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Interpretation of the Lived Experiences of Los Angeles County Hispanic Male Leaders:

An Exploration of the Impact of Mentorship on Ascension Into Executive Leadership

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Interpretation of the Lived Experiences of Los Angeles County Hispanic Male Leaders:
An Exploration of the Impact of Mentorship on Ascension Into Executive Leadership

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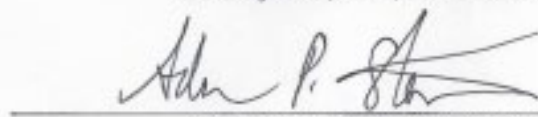
for the degree Doctor of Public Administration



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ABSTRACT

As demographically diverse public organizations tend to produce policy outcomes that reflect the interests of all represented groups, including disadvantaged communities, how underrepresented ethnic groups in public leadership positions such as Hispanic males ascend to senior-level positions is significant. As the Hispanic population grows exponentially in the United States, one should see a commensurate growth in Hispanic executive leadership to accommodate the needs of its consumers and constituents in public and private enterprises. However, among chief executives of all U.S. organizations in the public and private sectors, 29.3% are women, 4.3% are African American, 5.4% are Asian, and 7.4% are Hispanic (U.S. Bureau of Labor Statistics, 2013). Hispanics have seemingly remained underrepresented in these and other leadership roles relative to their numbers in the U.S. population.

This qualitative study examined the impact of mentoring as a vehicle for career ascension through my interpretation of the lived experiences of Hispanic male leaders in LA County, a predominantly Hispanic-populated region comprising 48.6% or 4.9 million Hispanics of approximately a 9.8 million population. This study aimed to facilitate human resource organizations in creating organizational strategies to aid in creating diverse workforces. The attribution and role modeling theories undergird this study to enable an understanding of the mentoring phenomenon related to producing motivation for career ascension.

Following Moustakas's (1994) transcendental phenomenological method, I conducted 11 open-ended qualitative interviews with various Hispanic male senior-level leaders from LA County and extracted the essence of their statements for analysis in contextual settings associated with this ethnic group to gauge impact. This analysis manifested significant themes that were categorized into four nonmutually exclusive primary mentoring dimensions: career support, negative experiences, psycho-social support, and role modeling. From this conceptual framework, I found that most experiences in these mentoring dimensions produced enhanced motivation stemming from enriched self-efficacy leading to positive work performance and career-related outcomes. This study's findings identified the following ideas of interest: individuals are adaptative in low-mentor or adverse settings, cross-gender mentoring is beneficial, family support is instrumental to academic and career advancement in Hispanics, and professional networks can be vital in amassing social capital from mentoring relationships.

Keywords: mentoring, attribution, role modeling, self-efficacy, social capital, barriers, representative bureaucracy, transcendental phenomenology, diverse workforce

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CHAPTER 1: INTRODUCTION

Background

Public executive leadership provides strategic and operational leadership to the organization that affects the communities it serves. Executive teams provide the organizational and cultural structure for the organization. They set goals, develop strategies, and ensure they are executed effectively. They also encourage strategic thinking, innovation, and action with various stakeholders. Leaders' behavior impacts their teams' structure, working process, and effectiveness (C. S. Burke et al., 2006; Carson et al., 2007; Hoch, 2013). Leaders can unlock an organization's potential through its members. As demographically diverse public sector workforces tend to produce policy outcomes that reflect the interests of all groups represented, including historically disadvantaged communities (Bradbury & Kellough, 2008), how Hispanics ascend to executive-level positions in heavily Hispanic-populated regions is significant.

Underrepresentation of Hispanic Leadership

As the Hispanic population grows exponentially in the United States, one should see a commensurate growth in Hispanic executive leadership to accommodate its needs as consumers and constituents in public and private enterprises. Los Angeles County, California, alone contains 4.9 million Hispanics, 48.6%, or 9% of the nation's Hispanic population, or about half of the county's population (U.S. Bureau of Labor Statistics, 2019). Driven by the rapid growth in the number of Hispanics and Asians in this country, the overall number of ethnic minorities will exceed 50% of the total U.S. population in the next 30 to 40 years (Humes et al., 2011). Among chief executives of all U.S. organizations in the public and private sectors, 29.3% are women, 4.3% are African

American, 5.4% are Asian, and 7.4% are Hispanic (U.S. Bureau of Labor Statistics, 2013). Notwithstanding, these groups have remained underrepresented in these and other leadership roles relative to their numbers in the U.S. population. These groups occupy considerably more of these leadership roles than any earlier historical period (Zweigenhaft & Domhoff, 2006). Despite this growing diversity among leaders, the present underrepresentation of women and racial and ethnic minorities in leadership roles demands elucidation (Eagly & Chin, 2010). Structural inequalities, such as lack of mentoring, poor English skills, or discrimination prevent minorities from reaching the top levels of leadership, and many people with high leadership potential abandon promising careers (Mundra et al., 2003; D. A. Thomas, 2001).

Mentoring and Hispanic Men

Because mentored male leaders had significantly higher scores on various variables in one study, including leadership capacity (Early, 2016), exploring mentoring and its impact on ascension into executive leaders of an underrepresented population becomes significant. This study, however, focused on the perspective of Hispanic men and their perceptions of mentoring and its impact on their ascension to executive leadership. This group was selected because recent data suggest that Hispanic men are not advancing into higher education at the same levels as Hispanic females or other ethnic minority groups (Saenz & Ponjuan, 2009). As a result, the advanced degree attainment gap for Hispanic men is widening, and this decline in human capital is one of the major factors preventing them from ascending into senior leadership (Kay & Gorman, 2012; Saenz & Ponjuan, 2009). In addition, other findings have revealed that Hispanic women are more likely to be employed in managerial or professional occupations than

Hispanic men (Mundra et al., 2003; U.S. Bureau of Labor Statistics, 2012). As described by Hispanic men, mentoring may provide the impetus for a solution-seeking discussion on Hispanic men's lack of ascension into executive leadership.

According to Singh (2007), ethnic minorities struggle to reach the executive leader levels because they lack role models to teach them the skills needed for career progression. Maume (2012) proposed that minorities lack connections to individuals with authority and decision-making power in organizations. Mundra et al. (2003) revealed that only 27% of Hispanic males had formal mentors in their present organizations. Carver and Livers (2002) demonstrated that mentoring is extremely important for minorities. However, they claimed that people choose to mentor those who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization. The evidence is clear that mentoring can profoundly impact a minority's success and progression toward executive leadership.

Professional and social relationships such as the mentor-protégé relationship are valuable tools in advancing careers. According to Parker (2008), nearly half of all job seekers obtain their jobs through "word of mouth" (p. 56) and by whom they know. Fought and Misawa (2019) stated that almost every participant in their study of the path to leadership of library administrators had experienced a beneficial mentoring relationship sometime in their career. These relationships were established in social groups and sometimes were due to networking. Mabrouk (2009) stated that networking has opened countless doors to knowledge, resources (equipment and personnel), opportunity (publication and presentation), advancement (leadership and recognition), mentoring, making further contacts, and volunteer service. Niehaus and O'Meara (2015)

echoed these remarks by finding that perceived network capital overall is a significant and positive predictor of career advancement and that programs that connect early career scholars with peers and mentors in their fields should be prioritized. This dimension suggests that mentoring and a solid social and professional network may aid Hispanic men in ascending into executive leadership. Exploring their lived experiences may reveal truths related to their success and expound how mentors and networks alone or in tandem, including other devices, influence career advancement for this demographic.

Statement of the Research Problem

The population and the workforce in the United States are becoming more ethnically diverse. However, the demographic workforce shift has been limited to entry-level jobs while middle- and senior-level or executive leadership positions have reflected a lack of racial and ethnic minorities (Martin, 1991). This increase in racial and ethnic minorities in leadership positions across the United States has been occurring slowly as members of minority groups are starting to occupy more elite power positions in political, corporate, and military professions (Eagly & Chin, 2010). However, little has been written in this dimension about the successes and challenges of Hispanic men ascending to executive leadership because of one or several successful mentor–protégé relationships. The number of studies on women in leadership is substantial, and the research on the leadership perspectives of ethnic minorities is minimal and often focuses on African American men (Chin, 2013; Okozi et al., 2009).

To address this gap in research, this study examined and explored the lived experiences of successful Hispanic men to gain their insight and provide a reference point for other Hispanic male leaders who desire to also ascend into executive leadership

positions in the U.S. public service. By understanding their perspectives, aspiring leaders may reasonably prepare for overcoming some of the identified barriers, particularly in tandem with mentors. In addition, this research could guide current mentors on what behaviors are conducive to the mentor–protégé relationship, thereby perpetuating the use of mentoring to combat the underrepresentation of Hispanics in public service.

Purpose Statement

This qualitative study explored Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. The research design consisted of open-ended interviews with Hispanic male leaders who were purposefully selected from a vetting process from the LA County Hispanic Manager’s Association member data sets. This process identified who among the group’s members identify as male and Hispanic, their education levels, and whether they hold executive or senior-level positions. They were also asked to explain whether a mentoring relationship accessed through external or internal networks impacted their career advancement by sharing their lived experience. It focused on their perception of their mentoring experiences and how that positively shifted their career trajectory through a range of devices, including motivation, confidence, valuable knowledge, and a change in mindset where applicable. Furthermore, new dimensions related to mentoring were expected to manifest organically, providing a means to explore the topic further as described in Moustakas’s (1994) transcendental phenomenology and analysis procedures.

This study explored the Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. This topic is essential for two reasons:

- As U.S. businesses expand globally, they will need diverse leaders who can understand and relate to various cultures.
- With the increasing purchasing power of Hispanics, businesses will need Hispanic leaders to create effective strategies to capture this emerging market.

Research Questions

The following research questions guided this qualitative study:

1. What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?
2. What impact did mentoring have on their ascension into senior-level leadership?

Significance of the Problem

Within the next 30 to 40 years, ethnic minorities will become the majority-minority population group in the United States with Hispanics leading the growth (Humes et al., 2011). The changing composition of the U.S. population needs to coincide with an increase of minorities at the top leadership levels to accurately reflect the ethnic makeup of the shifting U.S. workforce because ethnic minority leaders can communicate more effectively with members of their own cultures (Jelinek, 2011). This study will help current and aspiring Hispanic male leaders identify specific skills, abilities, and qualifications they must develop and challenges or obstacles they may encounter along their paths to executive leadership.

Theoretical Framework

The attribution theory and motivational theory of role modeling framed this study on the impact of mentoring through the lived experiences of Hispanic male leaders through their ascension into executive leadership.

This study aimed to explore the motivation derived from mentor–protégé relationships that encourage positive protégé behavioral changes, ultimately leading to changes notably associated with ascension into executive leadership. Attribution theory is based on the research of Weiner (1986), Kelley (1967), and the seminal work of Heider (1958) in his book *The Psychology of Interpersonal Relations*. Heider first introduced the concept of perceived locus of causality to define the perception of one’s environment. In this dimension, the continuum of causality is attributed to external or internal factors. For example, an experience may be perceived as being caused by factors outside the person’s control (external) or perceived as the person’s own doing (internal). Psychologists use these attributions to understand better an individual’s motivation and competence (Turban et al., 2007).

This study also revealed the outcomes of mentoring relationships to demonstrate that protégé attribution of executive-level mentor behavior and actions, situationally or dispositionally, contribute to their success respectively, thereby motivating them to behave and act similarly also to attain executive-level positions aligning the motion with the outcome observed in the motivation theory of role modeling.

Role models are often suggested to motivate individuals to set and achieve ambitious goals, especially for members of stigmatized groups in achievement settings. This concept is especially true for members of underrepresented and stigmatized groups in educational and occupational settings. In these contexts, role models are often regarded as a cure-all for inequality by the general public, policy makers, and the academic literature (Morgenroth et al., 2015). In this dimension, the utility of role models has been examined across a wide range of contexts, including how role models might impart core

values for doctors (e.g., Paice et al., 2002), address the underrepresentation of women in science (e.g., Stout et al., 2011), and increase political activism in young people (D. E. Campbell & Wolbrecht, 2006). This framework enabled the methodical approach to the phenomenon of mentorship impact.

Definitions

This study explored the perspective of Hispanic men and the perceived impact mentoring and professional relationships had on their career advancement by examining their lived experiences to contribute to what may help identify solutions against the underrepresentation of Hispanic executive leadership in public organizations. They may come in the form of enrichment or the creation of mentoring programs in LA County. For example, training can enhance mentor competence and improve relationship quality and subsequent program outcomes (Crisp et al., 2017). Solansky (2010) suggested that mentoring program managers should seek individuals who are excellent at what they do and have characteristics of influential mentors, including excellent communication skills and an emotional commitment to protégés. The theories of representative bureaucracy and social capital gird this topic by framing how social capital, in theory, is a resource for creating a true representative bureaucracy, by extension. Identifying the terms used organizes how this study was interpreted and used practically.

Barriers. According to Eagly and Chin (2010), barriers can include external actions imposed on an individual by others, such as discrimination, stereotyping, and limited access to opportunities. Other external barriers include structural disadvantages resulting from racial biases built into organizations, institutions, governments, or social networks. As stated previously, structural inequalities, such as lack of mentoring, poor

English skills, or discrimination that prevents minorities from reaching the top levels of leadership and many people with high leadership potential abandon promising careers (Mundra et al., 2003; D. A. Thomas, 2001). Some of these are considered what Kay and Gorman (2012) referred to as internal barriers, which arise from an individual's upbringing or decision-making process.

Executive or Senior-Level Leadership. Executive or senior-level leadership is defined as that set of activities directed toward the development and management of the organization as a whole, including all of its subcomponents, to reflect long-range policies and purposes that have emerged from the senior leader's interactions within and interpretations of the organization's external environment (Zaccaro, 1996).

Formal Mentoring Program. Formal programs developed to create mentoring relationships with the organization's assistance, establishing guidelines that outline how the relationships are formed and the roles and responsibilities for those involved (R. J. Burke & McKeen, 1989).

Hispanic. The U.S government defines Hispanics and Latinos synonymously as people of "Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race for census purposes" (Humes et al., 2011, p. 2). Beam (2009), however, contended that the term Hispanic is an English word that originally referred to people from Spain and later extended to include the populations in South and Central America who speak Spanish. For clarity, this study used Hispanic and Latinos interchangeably.

Lived Experience/Journey. Heidegger's (1927/2011) philosophical analysis focused on the human being's existence in the world as an individual and within his or

her social context. From this standpoint, both world and being are viewed as inseparable. Therefore, meaning from this perspective represents the coconstituted ideal of being with others in the world, in shared humanness, and in shared interactions (Heidegger, 1927/2011). Lived experience and journey used in this study refer to the life experiences as perceived by the participants in a shared view of the world.

Representative Bureaucracy Theory (RBT). A demographically diverse public sector workforce will lead to policy outcomes reflecting the interests of all groups, including historically disadvantaged communities (Bradbury & Kellough, 2008).

Social Capital. The social relations and resource advantages of both individuals and communities (Ibarra et al., 2005).

Transcendental Phenomenological Approach. Moerrer-Urdahl and Creswell (2004) provided a systematic approach to analyzing data about lived experiences. It erases the Cartesian dualism between objectivity and subjectivity by allowing researchers to develop an objective “essence” by combining the subjective experiences of many individuals. It does this by exploring the how and what of a phenomenon shared by the participants.

Organization of the Study

This qualitative study explored Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. It employed the transcendental phenomenological approach, a systematic approach to analyzing data about lived experiences. The data were collected via open-ended interviews with Hispanic male leaders who were purposefully selected from a vetting process from the LA County Hispanic Manager’s Association member data sets. This process identified who among

the group's members identify as male and are Hispanic, their education levels, and whether they hold executive or senior-level positions. They were also asked to explain whether a mentoring relationship accessed through external or internal networks impacted their career advancement by sharing their lived experience. This study attempted to achieve saturation requirements by collecting no less than 50 participants.

These interviews were preapproved by the Institutional Review Board (IRB). The IRB process is needed to safeguard study participants' privacy, confidentiality, rights, and privileges and protect them from possible physical or psychological harm. This study analyzed the data as set by Moustakas (1994) using the following methodology sequence:

- creating an Epoche,
- creating a transcendental-phenomenological reduction catalog, and
- using imaginative variation to grasp the structural essences of lived experiences.

The study outlines limitations, discusses the findings in the literature's framework, and provides recommendations for further study.

CHAPTER 2: REVIEW OF THE LITERATURE

Diversity Matters

Chanland and Murphy (2018) suggested that boardroom diversity can positively impact profitability and job satisfaction within companies by bridging the divide between company executives and lower level employees. The labor force and executive representation gap is wider among Hispanics than any other group. As of 2021, Hispanics are the largest minority group in the United States at 18.5% (U.S. Census Bureau, 2021). Statistics have shown that Hispanics comprise only 17% of the labor force (U.S. Bureau of Labor Statistics, 2019). However, they occupy only 5.3% of executive positions in the United States, 3.8% of which are men (Tomaskovic-Devey & Hoyt, n.d.).

Hispanic representation is roughly equal to Black and somewhat lower than Asian American executives. Relative to their participation in the state's labor market, White men are overrepresented in executive jobs in every state. According to Singh (2007), ethnic minorities struggle to reach the executive leader levels because they lack role models to teach them the skills needed for career advancement. Structural inequalities, such as Hispanic lack of mentoring, poor English skills, or discrimination (Mundra et al., 2003; D. A. Thomas, 2001) and the universally known positive impact of mentoring were the aim of this study because they provide the appropriate contextual environment to explore how lived experiences of mentored Hispanics aid in combatting the lack of Hispanic representation in executive leadership.

With recent reports showing stagnation in the overall number of Hispanic executives nationwide, cities and companies must consider what more can be done to bring more Hispanics into senior level or executive roles (Garateix & Henry, 2019).

Cities could reinforce Hispanic business participation and entrepreneurship by helping build business incubator programs, supporting Hispanic business development groups, and promoting educational opportunities at area universities (Tomaskovic-Devey & Hoyt, n.d.). The findings of this study could provide much needed clarity on how formal or informal mentoring facets can be fused into such programs and efforts.

