times, leaders are only thought of as those who direct a company or organization; however, in this study leaders include individuals who may lead a division or part of a nonprofit organization and works with the Latino community.
- *Nonprofit Organizations*: Nonprofit organizations (NPO) are organizations that use their surplus revenues to achieve the goals of the organization rather than distributing them as profit or dividends to their shareholders.

- *Latino Nonprofit Organization*: A Latino nonprofit organization in this study is defined as an NPO that is led by Latinos and specifically serves the Latino community. Latino NPO's must have a Latino executive director or majority Latino board representatives (Althea Gonzalez, personal communication, 2013).
- *Qualities (as in leadership qualities)*: The distinctive attributes or characteristics possessed and acquired by effective Latino leaders.
- *Effective (as in effective leadership qualities)*: Having leadership qualities that appeal to and valued by the Latino community.
- *Challenges (as in challenges faced by Latino leaders)*: Barriers preventing or making it difficult for Latino leaders to accomplish their goals/vision.
- *Hispanic or Latino*: According to the Overview of Race and Hispanic Origin: 2010 (Census Briefs), the term Hispanic or Latino refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (Ennis, Ríos-Vargas, & Albert, 2011)

The terms *Hispanic* and *Latino* are used interchangeably throughout this thesis.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Latino nonprofit organizations are a new occurrence in the United States given the influx of the Latino population and a society in need of services, guidance, and resources. Moreover, literature on Latino nonprofits and Latino leadership is scarce with limited information and research on the qualities and challenges of Latino leaders. The literature review for this research study gives a brief overview on the nonprofit sector in the United States, reviews two leadership theories that nonprofit Latino leaders can relate to, and discusses the limited research obtained on Latino leadership, Latino nonprofits, and the Latino population.

2.2 The Nonprofit Sector

Nonprofit organizations are tax-exempt institutions conferred under United States Internal Revenue Code Section 501(c) and are divided into three categories: Public charities, private foundations, and all other nonprofits (Blackwood, Wing, & Pollak, 2008). These organizations are created in the United States with the goal of addressing the growing needs of society (Kelly & Lewis, 2009). Furthermore, nonprofit organizations do not profit or most often generate a product through their services (Kelly & Lewis, 2009).

Nonprofits in the United States are comprised of organizations that are active in education, health care, arts, human services, advocacy, labor unions, social clubs, recreational clubs, and business and professional associations (Blackwood, Wing, & Pollak,

2008). The Nonprofit Almanac (2012) states that in 2012 there were approximately 2.3 million nonprofit organizations, a growth of 24% since the year 2000, that can be attributed to the healthcare industry. Additionally, in 2010, nonprofits contributed \$804.8 billion to the U.S. economy (Blackwood, Roeger, & Pettijohn, 2012).

Leadership in the nonprofit sector has been a topic of discussion lately given the gradual departure of the baby boomer generation as nonprofit leaders (Johnson, 2009). A 2011 research report by the Nonprofit Leadership Alliance, states that based on the analysis of their survey data, 70% of their respondents replied “no” when asked “whether entry-level to director-level professionals are properly prepared for management/leadership positions. This study describes the leadership crisis within organizations and how nonprofits need to establish leadership development strategies within their organizations. The overall results of this analysis by the Nonprofit Leadership Alliance, “confirms the need for a greater commitment to leadership development by the nonprofit sector and improved preparation in the form of education and training” (Nonprofit Leadership Alliance, 2011). The nonprofit leadership crisis is heightened among Latino led nonprofits, which are struggling to acquire competent Latino leaders due to challenges of limited education, mentoring opportunities, and experience (Cortes, 1998).

According to another research report conducted by the Casey Foundation, the Eugene and Agnes E. Meyer Foundation, CompassPoint Nonprofit Services, and Idealist.org (2008), it is acknowledged that recent reports have “created sector-wide anxiety that we are failing to adequately fill a ‘leadership pipeline’ and this failure could result in a dangerous destabilization of nonprofits as vacating executive directors’ positions remain open or are

filled with under-qualified replacements” (Cornelius, Corvington, & Ruesga, 2008, p. 7).

Johnson (2009) argues that there are reasons to believe that the leadership gap in nonprofits will occur over time because baby boomer might delay retirement due to the increase of retirement age, the value of continued health insurance, and the realization of a low return on personal assets.

2.3 Leadership

Leadership has a multitude of meanings that makes it difficult to define (Northouse, 2010). According to Northouse, the following components identify leadership: It is a process that incorporates influence, transpires in groups, and involves shared goals. In one sentence, leadership is best described as “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p. 65). Table 2.1 illustrates a list of the 21 indispensable qualities of a leader described by Maxwell (1999). Similarly, this research study hopes to identify the unique qualities of effective Latino leaders that will produce the most efficient outcomes. Specifically, because Latino leaders have the ability to influence potential future leaders in their communities, prompting a leadership cycle that will support and impact Latino communities (Davis, 1997).

Table 2.1

The 21 Indispensable Qualities of a Leader (Maxwell, 1999)

<i>Character:</i> Be a piece of the rock	<i>Focus:</i> The sharper it is, the sharper you are	<i>Relationships:</i> If you get along, they'll go along
<i>Charisma:</i> The first impression can seal the deal	<i>Generosity:</i> Your candle loses nothing when it lights another	<i>Responsibility:</i> If you won't carry the ball, you can't lead the team
<i>Commitment:</i> It separates doers from dreamers	<i>Initiative:</i> You won't leave home without it	<i>Security:</i> Competence never compensates for insecurity
<i>Communication:</i> Without it you travel alone	<i>Listening:</i> To connect with their hearts, use their ears	<i>Self-Discipline:</i> The first person you lead is you
<i>Competence:</i> If you build it, they will come	<i>Passion:</i> Take this life and love it	<i>Servanthood:</i> To get ahead, put others first
<i>Courage:</i> One person with courage is a majority	<i>Positive Attitude:</i> If you believe you can, you can	<i>Teachability:</i> To keep leading. Keep learning
<i>Discernment:</i> Put an end to unsolved mysteries	<i>Problem Solving:</i> You can't let your problems be a problem	<i>Vision:</i> You can seize only what you can see

Note: Adapted from *The 21 Indispensable Qualities of a Leader: Becoming the Person Others will want to Follow*, by J. Maxwell, 2007, Thomas Nelson Inc.

Canen and Canen (2008) posited that current mono-cultural leadership styles (referred to leadership styles mainly exercised by Anglos) ignore the cultural diversities and are blind to the identity and emotions of other cultures. The leadership theories posited by the Anglo culture do not always consider diverse cultures and their unique ways of leading (Canen & Canen, 2008). Leadership theories such as cross-cultural, multicultural, and global perspectives have emerged to address the need for inclusive leaders who “are attentive to the nuances present in different cultural groups and be accepting of them” (Ayman, 2004, p. 517). Multiculturalism, according to Canen and Canen (2008) is what makes an organization “a place where all employees feel valued, whatever their culture” (p. 6). Nonetheless, these leadership styles are just emerging and being analyzed. Limited research was found that consider cultural implications in relation to these new leadership styles.

Two leadership theories that provide a more comprehensive understanding of Latino leadership styles and which are described in the following paragraphs are; servant leadership theory and transformational leadership theory. These two leadership theories pose certain characteristics that can be embraced by Latino leaders and the Latino community. Stone, Russell, and Patterson (2004), describe the many similarities between transformational and servant leadership in their work. According to the authors, transformational and servant leadership both include the following attributes: vision, trust, communication, empowerment, listening, modeling, and integrity.

Servant Leadership

Bordas (2013) describes servant leadership as the leadership style that can resonate the most with the Latino community because servant leaders serve their communities first

before becoming leaders in their communities. Servant leadership theory takes into account the various cultures and is committed to serving the community, where the main priority is to serve others (Page, 2003). Van Dierendonck's review of the literature on servant leadership describes, "six key characteristics [that] give a good overview of servant leadership behavior" (2011, p. 1232). According to van Dierendonck, servant-leaders: empower and develop people, show humility, are authentic, accept people for who they are, provide direction, and are stewards who work for the good of the whole.

A servant leader, according to Page (2003), a) is committed to understanding other cultures, b) is committed to basic values, c) works towards a culture of trust, d) consciously develops strategies to achieve diversity, and e) has the willingness to be held accountable—not only on their own, but also by the people they serve. The servant leader's main goal is serve others (followers) as opposed to focusing on the end results (what the organization has accomplished). It is believed that the accomplishments of the organization will proceed when followers are empowered, developed, and persuaded to succeed (Stone, Russell, & Patterson, 2004).

Transformational Leadership

Transformational leadership theory is another leadership model that makes sense for Latino community leaders. Considered to be the most current approach to leadership and defined as a theory that transforms both leaders and followers—this leadership theory inspires and empowers both leaders and followers (Northouse, 2010). According to Stone, Russell, and Patterson (2004), transformational leadership, in contrast to servant leadership, believes

in focusing on the end results of the organization first and then developing and empowering followers.

Eisenbach, Watson, and Pillai (1999) state that transformational leaders gain the trust of their followers, are altruistic leaders, and put the vision of the group before their own. Additionally, this type of leadership theory emphasizes the need for a leader that can recognize when the goals and visions of the organization have changed and initiate the appropriate strategies to execute the new plan. Through transformational leadership, leaders provide support by acting as coaches and advisers that promote personal growth in followers and assist in their transformation (Northouse, 2010).

2.4 Latino Philanthropy

Cortes (1999) explains that Latino nonprofit organizations emerged from the need to address the legal and economic issues faced by the Latino communities right after the Mexican War. Mexico surrendered half of their land to the United States (what is now considered Arizona, California, Oklahoma, Nevada, New Mexico, Texas, and Utah) under the terms of the Treaty of Guadalupe-Hidalgo in 1848– which resulted in Mexicans automatically living in the United States and promised U.S. citizenship. Nonetheless, Mexicans were denied their rights as citizens (including voting and running for office) and in response formed “nonprofit mutual associations as they struggled to survive in an increasingly hostile social, political, and economic environment” (Cortes, 1999, p. 439). Furthermore, throughout the years Latino nonprofits developed because government and community institutions were not able to fully represent and support this growing population

and its needs (Borrero, 1991). Latino nonprofits are generally defined as nonprofits which primarily serve the Latino population, are led by an executive director who is Latino or is governed by a board of directors, the majority of whom are Latinos. Recent estimates suggest that there are from 4,000 to 5,000 Latino nonprofit organizations in the U.S., which accounts for only .2% of the current 2.3 million nonprofits (Althea Gonzalez, personal communication, 2013). Considering that Latinos make up approximately 17% of the total U.S. population the lack of nonprofits specifically targeting Latinos is 85 times less than could be expected. These numbers are even fewer in North Carolina with best estimates of Latino nonprofits accounting for only 50-60 of the total number of nonprofits in the state (Althea Gonzalez, personal communication, 2013). This being said the rate at which Latino nonprofits are forming in the United States and recognized by the IRS as tax-exempt entities has been increasing rapidly over the past two decades (Cortes, 1998).

Latino nonprofits, or at least those listed by the IRS, are a new occurrence compared to mainstream nonprofits. And currently we only have estimates of how many Latino nonprofits exist in the U.S. because of considerable challenges to identify them, such as:

- organizations may not be registered with the IRS;
- some are affiliated with religious entities;
- some have been recently founded;
- some are a division of a larger organization;
- some organizations may have several different names, and;
- it is difficult to identify them as serving primarily the Latino community

(Faherty & Mihm, 2010).

Throughout the years, the various needs of the growing Latino population has developed Latino nonprofits that are multi-focused, from representing Latinos in policy matters to addressing social and economic issues (Borrero, 1991). The results of two surveys presented in a report by Hispanics in Philanthropy (HIP), funders and grantees specified that the most crucial needs that should be addressed in Latino communities are the following: 1) education, 2) jobs and economic development, 3) immigration, 4) civil rights, 5) children and youth, and 6) health (Rodriguez, 2012). By one estimate, Nieto (2006) suggests that Latino communities of about 150 people need at least one Latino leader that can address the local issues they face.

2.5 Challenges for Latino Nonprofits

Researchers have postulated that there is a Latino leadership crisis in the United States, meaning that few Latinos are stepping up to lead or prepared to lead in their communities (Nieto, 2006). This Latino leadership crisis appears to stem from factors such as Latinos being noncitizen immigrants, growing numbers of Latinos who are incarcerated, high percentage of school dropouts, limited preparation, and a large number of Latinos with low-paying jobs (Nieto, 2006). Other factors contributing to the Latino leadership crisis includes the absence of Latino leaders in higher education and the lack of educational attainment and preparation to lead among Latinos (Cortes, 1998).