Hispanic Men

Recent data have suggested that Hispanic men are not advancing into higher education at the same levels as Hispanic females or other ethnic minority groups (Saenz & Ponjuan, 2009). As a result, the advanced degree attainment gap for Hispanic men is widening, and this decline in human capital is one of the major factors preventing them from ascending into senior leadership (Kay & Gorman, 2012; Saenz & Ponjuan, 2009). In addition, other findings have revealed that Hispanic women are more likely to be employed in managerial or professional occupations than Hispanic men (Mundra et al., 2003; U.S. Bureau of Labor Statistics, 2012). Mundra et al. (2003) revealed that only 27% of Hispanic males had formal mentors in their present organizations. This study explored Hispanic men's attributions of their mentoring experiences to better understand the degree of impact incurred and how that may have aided their ascension into executive leadership and to discuss how this is significant in the contextual setting provided previously—that Hispanics are an underrepresented group in executive leadership roles.

According to Singh (2007), ethnic minorities struggle to reach the executive leader levels because they lack role models to teach them the skills needed for career progression. Maume (2012) proposed that minorities lack connections to individuals who hold authority and decision-making power in organizations. Role modeling focuses on

the ability of protégés to learn from a mentor's present and past actions and from the mentor's accomplishments and areas for growth (Crisp & Cruz, 2009). Role models serve as guides and model effective leadership (Komives et al., 2005) and may encourage protégés to become involved in leadership activities by providing examples of what leadership looks like and how ideas may be translated into real-life situations (Priest & Donley, 2014).

According to Carver and Livers (2002), ethnic minorities often choose to mentor those individuals who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization. A lack of male mentors begets a lack of ascending male leaders, assuming mentoring alone is as impactful as speculated in past and current literature. Given this concept and the lack of representation in executive roles, the issue becomes a self-perpetuating structural problem.

Barriers to Representation in Managerial and Professional Occupations

Although Hispanics comprised more than 8% of the labor force in the 1990s, a survey of senior-level male managers in Fortune 1,000 industrial and Fortune 500 service industries exposed that only 0.4% were Hispanic (Mundra et al., 2003). This compares to almost 97% of White senior-level managers (Federal Glass Ceiling Commission, 1995). When all occupational categories are measured, the percentage of Hispanic managers and administrators increases considerably to 5.2% (Chapa & Wacker, 2000). This increase is explained by how Hispanic managers are better represented in the private sector's construction, retail trade, communications, and transportation (Federal Glass Ceiling Commission, 1995). Nevertheless, despite significant gains made in specific sectors, Hispanics and other minorities continue to be underrepresented at the managerial level in

business and many professional sectors of the economy, especially in companies that account for the most significant proportion of the nation's gross domestic product. Why are Hispanics still underrepresented in professional and managerial occupations?

Literature often provides three broad explanations for this phenomenon: human capital, economic and spatial barriers, and the role of mentoring.

Human Capital Barriers

Human capital characteristics such as education, language proficiency, work experience, and training are critical factors in determining career success (Mundra et al., 2003). This study explored these contextual variables closely to examine how impactful mentoring served this ethnic group. One study reported that in 1997, 54.7% of Hispanics had completed high school, compared to 83% of non-Hispanic Whites who had completed high school (Siles & Pérez, 2000). Hispanics also exhibit the nation's highest high school dropout rates. In 1995, 30% of young Hispanics did not finish high school, compared to only 8% of Whites and 13% of African Americans. In addition, only 9.5% of Hispanics 25 years and older were college graduates, compared to 24% of non-Hispanic Whites. The Federal Glass Ceiling Commission (1995) reported that 60% of Fortune 1,000 executives hold graduate degrees. In contrast, only 2% of Hispanics have a similar level of education (Federal Glass Ceiling Commission, 1995).

Language is critical in predicting career success in business. In 1996, three quarters of Hispanics reported that they spoke English "very well" or "well" (Mundra et al., 2003, p. 518). Thus, one fourth of Hispanics do not have a level of English proficiency that permits them to gain access to higher paying jobs (Mundra et al., 2003). The persistence of this problem is related to the continuing influx of Latino immigration

since the 1990s. Latino immigrant English language skills are the poorest among all immigrant groups (Smith & Edmonston, 1997). Hispanics report less experience and training than their non-Hispanic White counterparts (Mundra et al., 2003). A significant barrier to career advancement exists because Hispanics do not reflect comparable levels of work experience as their White and African American counterparts (Siles & Pérez, 2000). In exploring the impact of mentoring for this group, one should consider the additional force required to transcend these challenges when applicable and the significant mentoring nuances that propel and motivate the participants to succeed. If found reliable, these data might one day be operationalized into specificities within an organization's mentoring or networking programs designed to counter these and other known barriers to increasing diversity within that population, particularly in senior-level managerial administrations.

The act of public organizations striving to achieve a reasonable and desirable degree of diversity in the workplace matters because it yields studies exploring phenomena that are universally contended to aid in advancing the careers of underrepresented populations. Hispanics exhibit deficiencies in the following three crucial elements of human capital: education, English language acquisition, and experience on the job (Mundra et al., 2003). The fact that Hispanics participate at higher rates in the workforce than any other racial/ethnic category highlights the troubling nature of these deficiencies. Hispanic males have the highest rate (78.2%) of labor force participation nationwide (Federal Glass Ceiling Commission, 1995). Given the difficulty of gathering data on private sector recruitment and hiring practices, it is not surprising that there is a lack of systematic, nationwide studies of the effects of human capital

characteristics on job advancement in business generally. This study explored the impact of mentoring amid influencing factors, including human and social capital characteristics such as education, language deficiencies, and bona fide work experience, particularly in the case of Hispanics and their ascension into senior-level managerial positions in the public sector.

Driving many of the demographic and human capital trends among Hispanics is the nature of Hispanic immigration over the past decade. The 1990s witnessed an enormous increase in the number of Hispanic immigrants who lacked education and the skills necessary for managerial or professional status (Contreras, 2002). California experienced the bulk of immigration. Nearly half a million Hispanic immigrants became citizens from 1991 to 1998; an additional 1,144,000 new Hispanic immigrants were legally admitted to the state during this same period (Mundra et al., 2003). The influx of less skilled and less educated immigrants is likely to support notions maintaining that first- and second-generation Hispanics are likely to have less access to social capital and experience the resulting challenges with ascending into managerial positions. This study observed a range of mentoring impacts because the need to transcend known barriers varies from individual to individual. Notwithstanding, even Hispanics with abundant social capital are not free from challenges preventing fair representation in managerial-level positions in all sectors.

Economic and Spatial Barriers

According to Mundra et al. (2003), another line of reasoning posits that underrepresentation results from economic and structural features beyond the control of Hispanics. Economic change in the United States is maintained to have had the effect of

concentrating Hispanics in low-paying, low-skilled jobs that tend to perpetuate and disseminate poverty across generations. For example, Morales (2000) reported that the sectoral shift away from middle-income manufacturing jobs toward low-paying service sector and high-paying technology jobs has had a particularly detrimental effect on poorly educated Hispanics, with the highest rate of employment growth occurring in lower paying, low-skilled jobs. This paradigm means that Hispanics with little to no social capital are challenged to keep up with the pace of technology and its effect on the job market.

Another argument posits that the spatial distribution of minorities within cities affects job availability and access to the critical resources necessary to improve minority economic standing (Mundra et al., 2003). One study examined the census data on workers and employer survey data in the cities of Boston, Detroit, Los Angeles, and Atlanta (Stoll et al., 2000). The authors found a “spatial concentration of disadvantage” produced by the relative lack of low-skilled jobs in city centers where Hispanics and other minorities tend to concentrate. Rapid job growth in the service sector has reduced the impact of some losses of industrial employment. However, these jobs tend to pay relatively low wages with few, if any, benefits. This problem often means that even though individuals residing in poverty neighborhoods can secure work, the jobs they obtain do not provide adequate income or sufficient benefits to lift them or their families out of poverty. Thus, a growing number of working poor reside in poverty neighborhoods (Bernstein et al., 2000). This phenomenon produces perpetual poverty and presents another barrier for Hispanics to ascend to senior-level positions because social capital is difficult to obtain in these conditions. The lack of social mobility associated with poverty

can inhibit one's ability to meet mentors who inspire or influence Hispanics to obtain social capital as a means to achieving perceived success.

These discoveries are significant because they again illustrate the need for conventional and unconventional mechanisms for obtaining social capital through instruments such as mentoring to address the need for fair representation of Hispanics in senior-level positions in the workplace. Given the recency of Hispanic immigration in California, as discussed previously, it is probably best to approach this societal by-product from a stance focusing on catalytic and career-advancing instruments such as the impact of mentoring to aid Hispanics into senior-level positions rather than on changing a perpetual societal ill. Nevertheless, this effect only applies to protégés who find themselves in these conditions. Hispanics from higher socioeconomic statuses may experience or perceive mentoring differently than others or not in any significant way at all. This study objectively analyzed all participants' lived experiences to sort through the nuances associated with the impact of mentoring to support or negate universally contended beliefs on the phenomenon.

Educational Barriers for Hispanics

Understanding ethnic and generational differences in educational attainment, that is, progression through the educational system, is significant because it is closely tied to socioeconomic mobility for individuals and across generations (Lutz, 2007). High school graduates earn more and are more likely to be employed than those who have not completed secondary education (Llagas & Snyder, 2003). Furthermore, Latinos have a relatively high dropout rate compared to other groups. The National Center for Education Statistics indicates that in 2000, the dropout rate for 18- to 24-year-olds identified as

Hispanic was 28% while the rate for non-Hispanic Blacks was 13% and for non-Hispanic Whites was 7% (Llagas & Snyder, 2003). This dimension was significant to this study because it aided in providing the contextual background required to reasonably gauge the impact of mentoring on Hispanic men.

Ethnicity

The impact of ethnicity, generation, family structure, and socioeconomic status on Hispanic high school graduation rates is essential to understanding the plight and motivation required for them to transcend beyond the expected social achievements from statistical findings concerning the link between high school education completion and social mobility when applicable. Family socioeconomic status has by far the most significant impact on high school completion. Poverty presents a persistent and daunting problem in high school noncompletion rates in the United States and is a primary contributor to Latino high school students' noncompletion (Lutz, 2007).

Recognizing the substantial ethnic differences within the Latino population concerning educational outcomes is vital. What is lost in research that lumps all the Latino population concerning educational outcomes is the relatively low educational achievement and attainments of Mexicans and the considerably higher educational achievements and attainments of Cubans (Lutz, 2007). In addition, considerably less quantitative research has focused on a group collectively referred to as "Other Hispanic" or "New Latinos," including South and Central Americans and Dominicans. This issue exists because educational surveys often lack sufficient numbers of these students to include them in the analysis. New Latinos are more likely to be foreign born than

Mexicans or Cubans in the United States (Lewis Mumford Center for Comparative Urban and Regional Research, 2001).

Because Hispanics encompass a wide variety of people of different migration and ethnic histories, there is a broad range of educational background characteristics spanning mean levels of education that are lower than Mexicans to levels that are higher than Cubans (Lewis Mumford Center for Comparative Urban and Regional Research, 2001). These cultural nuances illustrate the variability of opportunity for professional and academic success with respect to educational achievement as a vehicle for ascending to senior, executive-level positions. In this dimension, the impact of mentoring might be diminished if cultural forces already produce circumstances conducive to upward social mobility. Conversely, this bearing could generate characteristics that inhibit upward professional, academic, and social mobility. This study's findings revealed such peculiarities organically by exploring this group's lived experiences. The absence or presence of cultural barriers might reveal that the impact of mentoring is more or less significant under these conditions. Nevertheless, there is a link between Latino cultures and educational differences. These distinctions provide a means to discuss the impact of mentoring as it relates to transcending barriers when applicable.

Generational Differences

There are significant differences in educational outcomes across generations within ethnic groups (Lutz, 2007). According to the U.S. Census Bureau (2021), immigrant children are defined as those who have at least one foreign-born parent and were born in a foreign country. However, academic literature commonly refers to first generation as a person born in the United States to immigrant parents or a naturalized

American citizen. This study employed the latter definition for clarity. Among immigrants, Hirschman (2001) found that length of residence in the United States is associated with greater school enrollment. Assimilation theory anticipates that over generations, descendants of immigrants will have greater opportunities in U.S. institutions (such as the educational system) as they adapt to the cultural and social norms of the society (Gordon, 1964). Gordon's (1964) study has suggested that the opportunity for greater educational outcomes and the professional successes linked to them are more likely as immigrants' time in the United States elapses. Assuming this is true, a second-generation Hispanic individual is more likely to ascend to senior-level positions through the culturally originated educational propensities described here than a first-generation Hispanic individual.

However, given the previous dimensional distinctions among Latinos, this might not be the case. Cultural forces may inhibit or enhance academic motivation more or less than generational distinctions. Nevertheless, the dimensions discussed so far appear to function as nonmutually exclusive. The overlap illustrates the complexity and variability of educational barriers for Latinos. Furthermore, other research has indicated that immigrants are not necessarily at an academic disadvantage relative to those born in the United States. Gibson and Bejinez (2002) found in their field research on perseverance among Mexican students in a California high school that despite their high risk for school failure, some migrant students persevere in school in significantly higher numbers than their nonmigrant Mexican counterparts. Others have found that some U.S.-born students perform poorly compared to their immigrant peers (Portes & Zhou, 1993), a phenomenon often called second-generation decline (Zhou & Bankston, 1998). The literature discussed

is relevant to this study because it provides a means for additional objectivity during the analysis of its findings. More important, these evidenced barriers permit a more comprehensive observation of the impact of mentoring. For example, the impact may be more significant if barriers are present and vice versa.

Family Structure

Family structure has also been found to be influential on educational outcomes. For example, children of single parents have been found to have poorer educational outcomes than children of two parents (Astone & McLanahan, 1991). Astone and McLanahan (1994) also found that children in single-parent homes experience high levels of residential mobility, which is related to early dropout. In addition, the number of siblings in the household may also play a role in dropout propensity, particularly when more siblings means stretching limited financial resources to accommodate the needs of all children in a family (Downey, 1995). However, some maintain that the inverse relationship between the number of siblings and educational performance is artifactual and a function or by-product of socioeconomic status (Ernst & Angst, 1983). This dimension is commonly referred to as the resource dilution model. Beginning with the assumption that parental resources are finite, the model posits that as the number of children in the family increases, the proportion of parental resources accrued by any one child decreases (Blake, 1999). The subsequential condition it creates for the family's children may inhibit educational achievement. Why is this relevant to this study? The recurring theme of the lower socioeconomic status of Hispanic individuals as a barrier to favorable professional achievements is present in all three dimensions discussed. As this study explores the impact of mentoring, a contextual setting such as this may serve to

contrast one absent of these factors. It might also lend itself to a better understanding of the thought process involved in attributing success or failure as a vehicle for motivation. Notwithstanding, this might work contrariwise to these dimensions and work to expose theory weaknesses and limitations.

Representative Bureaucracy

The theory of representative bureaucracy's primary focus is "how the demographic characteristics of bureaucrats affect the distribution of outputs to clients who share these demographic characteristics" (Wilkins & Keiser, 2006, p. 87). According to Bradbury and Kellough (2008), a representative bureaucracy is best described as a demographically diverse public sector workforce that leads to policy outcomes that reflect the interests of all groups represented, including historically disadvantaged communities. In this dimension, diversity is favorable in higher tier public management groups because it is likely to propel efforts representing the communities that governments serve more effectively. It illustrates a reason to explore means of increasing diversity in senior-level positions, including the impact of mentoring as a vehicle in transcending significant barriers to senior-level positions in public and private organizations.

This theory identifies two forms of representation: passive and active (Pitkin, 1967). Passive representation occurs when the individuals within an organization share the same demographic characteristics (race, gender, etc.) as their clients. Active representation occurs when bureaucrats who have discretion use it to advocate for the interests of a particular group to diminish or eradicate the discrimination that has disproportionately affected this group (Hindera, 1993; Mosher, 1982). Passive

representation leads to active representation when two conditions are met. First and foremost, the policy must be one in which the bureaucrats have substantial discretion. Second, it must be a policy area relevant to the demographic trait in question (Meier, 1993; Wilkins & Keiser, 2006). This concept is relevant to this study because it yields two assertions:

1. Diversity in higher tier workplaces (passive) and a desire to prompt positive change (active) create a more representative bureaucracy.
2. The two are not mutually exclusive and probably work best when they are in tandem. Nevertheless, nondiverse bureaucrats are still capable of representation but only to the extent personal and gathered knowledge of the population permits.

Particular challenges prevent or impede a diverse workforce from delivering policies representing disproportionately disadvantaged groups. Although the impact of mentoring may increase representation because it, in some instances, increases diversity in the workplace, it does not necessarily constitute a guarantee that it will improve the way that government serves specific demographic groups. Although this study focuses on the impact of mentoring, it may manifest some insight as to why Hispanic men are characteristically or circumstantially challenged from their life experiences to represent predominantly Hispanic communities. Nevertheless, literature in this area is deficient and benefits from all insight because diversity problems stem from varying issues.

One challenge is the retention and turnover rates of bureaucrats, especially Hispanics, and their impact on public responsiveness and policy outcomes. High turnover among bureaucrats can exacerbate “the difficulties involved in building competence, mutual trust, and long-term commitment” (O’Toole & Meier, 2003, p. 137). The longer

bureaucrats are employed in an organization, the more efficiently and effectively they can deliver services because specialized skills and routines are developed (Morton, 2015).

This assertion evidences a further exacerbation of representation challenges when compounded with the issue of the availability of mentors who, according to Carver and Livers (2002), demonstrate that people, including minorities, choose to mentor those who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization. In this study's context, this perpetual cycle limits Hispanics, potentially suited better to serve its predominantly Hispanic communities, from ascending into positions with enough discretion to incite significant organizational change, assuming theories on mentoring from similar ethnic individuals are mostly true. Notwithstanding, mentorship alone is not a guarantee for ascension into senior-level positions and its occurring between homogeneous ethnicities may not be its most advantageous form.

According to Stewart (2005), public organizations continue to use various strategies to achieve a representative bureaucracy. Through public policy, particularly affirmative action, organizations have actively sought to increase the proportion of both women and minorities based on their availability in a designated labor pool. The overall success of affirmative action in increasing the presence of minorities and women in organizations is undisputed (Stewart, 2005). Public policy and diversity management are well-known strategies that increase passive representation, which might eventually materialize into active representation.

This study explored the null, negative, and positive impacts of mentoring on Hispanic men. One could argue that conclusions from this study, specifically the

causation or correlation of career advancement from mentoring, could form the central concepts that propel further public policy and diversity management strategies. Research has shown that about 75% of the Fortune 500 companies have some formally specified diversity program (Steinhauser, 1998). Among those organizations with workplace diversity programs, 92% of hiring managers said their organizations strongly support diversity as a goal, and 70% believed that their diversity initiatives positively impact their business performance.

Networks as Vehicles for Career Ascension

According to Chanland and Murphy (2018), human resources organizations can generate strategies to address the need for diversity in senior-level leadership across businesses and have a significant role in growing diverse talent and aiding their hierarchical advancement. One approach in the literature is using developmental networks as a vehicle for career ascension. Chanland and Murphy offered a framework for human resources practitioners to leverage in their quest to propel women and other underrepresented groups (collectively referred to as diverse leaders) into their organizations' top management ranks and board positions. The model centers on the role of optimal developmental networks needed by diverse leaders as a critical resource for career ascension. In this dimension, developmental networks are groups of people who take an active interest in and action to advance focal individuals' careers and personal growth.

Chanland and Murphy (2018) provided characteristics of optimal developmental networks for diverse leaders that center on the fit between diverse leaders' needs and

network characteristics (structure and content) in light of structural and perceptual barriers facing them over time

Mentoring

History of Mentoring

Mentoring has been broadly defined as a relationship between two individuals whereby the more experienced person demonstrates a commitment to providing developmental support to the less experienced individual (Kram, 1985). The value of mentoring is attributed to the social capital it generates. Social capital is essential to career success, and ethnic minorities need it to reach senior leadership levels (Singh, 2007). People with access to social capital can find better jobs more quickly, are more likely to be promoted early, and can receive higher performance evaluations (Krebs, 2008). Should this be evidenced, even slightly, within this study's context, it could suggest mentoring is as valuable or more when compared to other career-advancing factors, such as higher education and networking.

Traditional and Modern Mentoring

In many studies, the conceptualization of mentoring has been what Higgins and Kram (2001) refer to as traditional in which the researchers focus on a single or primary mentoring relationship or, in aggregate, on the amount of mentoring a protégé has received through a series of dyadic relationships throughout the protégé's career. A traditional perspective on mentoring adult development and career theorists has long adopted the benefits of mentoring relationships for an individual's personal and professional development (Kram, 1985). A traditional mentoring relationship involves a senior person who works in the protégé's organization assisting with the protégé's

personal and professional development (D. A. Thomas & Kram, 1988). Moreover, the mentor generally provides high amounts of career and psychosocial assistance.

Present research on mentoring has pointed to organization-level factors that affect the growth of developmental relationships, such as organizational culture (Aryee et al., 1996), hierarchical structure (Ragins & Cotton, 1991), and diversity (Ragins, 1997). This dimension highlights the need to expand and explore the impact of mentoring amid a range of variables to understand its scope and true value. This study sought to explore the impact of mentoring on Hispanic executives, including any contextual settings that may have latently aided the occurrence.

Modern Mentoring

At the core of this dimension are four broad categories of change that affect the context in which individuals' careers unfold and have direct implications for individuals' developmental relationships (Rousseau, 1995).

First, the employment contract between individuals and their employers has changed (Rousseau, 1995). Under increasing pressure to respond to competitive conditions and meet customer demands, organizations have had to negotiate and renegotiate formal employment relationships and the psychological contracts or shared sense of obligations that underlie them (Robinson, 1996). This pressure may weigh heavier on one ethnic group over another, affecting the group's ability to ascend into executive leadership. This dimension might affect mentoring in the traditional sense and manifested in this study's exploration of an underrepresented demographic.

Second, the changing nature of technology has also affected the form and function of individuals' careers and career development. The rapid pace of information and digital

technologies has increased the importance of knowledge workers, those with specific rather than general competencies (Bailyn, 1993). This dimension provides one primary implication concerning the mentoring relationships among this study's participants. Considering that the age of mentors is generally older than that of their protégés and that older generations are universally known to struggle more with technology, one could adopt the concept that the differences in technological savvy might affect the initial chemistry that draws protégés to mentors and vice versa in the initial mentoring stages.

Third, the changing nature of organizational structures affects the sources from which individuals receive developmental assistance. As organizations expand internationally, align and collaborate with other organizations in various structural arrangements, and conduct so-called virtual business, employees will need to look beyond intraorganizational sources to others who can provide them with developmental assistance (Higgins & Kram, 2001). This dimension may affect the way mentoring relationships are created and maintained.

Fourth, organizational membership has become increasingly diverse, particularly regarding race, nationality, and gender, affecting the needs and resources available for development (Blake, 1999). Research on the career development of minorities has clarified the benefits of developing multiple developmental relationships that extend beyond one's place of work (Higgins & Kram, 2001). The mentor and protégé candidate pool might become less appealing in a highly diverse work setting, considering, as Carver and Livers (2002) demonstrated, people, including minorities, choose to mentor those who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization.

Sources of Mentoring

Although the traditional definition of a mentoring relationship views the mentor as someone from within the same organization as the protégé, Eby (1997) argued that not all employees seek mentors from the same source. The need to seek mentors from various sources may be particularly relevant for professionals who, to be successful, face the need to show allegiance to both their employing organizations and their professions (Gouldner, 1957; Raelin, 1985). This is especially true as professionals are heavily socialized by their professional discipline to execute their job responsibilities and maintain high-performance standards. This is often seen in professionals who, in addition to socializing with work colleagues, belong to other social networks such as leadership associations for recognition, evaluation, and career mobility (Van Eck Peluchette & Jeanquart, 2000). In this instance, the professional creates a balance between loyalty to the organization and the professional's career.

Life Stages of Mentor Sources

Given professionals' career and life stages, mentoring sources may change accordingly. Their operational and organizational needs change in tandem with their current position, prompting the need for new mentors as the requirements to support developmental career growth shift. This adaptation agrees with the contention that professionals are also highly mobile at the early career stage and have been socialized so strongly toward their profession that it is equally important that they cultivate mentoring relationships outside their organizations in their professions and internally (Van Eck Peluchette & Jeanquart, 2000).

At the midcareer stage, when professionals are often in their 30s and mid-40s, the expectations of both the organization and the individual change. Organizations may begin to place increasing pressure on the professional to participate in activities that directly benefit the organization instead of the profession (Raelin, 1985). Older professionals may adjust their aspirations and learn to accept the realities of their bureaucratic organizations (Dalton et al., 1977). According to the bureaucratic push and their desire for career mobility diminishing over time because of a universally known sedentary lifestyle associated with this age group, older professionals are likely to select mentors from within the organization. Nevertheless, this phenomenon may be an unintentional push into executive leadership.

At the late-career stage, most professionals are relatively stable in their careers and are likely to no longer seek mentors but become mentors themselves (Kram, 1985). However, those wishing to cultivate such relationships for career progression purposes tend to seek mentors from within their organizations because of the strong commitment they are likely to have developed by this point in their careers (Raelin, 1985). These stages in mentor cultivation somewhat point to a mentoring life cycle in which mentoring utility starts high and diminishes over time. However, they are not exhaustive and do not distinguish whether the mentors are informal or formal and why this would be significant for the organization and the professional's goals.

Types of Mentoring Support

Types of mentoring support are another characteristic that helps describe relationships and distinguish mentoring from other forms of developmental support (Crisp & Alvarado-Young, 2018). Nora and Crisp (2007) offered a framework that

illustrates four overlapping types of mentoring support: (a) psychological and emotional, (b) goal setting and choosing a career path, (c) academic subject knowledge, and (d) role modeling. Understanding the types of mentoring support guided this study because it explored the perceived impact mentoring has on Hispanic men as they ascend into executive leadership. The concepts elucidate what mentoring functions impacted their ascension more precisely.

Psychological and Emotional Support

Psychological and emotional support can be described as “a sense of listening, providing moral support, identifying problems and providing encouragement, and establishing a supportive relationship in which there is mutual understanding and linking between the student and the mentor” (Crisp & Cruz, 2009, pp. 538–539). This emphasizes the support offered through mentorship and could describe how it incited inward or outward change in the protégé in leadership development. In leadership development, psychological and emotional support may include mentorship for leadership empowerment (C. M. Campbell et al., 2012), viewing the protégé as a leader, and identifying leadership potential. This way, mentors can provide emotional support and empower protégés to develop their leadership.

Another important aspect of psychological and emotional support is developing the protégés’ self-concept and identity by conveying confidence in the protégés’ potential and abilities related to leadership (Dziczkowski, 2013; Garcia et al., 2017). In this dimension, mentoring provides a pathway for mentors by establishing the leadership development needs of their protégés through observation and identification of skills,

behaviors, and leadership potential, which facilitates the type and degree of emotional and psychological support required to guide them appropriately.

Degree and Career Support

Support for goal setting and choosing a career path includes “an assessment of the protégé’s strengths, weaknesses, and abilities and assistance with setting academic as well as career goals” (Crisp & Cruz, 2009, p. 539). This dimension requires the mentor to identify protégé characteristics similar to psychological and emotional support. The mentor must be emotionally intelligent and privy to behaviors that illustrate academic and career potential when the protégé is incapable of stating these explicitly and clearly. In a case involving student protégés, Priest and Donley (2014) suggested that degree and career support may include working with a student to develop postgraduation skills, such as writing a resume or connecting to professional networks. Providing degree and career support is fluid and must be adaptive to environmental or human behavior changes. As mentioned previously, this may be more prominent in the career early stage, because mobility is a factor to be considered with internal and external mentorship.

Academic Subject Knowledge Support

Academic subject knowledge support focuses on advancing knowledge relevant to students’ chosen fields and interests with student protégés. This includes supporting students’ success and development both in and outside the classroom (Crisp & Cruz, 2009). In the context of leadership development, mentors who provide academic knowledge support may sponsor the student or nominate the student to become a leader of an organization or school event (Garcia et al., 2017). Academic support may also involve providing professional connections, exploring career interests, networking with

potential internship hosts, and apprenticeship opportunities for students (Komives et al., 2005; Priest & Donley, 2014). The mentor's role combines subject matter expertise and mentorship in this dimension. The mentoring success lies in the mentor's ability to identify and tailor suitable career or academic opportunities with the protégé, hoping that the recommendations are accepted and executed.

Presence of a Role Model

Role modeling focuses on the ability of the protégés to learn from the mentors' present and past actions and from their accomplishments and areas for growth (Crisp & Cruz, 2009). Role models serve as guides and model effective leadership (Komives et al., 2005) and may encourage protégés to become involved in leadership activities by providing an example of what leadership looks like and how ideas may be translated into real-life situations (Priest & Donley, 2014). Protégés are likely to mimic the leadership identities of their mentors, and this leadership identity development is an outcome of mentoring relationships. Komives et al. (2005) described leadership identity development as a process of "moving from a leader-centric view to one that embraced leadership as a collaborative, relational process" (p. 593). Modeling exemplar leadership qualities begets the acceptance and internalization of protégés' leadership identities. In this dimension, mentoring is an instrument through the careful execution of certain behaviors to foster change in the protégés.

This mentoring model provided a means to classify observations and perceptions shared by the participants in this study. This model also fostered probing through qualitative interviewing techniques to help illustrate the phenomenon in this context. These factors are not mutually exclusive and overlap, requiring the careful analysis of the

participants' perceptions of how mentoring impacted their ascension into executive leadership.

Crucial Mentoring Support for Minorities

In D. A. Thomas's (2001) study, he found that minority executives attributed much of their later success to their immediate bosses, other superiors, and peers who helped them develop professionally. He argued that minorities' failure to succeed is due to demotivation from seeing others succeed faster than their own. In addition, he suggested that minorities' work performance can drop to mediocre levels, creating middle-management plateaus. He found that those minorities who avoided this fate eventually credited their success to their mentoring relationships. Last, he suggested their mentoring relationships aided in them gaining confidence, competence, and credibility by mentors providing crucial support in five ways.

First, the relationships open the door to challenging assignments allowing minority executives to gain professional competence. Doing so could generate social capital otherwise not obtained and aid career advancement. This idea is critical because chance alone is not enough to secure ascension into senior-level leadership. Second, by putting future executives in high-trust positions, the mentors demonstrate to the rest of the organization that these people are high performers thus helping them to gain confidence and establish their credibility. Third, mentors provide crucial career advice and counsel that prevent their protégés from getting sidetracked from the path leading to the executive level. Fourth, the mentors often become powerful sponsors later in the minority executives' careers, recruiting them repeatedly to new positions. Fifth, the

mentors often protect their protégés by confronting subordinates or peers who level unfair criticism, especially if it has racial undertones.

These actions are tangible and provide evidenced ways mentors can provide emotional support, empower, and highlight protégés through a strong sponsorship, propelling the careers forward through enriched social capital. According to D. A. Thomas (2001), this is a crucial period for protégés in middle management to apply their existing skills to complex situations, which can help them to demonstrate their potential and extend their credibility within the larger organization to later arrive or ascend into executive leadership in due time. Furthermore, they can expand their network of relationships, including those with mentors, beyond the boundaries of their original functional groups (D. A. Thomas, 2001).

To distinguish themselves as executive-level material, individuals need highly visible successes directly related to the company's core mission (D. A. Thomas, 2001). In addition, ascending into executive leadership is partly due to an individual's relationship with the individual's executive boss because it aids in helping future executives break through to the highest level. According to D. A. Thomas (2001), minority executives tended to have a higher proportion of their developmental relationships with the corporate elite than White executives. Therefore, one could surmise that this is due to necessity. Nevertheless, this dynamic could be distinguishable in relatively homogenous organizations (e.g., primarily Hispanic or Black-led organizations). The impact of mentoring may vary across contextual environments. Perhaps the impact of mentoring is lessened as the necessity decreases because of situational factors. Nonetheless, the crucial

support may construct a valuable framework for creating or using mentoring programs within all types of organizations.

Overall Time Spent Together Affecting Mentoring Support

Because each mentoring function requires a certain amount of time to accomplish, one could expect that the more overall time the mentor and protégé spend together, the more functions the mentor can provide to his or her protégé. Time spent together includes face-to-face meetings, phone conversations, emails, and other correspondence (Weinberg & Lankau, 2011). Fagenson (1992) found that mentors who communicated with their protégés more frequently provided more vocational, psychosocial, and role-modeling support. Wanberg et al. (2003) also identified interaction frequency as an essential variable for study in formal mentoring programs. These authors evidenced the positive correlational relationship between time spent and mentoring between mentors and protégés.

Weinberg and Lankau (2011) contended that from the mentor's perspective, time spent together mediated the relationship between the two members in the same department and the degree of psychosocial support they reported providing. In addition and from the protégé's perspective, time spent together also mediated the relationship between being in the same department with the mentor and the protégé's report of vocational support received. Therefore, one could anticipate that the ability of a mentor to successfully endow career-related and psychosocial guidance and development and the mentor's ability to act as a role model would likely depend upon the amount of time the mentor has to impart these values to the protégé.

Unfolding of Mentoring Relationships Over Time

According to Kram (1985), and as mentioned previously, mentoring relationships unfold over time, following a four-stage sequence: initiation, cultivation, separation, and redefinition. Although this sequence has been well documented, it remains largely unexamined in the context of formal mentoring programs (Blake-Beard, 2001).

According to Weinberg and Lankau (2011), given the nature of formal mentoring programs, when the “how” and “when” of the initiation stage (Phase 1) begins, the separation stage (Phase 3) occurs as “the end of the formal program represents a literal push into the separation phase” (Blake-Beard, 2001, p. 338). Thus, the first two stages, initiation and cultivation, were particularly significant to this study.

In the initiation stage, the mentorship forms via members’ initial interactions, allowing the protégé and mentor to begin to respect one another as competent individuals deserving of their time. Next, in the cultivation stage, the mentor and protégé begin to learn more about each other, such as the other’s strengths and capabilities. The optimization of mentoring functions is expected to begin once the pair reaches this cultivation stage. Thus, it makes sense that at the beginning of a mentoring relationship, the time a mentor and protégé spend together may be spent getting to know one another, thereby leaving less time to focus on providing mentoring than in later stages in which the mentor and protégé are more familiar with one another. Therefore, one may expect that earlier in the relationship, time spent together may not predict a mentor’s perspective of the mentoring support he or she provides, but as the relationship develops over time, the more time the mentor spends with the protégé the higher the mentor’s perception of support is to that protégé (Weinberg & Lankau, 2011). This study’s research on the

impact of mentoring on the ascension into executive leadership might reinforce this concept because the time it takes to reach senior levels is generally over an extended period, assuming the mentor is in the protégé's life as a role model across one or more of the phases discussed. It might also reveal that this concept is not applicable because of the contextual, cultural, or individual characteristics of Hispanic male leaders in LA County.

Gender Composition of the Relationship's Impact of Mentoring Support Over Time

Kram (1983) found evidence through interviews that mentoring functions vary in volume as the relationship unfolds over time. Therefore, longitudinal examinations of mentoring over time could help confirm Kram's temporal sequence suggestion. However, there is a lack of longitudinal studies of formal mentoring relationships (Wanberg et al., 2003). Although previous studies have made claims regarding the relationships associated with organizational, structured mentoring, most have only considered this status at one time (Godshalk & Sosik, 2007). Assuming Kram's (1983, 1985) discussions on how mentoring relationships develop over time are valid and reliable, it is probable that the aspects of the relationship and the subsequent mentoring functions change accordingly.

Over time, strengthening or diminishing variables might contribute to erroneous assumptions, weakening research credibility. Subsequently, previous research findings on variable associations with mentoring functions may, in fact, not consider the likelihood of variable change or impact over time. In attempts to consider the change in these associations over time, Avery et al. (2008) and Turban et al. (2002) theorized and tested models of mentor-protégé sex similarity and its impact on mentoring functions

throughout the relationship. However, these authors collected all of their data at one time via cross-sectional methods, simply comparing longer duration mentoring dyads to dyads whose relationships had shorter durations at the time of data collection. Therefore, both of these studies were limited in that they did not capture the changes within each dyad as the relationships developed over time.