According to Nieto (2006), a lack of leadership skills within the Latino community is also attributed to a fragmented Latino community where educated and skilled Latinos have moved out of their communities for better jobs, salary, and housing, leaving behind a

Hispanic community that is less educated and with low paying jobs. Latinos who move out of their communities rarely return and find it difficult to assimilate with their culture. Instead their time and energy is focused mainly on advancing in their profession and being accepted by their new milieu (Nieto, 2006).

Furthermore, the leadership gap within the Latino community is due partly to the rapid growth of the Hispanic population in the United States. Whereas much of this population growth has been among young and low-income populations, many Latinos simply have not been ready to lead. Considering that Nieto (2006) forecasts that there should be a leader for every 150 Latinos in a community, by 2050, the Latino population will need at least 683,733 Latino leaders. To prepare this many leaders, further research is needed to understand this issue and significant actions must be taken to make a difference. Even though the Latino population is the fastest growing population in the United States, certain factors such as the lack of leadership within the Latino community have dampened the Latino reputation and community effectiveness (Davis, 1997).

Gonzalez and Benitez (2010) argue that organizations should provide a clear path to promoting the rise of Latino leaders by creating leaders that become role models, provide leadership development opportunities, and encourage the advancement of Latinos within the organization. Similarly, a research report published by Hispanics in Philanthropy (Rodriguez, 2012) advises on the priorities that Latino nonprofits should focus on and identifies current gaps and opportunities in Latino nonprofits. The report addresses the need to create strong Latino nonprofit organizations that can inspire social change within Latino communities (Rodriguez, 2012).

When it comes to funding, it is unclear whether or not Latino organizations that are not registered with the IRS or acknowledged as nonprofits organizations are getting the resources and support that mainstream nonprofit organizations are getting and possibly entitled to (Gleeson & Bloemraad, 2011). Research shows that some small Latino nonprofit organizations have difficulty being funded because they provide a multitude of services to the community that does not easily translate into the grant making strategies of funders (Rodriguez, 2012). Trying to be all things for their community, though noble and many times needed, can make them less competitive in a highly competitive grant-seeking environment.

2.6 Latino Leadership

In 2001, Bordas postulated that the Latino leadership framework is composed of three dynamics that originate from the Latino culture: 1) individual preparation, 2) weaving connections, and 3) developing skills. The first, *individual preparation* refers to when a Latino leader becomes a leader that the community respects. The second, *weaving connections*, relates to empowering the community. The last dynamic, *developing skills*, is when a Latino leader develops the skills to be the voice of the community, represent the community, and unifies the various Latino cultures.

According to Nieto (2006) the lack of community leadership has not been recognized as a problem by public and private sources of funding—resulting in a lack of programs addressing the needs of the Latino community because community leaders (e.g. board members and fundraiser) are needed to advocate for the community. Despite the lack of funding for community programs, Latino leaders are increasingly participating in boards and

committees, and becoming more knowledgeable of the practices of mainstream philanthropic institutions (Ramos, 1999). With the growing Latino population, it is important that funders diversify their boards with Latino leaders that can effectively influence and represent the different needs (e.g. social, educational, policy and immigration) of the Latino community.

Ramirez (2006) discussed the results of interviews conducted by the National Community for Latino Leadership (NCLL) which provided the following insights into the leadership qualities most desired by Latino leaders: *Character* (is honest, trustworthy, and a person of faith), *Competence* (is intelligent, assertive, hardworking, and has common sense), *Compassion and Caring* (is loving, humble, and impartial), and *Community Servanthood* (is respectful, dedicated to the community, and serves the community). Additionally, Bordas (2013) has reinforced the term Latino Leadership by emphasizing the need to establish a leadership style that appeals to and defines Latinos as opposed to imposing mainstream leadership styles on Latinos. The following are the 10 Latino Leadership Principles described by Bordas (2013) and their application to leadership.

1. Personalismo (Preparing Oneself): The character of the leader

A Latino leader is reliable, honest, and establishes well-knitted relationships within the Latino community. This is a person that the community feels they can trust and someone who shows respect to the entire community.

2. Conciencia (Self-Awareness): Knowing oneself and personal awareness

Latino leaders need to believe in themselves, know who they are, accept who they are, and accept their culture before trying to persuade the Latino community to do the same.

3. *Destino (Destiny): Personal and collective*

A Latino leader follows his/her heart and personal vision to inspire a real social change. S/he acknowledges opportunities that may arise along the way and can recognize his/her talents and skills when needed.

4. *La Cultura (Culture): Culturally based leadership*

Latino leaders lead with the values that were instilled in them as children and use culture as the base for how they choose to lead. The Latino culture teaches leaders to be hardworking, honest, respectful, generous, and sympathetic.

5. *De Colores (Of Many Colors): Inclusiveness and diversity*

Leaders include and influence people of all ages, generations, backgrounds, color, and culture. This ensures a community that is well prepared to take on the challenges of the future.

6. *Juntos (Together): Collective community stewardship*

Latino leaders serve and empower the Latino community. They work together with the community and never act as if they are above anyone else regardless of their position. Leaders treat others as equals and are regarded as being humbled.

7. *Adelante! (Inclusiveness): Global vision and immigration spirit*

Latino leaders can acculturate, moving easily from the mainstream culture to the Hispanic culture and are well-rounded with understanding how different cultures function. Hence, having a global vision and global leadership style. Additionally, leaders understand and advocate for immigration policy and fairness.

8. *Sí Se Puede (Yes, We Can): Social activism and coalition leadership*

Latino leaders are cultural brokers who work with Latinos in their communities and establish partnerships with outside groups to secure resources and future partnerships.

9. *Gozar la Vida (Enjoy Life): Leadership that celebrates life*

Latino leaders take into account the cultural desire to always celebrate life with dance, music, parties, and welcomes the warm atmosphere that generates from socializing and celebrating with others.

10. *Fe y Esperanza (Faith and Hope): Sustained by faith and hope*

Latino leaders are spiritual people who are grateful for what they are given in life. Their faith pushes them to forgive, be humble, and be courageous.

Furthermore, Ramirez (2006), notes that Latino leadership training programs should focus on three different leadership areas that will address the paradigm shift in current leadership theories: 1) Individual Evolutionary Leadership, 2) Community Leadership, and 3) Organizational Leadership. Individual evolutionary leadership focuses on Latinos developing their own leadership skills and reflecting on who they are, their culture, and who they want to be as leaders. Community leadership turns the focus on how they serve and influence their community to work together. Lastly, organizational leadership emphasizes the skills and qualities needed to manage and the planning of goals (Ramirez, 2006).

This vision of having Latino leadership training programs specifically for Latinos is beginning to emerge around the country with an emphasis on addressing the needs of a Latino community and helping strengthen the qualities of potential and current Latino leaders.

The following is a list of five well-known leadership programs offered in the United States with a focus on Latinos. These are just five of the many programs that can be found.

1. United Way's Latino Leadership Development Program: Holds an annual six full-day leadership development program for Latinos with a focus on the Rochester (NY) area community. The program's mission is to get Latinos involved in policy-making projects, boards and committees and to nurture their continued recognition and involvement.
2. Mestiza Leadership International: The Latino Leadership Development Program (LLDP): Conducts weeklong leadership development focused on Latino advancement into and within the upper ranks of organizations. Focus is placed on practical advice and strategies around team management, influencing and supporting, career development, and maintaining a professional network.
3. The Center for Public Leadership at the Harvard Kennedy School: Latino Leadership Initiative (LLI): Focuses on developing leadership knowledge and skills in undergraduate students who have shown a significant interest in serving the Latino community. Works to foster a lasting network among participants and with leaders outside the program.
4. National Hispana Leadership Institute (two current training programs)
 - a. Executive Leadership Training: An 11-month leadership training program for mid-career Latina professionals that focuses on the unique perspective of females within the Hispanic community. Focus is placed on skill

enhancement of this unique group of individuals, as well as their involvement in social issues and the needs of the Hispanic Community.

- b. **Latinas Learning to Lead:** A program established to promote a leadership outlook, education, and leadership skills in college-attending Latinas from ages 18-24. Focus is placed on training, mentorship, and tools that can assist participants with having a positive impact on the community
5. **United States Hispanic Leadership Institute (USHLI; training conference):** Has the mission to enhance the knowledge of Hispanic leaders through education, leadership development and employment, and recruitment opportunities. Serves as a meeting ground for policy-makers, prominent Latino leaders, students, working professionals, and senior citizens from over 40 states.

2.7 Latinos and Education

To improve the rates of Latinos achieving leadership positions among organizations in the United States, educational attainment needs plays a significant role (Gándara, 2010). According to León and Nevarez (2007), Latino students tend to be low performing, are more likely to drop out of high school, and lack the resources or guidance to prepare themselves for college. The high drop-out rates lead to a Latino population that is not prepared to enter a competitive workforce, resulting with low paying jobs (Rodriguez, 1999). The Center for American Progress projects that by 2018 at least 45% of the jobs in the United States will require an associate degree. Thus, creating a need for Latinos with an associate degree or

more, given that the current data states that only 16% of Latino immigrants and 26% of Latinos born in the United States have an associate degree (Ajinkya & Wilf, 2012).

In the last several years there has been an increase of Latinos who graduate with a bachelor's degree, but they still lag behind other groups such as Asians and African Americans (Meinert, 2013). Table 2.2 details the educational attainments of the United States population who are 25 years old and older (U.S. Census Bureau, 2011).

Table 2.2

Educational Attainment of the U.S. Population 25 Years and Over: 2011

Sex and Educational Attainment	Total		Hispanic	
	Number	Percent	Number	Percent
Both sexes	201,543	100.0	26,672	100.0
Less than 9th grade	10,277	5.1	5,510	20.7
9th to 12th grade (no diploma)	14,763	7.3	4,003	15.0
High school graduate	61,911	30.7	7,957	29.8
Some college or associate's degree	53,249	26.4	5,442	20.4
Bachelor's degree	39,286	19.5	2,669	10.0
Advanced degree	22,057	10.9	1,090	4.1
Less than high school graduate	25,040	12.4	9,513	35.7
High school graduate or more	176,503	87.6	17,158	64.3
Less than bachelor's degree	140,200	69.6	22,912	85.9
Bachelor's degree or more	61,343	30.4	3,759	14.1

Table 2.2 (continued)

Male	97,220	100.0	13,599	100.0
Less than 9th grade	5,117	5.3	2,811	20.7
9th to 12th grade (no diploma)	7,443	7.7	2,142	15.7
High school graduate	30,370	31.2	4,276	31.4
Some college or associate's degree	24,319	25.0	2,595	19.1
Bachelor's degree	19,017	19.6	1,261	9.3
Advanced degree	10,954	11.3	515	3.8
Less than high school graduate	12,560	12.9	4,953	36.4
High school graduate or more	84,660	87.1	8,647	63.6
Less than bachelor's degree	67,249	69.2	11,823	86.9
Bachelor's degree or more	29,971	30.8	1,776	13.1

Table 2.2 (continued)

Female	104,323	100.0	13,072	100.0
Less than 9th grade	5,160	4.9	2,699	20.6
9th to 12th grade (no diploma)	7,320	7.0	1,862	14.2
High school graduate	31,541	30.2	3,681	28.2
Some college or associate's degree	28,930	27.7	2,847	21.8
Bachelor's degree	20,269	19.4	1,409	10.8
Advanced degree	11,103	10.6	575	4.4
Less than high school graduate	12,480	12.0	4,561	34.9
High school graduate or more	91,843	88.0	8,512	65.1
Less than bachelor's degree	72,951	69.9	11,089	84.8
Bachelor's degree or more	31,372	30.1	1,983	15.2

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2011

2.8 Latinos and Educational Barriers

One of the obstacles young Latinos face with education is the lack of guidance their families can provide to prepare them for higher education. According to Meinert (2013), research has found that immigrant parents may be unfamiliar with the American education system, lack the knowledge of the English language, and/or lack any formal education.

Another obstacle between Latinos and their enrollment and completion of higher education is the high percentage of Latinos that need to work while attending college, which is at almost 70% (Meinert, 2013). Additionally, language barriers and the lack of knowledge of what it entails to prepare and apply for college are obstacles often preventing young Latinos from advancing in education (Adams, 2012). A publication by the National Conference of State Legislatures (Liu, 2011) lists the following three educational barriers Latinos often face with completing college:

1. Not being able to afford college
2. Family and work obligations
3. Lack of information about financial aid and college life

This cycle of producing a well skilled and prepared Latino population begins with education. There is a need for effective Latino leaders in higher education, that have the potential to address the educational attainment and poverty cycle within the Latino population, as well as the opportunity to groom future Latino leaders (León & Nevarez, 2007). Table 2.3 depicts the number of employees by race and primary occupation in degree-granting institutions in 2009. The data shows that the number of Hispanic faculty members,

professional staff members, and graduate assistants at the institutions lags behind Whites, Blacks, and Asians/Pacific Islanders (U.S. Department of Education, 2011)

Table 2.3

Employees in degree-granting institutions, by race/ethnicity and primary occupation: Fall 2009

Primary occupation	Total ¹	Race/ethnicity				
		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total, all institutions	3,723,419	2,586,098	366,324	220,794	208,842	21,994
Professional staff	2,782,149	1,983,921	207,335	123,718	169,582	14,415
Executive/ administrative/ managerial	230,579	182,459	21,828	11,486	7,782	1,288
Faculty (instruction/ research/public service)	1,439,144	1,078,392	95,095	57,811	86,308	7,074
Graduate assistants	342,393	174,127	13,511	12,436	23,891	1,595
Other professional	770,033	548,943	76,901	41,985	51,601	4,458
Nonprofessional staff	941,270	602,177	158,989	97,076	39,260	7

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2011).

2.9 Latinos in North Carolina

As previously stated, an important demographic change in the United States in recent years has been the rapid growth of Latinos migrating to new arrival communities, such as Georgia, North Carolina, and Arkansas (Capps, Fix, Ost, Reardon-Anderson, & Passel, 2004; Dinan, 2005; Marotta & Garcia, 2003). There are important differences between states where Latinos have traditionally settled and lived in for generations (e.g., California, Florida, New York, Texas) and states where immigration has occurred more recently (e.g., North Carolina, South Carolina, Georgia, Tennessee, Arkansas, Alabama, and Nevada; Capps, Fix, Ost, Reardon-Anderson, & Passel, 2004; Dinan, 2005; Marotta & Garcia, 2003; Passel & Cohn, 2011). The majority of these immigrants come from Mexico and have great economic necessity, limited formal education, limited use of English, and tend to accept low wage positions in the United States (Capps, 2009). In many cases, these difficulties are aggravated by the fact that many of these families arrive in new receiving communities that are financially, socially, and structurally unprepared to meet their needs (Stamps & Bohon, 2006).

The case of North Carolina is used as an example of the transitions and challenges being seen in many new arrival areas. Between 1990 and 2012, there was nearly a 13-fold increase in North Carolina's Latino population, which grew from 69,020 to 848,430 (U.S. Census Bureau, 2013). Recent data from births in North Carolina project another increase among the Latino population over the next 10 years (Passel & Cohn, 2011). The young and burgeoning population in North Carolina (and across the country) has experienced some

growing pains. Many Latinos are faced with the challenges of being undocumented immigrants, living in underprivileged communities, and are the minority group with the greatest high school dropout rates (Cortes, 1998). The Pew Research Center (2011) states that in North Carolina, only 12% of the Latino population have a high school degree and 5.7% have a bachelor degree or higher. These issues are prime examples of why Latino communities have come to count on their own Latino nonprofit organizations to guide them through issues related to the legal system, education, health, among other concerns (Faherty & Mihm, 2010).

The Pew Hispanic Research Center published a report on the characteristics of the population in North Carolina in 2011. The report reveals that the median age of Hispanics in the state is 24, the poverty rate for this population in North Carolina is at 42%, and 43% of Latinos in North Carolina do not have health insurance (<http://www.pewhispanic.org/states/state/nc/>). According to the U.S. Census (2013), although North Carolina may have a lower percentage of Latinos overall as compared to states like Nevada (26% vs. 8%), nationally it is the state with the 6th largest Latino population growth in the United States. Additional characteristics of the population in North Carolina, by race, ethnicity and nativity as published by the Pew Hispanic Research Center (2011), can be found in Appendix D.

A recent report from the Immigration Policy Center (Gill, 2012), states that contrary to the census and other reports that may depict Latinos as uneducated and lacking knowledge of the English language, many Latinos that migrate to North Carolina have higher education and doctoral degrees who work at the universities and medical establishments. Additionally,

the residency status of Latinos in North Carolina varies, as depicted in Table 2.4. Out of the 51% of Latinos who are native born U.S. citizens, 39% were born in the United States and moved to North Carolina and 53% were born in North Carolina (Gill, 2012).

Table 2.4

Residency Status of Latinos in North Carolina

Residency of Latinos in North Carolina	Percent
Undocumented Latinos	42%
Latinos who are naturalized citizens	7%
Latinos who are native born U.S. citizens	51%

Source: Immigration Policy Center, *Latinos in North Carolina: A growing part of the state's economic and social landscape*, 2012

2.10 North Carolina Study on Latino Nonprofits

In 2010, a study analyzing Latino organizations in North Carolina was conducted by Faherty and Mihm, University of North Carolina at Wilmington, with the support of Hispanics in Philanthropy. North Carolina nonprofit organizations serve the Latino community by providing a wide range of services and community programs such as guidance with legal paperwork, immigration advice, cultural events, English classes, and health programs, among other services as needed (Faherty & Mihm, 2010).

The study generated new and additional information about Latino nonprofits in North Carolina. The following are some of the primary findings from the study that included 82 Latino organizations (Faherty & Mihm, 2010):

- The eastern part of North Carolina has the least amount of Latino organizations with the inner coastal plains having 1 Latino organization for every 18,297 Latinos.
- The mountain area of North Carolina has the highest number of Latino organizations with 1 organization for every 2,738 Latinos.
- Financial data: The inner coastal plain has an average of \$36,389 of revenue per organization; the piedmont has an average of \$440,964.
- On average, Latino nonprofits in North Carolina have 5 full-time and 3 part-time staff members. The number is high due to the fact that some large organizations reported a high number of staff members. The median is 2 full-time and 1 part-time staff members.

- On average, Latino organizations provide 15 or more different services to the Latino community. The most common services provided by organizations are: information and referrals to appropriate services; collaborating with other agencies; inclusion of the American community; general public outreach and increasing community interactions.
- Challenges posited by the organizations were: creating a sustainable financial plan, establishing a strong board of directors, strategic planning, and management training.

2.11 Conclusion

Nonprofit organizations in the United States are guided by the principle of addressing the needs of the American population. Similarly, Latino nonprofits are being established across the country to aid this minority group that is experiencing challenges with education, job placements, and acculturation. The rapid population growth of the Latino population, and specifically North Carolina where this research study was conducted, creates a need for an enhanced nonprofit Latino leadership infrastructure that can support and guide the Latino community. Although the literature on Latino leadership and Latino nonprofit is scarce, this thesis focuses on exploring and gaining new insights on the qualities and challenges of Latino nonprofit leaders working with the Latino community. Following is the methodology used in this qualitative case study.

CHAPTER III

METHODOLOGY

3.1 Introduction

A qualitative case study methodology was used to explore the leadership qualities of Latinos in Latino led and serve nonprofit organizations. Latino nonprofits were the focus because these organizations will result in a cadre of nonprofit leaders who will strengthen institutions and the Latino community they support and serve. Additionally, the topic of Latino leadership is an emerging talking point that is still being explored. Qualitative research allows for a holistic approach that can give insights to a particular topic that is still being explored and the flexibility to further engage the participants in the topic (Fraenkel, Wallen, & Hyun, 2012).

This research uses a case study approach and exploratory methods to allow for “multiple perspectives” that can produce an in-depth understanding of a topic (Ritchie & Lewis, 2003). Furthermore, a case study enables the exploration of new practices, generation of new theories, and opportunity to discover unique components within a topic (Amaratunga, Baldry, Sarshar, & Newton, 2002).

3.2 Participants and Data Collection

Leaders at four Latino nonprofit organizations were interviewed using an in-depth, semi-structured method. This thesis identifies Latino leaders as any staff member that holds a managerial and decision-making position at a Latino led and serving nonprofit organization. Once the University’s Institutional Review Board approved the data collection process

(Appendix A) and the interview questions, fifteen leaders of local Latino nonprofits were approached by e-mail and invited to participate in the research study. A letter explaining the goals of the research, along with the participant consent form (Appendix B) also approved by the University's Institutional Review Board, were shared with potential participants in advance to ensure participants confidentiality of the research and give them time to reflect on the research theme (Hill, Thompson, & Williams, 1997).

Four Latino leaders at four different Latino nonprofit organizations were interviewed at their convenience to answer the following research questions:

1. What are the qualities of effective Nonprofit Latino leaders?
2. What are the challenges nonprofit Latino leaders face when working with the Latino community?

Interviews lasted between twenty-five to thirty-five minutes and interview questions were used to provide structure, but at the same time allowing for flexibility with available probing questions. Even though the sample for this research study called for Latino nonprofit leaders working with the Latino population, all e-mail correspondence and interviews were conducted in English. Interview and probing questions used during all interviews are provided in Appendix C. According to Klenke (2008), in-depth interviews enable the researcher to use his/her expertise to further explore compelling themes raised by the participants. Furthermore, all interview audio files and notes were kept confidential and stored in the researchers personal computer and locked with a password.

3.3 Data Analysis

Once the data was collected, the researcher transcribed all interviews, observations, and reflections. The data was analyzed using an open coding methodology by identifying categories and patterns in the transcriptions and then linking the results to a theme using an excel spreadsheet (Klenke, 2008). The themes resulting from the data were created using a substantive categorizing analysis, a descriptive analysis of the data based on the interviewee's concepts and beliefs (Maxwell, 1998). A codebook is provided in Appendix D with the categories and themes derived from the data, as well as the observational data that were recorded and collected.

Procedures that were used to enhance the creditability of the research study included the recording of personal thoughts during interviews and audio recording of all interviews (Fraenkel, Wallen, & Hyun, 2012). Furthermore, each audio recording of the interviews and personal thoughts were transcribed verbatim by the researcher, resulting in detailed rich data (Maxwell, 1998).

In order to enhance the validity of this study, a triangulation of sources was used to strengthen the confidence of the data from the research study by comparing the interviews, reflective notes, and conversations with other professionals in the field (Ritchie & Lewis, 2003). According to Creswell (2012), triangulation uses the corroboration from "different sources to shed light on a theme or perspective" (p. 251). The triangulation process in this research study included discussions with the Director of a Latino nonprofit organization, a current doctoral student conducting research on Latino nonprofits, and a current university professor working with the Latino community. Collecting information from a diverse range

of individuals reduces biases and enables a better assessment of the data results being developed (Maxwell, 1998). Additionally, a faculty member reviewed the themes, participated in the preliminary analysis of the data, and discussed the research finding and methods with the researcher, adding to the validity of the research (Creswell, 2013).

For this research study the following ethical considerations were considered: confidentiality of participants, researcher's competence, informed consent forms, and benefits of the study (Fraenkel, Wallen, & Hyun, 2012). Informed consent forms signed by the participants and researcher assure the participants have willingly agreed to participate and/or decline the use of their information for publication (Piper & Simons, 2004). The organizations name, responses collected, and staff names were kept confidential at all times and participants could choose to terminate the interview or withdraw from the study at any point.

3.4 Researcher's Qualifications

As is common with qualitative research this section describes my interest and qualifications for conducting this research. My competence is established by knowledge of the subject and experience drawn from being a Latina, including the ability to speak the Spanish language and understand the Hispanic culture. *Familia* is everything in the Latino culture and my family was not any different. Growing up Latina and an immigrant in America was complex and I found myself having a cultural identity crisis every year. Accepting American values and traditions that conflict with the Latino culture was at times unacceptable. It was usually difficult to balance the needs of my culture and the demands of

the American culture when striving to be a better person and working towards a “better life”. Additionally, during my coursework towards a Masters Degree in Family Life and Youth Development, I acquired specialized skills in data collection and analysis including effective interviewing and data management skills. Furthermore, I have acquired eight years of professional experience with nonprofit organizations and university research groups as a coordinator for social and research projects.

3.5 Conclusion

Using a qualitative case study methodology, the researcher conducted in-depth, semi-structured interviews with four Latino nonprofit leaders in North Carolina. The data was transcribed and analyzed using an open coding methodology by identifying categories and patterns in the data, then linking the results to a theme using an excel spreadsheet (Appendix E & F). Following are the results from the analyzed data, including a list of qualities that describes effective Latino leaders and the results from the two research questions:

1. What are the qualities of effective Nonprofit Latino leaders?
2. What are the challenges nonprofit Latino leaders face when working with the Latino community?

CHAPTER IV

RESULTS

4.1 Introduction

Four Latino nonprofit leaders from North Carolina were interviewed using an in-depth, semi-structured method, with interviews lasting between twenty-five to thirty-five minutes. Interview questions, as well as probing questions were used to provide structure. The first results are a list of qualities of effective Latino leaders stated by the interviewees, followed by the results of the two research questions.

4.2 List on Qualities of Effective Latino Leaders

All interviewees were asked to share the five qualities that made them effective Latino leaders in their community. Table 4.1 depicts the qualities stated by the interviewees when asked to described five qualities of effective Latino leaders.