Furthermore, neither of these studies examined formal, organizationally sponsored mentoring relationships. Because formal mentoring relationships often have constraints that may affect relationship development differently than informal ones, a formal mentoring dyad may experience the continuity of mentoring phases at a condensed rate. For example, formal mentoring relationships are generally shorter in duration than informal relationships, and the relationship goals are often specified at the initiation stage (Ragins & Cotton, 1999). This unfolding of the mentor–protégé relationship is absent from past researchers' findings and provides a pathway for longitudinal studies of cross-gender relationships.

In formal mentoring programs, cross-gender relationships are common despite evidence indicating that homogenous pairing might produce better results. This occurrence is partly caused by the significant number of women who continue to enter the workplace compared with the male-dominated mentoring roles (Noe et al., 2002; Ragins & Cotton, 1991). Previous research (e.g., Feldman et al., 1999) has suggested that same-gender mentoring dyads produce higher levels of mentoring than cross-gender dyads. However, in a more recent study, Sosik and Godshalk (2000) found no difference between same-gender and cross-gender mentorship pairing in terms of mentoring functions provided and found that male mentor–female protégé dyads produced the

highest level of vocational mentoring functions. Contrary to this notion, Appelbaum et al. (1994) found that the gender composition of mentoring dyads significantly affects the mentoring relationship. A cross-gender relationship of a female mentor–male protégé relationship has the least beneficial outcomes (Armstrong et al., 2002). In contrast, Ragins and Cotton (1999) found no difference in psychosocial mentoring functions in same- versus cross-gender mentoring relationships. Despite these arguments, no information includes the variables of age, mentoring phase, or ethnicity, leaving a significant gap in the literature regarding Hispanic male mentoring relationships.

The reasoning behind the theory that gender-matched mentoring dyads may produce better results than cross-gender dyads stems from Byrne's (1971) similarity-attraction theory, which suggests that people tend to be professionally attracted to others of the same gender. Therefore, a mentor responsible for counseling a protégé of the same sex is likely to provide an atmosphere of acceptance and confirmation to the less experienced individual and may be more comfortable modeling behaviors to this person than the mentor would be with a protégé of the opposite gender (Weinberg & Lankau, 2011). The atmosphere of acceptance and confirmation relates to psychosocial mentoring functions whereas the modeling behaviors involve role modeling. Therefore, it is expected that same-gender mentoring dyads will produce higher psychosocial and role-modeling functions than cross-gender dyads.

Heilman (2001) pointed out that gender-stereotypic perceptions remain in the workplace, regardless of the growing number of women assuming various organizational roles. Male mentors may be especially prone to such stereotyping because their perceptions of women and the male sex role associated with management combine to

produce a perception of a woman's lack of fit (Heilman, 2001). This may affect a protégé's suggestibility and needed impartiality toward the protégé's ability to provide mentoring functions. This clouded judgment could thwart the dyad's ability to produce the desired mentoring outcomes. In addition, Ragins (1997), drawing from sociological perspectives on power and minority group relations, proposed that relationships involving minority mentors will provide fewer career development functions than relationships involving majority members. Notwithstanding, female mentors will still provide more mentoring to female protégés than male protégés, even if their total support is not as high as male mentors with male protégés (Feldman et al., 1999).

This concept could manifest itself in this study of Hispanic male leadership in ways that challenge this theory. Assuming the organization's leadership minority are males, the "minority" label for women in other contexts (i.e., private sector or vocation) might foster a mentor-protégé connection, making a cross-gender relationship equivalent to the same-gender dyad as described previously. Furthermore, a similarity in barriers to ascending into executive leadership could generate a commonality between female mentor-male protégé to produce positive mentoring functions as seen with female same-gender dyads. In addition, as Kram (1985) described, these relationships will likely dissipate over time, regardless of composition or behavior. At the beginning of a mentoring relationship, surface-level differences such as gender may play a more significant role in the mentoring relationship. Therefore, it is expected that earlier in the relationship, homogeneity may have a more prominent role in the support that the mentor provides, but as the relationship develops over time, gender composition will have a

decreased or entirely nonsignificant impact on the mentor's perception of support provided to the protégé.

Phases of Mentoring

Research has identified four phases in the mentoring relationship: instigating the relationship between mentor and protégé, developing the mentoring relationship, breaking off the mentoring relationship, and the protégé becoming a mentor (Ragins & Kram, 2007). If research has shown that many successful leaders have had mentors who advised them in their careers (Knouse, 2013) and that mentored individuals earn significantly more than nonmentored individuals (Dreher & Cox, 1996), then it would be beneficial to explore the impact of mentoring on the ascension of Hispanic men into executive leadership, an underrepresented group. Conceptual frameworks emerged through the participants' lived experiences and relevant theoretical frameworks that could guide aspiring Hispanic public leaders or give impetus to mentoring programs in target areas where diverse organizations are beneficial to serving the surrounding areas better.

The phases of mentoring theory aided in analyzing data to understand better who, what, and when mentoring better suits the needs of aspiring leaders. It prompted questions concerning how mentors and protégés meet, whether the mentoring phase impacts the degree to which mentoring has on ascension in executive leadership, and whether the successful protégé becomes the successful mentor. Some people, particularly women and minorities, have less access to mentors than do White males (Ragins & Kram, 2007). This problem has them at a disadvantage compared to White males competing for executive leadership positions. This is especially significant to Hispanics because they are the largest minority group in the United States, and the fastest growing

minority, with a rate of 35% yearly (Hall, 2000). Suppose they cannot obtain executive positions at a sufficient rate to keep up with this demand. In that case, they cannot represent this minority group adequately, lessening the representative and legitimacy aspect of governance in the United States.

Initiating the Relationship

The first phase in mentoring is establishing a relationship between the mentor and protégé. Research has shown that a chemistry between the two people must develop (Ragins, 2002). This implies that formal organizational mentoring programs in which protégés are assigned to mentors may not work because the relationship is forced; it is not allowed to develop independently (Baugh & Fagenson-Eland, 2007). Studies of Hispanic professionals have shown that much of their effective mentoring is done by informal rather than assigned mentors (Villarruel & Peragallo, 2004). Some diversity experts have advised that assigned mentors should only be used as a last resort because of the potential problems with this critical chemistry in formal mentoring programs (Ragins & Kram, 2007).

In this dimension, it is best for the organizations to produce effective mentoring relationships by creating situations in which potential mentors and protégés can meet one another and interact to find similarities and common interests upon which to build strong relationships such as off-site social events (Johnson, 2002; Ragins & Kram, 2007). In this study, the Hispanic men aspiring to ascend into executive leadership benefitted from initiating relationships outside of formal mentoring programs or proved otherwise that formal mentoring programs are better suited for this demographic.

Developing the Relationship

The second phase is the essence of mentoring. Once the relationship is established, the mentor can provide career-enhancing and psychosocial help (Knouse, 2013). Research has shown that both of the fundamental mentoring functions are important. Minorities who receive only career-enhancing assistance but not help with psychosocial function tend to plateau in their careers, perhaps because of a lack of confidence resulting from a lack of social support (K. M. Thomas, 2005).

Career-Enhancing Function of Mentoring

This function focuses on the protégés' career activities (Ragins & Kram, 2007). Mentors provide information, advice, protection, sponsorship, feedback, and role modeling concerning the protégés' careers—what behaviors to display or avoid, what job experiences to pursue, and which job experiences to avoid, if possible (Knouse, 2013). The relationship is transactional, involving the procurement of social capital to further the protégé's career progress. In addition, the mentor can help build the protégé's network of contacts—individuals who can provide valuable information, support, and further advice on career development. As previously stated, this factor alone is insufficient without the benefits of the psychosocial function of mentoring. This indicates that a comprehensive grasp of these concepts in developing the mentoring relationship is critical in understanding how to create and sustain a fruitful and impactful mentor–protégé relationship.

Psychosocial Function of Mentoring

Mentoring impacts the protégés' ability to transcend low self-confidence and self-image, allowing them to reach their true leadership potential. The second mentoring

function deals with personal and interpersonal activities (Ragins & Kram, 2007). Mentors can serve as sounding boards for the protégés' ideas. Mentors can give support when plans do not materialize or when the protégé makes a mistake or crosses a more powerful person in the organization (Knouse, 2013). Mentors can also provide role modeling and reinforcement of critical interpersonal behaviors tied to success (i.e., acting in staff meetings or handling complex organizational issues). This dimension lends itself to the concept that psychological and emotional support can develop the protégé's self-concept and identity by the mentor conveying confidence in the protégé's potential and abilities related to leadership (Dzickowski, 2013; Garcia et al., 2017).

Breaking Off the Relationship

In the third phase, the protégés have benefited all they can from the mentor and must go out on their own. This may not be easy if the mentoring relationship has developed into a strong bond between the mentor and protégé. Some compare this phase to children leaving their parents to establish themselves as adults. The break is necessary but may be painful. Although this is a structured mentoring model, it may pose a potential problem for Hispanic protégés. Suppose women and minorities have less access to mentors than do White males (Ragins & Kram, 2007). In that case, breaking off a protégé–mentor relationship at any phase in the mentoring process could negatively impact Hispanic male leaders from ascending into executive leadership positions because of a lack of social capital from mentoring. In this case, mentoring alternatives such as virtual mentoring, professional organizations, peer mentoring, team mentoring, and group mentoring are beneficial (Knouse, 2013).

Protégé Becoming a Mentor

The fourth and final phase of the mentoring relationship is the protégé becoming a mentor for a new person in the organization. Thus, the mentoring process completes a full cycle and begins again with a new protégé. Hispanics prefer to live among other Hispanics who share their food preferences, entertainment, religion, and language. Such a sense of community reinforces their identity (Parillo, 2011). This collectivism and source of self-identity suggest that Hispanic-on-Hispanic mentoring relationships may be most appropriate in aiding Hispanic protégés' ascension into executive leadership at any stage in their career. Knouse (2013) suggested that Hispanic mentoring relationships mirror family relationships. Hispanic protégés might seek mentors similar to other influenceable figures (i.e., father, mother, aunt, and uncle). That said, it would be beneficial for Hispanic male mentors and ex-protégés to assume a mentoring role for aspiring Hispanic leaders. Whereas Hispanics face many unique problems in mentoring, the Hispanic culture provides several unique opportunities for mentoring such as family, community, and honor (Knouse, 2013).

Formal and Informal Mentoring

Because of the positive effect of mentoring, many organizations, including 71% of the Fortune 500 (Bridgeford, 2007), have adopted or implemented formal mentoring programs to generate meaningful developmental relationships. These formal programs develop mentoring relationships through the organization's assistance, establishing guidelines that outline how the relationships are formed and the roles and responsibilities for those involved (R. J. Burke & McKeen, 1989). However, studies of Hispanic professionals have shown that informal rather than assigned mentors do much of their

effective mentoring (Villarruel & Peragallo, 2004). These formal programs may be ineffective in connecting aspiring Hispanic leaders to mentors who could impact their ascension into executive leadership. After all, research has shown that chemistry must occur between two people to produce a successful mentor–protégé relationship (Ragins, 2002). Furthermore, as mentoring becomes more formal, research has suggested that the level of interaction as well as the quality of information shared decreases (Johnson & Andersen, 2009), resulting in fewer long-term advantages for protégés, mentors, and organizations when compared to mentoring relationships that develop naturally and voluntarily based on perceived competence and interpersonal comfort (Underhill, 2006).

However, formal mentoring programs do not leave initiating mentoring relationships up to chance. The likelihood that chemistry is generated between two people increases as relationships do, regardless of the setting. In addition, research has suggested that more time is spent between formal mentoring relationships than informal ones. More relationships from willing participants in formal mentoring settings might significantly benefit protégés and their career advancement. Nevertheless, studies of Hispanic professionals have shown that informal rather than assigned mentors do much of their effective mentoring (Villarruel & Peragallo, 2004).

Formal Mentoring

The benefits of mentoring relationships extend to organizations when they create stronger connections among organizational members or facilitate the development of talented individuals (Nemanick, 2000). Not surprisingly, organizations have attempted to capture these benefits by establishing formal mentoring programs in which mentors and

protégés are matched and supported in their relationships. Ultimately, the program's structures and guidelines are its greatest strengths.

Initiation, Cultivation, Separation, and Redefinition. According to Kram (1988), formal mentoring relationships go through several distinct phases (initiation, cultivation, separation, and redefinition) marked by a unique set of issues and challenges over time. The initiation phase typically involves the mentor and protégé getting to know each other and discussing the expectations of the relationship. In the cultivation phase, mentors support protégés to clarify and agree on their goals. In the separation phase, the mentor challenges the protégé to be more autonomous. The final redefinition or closing stage involves giving and receiving feedback to review progress and bring the formal relationship to an end. This structured definition of mentoring phases offers mentors and protégés a means to identify mentors and execute a mentoring relationship that although artificial is nevertheless a way to benefit from the impact on career development. This concept was significant to this study because it revealed what else is impactful from this mentoring platform related to Hispanic men and their ascension into executive leadership.

Klauss's (1981) research suggested that formal mentor relationships in management and executive development programs can be productive and beneficial to the individual protégé, mentor, and the organization. Although such relationships frequently may not achieve the intensity of the informal, highly personalized mentor experiences found in early adult career phases, they nevertheless can have a considerable impact on the careers of individuals if given a chance to develop. Klauss's research also provided other significant formal mentoring program findings: the importance of careful identification of potential mentors, protégé involvement in the selection of mentors,

importance of initial orientation or training, protégé responsibility for the relationship, and the need for realistic expectations.

Importance of Careful Identification of Potential Mentors. Klauss (1981) suggested that because evidence of personal commitment to employee development is essential and interpersonal skills are necessary to promote openness and mutual trust, careful selection of mentors is critical to a successful mentoring program. In addition, extensive work experience in key positions at the executive level is equally critical for exposing protégés to the type of activities at that level. The dimension prefaces whether executive-level mentors are more apt at promoting ascension into executive leadership.

Protégé Involvement in the Selection of Mentors. Klauss (1981) speculated that one of the most powerful messages is the importance of protégé involvement in selecting a mentor. Ideally, the protégés should be primarily responsible for selecting their mentor within the organization's mentoring program. This involvement, in turn, builds personal commitment to making the relationship work. Research has shown that a chemistry between the two people must develop (Ragins, 2002). This implies that formal organizational mentoring programs in which protégés are assigned to mentors may not work because the relationship is forced; it is not allowed to develop independently (Baugh & Fagenson-Eland, 2007).

Importance of Orientation or Training. Structured training sessions to orient protégés and mentors at the start of the management or executive development program can provide a sound basis for clarifying expectations and establishing initial patterns of interactions, which can develop into a productive relationship. Klauss (1981) stated that unless attention is given early on in the relationship to clarifying roles and expectations, it

is very likely that ambiguity will continue in regard to the relationship throughout the program.

Protégé Responsibility for the Relationship. Klauss (1981) stated that although the mentor and protégé share responsibility for making the relationship work, the protégé must ultimately be prepared to initiate or take the lead in ensuring that the relationship works out successfully. This dimension might be accurate in both formal and informal mentoring relationships. Furthermore, the protégés must communicate their career and academic aspirations. Failure to maintain the mentoring relationship might result in a lack of information to establish clear expectations.

Need for Realistic Expectations. Klauss (1981) suggested that it is crucial to consider the constraints that generally affect the intensity and personal involvement in such relationships. Even when both mentor and protégé have a solid mutual investment in the relationship, the realities of work schedules and time pressures are likely to continue to impede the relationship. This issue is all the more reason mentors need to be fully committed to the relationship; otherwise, the relationship activities might succumb to other pressing priorities. With careful planning and attention to the aforementioned issues, efforts to make the mentor relationship work can yield considerable benefits to the individuals involved and their organizations.

Formal Mentor Organizational Commitment and Mentoring Support

Researchers have examined many correlates to mentor reports of mentoring provided. Examples include the relationships between such items as mentor demographics (Allen & Eby, 2004; Lankau et al., 2005), previous experience as a mentor, mentor dispositional variables, and mentor motives for mentoring. However, little is

known about the relationship between mentors' attitudes and the mentoring functions they provide to their protégés (Weinberg & Lankau, 2011). Most studies have focused on demographic variables, with a few studies investigating personality and career history variables. In addition, the mentoring studies have been informal or a mix of informal and formal, which raises questions about the applicability of the findings of informal mentors (Weinberg & Lankau, 2011).

Seasoned employees are typically recruited as mentors in formal mentoring programs to participate in an organizationally sponsored program. One individual variable that may play an essential role in determining the extent of mentoring is the formal mentor's level of organizational commitment. Organizational commitment has been defined as "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday et al., 1982, p. 27). Employees with high levels of organizational commitment are willing to put forth substantial effort for organizational purposes (Mowday et al., 1982; Van Scotter, 2000). This effort may be toward task and contextual performance, such as volunteering, helping, and endorsing organizational objectives (W. C. Borman & Motowidlo, 1997).

Ragins and Cotton (1999) suggested that mentors who participate in formal mentoring programs might have high affective organizational commitment. This notion refers to the degree to which an employee identifies with, is emotionally attached to, and is involved in his or her organization (Meyer & Allen, 1997). However, no studies to date have examined formal mentors' levels of organizational commitment and the impact of that commitment on the mentoring they provide. In this dimension, the theoretical mechanism of psychological ownership can help explain why high levels of

organizational commitment may result in formal mentors' desire to provide more mentoring functions.

Psychological ownership reflects a relationship between an individual and a target of ownership in which the individual experiences feelings of possessiveness and is psychologically tied to the object (O'Driscoll et al., 2006). When individuals feel ownership of their organization or its mission, they are likely to experience a heightened level of responsibility to contribute to its welfare because membership in the organization is associated with their self-identity (Pierce et al., 2003). Mentors who are highly committed to the organization may be motivated to provide more functions to their assigned protégés because of these mentors' sense of psychological ownership and emotional attachment to the organization than formal mentors who are less committed.

Therefore, highly committed mentors to their organizations may demonstrate a preference for educating less-experienced workers (protégés) to be more competent in performing their roles in the organization and appreciate the values for which the company stands (Weinberg & Lankau, 2011). Such mentors would likely encourage a positive work environment by enlightening their protégés as to how they could effectively cope with career-related issues; therefore, highly committed mentors would likely be viewed as role model figures to their protégés.

If true, Hispanic protégés may benefit more from organizationally committed mentors; conversely, less committed mentors may hinder the desirable career development expected from mentoring relationships. In this paradigm, Hispanic protégés might find difficulty identifying and securing a committed mentor because they experience a smaller pool from which to select mentors. Mundra et al.'s (2003) study

revealed that only 27% of Hispanic males had formal mentors in their present organizations. Carver and Livers's (2002) study demonstrated that people choose to mentor those who look like them. This concept may stem from a self-perpetuating lack of Hispanic male leadership.

Informal Mentoring

Ragins and Cotton (1999) found that informal mentoring relationships were much more beneficial to protégés than formal mentoring programs because the two groups of mentors provided quite different levels of career guidance and psychosocial support. Their results indicated that informal mentors provided more career development functions, including coaching, challenging assignments, or increasing protégés' exposure or visibility. Informal mentors also were more likely than formal mentors to engage in psychosocial activities, such as counseling, facilitating social interactions, role modeling, or providing friendship. Because of these differences, protégés with informal mentors were much more satisfied than those with formal mentors.

Ragins and Cotton (1999) believed these differences between formal and informal mentoring relationships may be due to underlying differences in the structure of the relationships. They noted that informal mentoring relationships often develop because mentors and protégés readily identify with each other. Nemanick (2000) suggested that the mentors may see something of themselves in the protégés, and the protégés may see qualities in their mentors that they may wish to emulate. Mentors are likely to select protégés they see as having great potential, and protégés are likely to select mentors who possess desired expertise or connections in the organization. Furthermore, mentors and protégés in informal relationships can be selective about whom they wish to approach for

a mentoring relationship (Nemanick, 2000). Carver and Livers (2002) demonstrated that mentoring is extremely important for minorities. However, they claimed people choose to mentor those who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization. This concept suggests barriers to Hispanic men and their ascension into executive leadership through mentorship support.

One key finding of Ragins and Cotton's (2000) study was that individuals with formal mentors did not gain any career advantages over those who were not mentored. In contrast, individuals with informal mentors received higher compensation and promotions than nonmentored employees and higher compensation than formally mentored employees. This phenomenon may be attributed to the length of informal mentoring relationships. Ragins and Cotton posited that formal mentoring programs last 1 year generally whereas informal mentorships may last for years. Perhaps the lack of time does not allow for the impact of mentoring to take effect.

Consequently, mentors may be less committed to their protégés, and the mentor and protégé may never develop an entirely trusting relationship. Finally, formal programs tend to focus on short-term career goals instead of the long-term focus of an informal relationship (Ragins & Cotton, 1999). This concept might be relevant in this study because, as stated previously, Hispanic men often lack the necessary resources to connect with mentors at any stage in their careers. The inadequacy of informal mentoring programs only exacerbates this. Nevertheless, although such programs cannot duplicate the strong relationships that develop informally between protégés and mentors, they are a structured mentoring platform and might prove successful in some settings.

Parental Mentorship Considerations

Hispanic Parental Involvement. One of the catalysts of ascending to senior-level leadership is obtaining formal education beyond high school. Baccalaureate and graduate degrees are often the minimum requirements in civil service examinations for middle and higher tiered management positions. As discussed previously, Hispanic men are not advancing into higher education at the same levels as Hispanic females or other ethnic minority groups (Saenz & Ponjuan, 2009). To this point, their female counterparts are more likely to be employed in managerial or professional occupations (Mundra et al., 2003; U.S. Bureau of Labor Statistics, 2012). Mentoring and serving as one's role model may impact the achievement of posthigh school education. Nora and Crisp (2007) suggested that parents could serve as mentors and role models and significantly aid protégés in academic and career advancement through the following forms of mentoring support: (a) psychological and emotional, (b) goal setting and choosing a career path, (c) academic subject knowledge, and (d) role modeling.

Limited research has been done to inform educators of the role of academic and occupational aspirations in the lives of Latino youth and their parents (Harrison et al., 1990). Researchers have suggested that one of the best predictors of academic achievement or dropping out of school is youth educational aspirations (Buriel & Cardoza, 1988; Hernandez, 1998; Kao & Tienda, 1995; Rumberger, 1983, 1995). According to D'Andrade (1995), "Hispanics have lower educational aspirations, despite having college recommended at similar rates" as their peers (p. 17). Hispanic parental involvement is crucial for establishing aspirations and motivations for children to succeed

academically. Parental involvement has primarily been found to correlate positively with student academic achievement (Rodriguez, 2002; Trusty et al., 2003).

Latin American or Hispanic parents commonly engage in their child's education through informal forms of involvement (LeFevre & Shaw, 2012). For example, Treviño (2000) showed how parents of high-achieving students in Mexican-origin migrant families living in Texas created a supportive home environment for education and promoted values of respect, pride, and a sense of ownership. In this case, they achieved high in education because their parents offered emotional support, modeled core familial values, and motivated them through a sense of ownership. Moreover, López (2001) found that parents of Mexican origin instill values of resilience, perseverance, and hard work in their children. In this dimension, parents exhibit mentorship and role modeling, which is conducive to educational attainment and could be significant in their children's lives. In addition, Kiyama (2010) described how funds of knowledge (e.g., bodies of knowledge and skills in a household that have accumulated over time) in Mexican American families develop educational ideologies such as college aspirations through social networks and cultural symbols. Despite the differences between formal and informal parental involvement techniques, LeFevre and Shaw (2012) found both forms positively related to student achievement.

Hispanic Parental Mentors and Financial Resources. Research has suggested that barriers undermine Latino parents' capacity to facilitate their children's progress toward college enrollment (Pstross et al., 2016). Lack of financial resources impacts a family's capacity to support its children at various stages of educational development. Turney and Kao (2009) found that socioeconomic factors, including financial resources,

mediated parental involvement in their children's elementary school education on the one hand and race and immigrant status on the other hand. Data from the National Education Longitudinal Study of 1988 determined that eighth-grade students from middle-income families benefited more from their parents' communication with schools than students from low-income families (Desimone, 1999). Because parental involvement is conducive to educational achievement and higher education is a stepping stone toward senior-level public management positions, this creates an additional barrier for children from Hispanic immigrant families whose socioeconomic levels tend to be from the lower strata as mentioned previously.

This dimension might be the genesis of motivation to succeed for some because it might be perceived as situational attribution of failure, thereby rousing the protégé to act in a manner divergent from his parental mentors. Conversely, some children of working-class Latino immigrants in Los Angeles lose their motivation to advance their studies and transition into low-paying vocations because of financial barriers and their lower socioeconomic status (Abrego, 2006). In addition, per these concepts, one can deduce that children of Hispanic parents from higher socioeconomic levels are less likely to grapple with achieving higher education or motivation to succeed academically or professionally. This study revealed that parental mentorship is less impactful in this paradigm. This study identified whether its participants' attributions of their parental mentors impacted their career advancement positively when applicable.

Hispanic Parental Mentors and Language Proficiency. Language is critical in predicting career success in business (Mundra et al., 2003). In 1996, three quarters of Hispanics reported that they spoke English "very well" or "well." Thus, one fourth of

Hispanics do not have a level of English proficiency that permits them to gain access to higher paying jobs. The persistence of this problem is related to the continuing influx of Latino immigrants since the 1990s. Latino immigrant English language skills are the poorest among all immigrant groups (Smith & Edmonston, 1997). The language proficiency of parental mentors and its impact on protégés is significant for their ability to succeed academically and professionally. Low levels can create a barrier that mentoring could eradicate or mitigate reasonably. Conversely, a strong language proficiency could demonstrate no barrier, thereby decreasing the impact of mentoring in this dynamic. The generational variability among Hispanics is broad and may provide a range of observations or findings related to mentorship impact.

Many immigrant parents' lack of proficiency in the dominant language negatively influences their ability to be involved with their children's school (Turney & Kao, 2009). In this context, Auerbach (2004) suggested that schools should be able to communicate with Latino parents both in English and Spanish to help them overcome this barrier. Ramirez (2003) found that Latino parents from California claimed to have experienced difficulties when they tried to obtain information from teachers about their children's academic performance. Their inability to engage with faculty placed them at a disadvantage in providing feedback, guidance, and encouragement to a level commensurate with the needs of their children to advance academically. In addition, they cannot provide higher educational aspirations to their children to set standards proportionate to the need to perform at a level in preparation for college. This is relevant because without the ability to mentor effectively, parents are less likely to guide or motivate their protégé children to obtain college-level education, lessening their potential

to compete for senior-level positions. Equally, the lack of mentorship could drive the protégé to succeed despite the situational adversity.

Parental Educational Aspirations. Role models serve as guides and model effective leadership (Komives et al., 2005) and may encourage protégés to become involved in leadership activities by providing an example of what leadership looks like and how ideas may be translated into real-life situations (Priest & Donley, 2014). In this framework, parents' educational aspirations are likely to be mirrored by their children. Parents as mentors are given an opening to guide and encourage their children (protégés) to reach educational and professional goals at or beyond their levels. This finding could be especially impactful for the children of immigrants and perhaps second- and third-generation Latinos or Hispanics.

In Latino cultures, education is commonly valued and viewed as a mechanism to prosper economically (Auerbach, 2004; Valencia & Black, 2002). Parents play a fundamental role in shaping college aspirations for their children (Henderson & Berla, 1994; Kimura-Walsh et al., 2009). For example, Delgado-Gaitan (1994) asserted that Latino children receive pieces of nurturing advice or *consejos* from their parents. De la Piedra (2010) discovered that Latino parents perceived oral narratives and words of advice as a supplement to homework support, which they were not able to provide to their children. In this case, parental mentor support is possible in the absence of actual guidance but in the form of emotional support. This study sought to identify its participants' perceptions of parental mentoring and its subsequent impact on their professional and academic success through an analysis of their lived experiences. In

addition, it identified findings contrary to these notions to maintain objectivity, increasing the study's credibility.

Peer Mentoring

Peer mentoring provides many of the same benefits and functions as conventional mentoring. Peer mentoring is an intentional one-on-one relationship between employees at the same or a similar lateral level in the firm that involves a more experienced worker teaching new knowledge and skills and providing encouragement to a less experienced worker (Eby, 1997). Like conventional mentoring relationships, peer mentoring relationships can provide protégés with psychosocial support, information, opportunities for career strategizing, feedback, and friendship (Kram & Isabella, 1985). Given that peers are more numerous than senior mentors, peer mentoring relationships are essential because they provide protégés with greater access to mentoring (K. M. Thomas et al., 2005). This idea is significant because women and minorities have less access to mentors than White males (Ragins & Kram, 2007). Kram and Isabella (1985) suggested that the mutuality of peer mentoring relationships provides protégés with additional advantages not delivered by conventional mentors, such as developing a sense of expertise, equality, and empathy. These relationships also tend to last much longer than conventional mentoring relationships thus providing the opportunity for continued mentoring across stages of one's life and career (K. M. Thomas et al., 2005). Last, peer mentoring relationships are beneficial over conventional mentoring relationships in that there is a greater diversity of peers who can serve as mentors compared to the level of diversity typically found within the pool of available conventional mentors (K. M. Thomas et al., 2005).

Therefore, peer mentoring may provide more significant opportunities for diversified mentoring than conventional mentoring relationships. Given the complexities associated with obtaining, maintaining, and generating successful mentoring relationships with Hispanics, exploring the significance of alternative mentoring in addition to conventional mentoring could yield a valuable means to compartmentalize the impact of mentoring across all mentoring platforms. Findings suggested that there are weaknesses and strengths within each system concerning this study's targeted demographic.

According to Stanton-Salazar (2001), social capital is the value of a relationship with another person who provides support and assistance in a given situation. This framework helps discuss the impact of mentoring on the ascension into executive or senior-level positions because mentors, according to literature, provide assistance and support to protégés and serve as a means to enriching their social capital, which in turn facilitate their ability to ascend to higher level positions through knowledge and varying motivations it provides. However, this qualitative study explored this phenomenon from a cognitive level and analyzed the thought processes and perceptions of participants that lend themselves to observed behavioral change. The attribution and role model theory served as a platform for this analysis. The definition of a mentor is broad and permits the inclusion of individuals outside the workplace as discussed in consideration of parents as mentors. To further this concept, this study included peers as mentors. They may also aid in academic and professional development as a role model or intentionally as a mentor.

Education achievement is linked to professional advancement, especially in the public sector because civil service rules commonly require baccalaureate and graduate degrees to compete for senior-level positions. Therefore, consideration of how mentoring

aids in motivating protégés employed in public service to obtain such degrees to advance professionally is significant. In addition, considering the existing social barriers to higher educational attainment for Hispanic males served this study as one of several gauges of mentors' impact on individuals. So, the exploration of peer mentoring in education attainment and professional are related.

Research has suggested that peer mentors represent a necessary form of social support to aid students in social and academic integration (Crisp & Cruz, 2009; Rodger & Tremblay, 2003). First-generation college students, especially those from underprivileged backgrounds, who manage to surmount barriers and matriculate to college, often struggle to access beneficial social capital on campus (Prospero & Vohra-Gupta, 2007; Saunders & Serna, 2004). Ceballo (2004) suggested that social capital points to the value of meaningful relationships for increasing student access, retention, achievement, and motivation. In this dimension, a study on the impact of mentoring, including peer mentorship, is significant because it shows that mentorship is multifaceted and demonstrates how its multiple forms may affect (impact) or motivate individuals in various ways.

Mentoring is an intentional, nurturing, and supportive process (Jacobi, 1991) critical for student development in higher education. In higher education, mentoring is critical in facilitating the acquisition of social skills and creating a sense of belonging in student learning communities (Krause, 2005; Noll, 1997). Therefore, effective mentoring should not only facilitate the transfer of academic skills but also provide mentees with psychosocial comfort, empowering them with confidence and developing their maturity (Redmond, 1990). The value of mentoring is attributed to the social capital it generates.

Social capital is essential to career success, and ethnic minorities need it to reach senior leadership levels (Singh, 2007). Should mentoring aid in pursuing higher education for socially and economically disadvantaged groups, its impact may be observed as more significant than those from privileged groups. However, this response is not guaranteed and may vary in degree because the perception of lived experiences of Hispanic men and social factors vary.

Yomtov et al. (2015) saw peer mentoring as a process in which a mentor “provides guidance, support, and practical advice to a mentee who is close in age and shares common characteristics or experiences” (p. 2). This broader definition of mentoring includes mentors outside the workplace or academia. Peers may include elementary school friends, teachers, priests, and sports coaches. Attribution of success and role modeling as a motivation force compelling actors to change their behaviors exist in all areas and stages of life. These actors are capable of providing what Nora and Crisp (2007) suggested are the fundamental types of mentoring support: (a) psychological and emotional, (b) goal setting and choosing a career path, (c) academic subject knowledge, and (d) role modeling.

Attribution Theories and Motivation

This study aimed to explore the motivations derived from mentor–protégé relationships that encourage positive protégé behavioral changes, ultimately leading to changes notably associated with ascension into executive leadership. Attribution theory is based on the research of Weiner (1986), Kelly (1980), and the seminal work of Heider (1958) in his book *The Psychology of Interpersonal Relations*. Heider first introduced the concept of perceived locus of causality to define the perception of one’s environment.

Heider assumed that individuals draw conclusions; people behave like ordinary or naive scientists to determine why things happen to themselves or others. In seeking to explain a mentor's behavior, their protégé may look at causes within or outside of that person. Specifically, to make assumptions about events, some kind of inference about either the person or the environment is made.

In this dimension, the continuum of causality is attributed to external or internal factors. For example, an experience may be perceived as being caused by factors outside the person's control (external) or perceived as the person's own doing (internal). The two factors, when combined, demonstrate the observer's attribution of the individual's behaviors leading to dispositions, such as successes and failures. Psychologists use these attributions to understand better an individual's motivation and competence (Turban et al., 2007).

Dubinsky et al. (1989) suggested that three basic assumptions are common to all theories on attribution:

1. People try to determine the causes of their behavior and the behavior of others.
2. Individuals systematically assign causal explanations for behavior.
3. Attributions that individuals make have consequences for future behavior or interactions.

Herein lies the origin of individual motivation based on attributing causal factors of behaviors leading to success and failure.

Kelley (1967, 1973) extended Heider's (1958) assertion that individuals have an innate need to assign causality to events. Kelley's (1973) principle of covariant model argues that individuals want to know whether their behavior occurs primarily because of

their traits or motives, the task or situation, or a combination of the two. According to Kelley's model, individuals use three major dimensions in their attempts to understand others' behaviors: consensus, consistency, and distinctiveness. Consensus concerns whether others react similarly to some stimulus or situation as the person being considered. For example, suppose an administrator and other administrators fail to provide a performance report on time. In that case, the observer is more likely to attribute the causality to a situational influence (e.g., a software glitch). If only one administrator fails to submit the report in a timely way, the observer will likely attribute the causality to an inherent dispositional characteristic or trait in this dimension. Attributional consistency concerns whether an individual reacts similarly to the stimulus or situation on other occasions. For example, information would be high in consistency when an administrator consistently submits reports late. When consistency is high, the observer will likely attribute this to a dispositional trait (e.g., poor time organization). Attributional distinctiveness refers to whether the individual reacts similarly to other, different stimuli or events. For example, information would be highly distinct when an administrator fails to submit a report on time for one assignment but is timely with all other reports. When the attributional distinction is high, the observer will likely attribute this behavior to a situational factor.

There are several other issues with the attribution theory relevant to this study. The variability of dimensions to expected attributions can be a strong model of the thought process alluding to human attribution but is somewhat unreliable and seemingly susceptible to human subjectivity. For example, high and low consistency can result in situational or dispositional attribution. According to Farr (1977), favorable outcomes tend

to be attributed to the self and unfavorable ones to the environment; therefore, the self can be seen as the source of job satisfaction and the environment as the source of job dissatisfaction.

Dispositional and Situational Attribution

External attribution, also called situational attribution, refers to interpreting someone's behavior caused by an individual's environment (Ryan & Connell, 1989). Internal attribution, or dispositional attribution, refers to assigning the cause of behavior to some internal characteristic, likeability, and motivation rather than to outside forces (Myers, 2010). This study expected the outcomes of mentoring relationships to demonstrate that protégé attribution of executive-level mentor behavior and actions, situationally or dispositionally, contribute to their success, respectively, thereby motivating them to behave and act similarly also to attain executive-level positions aligning the motion with the outcome observed in the motivation theory of role modeling. The two theories are not mutually exclusive and are presented simultaneously for clarity.