Table 4.1

Words that interviewees used to describe qualities of effective Latino leaders

Committed	Organizer	Engaging
Role Model	Caring	Bicultural
Has a Vision	Encouraging	Cultural bridge
Empowering	Has Political knowledge	Communication skills
Influential	Representative	Good Listener
Fundraiser	Motivator	Clear Strategic Objectives

Note: Answers with a similar meaning or the use of the same word are listed only once.

4.3 Results from the First Research Question

Based on the open-ended questions, the following seven major recurring themes emerged from the data in reference to the first research question: What are the qualities of effective Nonprofit Latino leaders?

1. Community Empowerment
2. Role Model
3. Knowledge of the American Legal System
4. Bicultural
5. Community Representative
6. Cultural Bridge
7. Understands Latino Struggles

Based on the research analysis, Table 4.2 depicts how many times a theme was linked to the data of the first research question. *Community Empowerment* was the theme that emerged the most (12 times) and *Knowledge of the American Legal System* was the theme that emerged the least (3 times).

Table 4.2

Number of times a theme was linked to the data of the first research question: What are the qualities of effective Nonprofit Latino leaders?

Theme	Number of times
Community Empowerment	12
Role Model	6
Knowledge of the American Legal System	3
Bicultural	5
Community Representative	8
Cultural Bridge	7
Understands Latino Struggles	6

Theme 1: Community Empowerment

All interviewees, independent of each other, stressed the importance of having Latino leaders empower the Latino community. Participants described the fact that Latino leaders shouldn't use their power to dictate what others should do, but instead coordinate the efforts of a community, where everyone comes together and can assist each other.

One respondent suggested *"It's so important that [leadership] not be limited to the person at the top of the organization in order not to weaken the power of Latino communities and silo people from being engaged in the work"*. Another respondent added the need for Latino leaders to involve and inspire young Latinos in the community by stating that: *"young Latino leaders need to be educated, be good communicators and be able to communicate their message and what their vision is... leadership shouldn't have an age tied to it"*

Theme 2: Role Model

One respondent shared a common story about having to step in and advise a situation that is considered to be normal to the culture. *"So I was fighting a little bit of that with the youth and some machismo, where men just bring home the bacon and where the mom takes care of the house and in a sense they were asking me to kind of raise their children."* Latino leaders are viewed as role models in the community, but they could also be viewed as part of the family for many Latinos. The respondent shared this story on how being a Latino role model can have an impact on not only the community, but on Latino family matters.

Theme 3: Knowledge of the American Legal System

Latino leaders have the complex responsibility of guiding, supporting, and providing legal advice to Latino immigrants. It is crucial for Latino leaders to stay up-to-date with the

immigration laws and be able to provide a sense of safety to the Latino community. Latinos who immigrate to this country and become leaders of their communities have the challenge of unraveling the laws of a new country in order to assist their community. As one participant noted, *“The second [challenge] is the lack of knowledge of the system and institutions and [the] ways that policy happens. So [Latinos] come here and it’s completely different, the system, you don’t understand exactly how it works.”*

Latino leaders have to be able to guide, support, and have the resources needed by their Latino communities to address diverse legal issues. Latino communities should feel protected and trust that their leaders can communicate to them their legal rights and how to effectively navigate U.S. legal systems.

Theme 4: Bicultural

Half of the respondents felt that Latino leaders should be bicultural; otherwise they will find it difficult to represent the Latino community and guide Latinos in understanding the American culture. For a Latino leader, being bicultural means that they understand and have knowledge of both the Latino and the American culture. One respondent stated:

“Certainly being bilingual/bicultural is very helpful to create potential buy-in of those who I may be leading.”

Theme 5: Community Representative

There were some mixed responses regarding Latino leaders role as a community representative. All respondents felt that a Latino leader should represent their communities by understanding the needs of the Latino community and then voicing their needs and

aspirations. For example one interviewee said, *“I feel that someone has to stand up for change to happen and stand up and be the voice for the Latino community.”*

Another respondent added that there is a need for Latino leaders to better represent and serve their communities by focusing on gathering data from Latino communities. The respondent added that many organizations and leaders are service oriented but, *“there are absences in Latino organizations with gathering knowledge and data. There is no organization in North Carolina that focuses on gathering Latino data on education, health, the impact of law enforcement that can impact policy”*.

Even though all interviewees agreed with Latino leaders needing to be community representatives, not all agreed that one Latino leader could represent the diversity of Latinos in any one particular community. Two out of the four interviewees believed that having a variety of cultures within the Latino culture, makes it difficult for Latino leaders to represent the Latino community as a whole.

Theme 6: Cultural Bridge

Three out of the four respondents spoke about the need to be a Latino leader that can bridge the cultural gap between Latinos and Americans. Another respondent added, *“to own the power that they have, to speak for themselves and their own unique perspectives, to be able to convey that perspective to other Latinos and non-Latinos as well. To build a bridge of communication inter-culturally and within our own culture.”*

One respondent talked about the role of being a cultural bridge in this way, *“We have to interact with the American community and this is the point that can be difficult for many*

natural leaders in the Hispanic community - they don't [always] have, really, the skills for communicating [with the American culture]”.

Another respondent spoke about bridging the cultural gaps not only with Americans, but with other cultures by encouraging leaders to consider “*[learning] how to create better bonds within Latino communities and then how do we create better bonds from in-between Latino communities and mainstream American or mainstream white or mainstream African American communities.*”

Theme 7: Understands Latino Struggles

All interviewees agreed that understanding the struggles that Latino immigrants encounter is an important quality to have as a Latino leader. One example of this was shared by a participant who said, “*There’s a lot of sacrifice. When you think about the immigrants that have come here, it’s... you’re basically leaving your language, you’re leaving your comfort, you’re leaving family to go to somewhere where maybe you don’t feel welcome, where you’re risking life and death coming to this country, killed on a raft, people from Central and South America crossing the desert, risking life and limb.*”

One participant spoke about the reasons why a Latino family moved to the United States by disclosing that many families immigrate in order “*[to live] better. And I notice that a lot of the [people], in the Latino community, the main goal for the families that come here is, especially the adults, are for their children to have better lives and to better themselves*”. Showing compassion for the Latino experience and learning the life histories and stories of Latinos in the community, is an important attribute of an effective Latino leader.

Another respondent shared the importance of family when it comes to understanding and sharing the struggles and challenges they each have encountered as Latinos. The respondent stated that, “*as a Latino, our culture has a lot of struggles that you have to overcome and that's how I feel. That's what I feel sometimes - you see a difference between a Latino minority leader as opposed to an American, in a sense because of the family structure, the just being so together and tight as a family itself. I think you share more of the struggles*”.

4.4 Results from the Second Research Question

The second research question was: What are the challenges nonprofit Latino leaders face when working with the Latino community? The following four major recurring themes emerged from the data in reference to this research question:

1. Being Sensitive to the Latino Experience
2. Variation of Latino Culture
3. American Cultural Barriers
4. American Legal System

Based on the research analysis, Table 4.3 depicts how many times a theme was linked to the data of the second research question. *Being Sensitive to the Latino Experience* emerged 5 times, *American Cultural Barriers* emerged 4 times, and both *Variation of Latino Culture* and *American Legal System* emerged 3 times.

Table 4.3

Number of times a theme was linked to the data from the second research question: What are the challenges nonprofit Latino leaders face when working with the Latino community?

Theme	Number of times
Being Sensitive to the Latino Experience	5
American Cultural Barriers	4
Variation of Latino Culture	3
American Legal System	3

Theme 1: Being Sensitive to the Latino Experience

The number one challenge reported by Latino leaders in this study was an inability to completely understand the struggles other Latinos faced in their communities. When asked about the barriers encountered by being a Latino leader, one interviewee responded *“well, for me personally, not being an immigrant [and being Hispanic], I don't have the same pulse on what the community needs are [here] where there is a large immigrant population”* The participants all stated that acknowledging and being sensitive to the many struggles of being a Latino was a challenge because one person could not always identify with the various struggles that the Latino community experiences. Another respondent discussed the desires and goals of some Latinos by stating that Latinos want *“[to live] better. And I notice that a lot of the [people], in the Latino community, the main goal for the families that come here is, especially the adults, are for their children to have better lives and to better themselves.”* Though these leaders seemed to understand many of the needs and experiences faced by other community members, they were honest in reporting that they needed greater depth of understanding.

Theme 2: American Cultural Barriers

The second most prevalent theme related to not feeling completely accepted or treated fairly by other leaders and individuals of other ethnic backgrounds. One interviewee described one of the struggles with being a Latino leader when it comes to working with organizations outside of the Latino community by stating that *“other people or organizations won't listen to you and other times they can't understand the vision that you have.”* The respondent is referring to having mainstream organizations or non-Hispanics lead the vision

and goals of Latino organizations, whether through funding or partnerships and not fully understanding or wanting to understand the real needs of this community.

Another respondent spoke about the struggles Latino leaders may encounter when interacting with the American culture by stating, “*we have to interact with the American community and this is the point that can be difficult for many natural leaders in the Hispanic community - they don't [always] have, really, the skills for communicating [with the American culture].*” Although some Latino leaders were adept at working within their cultural framework, they met with difficulties trying to communicate, interact, and be found relevant with those of other cultures.

Theme 3: Variation of Latino Culture

Latino leaders find it difficult to represent the whole Latino population given the variety of traditions and values that exist within the Latino culture in itself. One interviewee stated “*then the flip side of the challenge is when Latino leaders were placed in the position, as is often the case for all minorities, to speak on behalf of their whole population, on the whole community and so, how to be put in the positions of being responsible for everyone else's' perception of what would be the best thing and not taking that mantle on top and also taking that mantle sometimes when I'm the only Latino person invited to be on the board of something - how to be... how to use that position to advocate for what I think is best for the Latino community, at the same time as I'm trying not to pretend to speak for the whole Latino community - it's kind of a bind there*”. Three respondents discussed different aspects of the great cultural, historical, socio-economic, and interpersonal diversity among the Latino

populations they tried to serve and represent, which often made it feel quite impossible to please everyone.

Theme 4: American Legal System

Latino leaders also explained that one of the most difficult situations for them and the individuals they served was not completely understanding the legal system, understanding what rights one has in this country, how policy making works, and knowing who one can go to for assistance. One interviewee put it this way, *“the [challenge] is the lack of knowledge of the system and institutions and [the] ways that policy happens. So [Latinos] come here and its completely different, the system, you don't understand exactly how it works.”*

4.5 Conclusion

In this chapter, eighteen different words were used by four nonprofit Latino leaders to describe the qualities of effective Latino leaders. In addition seven themes were described that emerged from the data in response to the first research question, and four themes that emerged from the second research question. In the next chapter, themes from both research questions are defined and discussed in greater depth, followed by the implications and the conclusion of this thesis.

CHAPTER V

DISCUSSION

5.1 Introduction

Seven themes unfolded from the first research question on the qualities of effective Latino leaders. Those qualities are: 1) the ability to *empower a community*, 2) being a *role model* in the community, 3) having the *knowledge of the American legal system*, 4) being *bicultural* with the ability to assimilate with both the American and Latino culture, 5) understanding the needs of the community in order to accurately be a *community representative*, 6) able to act as a *cultural bridge* between the Latino communities and mainstream America, and lastly, 7) have the ability and desire to *understand the struggles* that the Latino population encounters.

Four themes emerged from the study in response to the second research question on the challenges that Latino leaders face. Those four themes are: 1) *the need to understand and be sensitive to the Latino experience*, 2) *addressing the American cultural barriers*, 3) *variation of Latino culture*, and 4) *understanding the American legal system* well enough to assist Latino immigrants.

Following is an in-depth discussion of each of the themes based on the results of the study. The results of the data showed that some of the qualities that make effective Latino leaders (research question #1) are also some of the challenges that Latino leaders face (research question #2). Therefore, some of the themes from both research questions are defined and discussed concurrently in the same paragraph because of their similarity.

5.2 Research Data Themes Defined

Community Empowerment: *Leads in an altruistic manner, empowering the people of the Latino community to take control and lead their own efforts.*

When a community is empowered by their community leader, they are given the resources and encouraged to effectively address barriers that might normally prevent the success of the community. The Nonprofit Leadership Cycle (Figure 1.1) begins the cycle of eliciting future Latino leaders by empowering the community. Gutierrez and Ortega (2013) discuss three levels of empowerment that together can empower a community and serve as guidance to Latino leaders working with the Latino communities. The three levels of empowerment are:

1. Personal Empowerment: Focuses on ways in which individuals can develop feelings of personal power and self-efficacy.
2. Interpersonal Level: Stresses the development of specific skills, which allow individuals to be more capable of influencing others.
3. Political Empowerment: Emphasizes the goals of social action and social change. It is based on both the personal and interpersonal level with the added goal being the transfer of power between groups in society (Gutierrez & Ortega, 2013).

Role Model: *Leads by example and is mindful that the community is constantly observing and echoing their actions.* According to Nieto (2006), the previous generation of Latinos once enjoyed being able to “influence thinking, alter the social trajectories and directions of collective bodies of Latinos” that seems to be lacking among today’s generation

(p. 84). Most of the respondents spoke about the importance of being a Latino leader that other Latinos can look up to, especially during difficult situations and the need for more role models. Latino leaders should take seriously the fact that they can be positive role models in their communities and convey a different path and other viable options to community members.

Knowledge and Challenges of the American Legal System: Latino nonprofit organizations should be able to provide the knowledge, guidance, and resources related to the American legal system and bestow a sense of safety and support to those they serve in the Latino community. According to Faherty and Mihm (2010), Latino nonprofit leaders, who are immigrants themselves, can relate to and recognize immigration issues and introduce new policies that address the needs of Latino immigrants. The challenge for Latino leaders working with the Latino community in relation to the American legal system is the complex responsibility of guiding, supporting, and providing legal advice to Latino immigrants. Latino leaders need to keep up-to-date with the immigration laws and providing a sense of safety to the Latino community can at times present itself as a challenge.

Bicultural: Understands and has knowledge of both the American and Latino culture. Three out of the four interviewees mentioned the need for Latino leaders to be bicultural because it implies that Latino leaders can communicate and relate to Latinos as well as assist Latinos with any acculturation barriers they might be experiencing. Latino leaders of nonprofit organizations address the needs of the Latino community by helping “this population maintain social, cultural, political and economic ties” (Faherty & Mihm, 2010, p.

6). In order to effectively address these needs, Latino leaders should have the ability to operate in both cultures and languages.

Community Representative and Understanding Variation of Latino Culture: *Can represent the Latino community as a whole but sensitive to the contrasting needs and traditions of the various cultures within the Latino Community.* On the contrary, the challenge is that Latino leaders find it difficult to represent the whole Latino population given the variety of traditions and values that exist within the Latino culture in itself. Although the Spanish language tends to group Latino's together, being sensitive and conscious of the distinction within the Latino culture is sometimes overlooked.

Cultural Bridge and Overcoming American Cultural Barriers: *Bridging the gap (misconceptions) between the American and Latino culture.* There is a constant need for Latino leaders to bridge the cultural gap between the American and Latino culture. Latino leaders, who are sometimes immigrants themselves, come across certain obstacles when they can't relate or fully understand the American culture. Not being able to effectively communicate and/or have the appropriate skills and knowledge of the American culture in order to successfully represent the Latino community can be a barrier for some Latino leaders. Moreover, non-Hispanics should not view the different language and culture as a barrier, but welcome it as an opportunity to expand their own skills and build a closer relationship with their Hispanic coworkers or employees (Diaz, 2012).

Understanding Latino Struggles and Being Sensitive to the Latino Experience: *Understands the struggles of Latinos, especially immigrants who come to America leaving*

their families behind, lacking knowledge of the American culture, English language, and sometimes without the proper documentation that allows them to work legally in this country.

One difference between Latino immigrants and non-immigrants is the cultural shock and struggles that Latino immigrants experience. Both Latino immigrants and non-immigrants may grow up surrounded by their Latino culture, but they may both be exposed to the American culture at different ages. As opposed to non-immigrants, Latino immigrants usually struggle with the issues of being undocumented or being defined as one. Some Latino leaders lack experience or the capability to understand some of the struggles that many Latino individuals encounter. Therefore, Latino leaders should be sensitive, compassionate, and encourage the Latino community to share their struggles and challenges of being an immigrant. Latino leaders who are not immigrants will find it difficult to relate to the struggles, but leaders can manifest a sense of compassion and sympathy by asking their community to share their stories and build friendly and long-lasting relationships (Bordas, 2001).

5.3 Implications

Latino nonprofits have an important role to play within the Latino communities in the coming years. As the Latino population grows, Latino nonprofits will serve as a guide and support system to this population. The purpose of this thesis was to understand the qualities needed by current and future Latino leaders and the challenges encountered by these leaders. This research was not meant to isolate the Latino population because of their distinct needs,

but rather to explore and deepen our understanding of Latino leadership in nonprofit organizations. The following are implications for practice and future research.

Implications for Practice

The most salient implication of this thesis is the continuous need for leadership development programs. Young Latinos and current Latino nonprofit staff members are crucial to the evolution of leadership practices of nonprofit organizations working with Latinos. Latino nonprofit organizations have an opportunity to engage Latino community members in programming that teaches leadership skills and provides opportunities to lead in ways that will benefit the future of the organizations, essentially creating an ongoing cycle of Latino leaders (see Figure 1.1).

According to Kunreuther and Corvington (2007), when a nonprofit establishes strategies to strengthen the leadership skills of their staff, it is not only contributing to their own organization but the whole nonprofit sector. As employees leave to pursue other opportunities, they take those skills and qualities to other organizations. It is crucial that nonprofit organizations “develop more intentional ways of identifying and supporting younger staff members interested in becoming the sector’s new leaders” (Kunreuther & Corvington, 2007, p. 2). It is critical for nonprofit leaders to demonstrate to others how and why it is important to address the leadership crisis and to work together to mentor the next generation of effective Latino leaders.

Implications for Latino Nonprofits

Within the next few years, baby boomers will be retiring, which will increase the leadership gap in nonprofit organizations. Davis (1997) explains that community

organizations play a vital role in developing Latino leaders at a young age by exposing them to activities and roles that allow them to gain the skills and experience to serve their Latino communities.

Promote leadership skills in the next generation. At the core of this leadership crisis is the need to inspire and promote leadership qualities in the next generation of leaders. The future leaders in the nonprofit sector will be “young, talented professionals [who] want to work for organizations that effectively address leadership issues and involve young talent in key initiatives” (Dobin & Tchume, 2012, p. 12). If current nonprofit leaders are not putting in the time and effort to address the leadership issues within their organizations, they will not attract motivated and talented professionals. This would be a great loss for the nonprofit sector, as future leaders will instead turn to the for-profit sector as a means of gaining leadership skills (Dobin & Tchume, 2012). Latino nonprofit leaders should continue to create and evolve Latino leadership programs that promote leadership skills in the next generation. Numerous of programs on Latino leadership currently exist and Latino leaders need to emphasize the importance of these programs for young adults. Earlier on in this thesis, five leadership programs that focus on Latinos were described as the following:

1. United Way's Latino Leadership Development Program: Gets Latinos involved in policy-making projects, boards and committees and to nurture their continued recognition and involvement.
2. Mestiza Leadership International: Focus is placed on practical advice and strategies around team management, influencing and supporting, career development, and maintaining a professional network.

3. The Center for Public Leadership at the Harvard Kennedy School: Latino Leadership Initiative (LLI): Works to foster a lasting network among participants and with leaders outside the program.
4. National Hispana Leadership Institute (two current training programs)
 - a. Executive Leadership Training: Focus is placed on skill enhancement of this unique group of individuals, as well as their involvement in social issues and the needs of the Hispanic Community.
 - b. Latinas Learning to Lead: Focus is placed on training, mentorship, and tools that can assist participants with having a positive impact on the community
5. United States Hispanic Leadership Institute (USHLI; training conference): Serves as a meeting ground for policy-makers, prominent Latino leaders, students, working professionals, and senior citizens from over 40 states.

Tackle the Latino educational gap. Latino nonprofits should identify leadership development strategies that will pave the path for future Latino leaders. Potential young Latino leaders are often the first to go to college and lack the guidance and support to become leaders; some even believe that the goal is unreachable. León and Nevarez (2007) state that some of the educational barriers for young Latinos are: a) low-caliber schools in the community, b) low high school graduation rates, c) less effective college preparation, d) channeling to 2-year institutions, e) low college graduation rates, and f) reduced presence in graduate school. Current and future Latino leaders have the opportunity to become mentors and role models to young Latinos and help them succeed with their educational aspirations, giving them the chance to become future Latino leaders in the community.

Parenting programs on education. Parenting programs in new arrival communities are vital to the educational advancement of Latinos. As part of a student's support system, parents can provide guidance in their child's education if they are aware of the educational opportunities and understand the model of the American education system (Clark & Dorris, 2007). Community programs in new arrival communities (same as new Latino diaspora communities) should consider parent training and informative sessions that gives Latino parents an understanding of common educational barriers that Latinos face and how to prevent or address them (Wortham, Clonan-Roy, Link, & Martínez, 2013). Parents with the right resources and knowledge can be the most effective mentors for their children to help them become the next generation of Latino leaders.

Program funding and gathering data from the community. Effective nonprofit Latino leaders need grant making skills to ensure future funding for their organizations that enables them to address the needs of the Latino communities. According to Faherty and Mihm (2010) Latino organizations in North Carolina have a difficult time writing grants because of the various types of services they provide to the community and funders have limitations in terms of the issues they fund. Funding for programs that support the Latino community and nonprofits is salient to the advancement and success of Latinos, especially young Latinos. Therefore, Latino nonprofit leaders should evaluate and gather data on the needs of the Latino community and the services they provide because 1) it can be used to inform funders and 2) it can be used to improve the effectiveness of the nonprofit organization they work with (Luckerson, 2012).

Empower Latino communities. According to Diaz (2012), Latinos are hard working, very dedicated, and loyal people. With the right kind of leadership, the kind that empowers a community, Latino leaders can prepare Latino community members to work together and excel in what they set out to accomplish. In return allowing the community to become self-sustained and self-empowered with an ongoing cycle of Latino leaders (Figure 1.1).

Implications for Higher Education Institutions

The low number of Latinos enrolled in university or higher education programs has led to a similar lack of Latino faculty members within higher education. Nonetheless, higher education institutions and Latino faculty should continue to provide and enhance programs that support and encourage Latinos to take on leadership roles, encourage Latinos to complete higher education degrees, and support the advancement of Latinos into academic careers. Latino faculty members provide “equity in higher education” and “increase the academic achievement of Latinos and other students of color” (León & Nevarez, 2007, p. 359).

Furthermore, higher degree programs and institutions should be sensitive and understand the struggles that many Latino students face by tailoring programs that would support their advancement and completion of their degree. Latinos have two major barriers when it comes to completing their education; The first is family responsibilities, such as helping out at home, taking care of their siblings, or assisting parents with any acculturation challenges they are facing, and the second is working while attending college because they are paying for their college degree, can’t afford not to be working, or are providers for their parents and/or family (Adams, 2012; Meinert, 2013).

Implications for Future Research

Latino heterogeneity. One major challenge for Latino leaders is the heterogeneity among Latinos in the United States. For example, it is almost impossible to imagine let alone come across a Latino leader that can represent well the Latino community as a whole. According to Ferdman and Gallegos, “Latino and Latina heterogeneity is often ignored in much of the social sciences literature, which often does not distinguish between the many national-origin groups included under the broad ‘Latino/a’ umbrella” (2001, p. 65).

Nonetheless, as mainstream America continues to learn about our culture, Latino leaders should feel proud to represent their Latino communities, but also learn and understand the distinctions within the Latino culture and be sensitive to the different needs of different individuals and groups. Latino leaders must accept that they do not represent all Latinos in their communities, but that they are a part of the Latino community and offer themselves up as a support to all. This means using language that is inclusive of the diversity in this population, while remaining a part of “us” (which means they are not above others in the community, Bordas, 2013). Future research into how diverse Latino traditions, values, and customs relate to Latino leadership is needed to educate, not only mainstream America, but also the Latino community and its leaders.

Skills and characteristics of Latino leaders. Latino leaders are encouraged to possess unique skills that the Latino community can relate to. According to Borrero (1991), Latino nonprofit organizations serve a unique and diverse population where a portion of the Latino community is monolingual (speaks either English or Spanish) and another portion is bilingual. Besides being bicultural and bilingual, another unique characteristic Latino leaders should

posses is being sensitive to the struggles of the Latino community. Successful and effective leaders are those who can appeal to the community they serve, therefore, additional research is needed to provide a wider understanding of the skills and characteristics of Latino leaders in nonprofits and for-profit institutions across the country.

Latino community perspectives on qualities of a Latino leader. This research study did not take into account Latino community members perspectives on their Latino community leaders. Research on how Latinos view their Latino leaders can further enhance and contribute to current research on Latino leadership and Latino nonprofits from the perspective of the Latino community.

Comparison between nonprofit Latino leaders in new arrival communities (same as new Latino diaspora) and traditionally settled communities. The struggles and challenges of nonprofit Latino leaders in traditionally Latino settled communities may differ from emerging new arrival communities like North Carolina, where there has been a recent influx of Latino immigrants. Many new arrival communities are not prepared with Spanish-speaking staff at public institutions, such as schools and courts, and often lack the resources to assist and support this growing population (Wortham, Clonan-Roy, Link, & Martínez, 2013). Research into leadership qualities, structures, and models among Latino nonprofits in traditionally settled communities could provide insightful information that would be valuable to Latino nonprofit leaders in both new arrival communities and traditionally settled communities.