Perceived Causes of Success and Failure

There are a variety of assumptions, beliefs, data, hypotheses, and theories regarding phenomenal causality. This is the attribution of causes and effects in all wakes of life (Meding et al., 2020). Weiner (2010) suggested that the focal point of this concept concerns inferences about the causes of events and outcomes of achievement-related success and failure and the consequences of these beliefs. In turn, associations produced between the actor and their attributions are likely to promote behavior through motivation. This dimension was the central framework of this study because it encourages thought on the mentoring relationship phenomena. Subjective and unique

attribution of the mentor's successes and failures served to deliver some meaning on the impact of mentoring on this study's participant group, providing insight otherwise not collected through conventional or universal knowledge.

Explanations for achievement-related outcomes may be based on reasons or causes, which need to be distinguished, although this differentiation is sometimes murky and fraught with philosophical intricacies (Weiner, 2010). For example, reasons and causes may be situational or suggestive of other social constructs layered on top of often subconscious attribution (e.g., "I enrolled in this college course because it is part of my major."). Although true, this fails to explain why this student is attending college altogether. Is it because of motivation for financial success as shown by a colleague or family member? Or is it to fulfill their parental desires? People typically call forth current reasons associated with incentives (costs and benefits) and volitional choice (Malle, 2004).

Attribution theory, however, is centered on causes. Causes are invoked to explain outcomes or results, such as success and failure, rather than actions; they are antecedents instead of (in addition to) justifications and can apply to intended or unintended outcomes and to factors that may or may not be controllable (Weiner, 2010). For example, failing in mathematics because of perceived poor aptitude is considered an attribution or a causal antecedent rather than a reason, but enrolling in a class to be with a friend is a reason (incentive) and is not regarded as a cause (Weiner, 2010). Herein lies a guiding concept to mentoring. For example, protégés might say that they became a successful leader because their mentor suggested that the value of producing solid social networks is essential to their professional development (explanation) but failed to define the cause of

the protégés partaking in their wisdom initially. Was it because their mentor was perceived as successful, promoting behavioral change (attribution of success)?

Functionalism is the thesis that mental states, such as beliefs and desires, are constituted solely by their functional role, which means their causal relations with other mental states, sensory inputs, and behavioral outputs (Block, 2015). Unlike behaviorism, functionalism retains the traditional idea that mental states are internal states of thinking creatures. Attribution analyses are considered within cognitive functionalism in that future successful behaviors often depend on perceiving the causes of past successes or failures (Weiner, 2010). This dimension recognizes that attribution of success and failure lies in the actors' causal beliefs based on their past and present cognitive assertions on the meaning of success and failure in varying situational contexts (e.g., success in sports or academics).

Causal beliefs vary between age groups and cultures and depend on whether the causal target is oneself or someone else. Therefore, the potential causes of achievement-related outcomes are numerous, diverse, and often idiosyncratic. For this, one must be wary of generalizations (Weiner, 2010). Nonetheless, sets of causal beliefs appear in many contexts. The most common causes of success and failure are aptitude, ability (or a learned skill), immediate and long-term effort, task characteristics (such as ease or difficulty), intrinsic motivation, teacher characteristics (such as competence), mood, and luck (Weiner, 1985, 1986). Furthermore, aptitude (presumed to include ability) and/or effort dominate causal beliefs within this delimited list. Hence, one succeeded because one is smart and tried hard and failed due to being incompetent and not exerting effort.

Exploring the impact of mentoring in this study will discern the distinction between the actor's causal beliefs on success and failure, identified where they lie on the situational and dispositional attribution continuum, and discussed implications on how these impacted their unique ascent into executive leadership. Furthermore, this study found recurring themes in these beliefs because the participants had some characteristic similarities thus providing awareness of peculiarities in this group. This concept was significant and relevant to motivation but failed to provide structure for clarity. Nevertheless, it introduced the concept that the observers, or actors, use their causal beliefs to motivate themselves to change to attain perceived success or succeed through avoiding perceived failures. These changes agree with the functionalistic belief that human behavior is driven or motivated by its outcomes' function in society. In this dimension, striving to succeed in the workplace might be driven by a desire to fare well in a society that values higher socioeconomic status. In this instance, causality to how an individual succeeds in this setting enhances the motivation of the actor to behave similarly.

Attributional Motivation

Aligned with the concepts explained on the perception of successes and failures is the seminal work of Weiner (1986) who furthered the framework and outlined how attributions may yield behavioral change in the observer by motivation through three attributional dimensions: locus of causality, stability, and controllability. Unlike the previously discussed concepts, Weiner provided structure to the dimension of attribution and motivation.

Locus of Causality. The most commonly studied attributional dimension by far is the locus of causality, which refers to whether the perceived cause of an outcome is internal or external (Harvey et al., 2014). In the case of attributions made for one's outcomes (i.e., self-attributions), an internal attribution occurs when the cause is perceived to reflect some characteristic of the person, such as effort or ability. As discussed previously, internal or dispositional attribution describes perceived causation focusing on individual traits or characteristics without influence from outside, external (dispositional) factors. Harvey et al. (2014) suggested that external attributions are often perceived outside of the actor's control. According to Weiner's (1985) model, this attribution inhibits motivation because it is seen as uncontrollable and does not elicit the same affective (emotional) response to attribution that is thought to shape behavioral reactions to trigger change events. In this dimension, protégés that attribute positive or negative dispositional causation to mentor behavior and favor the subsequent outcome are more likely to change their behavior in response than those of the situational variety. For example, research has shown that the locus of attribution for adverse workplace outcomes can influence the choice between passive and aggressive behavioral responses (Douglas & Martinko, 2001).

Stability. The stability dimension of attributions refers to the perceived variability or permanence of a causal factor (Harvey et al., 2014). For example, a person's intelligence is typically viewed as a relatively stable factor whereas effort level is more variable (Weiner et al., 1971). Unlike the locus of causality, the stability dimension is rarely studied separately from other dimensions (Harvey et al., 2014). Researchers have often examined the locus and stability dimensions in tandem. This design is logical in

that the stability of a cause can attenuate or exacerbate the emotional and behavioral responses driven by the locus of the attribution. The more stable a cause is, the more likely it is to produce motivation in the observer and vice versa. Perceptions of causal stability help shape a person's expectations for future outcomes, and these expectations can soften or amplify the emotional response to a trigger event (Weiner, 1985).

Suppose a protégé attributes the cause of mentor success to behavior, not effort level. In this case, behavior (stable and internal) is more likely to enhance motivation than effort level (internal and unstable) because it is perceived as more stable and elicits a more robust emotional response. In this dimension, a stronger emotional response to a perceived causal attribution and favorable outcomes is linked to an amplified motivational trigger. Conversely, adverse outcomes with unstable attributional causes are observed to inhibit motivation.

Controllability. Controllability refers to the extent to which an observer perceives the cause of an outcome to be under a person's volition (Weiner, 1985). Factors such as luck and task difficulty are generally perceived to be uncontrollable whereas effort and, to a much lesser extent, ability are controllable factors. In this dimension, the greater the perceived causal controllability, the more likely it is to enhance motivation. Notably, there is an overlap between the controllability and locus and stability dimensions. For instance, effort, which is usually viewed as internal and unstable, is most often seen as controllable. In contrast, task difficulty, seen as external and stable, is most often viewed as uncontrollable. Therefore, controllability has been linked to the same affective and leadership outcomes that the other dimensions predict, albeit in a smaller number of studies (Harvey et al., 2014).

Suppose protégés attribute their mentor's higher education level to their professional success. In this case, obtaining an education is perceived as highly controllable and therefore is more likely to enhance motivation. Conversely, attributing success to perceived uncontrollable causes is more likely to inhibit motivation. Furthermore, subjectivity adds to attribution variability. In the instance discussed, the observer may believe that obtaining a higher level of education is less controllable due to external factors, thereby inhibiting motivation. In either case, attribution is directly linked to motivation in both directions of the motivational pendulum.

Theory of Role Modeling

Role models are often suggested to motivate individuals to set and achieve ambitious goals, especially for members of stigmatized groups in achievement settings. This finding is especially true for members of underrepresented and stigmatized groups in educational and occupational settings. In these contexts, role models are often regarded as a cure-all for inequality by the general public, policy makers, and the academic literature (Morgenroth et al., 2015). In this dimension, the utility of role models has been examined across a wide range of contexts, including how role models might impart core values for doctors (e.g., Paice et al., 2002), address the underrepresentation of women in science (e.g., Stout et al., 2011), and increase political activism in young people (D. E. Campbell & Wolbrecht, 2006). The combined theoretical framework built the study on the impact of mentoring through the lived experiences of Hispanic male leaders through their ascension into executive leadership.

Role Model

Merton (1957) referred to role models as individuals in specific roles who serve as examples of the behavior associated with these roles. The term role models has become widely used both in the general public and academia, with over 400,000 scholarly articles using this term at the time of this study (Morgenroth et al., 2015). Although the term carries multiple meanings, Morganroth et al. (2015) identified three common themes among types to aid in understanding the concept for clarity: (a) role models as behavioral models, (b) role models as representations of the possible, and (c) role models as inspirations.

According to Komives et al. (2005), role models serve as guides and model effective leadership. However, not all role models serve as mentors. Some are willing participants who, besides providing guidance and support as mentors, display characteristics and behaviors likened to their success and achievements by protégés. This notion has been shown to motivate protégés to mimic these behaviors to attain similar status and success. Other role models are mere actors on a stage for others to perceive and mirror. The latter is a passive form of role modeling but possibly as impactful as the former. This study focused on roles related to factors that contribute to career advancement, specifically those that stem from mentoring relationships ending in ascension to senior or executive-level positions.

Role Models as Behavioral Models. Numerous definitions suggest that role models are those from whom people learn specific skills and behaviors. Kemper (1968) defined a role model as someone who demonstrates to the individual how something is done in the technical sense. The essential quality of the role models is that they possess

skills and display techniques that the protégé lacks and from whom, by observation and comparison with their performance, the actor can learn. Similar concepts are found in more recent definitions of role models. For example, Ibarra and Petriglieri (2016) described role models as successful in a profession and imitated by those attempting to assume a professional role. These definitions of role models are similar to Merton's (1957) original definition and focus on the acquisition of skills by emulation. Thus, they are similar to Bandura's (1971) conceptualization of models in his social learning theory. This theory concerns the acquisition of skills and the motivational consequences of observing another individual. In this dimension, motivation is seen as both a prerequisite of role modeling and an outcome. Role aspirants are initially motivated to pursue a particular goal, and role models then demonstrate how to achieve this goal. This concept includes modeling behavior and cognitive and emotional strategies that may enhance goal attainment (Morgenroth et al., 2015). One significant outcome of this dynamic is often the measure used for role model effectiveness (Ainsworth, 2010).

Role Models as Representations of the Possible. Another definition of role models focuses on the idea that role models represent what is possible. They demonstrate that a potential goal is attainable. For example, Lockwood (2006) suggested that role models are individuals who demonstrate the success one may achieve and often also provide a template of behaviors needed to achieve such success. This definition includes a feature of role models as behavioral models but goes beyond being a mere behavioral exemplar to representing future opportunities or prospects (Morgenroth et al., 2015). This finding was significant to this study because the participants attribute and value behaviors and characteristics from role models as templates for success. However, they were further

motivated to succeed because what once was a distant, unfathomable goal is now seen as something concrete within their grasp. It appears, and according to this literature, that the motivation derived from role models is compounded when behavioral characteristics and the manifestation that success is possible because of the success of a role model combine to ignite a change in the observer. This perspective could lead to motivational drives for success otherwise not obtained for those Hispanic males without role models able to demonstrate this level of success.

McIntyre et al. (2011) described role models as successful members of one's group and added that "when people find themselves in threatening situations, they often look to role models for reassurance and inspiration" (p. 301). They suggested that role models demonstrate that "I can do this, so you can do this too" (p. 467). In this dimension, an observable link between role modeling and mentorship can be made to illustrate the overlap between the two paradigms. The overlap of mentorship and role modeling appear to function in stride to provide protégés the resources, including psychosocial support, to change their behavior as a means to aspire to obtain their career goals. However, mentorship and role modeling may function exclusive and unaccompanied from one another.

Role models are often suggested to motivate individuals to set and achieve ambitious goals, especially for members of stigmatized groups in achievement settings (Morgenroth et al., 2015). The goals in this dimension could be a preexisting goal or a new goal the role aspirant had not considered pursuing because it felt out of reach (Morgenroth et al., 2015). Observing a role model having achieved a particular goal may, under the right conditions, be enough to motivate role aspirants to believe that they too

can reach that goal. Representations of the possible role models may thus contribute to reinforcing role aspirants' already existing goals and adopting new goals. This concept was relevant to this study because the targeted participants are part of a minority group that often lacks access to role models who offer skills needed to reach executive levels (Singh, 2007.) Some are challenged with finding means to succeed out of necessity in comparison to those from other, more privileged groups, making this study on the impact of mentoring significant in the context of the underrepresentation of Hispanic men in executive leadership positions.

Role Models as Inspirations. According to Morgenroth et al. (2015), the third set of role model definitions focuses on how role models can influence what role aspirants see as desirable and worth striving for. This function of role modeling is not concerned with making something desirable appear possible but with making something new desirable in the first place. This could be instrumental in career advancement because it introduces the participant to concepts, goals, and behaviors otherwise not perceived as resources for career success. Gauntlett (2002) defined a role model as someone “to look up to and base your character, values and aspirations on” (p. 211). In other words, Gauntlett did not describe role models as individuals to look up to because they embody their aspirations but rather as individuals on whom to base their evaluation of what makes a desirable character trait, value, or aspiration.

In this dimension, the role aspirants are motivated by valuing their role model's character traits and aims because they differ from their own and are potential avenues for career advancement otherwise nonexistent in their resources for success. The role models' status likely reinforces the conviction that their traits contribute to an

individual's success. For example, if a middle manager observes a hard work ethic in an executive manager, the middle manager is likely to attribute the executive manager's success to this trait. In this case, the role aspirants are motivated to act similarly to align themselves with achieving similar, higher tiered statuses. Conversely, suppose peers demonstrate a trait or behavior observed or believed to be the reason they have not advanced in their career. In that case, the role aspirant will likely attribute this to his or her failure and take measures to avoid demonstrating the observed traits or behaviors. In this paradigm, the inspiration from role modeling contributes to the role aspirants' adoption of new goals. It is neither concerned with vicarious learning by role aspirants nor concerned necessarily with making an already desirable goal attainable, as seen in the previous role model dimensions (Morgenroth et al., 2015).

Nevertheless, as presented, the concepts do not function mutually exclusively from one another. Instead, they overlap and aided me in comprehensively understanding the available role modeling theories. This framework enabled the compartmentalization of these concepts and permitted a higher ability to understand and present them against other theories. This theory gauged the impact of mentoring and facilitated elucidations on how much or little particular aspects of mentoring are conducive to career success.

CHAPTER 3: METHODOLOGY

Purpose Statement

This qualitative study explored Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. The research design consisted of open-ended interviews with 50 Hispanic male leaders who were purposefully selected from a vetting process from the LA County Hispanic Manager's Association member data sets. This process identified who among the group's members identify as male and Hispanic, their education levels, and whether they hold executive or senior-level positions. They were also asked to explain whether a mentoring relationship accessed through external or internal networks impacted their career advancement by sharing their lived experience. Furthermore, new dimensions related to mentoring were expected to manifest organically, providing a means to explore the topic further as described in Moustakas's (1994) transcendental phenomenology and analysis procedures.

This dissertation explored the Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. This topic was essential for two reasons:

- As U.S. businesses expand globally, they will need diverse leaders who can understand and relate to various cultures.
- With the increasing purchasing power of Hispanics, businesses will need Hispanic leaders to create effective strategies to capture this emerging market.

Research Questions

The following research questions guided this qualitative study:

1. What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?
2. What impact did mentoring have on their ascension into senior-level leadership?

Transcendental Phenomenology

Qualitative research covers a broad range of methods that share a common goal of exploring and understanding the meaning people assign to specific problems or social phenomena (Creswell, 2011). The transcendental phenomenological approach was appropriate for this study because it, according to Moerrer-Urdahl and Creswell (2004), provides a systematic approach to analyzing data about lived experiences. It erases the Cartesian dualism between objectivity and subjectivity by allowing researchers to develop an objective essence by combining the subjective experiences of many individuals. It does this by exploring the how and what of a phenomenon shared by the participants. Furthermore, the transcendental approach using systemic procedures is consistent with the philosophical view of balancing the objective and subjective approaches to knowledge and detailed, rigorous data analysis steps (Moerrer-Urdahl & Creswell, 2004). This facilitated the possible conclusion of any challenged contentions and propelled further study by exploring the meaning of Hispanic men's lived experience as they ascended into executive leadership from a core level.

According to Stutey et al. (2020), qualitative research approaches, including phenomenological research methods, allow researchers to explore the meaningful experiences that bind a person and the world. Heidegger's (1927/2011) philosophical

analysis focused on human beings' existence in their world as individuals and within their social context. From this standpoint, both world and being are viewed as inseparable. Therefore, meaning from this perspective represents the coconstituted ideal of being with others in the world in shared humanness and shared interactions (Heidegger, 1927/2011). Moustakas (1994) provided a research design that seeks to understand human experience and to explore phenomenon and how it is perceived and experienced by individuals in the phenomenological event.

Moustakas's Transcendental Phenomenology and Analysis Procedures

Moustakas (1994) embraced the standard features of human science research such as the value of qualitative research, a focus on the wholeness of experience and a search for essences of experiences, and viewing experience and behavior as an integrated and inseparable relationship between subject and object. The transcendental emphasis includes these features but “launches” (Moustakas, 1994, p. 22) a phenomenological study with the researcher setting aside prejudgments as much as possible and using systematic procedures for analyzing the data. Setting aside prejudgments is called *epoche*, a Greek word meaning to refrain from judgment. Thus, the process is called transcendental because the researcher sees the phenomenon “freshly, as for the first time” and is open to its totality (Moustakas, 1994, p. 34). This factor is critical to understanding the impact of mentoring on the participants without bias by identifying the fundamental meanings of their experiences. Moustakas theorized the following core processes facilitating knowledge derivation: *epoche*, transcendental-phenomenological reduction, and imaginative variation. The methodology of transcendental phenomenology is considered in much more detail in the next chapter.