Latinos view and understanding of the words “leader” and “leadership”. Research on Latino leadership theories and styles are scarce and even more scarce is research on

Latinos view and understanding of *leadership* and the use of the word *leader*. Interviews from this research study triggered unexpected responses to the first research question, as some of the interviewees did not consider themselves leaders even though they are considered such by their peers and organizations. Could there be another term being used by Latinos that is similar to what mainstream America considers a leader? Does the word “leader” or “leadership” have a different meaning and/or significance to Latinos than it does to those of other cultures?

5.4 Conclusion

The complexity of this research study bears a comparison to the complexity of the Latino population and the barriers they face. Latinos come from over 40 different countries with various traditions and values, are bilingual or monolingual, are bicultural or monocultural, are U.S. born or immigrants, and have a variety of residential statuses, histories, and religious backgrounds. Research on the topic of Latino leadership might uncover the struggles of a community in need, especially when it comes to education, but it also provides an opportunity to strengthen and enrich the Latino community as a whole by understanding the qualities of effective Latino leaders that can guide and address their needs. This research study increases our understanding of the unique skills that Latino leaders should possess (e.g., being bicultural, understanding Latino struggles, and understanding the many variations of the Latino culture) that are vital when leading Latino communities. Effective Latino leaders face many challenges when leading the Latino community, but as

community leaders, they can instill hope, encourage, guide, and provide the Latino community with the necessary tools needed to produce tomorrow's effective Latino leaders.

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APPENDICES

APPENDIX A
IRB APPROVAL

IRB# 3013

North Carolina State University
Institutional Review Board for the Use of Human Subjects in Research
REQUEST FOR EXEMPTION (Administrative Review)

GENERAL INFORMATION

1. Date Submitted: January 7, 2013
2. Title of Project: Latino Nonprofit Leadership Development Practices
3. Principal Investigator: Shirley Varela
4. Principal Investigator Email: slvarela@ncsu.edu
5. Department: Family and Youth Development (FYD)
6. Campus Box Number:
7. Phone Number: 917-664-5418
8. Faculty Sponsor Name if Student Submission: Dr. Andrew Behnke
9. Faculty Sponsor Email Address if Student Submission: aobehnke@ncsu.edu
10. Source of Funding (Sponsor, Federal, External, etc): <i>If Externally funded, include sponsor name and university account number:</i>
RANK: Faculty: <input type="checkbox"/> ; Student: <input type="checkbox"/> Undergraduate <input type="checkbox"/> Masters <input checked="" type="checkbox"/> PhD; Other:

As the principal investigator, my signature (or electronic submission) testifies that I have read and understood the University Policy and Procedures for the Use of Human Subjects in Research. I assure the Committee that all procedures performed under this project will be conducted exactly as outlined in the Proposal Narrative and that any modification to this protocol will be submitted to the Committee in the form of an amendment for its approval prior to implementation.

Electronic submissions to the IRB are considered signed via an electronic signature

Principal Investigator:

Shirley Varela 1/7/13
 (typed/printed name) (signature) (date)

*As the faculty sponsor, my signature (or electronic submission) testifies that I have reviewed this application thoroughly and will oversee the research in its entirety. I hereby acknowledge my role as the **principal investigator of record**.*

Faculty Sponsor:

Andrew Behnke 1/7/13
 (typed/printed name) (signature) (date)

PLEASE COMPLETE AND E-MAIL TO: irb-coordinator@ncsu.edu

For SPARCIS office use only

Regulatory Compliance Office Disposition

Exemption Granted Exempt Under: b.1 b.2 b.3 b.4 b.6

Not Exempt, Submit a full protocol


IRB Office Representative

1/22/13
Date

APPENDIX B**PARTICIPANT CONSENT FORM****PARTICIPANT CONSENT FORM****Latino Nonprofit Leadership Development
Practices**

To: Latino Nonprofit Leader

From: Shirley Varela

Date: January 2013

Re: Research study on the leadership development practices of Latino Nonprofit Organizations

I want to take a moment and thank you for participating in this study. As previously mentioned, your participation in this interview will allow for a better understanding of the following research questions:

What are the leadership qualities that make an effective nonprofit Latino leader who serves the Latino community?

What are the professional leadership development barriers of Latino leaders in nonprofits that serve the Latino community?

In my research study, I identify leaders as any staff member that holds a managerial and decision making position. The study focuses mainly on the leadership practices of leaders in a nonprofit organization that is both Latino led and serves the Latino community. The study is not meant to criticize the current leadership practices of your organization in any way. Alternatively, the hope is that it will create valuable discussions about Latino leadership that will be beneficial to both my research study and the future of Latino nonprofit organizations.

WHAT ARE THE EXPECTATIONS FROM EACH LEADER FOR THIS STUDY?

As a nonprofit Latino leader, you will be asked to participate in one interview and a possible follow-up interview, which I will conduct at your discretion and where it is most convenient for you. The in-person interview will take between 30 to 40 minutes, with a potential follow-up interview either through a phone conversation or in-person. All interviews will be audio recorded and responses are confidential. Responses by the leaders will be analyzed and presented in my thesis paper. The organizations name, responses collected, and staff names will be kept confidential at all times throughout my thesis. Interviews will be transcribed and a code will be assigned to each person before commencing the analysis. Audio recordings will be safely deleted and destroyed once they have been transcribed.

As a participant, you will be given the opportunity to validate your responses once the interview has been transcribed. Therefore, you will be asked to provide an e-mail address where transcripts can be e-mailed to. Emailed transcripts will not contain any personal information or indicate your involvement in this research thesis and interview.

As a participant, you may choose to terminate the interview or withdraw from the study at any point.

Risks and Benefits

There are no foreseen risks to your involvement in this research study. All your answers and comments will be kept confidential at the all times. The interview questions are meant to get your personal experience and knowledge as a Latino Leader.

It is my desire that you as a participant benefit from this research study as much as I will. Your participation will hopefully engage you in a very rich discussion about Latino Leadership that may provide instructive insight to your role as a Latino leader. Additionally, your comments and responses to the interview will deepen the current knowledge and research on the topic of Latino leaders.

What if you have questions about this research study?

If you have questions at any time about the study or the procedure, you may contact me, Shirley Varela (xxx-xxx-xxxx, slvarela@ncsu.edu) or my adviser, Dr. Andrew Behnke (919-515-9156, aobehnke@ncsu.edu).

What if you have questions about your rights as a participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in this research study have been violated during the course of your participation, you may contact Debra Paxton, IRB Administrator preferably by e-mail at debra_paxton@ncsu.edu or by phone at 919-515-4514.

Thank you once again for agreeing to participate. Your participation will be influential and essential to the existing and future knowledge of Latino Leadership within nonprofit organizations and the quest to establish Latino organizations that possess a strong leadership foundation in order to serve the Latino community. I hope your participation will not only help my study, but also give you an insight to your own leadership aspirations, those of your organization, and the Latino community.

Thank you,

Shirley Varela, M.S. Candidate

Consent To Participate

I have read and understand the above information. I have received a copy of this form and agree to participate in this study with the understanding that I may withdraw at any time.

Signature

Name (Please Print)

Date

APPENDIX C

LEADING INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Latino Nonprofit Organization Leadership Development Practices

Demographics/ Experience Survey

- Male/ Female
- Age Range (20-25, 26- 30, etc.)
- Country of Origin
- Highest level of education
- Leadership Position
- Years in a Leadership position within a nonprofit
- Five qualities that make you an effective Latino leader
- Have you attended any leadership workshops, events, or professional development courses in the last 5 years? (Yes or No)

Interview Questions

1. Do you consider yourself a Latino Leader that serves the Latino community? Why or Why not?

2. What does being a Latino leader at a nonprofit that serves the Latino community mean to you?
3. In your opinion, what makes a successful Latino Leader serving the Latino community?
4. What are some of the leadership development barriers that you have encountered as a Latino leader?
5. What leadership approach should Latino organizations take in order to develop leadership skills in their staff?
6. What leadership development practices would you recommend for a Latino nonprofit, such as the one you work with?

Probing Questions

1. What might you do different when it comes to developing yourself as a Latino Leader?
2. Do you think there are more challenges or opportunities for Latinos to succeed as leaders in nonprofit organizations and why?
3. What is your advice to young Latinos wanting to succeed as Latino Leaders in nonprofit organizations?

APPENDIX D

DEMOGRAPHIC PROFILE OF HISPANICS IN NORTH CAROLINA, 2011

Characteristics of the Population in North Carolina, by Race, Ethnicity and Nativity: 2011

Thousands, unless otherwise noted

	ALL ¹	NON-HISPANICS		HISPANICS		
		White	Black	All	Native born	Foreign born
TOTAL	9,656	6,265	2,063	828	440	388
Gender						
Male	4,688	3,053	960	438	219	218
Female	4,968	3,212	1,103	391	221	169
Age						
Median (in years)	37	41	34	24	11	33
Age Groups						
Younger than 5	627	321	143	109	107	2
5-17	1,663	932	395	212	181	31
18-29	1,580	934	374	179	71	108
30-39	1,267	768	272	153	28	125
40-49	1,379	915	303	101	24	77
50-64	1,865	1,365	374	58	21	37
65 and older	1,277	1,030	202	16	8	8
Marital Status (ages 15 and older)						
Married	3,823	2,909	503	241	61	180
Never married	2,361	1,258	742	235	94	141
Divorced/separated/widowed	1,554	1,061	375	67	23	45
Fertility (women ages 15 to 44)						
Total number of women	1,964	1,181	475	193	70	123
Women who had a birth in the past 12 months	127	69	32	20	7	12

Unmarried women ² who had a birth in the past 12 months	51	18	22	***	***	***
School Enrollment (ages 5 to 18)						
K-12	1,632	911	393	204	173	31
Educational Attainment (ages 25 and older)						
Less than high school diploma	971	495	238	187	21	166
High school diploma or equivalent	1,750	1,185	409	102	25	76
Some college	1,972	1,411	422	71	34	37
Bachelor's degree or more	1,711	1,360	215	43	23	20
Median Annual Personal Earnings (in dollars)						
All (ages 16 and older with earnings)	\$26,000	\$30,000	\$22,000	\$17,200	\$19,000	\$17,000
Full-time, year-round workers	\$37,000	\$40,000	\$30,000	\$23,000	\$30,000	\$21,000
Persons in Poverty ³						
Younger than 18	576	186	206	140	123	17
18-64	972	474	299	144	29	115
65 and older	121	76	40	2	<0.5	2
Health Insurance						
Insured, all ages	8,077	5,514	1,679	474	363	111
Uninsured, all ages	1,580	751	385	354	77	277
Insured, younger than 18	2,112	1,181	503	265	256	9
Uninsured, younger than 18	178	72	35	56	32	24
Persons in Households by Type of Household ⁴						
In family households	7,858	5,053	1,643	732	405	327
In married-couple households	5,552	4,049	748	450	243	208
In non-family households	1,541	1,070	336	79	28	51
Citizenship						
Citizen	9,182	6,210	2,044	500	440	60
Non-citizen	474	55	19	328	---	328
Language (ages 5 and older)						
Speaks only English at home	8,062	5,778	1,868	138	122	16
Does not speak only English at home	968	166	52	581	211	370

Speaks English very well	544	133	41	270	161	109
Speaks English less than very well	423	34	11	311	50	261
Hispanic Origin						
Mexican	---	---	---	482	236	246
Central American	---	---	---	148	58	91
South American	---	---	---	46	18	28
Caribbean	---	---	---	127	109	18
Other Hispanic	---	---	---	24	20	4
Year of Entry (foreign-born Hispanics only)						
Before 1990	---	---	---	---	---	53
1990-1999	---	---	---	---	---	144
2000-2005	---	---	---	---	---	124
2006 or later	---	---	---	---	---	67

¹Includes groups not shown separately, such as Asians, Native Americans and people of mixed race. ²Unmarried women includes those who were never married, divorced, separated or widowed. ³For detailed information on how poverty status is determined, see http://usa.ipums.org/usa-action/variables/POVERTY#description_tab. Due to the way in which the IPUMS assigns poverty values, these data will differ from those that might be provided by the U.S. Census Bureau. ⁴The household population excludes persons living in institutions, college dormitories and other group quarters.

Note: Analysis is based on the following number of observations: all 96,160, non-Hispanic white 64,957, non-Hispanic black 20,415, Hispanic all 6,057, Hispanic native born 3,315, Hispanic foreign born 2,742. The symbol *** indicates insufficient number of observations to provide a reliable estimate.

Source: Pew Hispanic Center tabulations of the 2011 ACS (1% IPUMS sample). More information on the source data and sampling error is available at <http://usa.ipums.org/usa/design.shtml> and http://www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2011.pdf.