Epoche

According to Moustakas (1994), the way of analyzing phenomenological data follows a systematic procedure that is rigorous yet accessible to qualitative researchers. The inquirer describes his or her own experiences with the phenomenon (epoche), identifies significant statements in the database from participants, and clusters these statements into meaning units and themes. Next, the researcher synthesizes the themes into a description of the experiences of the individuals (textual and structural descriptions) and then constructs a composite description of the meanings and the essences of the experience. This methodology was selected because its systemic processes complemented this study's research topic for exploring and understanding the impact mentoring had on Hispanic males' ascension into executive leadership.

Transcendental-Phenomenological Reduction

Moustakas (1994) described that each experience in the transcendental-phenomenological reduction is considered in its singularity, in and for itself. The phenomenon is perceived and described in its totality, freshly and openly. Variations of perceptions, thoughts, feelings, sounds, colors, and shapes completely describe its essential constituents. Ultimately, through the transcendental-phenomenological reduction, the researcher derives a textual description of the meanings and essences of the phenomenon, the constituents that comprise the experience in consciousness, from the vantage point of an open self. This procedure permits the compartmentalization of each stated lived experience in a manner that encourages in-depth analysis of each experience, holding for what might have been influenced from the other experiences. This dimension was critical to this study because the experiences and impact of mentoring described by

Hispanic men might include themes outside of the readily expected such as socioeconomic, cultural, or regionally specific themes (Moustakas, 1994).

Imaginative Variation

According to Moustakas (1994), The imaginative variation follows the transcendental-phenomenological reduction, aiming to grasp the structural essences of experience. Descartes (1977) presented a forerunner idea to Husserl's (1977) emphasis on free fantasy variation essential to the imaginative variation. He stated that "the intellect ought to use every assistance of the imagination, sense, and memory: to intuit distinctly ... and to correctly unite what is sought after with what is known in order that the former may be distinguished" (Descartes, 1977, p. 57).

The function of the imaginative variation is to arrive at a "structural differentiation among the infinite multiplicities of actual and possible cognitions, that relate to the object in question and thus can somehow go together to make up the unity of an identifying synthesis" (Husserl, 1977, p. 63). From this process, a structural description of the cores of the experience is derived, presenting a picture of the conditions that precipitate an experience and connect with it. This component is conducive to illustrating how phenomena appear to consciousness. By reducing to only what may be observed, identifying all of the cognitions of the experience, and avoiding the natural attitude of findings in the epoch, a researcher can begin to view the phenomenon from varying perspectives. This is ideal in exploring the impact of mentoring because the experiences themselves are subjective, permitting the researcher to derive true meaning.

Population and Sample

Based on a vetting process to determine who was an executive leader by county definition from a population of Hispanic leaders of a Hispanic-led leadership association, it was safe to secure no fewer than 50 participants to ensure an appropriate sample size. The vetting process distinguished between executive and middle-management level Hispanic leaders. A research study has to have a degree of credibility, requiring the researcher to interview enough people to get a good insight into the topic but not so many as to lose sight of the topic's essence. Different textbooks suggest different-sized samples for phenomenological research, but in reality, a sample of between six and 20 individuals is sufficient (Ellis, 2016). This study, however, aimed to achieve saturation requirements by collecting as many participants as possible. In addition, the sample population was gathered through a cross-case-studies methodology in which the collection and analysis of data stem from multiple examples to increase understanding of a topic or issue (K. M. Borman et al., 2006).

According to Creswell and Creswell (2018), adequate sample size depends on the qualitative design being used (e.g., ethnography). A review of many qualitative research studies offers some approximate estimates to advance. The narrative includes one or two individuals; phenomenology involves from three to 10 individuals; grounded theory involves from 20 to 30 individuals; ethnography examines a single culture-sharing group with numerous artifacts, interviews, and observations; case studies include about four to five cases. Although this is convenient, this study employed the idea of saturation, which comes from the grounded theory. Charmaz (2006) suggested that one stops collecting data when the categories (or themes) are saturated or when gathering new data no longer

sparks new insights or reveals new properties. When this occurs, a research design has an adequate sample (Charmaz, 2006).

The study aimed to identify willing participants from as many departments as possible. One advantage of cross-case analysis is that it allows for a “greater opportunity to generalize across several representations of the phenomenon,” which may be more compelling to a reader than the results from a single case (K. M. Borman et al., 2006, p. 123). Therefore, by applying a cross-case approach, the study attempted to strengthen the potential transferability of the study to other aspiring Hispanic male leaders.

Instrumentation

Xu and Storr (2012) contended that qualitative researchers must learn how to effectively develop themselves into a research instrument capable of collecting rich data and developing a nuanced and complete interpretation congruent with the philosophical underpinnings of the research and reflective of the complexity of the stated issue. The instrument in this study was the researcher, and I employed qualitative interviews to gather the study’s data. Qualitative research is not part of statistical analysis because the results cannot be tested to see whether they are statistically significant. As a result, findings cannot be extended to a broader population. Notwithstanding, the data’s quality should be at a level that encompasses what is required for the study. Questions should be semistructured and open-ended to afford the collection of data that genuinely connect the participants and their meaningful experiences to the underpinning theoretical framework for in-depth analysis.

Data Collection

The data should be collected in 1 to 2 months to ensure that they do not age or mature to prevent misinterpretation or produce undesirable biases. Qualitative data age quickly because reality and society are perceived as fluid and ambiguous environments. Therefore, their subjectivity may change among participants and adversely skew the study's results. For this study, these semistructured qualitative interviews took place online. In addition, 90 min were allotted for each interview. For this, I collected data in a timely manner.

The interview questions for this study were as follows:

1. Highest level of education, income, region, professional role, title?
2. Describe your journey to reach senior leadership. Describe individuals, events, and things that helped you along your way. Please start at the beginning of work-life to now.
3. Did you have any formal or informal mentors? Identify the three most impactful mentors, if possible.
 - a. If so, where did you meet?
 - b. Was it part of a formal mentoring program?
 - c. Or was it an informal mentor?
4. Which mentoring relationship was most impactful in your career development and why?
 - a. How did it impact your ascension into executive leadership, specifically (provide examples of characteristics that resonated with you)?
5. Describe in your own words how and why you feel this impact occurred.

6. Describe in your own words what drew you to this person. Describe the chemistry at the beginning and end of the relationship.
7. Describe the general nature of your communication with your mentor (i.e., frequency, quality, and intent).
8. What phase in your career did you meet your mentor(s)? Initial, middle, or senior-level leadership?

Institutional Review Board

This section discusses the IRB protocol this study followed to protect the rights and welfare of the participants involved in this research. It also describes the process for obtaining informed consent from the participants and the procedures for contacting participants to schedule the interviews. Finally, a synopsis of each participant's personal history is included for background context.

IRB Process

Before initiating the interviews, I obtained approval from the IRB. The IRB process is needed to safeguard study participants' privacy, confidentiality, rights, and privileges and protect them from possible physical or psychological harm. Following Creswell's (2011) guidance and the university IRB requirements, this study ensured that (a) participants and gatekeepers understood the potential impact of the research, (b) participants were aware that any possible harmful or intimate information disclosed during the interview would be kept confidential and protected, and (c) participants were treated with dignity and respect. I also informed the participants that they had the right to withdraw from the study at any time.

I obtained the participants' verbal commitment to participate in the study and emailed subject consent forms to ensure they understood

- the study's purpose,
- that participation was voluntary,
- the risks and benefits of the study,
- that their identities would be protected,
- who would have access to the information, and
- how their information would be safeguarded.

To ensure full disclosure in the research, I reviewed the consent form with each participant before the interview and fully explained the consent process. After the participants agreed to the terms, they signed the consent form, and I provided them with a signed copy of the document.

IRB Research Description

As part of the Expedited Research IRB Application, I completed the required questions to prove that the research design was eligible for an expedited application. The study qualified for Expedited Review (National Archives and Records Administration, 2023) because it presented no more than minimal risk, did not involve any vulnerable populations (i.e., children, prisoners, individuals with impaired decision-making capacity, and/or economically or educationally disadvantaged persons), and involved the following:

- Collecting data from voice, video, digital, or image recordings is made for research purposes.

- Research is on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior), or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
- Research is involving materials (data, documents, records, or specimens) that have been collected, or will be collected, solely for nonresearch purposes (such as for medical treatment or diagnosis).

The responses included the research title, a brief abstract, the research questions, the intended population and sample, information consent confirmation, data collection instruments and procedures, and the plan to ensure the participants' privacy and confidentiality, including data protection.

Data Analysis

The study's research design analyzed the data as set by Moustakas (1994) using the following methodology sequence:

- creating an epoche,
- creating a transcendental-phenomenological reduction catalog, and
- using imaginative variation to grasp the structural essences of lived experiences.

Doing this produced the experience themes and units, which were used to explore the phenomenon of mentoring and how it might impact the participants' ascension into executive leadership.

Bracketing

Coding is the process of organizing the collected data by bracketing text or image segments and writing a word representing a category in the margins (Rallis & Rossman, 2012). It involves taking text data or pictures gathered during data collection, segmenting sentences or paragraphs or images into categories, and labeling those categories with a term, often based in the actual language of the participant (Creswell & Creswell, 2018). This study used this attempt to find relevant themes to understand better the participant's lived experience.

An extensive research endeavor on an emotionally challenging topic can infuse the researcher with its inherent challenges, render continuing research an arduous endeavor, and in turn, skew the results and interpretations (Rallis & Rossman, 2012). Bracketing is a method used by some researchers to mitigate the potentially harmful effects of unacknowledged preconceptions related to the research and increase the rigor of the project (Tufford & Newman, 2012). Given the sometimes close relationship between the researcher and the research topic that may precede and develop during qualitative research, bracketing is also a method to protect the researcher from the cumulative effects of examining what may be emotionally challenging material. In this study's instance, the author is Hispanic and male and employed any devices to prevent bias to increase the credibility and reliability of its data analysis.

Although bracketing can mitigate adverse effects of the research endeavor, it also facilitates the researcher reaching more profound levels of reflection across all stages of qualitative research. This includes selecting a topic and population, designing the interview, collecting and interpreting data, and reporting findings. The opportunity for

sustained, in-depth reflection may enhance the perception of the research and facilitate a more profound and multifaceted analysis and results.

Generating a Description and Themes

This study used the coding process to generate a description of the people and categories or themes for analysis. The description involves a detailed rendering of information about people, places, or events in a setting. It also uses coding to generate a small number of themes or categories—five themes are appropriate for this study. These themes appear as major findings and headings in the findings section in Chapter 4. They display multiple individual perspectives and be supported by diverse quotations and specific evidence.

Limitations

One limitation of the study was that it was conducted in a single metropolitan area in Los Angeles, California, where most of the population was of Hispanic descent. Because this location comprised a high concentration of Hispanic leaders in political, economic, and social positions, participant experiences may differ from Hispanics who live in other areas of the country that are predominantly non-Hispanic.

However, a detailed description of the contexts of the participants' perspectives mitigated this limitation and enabled potential transferability. Care was taken to recognize these situations and ensure the participants fit the standards that supported the purpose and intent of this study. Another limitation of the study was that the pool in which the participants were selected was nonexhaustive. With approximately 600 members, the Los Angeles County Hispanic Managers Association's (LACHMA) voluntary membership might not capture all Hispanic executive leaders in LA County.

Nevertheless, the professional relationships created in the organization might prove beneficial to this study because they are fruitful given the current board–member structure. This happenstance might have mitigated the limitation and promoted participation among Hispanic male members.

Summary

This qualitative study aimed to explore the perspectives of Hispanic men who successfully reached senior leadership positions through mentorship. The study protocol consisted of open-ended interviews with male Hispanic senior-level leaders. This information was used to provide insights into helping to develop future executive leaders within public organizations amidst Hispanic communities. The participants were protected through strict adherence to the guidelines set forth by the IRB and the use of an ethical approach, confidentiality, protection of data, and proper disposition of records.

The vetting process for participants determined who was an executive leader by county definition from a population of Hispanic leaders from a Hispanic-led leadership association (Los Angeles Hispanic Managers Association). This study secured no fewer than 50 participants to ensure an appropriate sample size. The vetting process distinguished between executive and middle-management level Hispanic leaders.

The interviews were recorded with a target timeframe of between 60 and 90 min per interview session consisting of open-ended questions and included follow-up and probing questions as necessary. The study’s research design analyzed the data as set by Moustakas (1994) using the following methodology sequence:

- creating an epoche,
- creating a transcendental-phenomenological reduction catalog, and

- using imaginative variation to grasp the structural essences of lived experiences.

Doing this produced the experience themes and units that were used to explore the phenomenon of mentoring and how it impacted the participants' ascension into executive leadership.

CHAPTER 4: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter 4 begins with a brief overview that includes the major categories of the chapter. The study explored the phenomenon of the impact of mentoring as it related to the two research questions: “What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?” and “What impact did mentoring have on their ascension into senior-level leadership?” The aim of the study was to address the issue of the underrepresentation of this group in senior-level positions in all sectors. The literature provided did not explicitly extend to this group and failed to address the issue. This study presented how and why the data were collected and identified patterns or themes to exemplify nuances on the impact of mentoring otherwise not captured.

The data collected in this qualitative, phenomenological approach were organized in a manner conducive to an in-depth analysis to explore the meanings of lived experiences by the participants. The themes manifested organically are organized logically to present the findings to be discussed in the next chapter. The study captured detailed information about the observer’s perceptions, thoughts, and feelings about the phenomenon. In this framework, emphasis is on the human experience—interpreting the phenomenon, thereby producing finite knowledge on the human subject (e.g., self, self in society, and self in the conflict theory). The study employed Moustakas’s (1994) transcendental phenomenology, and analysis procedures methodology was selected to reinforce the study data’s integrity and reliability and remove undesirable bias.

Purpose Statement

This qualitative study explored Hispanic male perceptions of mentoring and its impact on their ascension to executive leadership. The research design consisted of open-ended interviews with Hispanic male leaders who were purposefully selected from a vetting process from the LA County Hispanic Manager's Association member data sets. This process identified who among the group's members identify as male and Hispanic, their education levels, and whether they hold executive or senior-level positions. They were also asked to explain whether a mentoring relationship accessed through external or internal networks impacted their career advancement by sharing their lived experience. It focused on their perception of their mentoring experiences and how that positively shifted their career trajectory through various devices, including motivation, confidence, valuable knowledge, and a change in mindset where applicable. Furthermore, new dimensions related to mentoring were expected to manifest organically, providing a means to explore the topic further as described in Moustakas's (1994) transcendental phenomenology and analysis procedures.

Research Questions

The following research questions guided this qualitative study:

1. What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?
2. What impact did mentoring have on their ascension into senior-level leadership?

Research Methods and Data Collection Procedures

Population and Sample

A purposeful sample of male Hispanic senior leaders employed with LA County were selected. This population was chosen for this study (impact of mentoring) because they were “information rich and illuminative and offered a useful manifestation of the phenomenon of interest” (Patton, 2002, p. 40). Among chief executives of all U.S. organizations in the public and private sectors, 29.3% are women, 4.3% are African American, 5.4% are Asian, and 7.4% are Hispanic (U.S. Bureau of Labor Statistics, 2013). Structural inequalities such as lack of mentoring, poor English skills, or discrimination prevent minorities from reaching the top levels of leadership, and many of them with high leadership potential abandon promising careers (Mundra et al., 2003; D. A. Thomas, 2001). The existing gap in the literature on Hispanic males and mentorship drove this study. The phenomenon of the impact of mentorship is significant because it is attributed to the social capital it generates. Social capital is essential to career success, and ethnic minorities need it to reach senior leadership levels (Singh, 2007).

According to Creswell and Creswell (2018), adequate sample size depends on the qualitative design being used (e.g., ethnography). A review of many qualitative research studies offers some approximate estimates to advance. The narrative includes one or two individuals; phenomenology involves from three to 10; grounded theory involves from 20 to 30; ethnography examines one single culture-sharing group with numerous artifacts, interviews, and observations; and case studies involve about four to five cases. Although this is convenient, this study employed the idea of saturation, which comes from the

grounded theory. Charmaz (2006) suggested that one stops collecting data when the categories (or themes) are saturated or when gathering new data no longer reveals new insights or reveals new properties. When this occurs, a research design has an adequate sample (Charmaz, 2006).

The study aimed to identify willing participants from as many departments as possible. One advantage of cross-case analysis is that it allows for a “greater opportunity to generalize across several representations of the phenomenon,” which may be more compelling to a reader than the results from a single case (K. M. Borman et al., 2006, p. 123). Therefore, by applying a cross-case approach, my attempt was to strengthen the potential transferability of the study to other aspiring Hispanic male leaders.

Professional Organization

LACHMA (n.d.) was the vehicle for gaining access to this group. Comprising over 600 members, the association facilitates training and networking opportunities to enhance career development. LACHMA also participates in various activities and discussions with key county executives and elected officials regarding issues impacting Hispanic employees and the Hispanic community at large. LACHMA was formed in 1980 by senior LA County Hispanic managers employed in various county departments. During its 42-year existence, the association continued to have as its primary goal upward mobility for Hispanic employees in general and Hispanic managers in particular (LACHMA, n.d.).

According to Knouse (2013), in the business world, many successful companies support the creation of Hispanic organizations within the firm to provide encouragement and resources for professional development of Hispanic employees. Diversity

management experts recommend in-house minority organizations supporting minority mentoring and networking (D. A. Thomas, 2001). For example, the Hispanic Bar Association provides services linking Hispanic mentors and protégés. Mentors are willing to take on the additional effort because they feel they are paying back those who helped them (The ABA's Communications Division, 2011). Professional organizational mentoring shows that inclusion and belonging are significant attributes that protégés acquire from professional organizations (Knouse et al., 2005). These traits fit nicely with the sense of community that many Hispanics desire. Selection from LACHMA was relevant to this study because many are Hispanic and may have been mentored through their affiliation with this organization. The likelihood of experience with mentoring yielded enhanced data to explore the intended phenomenon. However, participation with the same mentors from the same pool could produce stale results, limiting the study to a very narrow population.