APPENDIX E

QUALITIES OF EFFECTIVE NONPROFIT LATINO LEADERS (CODING EXCEL CHART)

Qualities of Effective Nonprofit Latino Leaders (Responses from Interviews)	Categories	Theme
<p>I am someone who engages people in joint development of ideas and hopefully kind of a shared vision of what's possible and a potentially, if it is my vision, that I am somehow good at getting other people enrolled in my vision, engaged in my vision.</p> <p>So, all that being said - what makes me an effective Latino leader?</p> <p>Certainly being bilingual/bicultural is very helpful to create potential buy-in of those who I may be leading or to create credibility on Latino projects that I may be working on. Latinos serving Latino-led projects. And that biculturalism, I think, is important in recognizing that how, if we are talking about leading Latino communities, that Latino ways of being together are not necessarily mainstream American ways of being together. So making sure that there is "comida" and "baile" and, you know, all these other pieces - time for relating is included in any kind of events, whether it's simple things like staff meetings or bigger things like large forums or anything like that, that there is always some component of Latino in the event.</p>	<p>1-Engages people in joint development of ideas and a shared vision</p> <p>2- Bilingual</p> <p>3- Bicultural</p> <p>4- familiar with the Latino culture</p>	<p>Bicultural</p> <p>Community</p> <p>Empowerment</p> <p>Understands Latino struggles</p>
<p>Five qualities... communication skills, organizing, good listening - caring, encouraging</p>	<p>1- Communication Skills</p> <p>2- Organizational Skills</p> <p>3- Good Listener</p> <p>4- Caring</p> <p>5- Encouraging</p>	<p>Role Model</p> <p>Community</p> <p>Empowerment</p>

<p>Well, I think as a Latino, our culture has a lot of struggles that you have to overcome and that's how I feel. That's what I feel sometimes - you see a difference between a Latino minority leader as opposed to an American, in a sense because of the family structure, the just being so together and tight as a family itself. I think you share more of the struggles. You hear the stories from Grandpa, Uncles, of just where they came from, that's not a sense of urgency, but the desire to see the next generation even better.</p>	<ol style="list-style-type: none"> 1- Understand the struggles 2- Share the struggles 3- Desire for a better future generation 	<p>Understands Latino struggles Community Empowerment Bicultural</p>
<p>Five qualities, lets see... good communicator, good organizer, have vision, understand political client, have to be able to raise money</p>		
<p>Well, first to educate themselves and to get in involved. Educate yourself is for something internal, you know, you're growing yourself and then getting involved is thinking about the community and growing the community. That's my two cents.</p>	<ol style="list-style-type: none"> 1- Get educated 2- Be involved 3- Grow yourself first and then reach out to the community 	<p>Role Model</p>
<p>Yeah, that's completely valid. If you want to improve, you have to have better knowledge about the political organization, the culture, the way the American society think. If you don't understand that you are not going to do really an impact in the community.</p>	<ol style="list-style-type: none"> 1- Knowledge of the American political organization 2- Knowledge of the American culture 3- Understand the American society 	<p>Bicultural Knowledge of American Legal System</p>
<p>I feel humbled when people say that [I'm a leader]. Others do, because again, I've been trying to encourage and to just organize the community in itself. And because they see that passion for the community, I guess that's why they think I'm a leader. I don't see myself as one. I'm just doing something that I love doing. And I feel that someone has to stand up for change to happen and stand up and be the voice for the Latino community, especially here, where they feel fearful of even speaking up and showing up for debates and even for rights that they know they have, human rights, and yet there's that fear to speak up. And so they look at [my organization], they look to me, the youth, and what I'm starting to create...the organization, the commitment of youth and trying to have them stand up. People turn to us as leaders, as that bridge between them and us.</p>	<ol style="list-style-type: none"> 1- Be encouraging in the community 2- Organize the community 3- Convey passion for the community 4- Love working for and with the community 5- Be the voice of the Latino Community 6- Support the Latino community 7- Encourage the youth to stand up for their community 8- Bridge between the American 	<p>Community Empowerment Cultural Bridge Community Representative Understands Latino struggles</p>

	and Latino culture	
<p>Here in the United States, the Latino position has multiple levels to it because mainstream American media and politics puts us in an "other" category, a marginalized community and so if we are representing Latino community members and speaking on their behalf or being a leader from that community, we need to figure out how do we navigate both worlds, Latino and mainstream, and provide bridges back and forth, of understanding so that our Latino community can most comfortable access the privileges, benefits, opportunities that are here in the United States. And that takes communication back and forth between cultures. And so, have to be a more inclusive leader and then similarly not position ourselves as "the" minority, you know like - oh Latinos are the better minority and then distance ourselves from African American, Asian, Native American communities who are also being marginalized at the same time. So we have to be a sensitive cultural broker to create more inclusion for, you know, our Latino community, into the wider fabric of the United States. Does that make sense?</p>	<ol style="list-style-type: none"> 1- Diversity within the Latino culture 2- All Latinos get labeled as one culture 3- Be a cultural bridge that informs the Latino community 4- Be good about communicating 	<p>Cultural Bridge Community Representative Understands Latino struggles</p>
<p>Or do better. And I notice that a lot of the Latino community, the main goal for the families that come here is, especially the adults, are for their children to have better lives and to better themselves. And there's celebration when they do achieve that. Some are willing to sacrifice and that's another word I was going to say - it was that in Latino community and leaders is sacrifice. There's a lot of sacrifice. When you think about the immigrants that have come here, it's, you're basically leaving your language, you're leaving your comfort, you're leaving family to go to somewhere where maybe you don't feel welcome, where you know you're not welcome where you're risking life and death coming to this country, killed on a raft, people from Central and South America crossing the desert, risking life and limb.</p>	<ol style="list-style-type: none"> 1- Understand the sacrifices that Latinos encounter 2- Understanding what it means to be immigrant 	<p>Understands Latino struggles Bicultural</p>

<p>And it was seven [people] who came together, saw a need, and very collaboratively we figured out what they community needs from each of our different lenses and perspectives and then talking to community members about what they needed and then engaging them and bringing the on board to be part of the organization. So it wasn't like one person said - I am in charge. And so leadership came from lots of different areas. From people who were interpreters. From people who were the ones who would make the empanadas for meetings and they would make sure that their fifty friends participated - that's leadership - it doesn't have a title, but they know how to engage and, it's what I'm trying to say, and mobilize their community, and that's leadership. So, I'm sorry, I feel like I'm not being really helpful to you.</p>	<ol style="list-style-type: none"> 1- Join forces with other leaders 2- Engage the community 3- Mobilize the community 	<p>Community Empowerment</p>
<p>There are several organizations that are working on youth leadership and so leadership definitely exists, it's just not limited to the person at the top of the organization. And that it's so important that it not be limited to the person at the top of the organization in order not to weaken the power of Latino communities and silo people from being engaged in the work.</p>	<ol style="list-style-type: none"> 1- Works with the people and not a dictator 2- Not weaken the community 	<p>Community Empowerment</p>
<p>I think, the form of leadership also depends on what is needed for the community. So when you need a powerful one voice to be the, the face of the movement, in order to get the attention of mainstream America, then you have a Martin Luther King or a Cesar Chavez. When you need a whole community to come together and march and it doesn't make sense to have one human being marching, but you need thousands of people, then leadership comes from lots of different places in order to make that happen.</p>	<ol style="list-style-type: none"> 1- Community model 2- Community Needs 3- Community togetherness 4- Leadership comes from different places 	<p>Community Empowerment</p>
<p>I see Latino leaders working more outside of an organization. It's influencing people that are outside of the organization with some followers that are not part of the organization. And you defined the Latino leader here - a person who leads a team of volunteers or a team of...staff. But for me, the concept of Latino leaders is outside of the organizations, even though that, of course, can play two roles. The</p>	<ol style="list-style-type: none"> 1- Influencing people outside of the organization 2- Influencing followers 3- Leading volunteers 4- Leading the community 5- Be able to convince followers 	<p>Community Empowerment Role Model Community Representative</p>

<p>employees have to follow the supervisors and the volunteers come here with the motivation to follow the instruction of the leader of the volunteers and so the followers are more or less guaranteed here. But if you go outside, if you want follower from different parts, you have to convince them. You have to show by example that you are really a leader and you have the ideas to go out.</p>	<p>6- Be an example 7- have ideas to pursue 8- Motivating a community</p>	
<p>Well, for me personally, being not an immigrant and being [Hispanic]- I don't have the same pulse on what the community needs are [here] where there is a large immigrant populations and a very large Mexican population. So, just being Latino doesn't mean I know what each Latino community needs. And so, it requires me to deal with my own assumptions and to listen and to be wrong sometimes. And then the flip side of the challenge is when Latino leaders were placed in the position, as is often the case for all minorities, to speak on behalf of their whole population, on the whole community and so, how to be put in the positions of being responsible for everyone else' perception of what would be the best thing and not taking that mantle on top and also taking that mantle sometimes when I'm the only Latino person invited to be on the board of something - how to be, how to use that position to advocate for what I think is best for the Latino community at the same time as I'm trying not to pretend to speak for the whole Latino community - it's kind of a bind there.</p>	<p>1- Understand the Latino struggles 2- Know how to advocate for the Latino community 3- Represent the Latino community but understand the differences within the culture</p>	<p>Understands Latino struggles Community Representative</p>
<p>I feel humbled when people say that [I'm a leader]. Others do, because again, I've been trying to encourage and to just organize the community in itself. And because they see that passion for the community, I guess that's why they think I'm a leader. I don't see myself as one. I'm just doing something that I love doing. And I feel that someone has to stand up for change to happen and stand up and be the voice for the Latino community, especially here, where they feel fearful of even speaking up and showing up for debates and even for rights that they know they have, human rights, and yet there's that fear to speak up. And so they look at [my organization], they look to me, the youth, and what I'm</p>	<p>1- Be encouraging in the community 2- Organize the community 3- Convey passion for the community 4- Love working for and with the community 5- Be the voice of the Latino Community 6- Support the Latino community</p>	<p>Community Empowerment Cultural Bridge Community Representative Understands Latino struggles</p>

<p>starting to create...the organization, the commitment of youth and trying to have them stand up. People turn to us as leaders, as that bridge between them and us.</p>	<p>7- Encourage the youth to stand up for their community 8- Bridge between the American and Latino culture</p>	
<p>Well, you have to show that you care. Show that it's more than a job to you. And you have to earn that trust. It's not something automatic that you could do. I've met with several administrators, school administrators and counselors and they've asked me that, you know - how do I get some parents to come to the meetings? How can I have that connection? And I said, well first, you have to keep your word with them. You have to be understanding, you have to embrace their culture and make it welcoming, the school. Welcome their thoughts and try. Try to understand their language, understand where they're coming from and understand our culture. And when you get that trust, it's not going to be the first meeting or second. But when you do gain that trust, it's going to be something amazing. They're gonna welcome you greatly. And the issue was - the school seemed like a government building, you know, it's a government - they're fearful of anything that's a government - post office, anything like that, because they don't know where they're coming from. And you have to show them you're coming from a good place, a safe place.</p>	<p>1- Passion for what you do 2- Keep your word 3- Be understanding 4- Understand the language 5- Understand the culture 6- Be trustworthy 7- Provide a safe environment</p>	<p>Bicultural Understands Latino struggles</p>
<p>Yeah so um, in, working with youth, they express that to their youth. And I told him - you told that to your son? - yes, yes I did, told the whole family. I said - ok, then why should he study? you know...what could inspire him to continue to work and give into this community, this new land. You know, you were telling him - nah - we're gonna go back, we're gonna go back home and this is now his home, you know. I had to let them know that - you're their parent, I taught them some parenting skills so they had to overcome a lot of, a lot of barriers in the culture. Here we're teaching young ladies to study and they were teaching in their culture to find a good man, get pregnant, marry and you know be the housewife. So there was a little bit of a battle there</p>	<p>1- Helping families grow 2- Encourage 3- Teachers to the families and community 4- overcome cultural barriers 5- Let the community know they have rights 6- Be the voice of the community</p>	<p>Community Empowerment Cultural Bridge Community Representative Role Model</p>

<p>and that was a little barrier just cultural barriers in itself - that's a barrier and also to let them realize that they have rights. And they have the belief and in other central America countries that even if they speak out, it won't make a difference. Because in their countries, that's how it's been, it's always been. And here, you can make a difference. You do have rights, you can voice it. And it's just a whole big different pile of stuff.</p>		
<p>Well, I'd say - being authentically who they are whatever that may be. So to own the power that they have to speak for themselves and their own unique perspectives, to be able to convey that perspective to other Latinos and non-Latinos as well. To build a bridge of communication inter-culturally and within our own culture. To be aware, if they are going to take the mantle of representing the Latino community to do their best to be aware of what the needs are of this multi-ethnic, multi-national Latino community. And then to be a very good bridge-builder. Because I think that's one of the most important parts of being an effective Latino community, effective Latino leader, is - how do we build bridges between different Latino communities...Salvadorian, Guatemateco, Colombian, you know, everything else - how to we create better bonds within Latino communities and then how do we create better bonds from in-between Latino communities and mainstream American or mainstream white or mainstream African American communities. I'm sorry, because to be effective means to be a cultural broker.</p>	<ol style="list-style-type: none"> 1- unique perspectives 2- build a bridge within the multi-national Latino culture 3- build a bridge inter-culturally 4- Mindful of the needs of the multi-national Latino culture 	<p>Cultural Bridge Community Representative</p>
<p>I think a little bit of both. Experience. I'm proud to see that with [my organization], they just have a lot of resources and they do a lot of pouring into the employees and also life experience...working with youth [for many years]. And this life experience, but, no, I feel real good that they empower you here and that's what I try to do with the community. You train them, you get feedback from them. You empower them, but then they have to do something with that training. So you have to give them the opportunities to apply what they've</p>	<ol style="list-style-type: none"> 1- promote development within their employees 2- Experience with the community 3- Get feedback from the community 4- Empower the community 5- Train the community 6- Give the community 	<p>Community Empowerment Cultural Bridge Community Representative</p>

<p>learned and that's what I feel non-profits do. And especially with the youth, i think it's very important that we mold the youth and that they can then share their, well, ideals and trainings and what they've received with their parents.</p>	<p>opportunities 7- Train the youth so they share with parents</p>	
<p>Well, that's a really good question because I think there's also a danger of labeling ourselves a leader when we are trying to empower our community to lead themselves. Because it's a little hard to say - yeah, I'm a leader - and then people again, you know, say - oh let's invite this person to the board because they're a leader in their community, which means, that then, other voices who probably need to be at the table who may be even recipients and client of services are not seen as leaders just because they don't have some particular position or title or paycheck. So I think leadership can come form anywhere, it doesn't just come just from the people who are at the, title-wise, at the head of an organization. And so I think, you know, you may experience that with some, particularly [here], there are a lot of "Latino leaders", you know, executive directors of non-profits who may find it difficult to say - I'm the leader of my community - because they spend a lot of time trying to include the community in all of it's own leading.</p>	<p>1- Leadership means different things 2- guides the community to lead themselves</p>	<p>Community Empowerment</p>
<p>Well, [here], they're making it difficult, but I love how people are standing up, nonprofits are standing up ,I feel there's more unity, more coalitions rising up now than ever before. [Since working with this organization], I'm seeing youth standing strong and demanding and unafraid of any of the consequences. They're truly believing that they're Americans, though they are not citizens just yet, but they feel they're Americans and they accepted the fact that this is their home and that they are not criminals and they have not done anything wrong and they are engaged and give positive input and help the community which is the message they want to share with everyone else.</p>	<p>5- Help the community</p>	<p>Community Empowerment</p>

<p>Focus on partnership with other organizations and not let it be something competitive - something that I would start with. Try to have cross-cultural understanding and feedback from the Hispanic community, which there are leaders, there are people who you can get feedback and work with and that's what I think is very important - to realize that we're equal and that Latinos are here just to share and be respected and again to be a part of the community.</p>	<ol style="list-style-type: none"> 1- Cross-cultural understanding 2- Feedback from Hispanic community 3- Feel that Latinos are part of the community 	<p>Community Empowerment Cultural Bridge</p>
<p>Ok. Second is clear visions and clear strategic objectives. The third one is, I'm so sorry, but is, leadership. The fourth one is the capacity of motivating the team and maintaining the team focus.</p>	<ol style="list-style-type: none"> 1- Commitment to social development 2- clear vision 3- Clear strategies 4- Leadership 5- Motivating the team 6- Keeping the team focused 	<p>Community Empowerment Role Model</p>
<p>Yes, but in my role, affects in a very, in a very indirect way. It's not directly. So I can be here a leader in the organization, but I am not a Latino leader outside. Cause if I go outside, no one knows me. No one knows what I think. No one does, because I am not doing a public job - I am not working directly with the community. Because - what is the first condition of the leader? What is the first element in the leader definition? Is a leader...and followers. There is no leaders without followers. So this is the first line. So, I have here followers, but this is mandatory followers.</p>	<ol style="list-style-type: none"> 1- Working directly with the community 2- Have followers in the community 	<p>Community Empowerment Community Representative</p>
<p>Commitment and example.</p>	<ol style="list-style-type: none"> 1- Commitment 2- Be an example 	<p>Role Model</p>

<p>We say, the language barriers, um, because a leader has to communicate in the best way as possible. And probably with the Hispanic community, we don't have any barrier, but we have to interact with the American community and this is the point that can be difficult for many natural leaders in the Hispanic community - they don't have, really, the skills for communicating in all their levels. The second one is the lack of knowledge of the system and institutions and ways that policy happens. So you come here its completely different, the system, you don't understand exactly how it works, everything and the ministries in your countries is completely different here, the secretaries here are completely different, so the role, the roles in the government authorities are completely different and it's hard to understand for foreign people.</p>	<ol style="list-style-type: none"> 1- Communicate with the American community 2- Know the American political system 	<p>Knowledge of American Culture Knowledge of American Legal System Bridge between American and Latino community</p>
<p>Believe in themselves and be sure that the new, the new, the coming public positions are going to be filled up with Latinos in a few years. Be, be realistic that there is a real big possibilities to become a leader with an impact in this country because population are growing, the Hispanic population and the power of the Hispanic population is going to grow in the future years. So, the first is the sense of reality - we have a role to play. We have a leadership role to play for this nation.</p>	<ol style="list-style-type: none"> 1- Sense of reality that the Latino population is growing in the United States 2- Know the role you play as a leader 	<p>Role Model Community Representative</p>
<p>If you ask me for really big leader - no one. No one is. You cannot really identify really a big leader at this moment. There are some political leader, but they are looking rally for political placements. Are not necessarily talking about the needs of the Hispanic community. I will say probably one of the best leaders now is the Representative, the Congress Representative is looking for the immigrants reform. Because he's taking care of one of the biggest issues for the Hispanic community and this is something that the leader do - is to fill the necessities of the community and represents and speak the language and give voice and hope.</p>	<ol style="list-style-type: none"> 1- Fill the necessities of the Latino Community 2- Represent the Latino Community 3- Speak the language 4- Give hope 	<p>Community Empowerment Knowledge of the American Legal System</p>

<p>I will interact more actively with the different stakeholders outside. I focus all my job here internally and I will go out just for the essential thing, but I will expand my connections and I will expand my relationships with the different stakeholders outside. Doesn't mean that I don't do it, but I will expand more.</p>	<p>1- More interaction with external stakeholder 2- Expand connection 3- Expand relationships</p>	<p>Cultural bridge Community Representative</p>
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APPENDIX F

CHALLENGES OF NONPROFIT LATINO LEADERS (CODING EXCEL CHART)

Challenges of Latino Leaders	Categories	Theme
Well, for me personally, being not an immigrant and being [Hispanic] - I don't have the same pulse on what the community needs are [here] where there is a large immigrant populations and a very large Mexican population. So, just being Latino doesn't mean I know what each Latino community needs. And so, it requires me to deal with my own assumptions and to listen and to be wrong sometimes. And then the flip side of the challenge is when Latino leaders were placed in the position, as is often the case for all minorities, to speak on behalf of their whole population, on the whole community and so, how to be put in the positions of being responsible for everyone else' perception of what would be the best thing and not taking that mantle on top and also taking that mantle sometimes when I'm the only Latino person invited to be on the board of something - how to be, how to use that position to advocate for what I think is best for the Latino community at the same time as I'm trying not to pretend to speak for the whole Latino community - it's kind of a bind there.	<ul style="list-style-type: none"> 1- Not an immigrant 2- Being Latino doesn't mean we understand every different culture within the Latino community 3- Having to represent the Latino community has a whole 4- Sensitive to the Latino Experience 5- Sensitive to different cultures within the Latino community 	<ul style="list-style-type: none"> Variation of Latino culture Being sensitive to the Latino experience
Well, I think as a Latino, our culture has a lot of struggles that you have to overcome and that's how I feel. That's why I feel sometimes - you see a difference between a Latino minority leader as opposed to an American, in a sense because of just in a sense, the family structure, the just being so together and tight as a family itself. I think you share more of the struggles. You hear the stories from Grandpa, Uncles, of just where they came from, that, not sense of urgency, but the desire to see the next generation even better.	<ul style="list-style-type: none"> 1- Family structure 2- Many struggles within the family 	<ul style="list-style-type: none"> Being sensitive to the Latino experience

<p>We say, the language barriers, um, because a leader has to communicate in the best way as possible. And probably with the Hispanic community, we don't have any barrier, but we have to interact with the American community and this is the point that can be difficult for many natural leaders in the Hispanic community - they don't have, really, the skills for communicating in all their levels. The second one is the lack of knowledge of the system and institutions and ways that policy happens. So you come here its completely different, the system, you don't understand exactly how it works, everything and the ministries in your countries is completely different here, the secretaries here are completely different, so the role, the roles in the government authorities are completely different and it's hard to understand for foreign people.</p>	<ol style="list-style-type: none"> 1- Language barriers 2- Cultural barriers 3- Not having the right skills to communicate effectively with the American community 4- different policies than our Latino countries 	<p>American cultural barriers American legal system</p>
<p>And I notice that a lot of the, in the Latino community, the main goal for the families that come here is, especially the adults, are for their children to have better lives and to better themselves. And there's celebration when they do achieve that. Some so are willing to sacrifice and that's another word I was going to say - it was a Latino community and leaders is sacrifice. There's a lot of sacrifice. When you think about the immigrants that have come here, it's, you're basically leaving your language, you're leaving your comfort, you're leaving family to go to somewhere where maybe you don't feel welcome, where you know you're not welcome where you're risking life and death coming to this country, killed on a raft, people from Central and South America crossing the desert, risking life and limb.</p>	<ol style="list-style-type: none"> 1- Not feeling welcomed in the American society 2- Sacrifices 	<p>American cultural barriers Being sensitive to the Latino experience</p>
<p>I feel that someone has to stand up for change to happen and stand up and be the voice for the Latino community, especially here, where they feel fearful of even speaking up and showing up for debates and even for rights that the know they have, human rights, and yet there's that fear to speak up. And so they look at [my organization], they look to myself, the youth and what I'm starting to create... the organization, the committee of youth and trying to have them stand up. People turn to us as leaders, as that bridge between them and us.</p>	<ol style="list-style-type: none"> 1-Fear of speaking up as Latinos 2-Decrease the fear of Latinos and encourage them to speak up 	<p>American legal system Being sensitive to the Latino experience</p>

<p>I've met with several administrators, school administrators and counselors and they've asked me that, you know - how do I get some parents to come to the meetings? How can I have that connection? And I said, well first, you have to keep your word with them. You have to be understanding, you have to embrace their culture and make it welcoming, the school. Welcome, welcome their thoughts and try. Try to understand their language, understand where they're coming from and understand our culture. And when you get that trust, it's not going to be the first meeting or second. But when you do gain that trust, it's going to be something amazing. They're gonna welcome you greatly. And the issue was - the school seemed like a government building, you know, it's a government - they're fearful of anything that's a government - post office, anything like that, because, because they don't know where they're coming from. And you have to show them you're coming from a good place, a safe place.</p>	<ol style="list-style-type: none"> 1- Gaining the trust of the Latino community 2- other don't always understand and embrace the culture 3- Fear of entering or being close to government buildings 4- Language barriers 	<p>Being sensitive to the Latino experience Variation of Latino culture American cultural barriers</p>
<p>You know, [the parents are] telling him "nah - we're gonna go back [to our country], we're gonna go back home" but this is now his home, you know. And I had to let them know that - you're their parent, I taught them some parenting skills so they had to overcome a lot of barriers in the culture. Here we're teaching young ladies to study and they were teaching in their culture to find a good man, get pregnant, marry and you know be the housewife. So there was a little bit of a battle there and that was a little barrier just cultural barriers in itself - that's a barrier and also to let them realize that they have rights. That, for instance, in Cuba, you can't say anything about the government or they'll lynch you. They'll lynch you, throw you in jail, you know. And they have the belief and in other central America countries that even if they speak out, it won't make a difference. Because in their countries, that's how it's been, it's always been. And here, you can make a difference. You do have rights, you can voice it. And it's just a whole big different pile of stuff.</p>	<ol style="list-style-type: none"> 1- Some Latinos don't come here to stay and just bring their families for a few years and then go back 2- The idea of returning back their countries does not motivate the future generation to be leaders in their community 3- Overcome American cultural barriers 4- Latino families pass on cultural traits to their children not necessarily encouraging them to succeed in the community 5- Latinos may be afraid to speak up because of experiences back home 	<p>Being sensitive to the Latino experience Variation of Latino culture American cultural barriers American legal system</p>