The vetting process on determining who from a population of Hispanic leaders from LACHMA is a senior-level leader by county definition was accessed through approval by its president. The sample goal was to secure no fewer than 50 participants to ensure an appropriate sample size. The vetting process distinguished between the executive and middle-management level Hispanic leaders. A research study has to have a degree of credibility, requiring the researcher to interview enough people to get a good insight into the topic but not so many as to lose sight of the topic's essence. Different textbooks suggest different-sized samples for phenomenological research, but in reality, a sample of between six and 20 individuals is sufficient (Ellis, 2016). However, this study aimed to achieve saturation requirements by collecting 50 participants. In addition, the

sample population was gathered through a cross-case studies methodology in which the collection and analysis of data stem from multiple examples to increase understanding of a topic or issue (K. M. Borman et al., 2006).

Per LACHMA Bylaws (Appendix A), becoming a member, associate member, or affiliate member of LACHMA entails submitting an application and meeting the following criteria: (a) must be 18 years of age or older and (b) must be of good character and dedicated to the purposes of this organization. The three membership tiers are distinguished from one another through the following characterizations:

Members - shall consist of qualified County or special district management personnel. Such membership shall include: 1) Department Heads 2) Other personnel recognized as management by the Department Heads or the Board of Directors of the Association as defined in Section 5.02 of these Bylaws. 3) Retired members who wish to continue their participation in the Association. 4) Honoree members approved by the Board of Directors (no vote). (LACHMA, n.d., p. 3)

Associate Members - shall be those persons currently employed in a County department or special district in an administrative staff or professional position not otherwise defined as a manager by these Bylaws. (LACHMA, n.d., p. 3)

Affiliate Members - are those persons who support the goals and objectives of the Association but may not vote or hold a Board office. (LACHMA, n.d., p. 3)

This study recruited only actively employed members holding the senior-most classifications to ensure that the data collected were current and valuable to explore the mentioned phenomenon to the extent possible thoroughly.

Vetting Process

I obtained approval from LACHMA President Robert Meneses through a signed research agreement form stemming from this study's IRB proposal review process whereas he agreed to allow me to recruit participants from its membership data set for the study *Lived Experience of LA County Hispanic Male Leaders: Impact of Mentorship on Ascension into Executive Leadership* (Appendix B).

In response to an emailed request, Robert Meneses provided a Microsoft Excel document containing a data set with the candidate's first and last names, employee numbers, classifications, and work email addresses. I created additional columns to aid in identifying senior-level leaders based on a combination of county salary schedules indicative of senior-level management and classifications requiring participation in the Management Appraisal and Performance Plan (MAPP) Tier I and Tier II salary structures (County of Los Angeles, 2022).

By definition, the participants of Tier I and Tier II MAPP are executive and senior management. Identifying participants from this study's population ensured that only senior-level and executive management were included. The purpose of the MAPP is to improve the county's ability to employ executive, senior management, and management employees; to evaluate and compensate those employees for the contributions they make toward achieving county and department priorities; and to motivate them to excel and achieve high efficiency, reduce costs, realize expected revenues, and deliver quality services to county residents (County Code of Ordinances, 2022). The salary range for Tier 1 participants is from \$4,745.71 to \$41,870.20 monthly. Tier II participants' salary range is from \$4,745.71 to \$23,064.06 monthly.

Additional participants were added if their classifications met the following definition of an executive or senior-level leader: executive or senior-level leadership is defined as that set of activities directed toward the development and management of the organization as a whole, including all of its subcomponents to reflect long-range policies and purposes that have emerged from the senior leader's interactions within and interpretations of the organization's external environment (Zaccaro, 1996). Barnard (1938) added that organizations emerge when senior-level leaders agree to coordinate their activities collectively to achieve a common purpose. Organizations derived their vitality from the participants' willingness to cooperate for a collective purpose and from the quality of communication among participants who further this cooperation. These broad descriptions permitted me to include senior-level participants who, although they served in a capacity commensurate with senior leadership, were not required to participate in the county's MAPP program.

Six participants were identified as non-MAPP and asked to participate in this study. Their classifications were as follows: Human Services Administrator III, Health Program Analyst III, Administrative Services Manager II, and Senior Staff Analyst. Their responsibilities met the senior-level criteria as per the classification specifications shown on the county human resources department website:

Human Services Administrator III - Incumbents in these positions are responsible for directing the development or administration of an income maintenance, social service, specialized accounting, fiscal or other program section, or for providing direct staff assistance to department directors. Positions allocable to this class typically report to a high-level administrator and are responsible for the direction

of either the development of policies and procedures to implement major departmental aid or service programs, or for the administration of such programs. The salary for this classification is \$9,950.28 - \$13,409.36 Monthly. (County of Los Angeles, n.d., Class Specifications website database)

Health Program Analyst III - This is the senior-/supervisory-level class in the Health Program Analyst Series. Positions allocable to this class are located in the department of Mental Health and Public Health and typically report to and receive general direction from a program administrator/manager or higher. Positions are distinguished either by responsibility for supervising a team of analysts and other technical and support personnel in the development, implementation, administration, and evaluation of a large program, or by non-supervisory responsibility for these activities for a small program. The salary for this classification is \$9,241.00 - \$12,452.10 Monthly. (County of Los Angeles, n.d., Class Specifications website database)

Senior Staff Analyst, Health - Positions allocable to this class are restricted to Department of Health Services administration and are distinguished by their responsibility for supervising professional employees in the research, analysis, and preparation of recommendations regarding the use and deployment of resources and the implementation and improvement of operations and programs having department-wide impact. They supervise a team of analysts providing technical and consultative services to management in major health service areas. The Salary Range for this classification is \$9,241.00 - \$12,452.10 Monthly. (County of Los Angeles, n.d., Class Specifications website database)

Administrative Services Manager II - Positions allocable to this supervisory class are located in the central administrative office of a line department, receive general supervision from a higher-level supervisor or manager and are responsible for supervising a unit of analysts performing a full range of difficult to complex analytical assignments within functional areas such as human resources, contracts, budget, finance and other closely related administrative functional areas. These positions may be allocated to major, complex administrative services divisions where they function in a lead or project management capacity with responsibility for providing guidance and direction to staff on the most specialized, complex and difficult analytical assignments which impact major departmental programs and administrative operations, or central agency departments, where they are responsible for providing technical expertise and guidance to administrative staff in County line departments on highly complex issues and problems associated with their area of expertise. The Salary Range for this classification is \$7,605.46 - \$10,249.00 Monthly. (County of Los Angeles, n.d., Class Specifications website database)

Not all LACHMA members identified as Hispanic or Latino; however, all who did agree to participate in this study were partly or wholly Hispanic or Latinx. One delimitation of this study was that no boundaries were set for Hispanic types. Instead, the study grouped all Hispanic groups into its sample pool by design. The variability of a Hispanic or Latinx background was substantial. I purposefully failed to narrow the sample group to one Hispanic group because the population and sample were affected by the lack of Hispanic men in county leadership positions. A major difficulty lies in the

wide range of ethnic cultures included in the term Hispanic. These groups are not necessarily homogeneous. There are differences among Hispanics who are Mexican Americans, Cubans, Puerto Ricans, Central Americans, and South Americans despite the commonalities of language, religion, and family norms (Macias, 1994). This study would have been adversely affected by limiting it to, for example, second-generation Hispanic men of a Central American background.

I received 627 LACHMA member names from the data set. A total of 196, or 31%, were identified as men, and 431, or 69%, were identified as women. Of those 196 men, only 69 held classifications appropriate for this study at the time of the data pull. Eleven participants agreed to be interviewed by responding to my email and signing all required forms.

Recruitment and Interview Platform

All 69 potential participants received an email from me that informed them of the nature of the study in the hopes that they would be willing and voluntary participants. The language used to do this was noncoercive and clear and concise as to the procedure to ensure that transparency, confidentiality, and data integrity were of utmost importance in this study. To ensure voluntary participation free from intentional or unintentional pressure, all prospective participants received the same email by including all their emails in Microsoft Outlook's blind carbon copy, or bcc, address line to ensure that no recipients were aware of who else received the email (Appendix C).

The qualitative interviews were conducted virtually to promote participation in light of any fear of transmission of COVID-19 or any of its variants. Participants were asked to provide at least three dates and times that worked for them to be accommodating

and respectful of their work schedules. Some interviews were conducted past 6:00 p.m. and on weekends to ensure that interviews were uninterrupted and conducive to collecting enriched qualitative data. Moreover, the email included an informed consent form (Appendix D) to ensure that the IRB protocol was followed. This form provided another overview of the study. It also outlined the steps for all participants, including what they would be asked to do, risks and discomforts, benefits, and the confidentiality and security of the data collected. The participants' signatures consented to advance in the data collection portion of the study. All forms were labeled and archived in a cloud-based folder.

Interviews

The principal instrument for data gathering for the study was a structured, open-ended interview digitally recorded for later coding and analysis. A voluminous amount of information, approximately 40 hr of recorded interview material, 120 hr of transcription, and 75 pages of written data were reduced to patterns, categories, and themes and then interpreted using the technique of coding and bracketing according to Moustakas's (1994) transcendental phenomenology framework. The interviews lasted an average of 50 min to 1 hr and 20 min, with the longest interview lasting 2 hr and 20 min and the shortest lasting 45 min. Zoom, a cloud-based videoconferencing for meetings, audio conferencing, webinars, meeting recordings, and live chat, was the chosen software because it was universally accessible.

I prepared a Microsoft PowerPoint presentation to be shared with the participants during the Zoom session to allow the transmission of clear information to support the intentions of the study and ensure uniformity (Appendix E). Although I presented

structured questions, probing was employed to collect more information than what the questions yielded during the interview. Probing is asking follow-up questions when a response is not fully understood, answers are vague or ambiguous, or more specific or in-depth information is needed. In addition, according to Creswell and Creswell (2018), probes are reminders to the researcher to ask for more information and an explanation of ideas.

The PowerPoint presentation's introduction was supplemented with an IRB-approved script (Appendix F). This script provided the participants with the study overview, background, and purpose to prepare them to provide responses in this context. Nevertheless, they were never asked to respond in any specific manner. On the contrary, they were all reminded that there were no incorrect responses and to say whatever came to mind. Aligned with providing the participants with context to gather enriched data, they were provided definitions or descriptions of mentor types. Mentor distinctions facilitated responses in which all types of mentors are mentionable, including mentors outside the traditional characterization of mentors (e.g., work or professional mentors). As noted previously, parents, siblings, and peers may also serve protégés as mentors.

The interview questions were structured to yield contextual settings exclusive to the Hispanic and Latino populations, identify impactful mentoring relationships specific to their ascension into senior-level leadership, and prompt sharing of their lived experience to enable extraction of the essence of the interaction for more significant analysis of the phenomenon in light of the existing literature and the stated research questions. Although structured, the questions were unstructured enough to allow for

probing for additional or clarifying information. The interview questions presented were as follows (in chronological order):

1. Please provide your highest level of education, region, professional role, title, department and section, age, and ethnic background.
2. Describe your journey to reach senior leadership. Describe individuals, events, and things that helped you along your way. Please start at the beginning of work-life to now.
 - a. What stage of your career life would you say you are in now?
3. Did you have any formal or informal mentors? Identify the three most impactful mentors, if possible.
 - a. If so, where did you meet?
 - b. Was it part of a formal mentoring program?
 - c. Or was it an informal mentor?
4. Which mentoring relationship was most impactful in your career development and why?
 - a. How did it impact your ascension into senior-level leadership, specifically (provide examples of characteristics that resonated with you)?
5. Describe in your own words how and why you feel this impact occurred.
6. Describe in your own words what drew you to this person. Describe the chemistry at the beginning and end of the relationship.
7. Describe the general nature of your communication with your mentor (e.g., frequency, quality, and intent).

8. What phase in your career did you meet your mentor(s)? Initial, middle, or senior-level leadership?

a. What phase are/were they in? (Appendix F)

Following the questions, the video recording was stopped, and the participants were thanked for their time, allowed to ask questions, and assured of the confidentiality of the interview. In addition, permission to contact them for any clarification needed on their responses was obtained.

Findings

In-Depth Interview

An in-depth, one-on-one interview is appropriate for a phenomenological study (Creswell, 2003). For this study, compared to a telephone interview, a face-to-face interview allowed me to interact with the participants and observe informal communication such as body language, which can add additional meaning to dialogue. Furthermore, the virtual component of the interviews enriched the data because of an additional degree of comfort for the participants stemming from the freedom to speak freely in a familiar environment. The experiences of the 11 Hispanic men in senior-level positions were analyzed to ascertain whether there were common phenomena in attaining senior-level positions.

The interviews were digitally recorded. Each session was reviewed and coded to elicit as much information concerning the impact of mentoring as a vehicle for senior-level leadership from participants' lived experiences. To maintain anonymity, in any instance in which it was necessary to refer to specific participants, they were referred to as P01 through P11 (Participants 1–11). Any comments attributed to a participant were

quoted verbatim. A list of 57 codes common to all interviews manifested from the subsequent analysis of the recordings and my notes. Only those codes common to the majority of the interviews were deemed significant and were the central focus of the study. All of the codes were used as necessary to stress findings. The coding and theme identification procedures were conducted in agreement with Moustakas's (1994) transcendental phenomenological approach to elicit significant and bias-free data and concepts to the extent possible.

Transcendental Phenomenology

Moustakas (1994) embraced the common features of human science research, such as the value of qualitative research, a focus on the wholeness of experience, and a search for the essence of experiences, and viewing experience and behavior as an integrated and inseparable relationship between subject and object. The transcendental emphasis includes these features but “launches” (Moustakas, 1994, p. 22) a phenomenological study with the researcher setting aside prejudgments as much as possible and using systematic procedures for analyzing the data. Transcendental phenomenology was chosen as the appropriate methodology for this study to search for an understanding of the meaning of these participants' experiences. This methodology is broken down into three primary components:

Epoche

I described my experiences with the phenomenon (epoche), identified significant statements in the participant database, and clustered these statements into meaning units and themes. These themes were further analyzed to categorize them to link these dimensions and provide the study with a more comprehensive perspective on the

phenomenon. In doing so, I synthesized the themes into a description of the experiences of the individuals (textual and structural descriptions) and then constructed a composite description of the meaning.

Transcendental-Phenomenological Reduction

As described by Moustakas (1994), in the transcendental-phenomenological reduction, each experience is considered in its singularity, in and for itself. The phenomenon is perceived and described freshly and openly in its totality. Variations of perceptions, thoughts, feelings, sounds, colors, and shapes completely describe its essential constituents. Ultimately, through the transcendental-phenomenological reduction, the researcher derives a textural description of the meanings and essences of the phenomenon and the constituents that comprise the experience in consciousness from the vantage point of an open self. This guiding rule was most significant during the bracketing process, in which, according to Moustakas (1994), the focus of the research is placed in brackets, and everything else is set aside so that the entire research process is rooted solely on the topic and question and horizontalizing by which every statement initially is treated as having equal value. Later, statements irrelevant to the topic and question and those that are repetitive or overlapping are deleted, leaving only the horizons (the textural meanings and invariant constituents of the phenomenon).

The coding was done to promote Creswell and Creswell's (2018) emergent design in this study, meaning that the initial plan for research and analysis was not tightly prescribed. Most codes and themes were not predetermined; ergo, the approach was inductive and deductive to permit the manifesting of concepts aligned with literature and themes stemming from the participants' lived experiences exclusively. Based on the

literature and common sense, the *expected* codes are topics the researcher would expect to find. *Surprising* codes are new findings that could not be anticipated before the study began and permit the collection of organic themes (Creswell & Creswell, 2018.)

Imaginative Variation

Moustakas's (1994) imaginative variation is a mechanism used to arrive at a "structural differentiation among the infinite multiplicities of actual and possible cognitions, that relate to the object in question and thus can somehow go together to make up the unity of an identifying synthesis" (p. 35). The task of imaginative variation is to seek possible meanings by using imagination; varying the frames of reference; employing polarities and reversals; and approaching the phenomenon from divergent perspectives, different positions, roles, or functions (Moustakas, 1994). As Moustakas (1994) suggested, because researchers are the instrument in qualitative phenomenological studies, this technique guides them on drawing the essence of the statements to present a picture of the conditions to precipitate an experience and connect with it. The ability to do so enables imperative concept associations, which permit a significant description of the impact of mentoring.

Presentation of the Data

Epoche

Epoche is the first step of the phenomenological reduction process. It is an approach taken at the beginning of the study by the researchers to set aside their views of the phenomenon and focus on those views reported by the participants (Moustakas, 1994). Moreover, Moustakas (1994) suggested that the researchers should remain present and focus on their consciousness by sharing their memory, perception, judgment, feeling,

and any perception of the phenomena. References to others, their perceptions and judgments, must be put aside to achieve epoche, and only the researcher's perceptions are retained as indicators of knowledge, meaning, and truth.

The Researcher's Experience With Mentoring

I recalled my experience with personal and professional mentoring throughout the past 30 years to clear my mind through the epoche process. Most experiences with mentors were positive, impactful, and meaningful. They provided the incentive for motivation and self-confidence to aspire to succeed. However, not all experiences were positive or meaningful. Some mentoring relationships were harmful and did little to contribute to my personal, academic, or professional development. Surprisingly, these experiences were transformed into motivation to behave opposite to the characteristics displayed by these adverse interactions.

There was also a lack of mentorship in childhood and in professional settings. These observations lent themselves to my curiosity in exploring the motivation derived from mentoring relationships, particularly for a group underrepresented in public and private organization management. As a Hispanic, first-generation human resources professional, I found value in exploring this concept in the context of public administration and talent retention. As a graduate of a Master's in Public Administration program and experience in a public human resources setting, I learned that understanding core employee motivations could promote organizational efficiency and effectiveness when the interpretation of these concepts is used by management to produce training and development material to promote the effectual administration of public policy and legislation as offered by elected officials.

Furthermore, public organizations are bound by civil services rules driven by equitable and fair principles. Implementing these rules as a vehicle for equitable and fair hiring practices further drove this study because it could reveal organizational utility against universally contended beliefs in these matters. Nevertheless, this study's findings could sway the pendulum in the opposite direction and evidence the absence of significant personal change from mentoring.

Through the bracketing and coding process, I found myself resisting the urge to use bias from past experiences to offer a fresh perspective. I reflectively meditated, letting the preconceptions and prejudgments enter and leave my mind freely. This was particularly true during the imaginative variation process. I made sure not to include interpretations referencing my perceptions. I also revisited my interpretation at later times to reinforce researcher objectivity. This method was repeated to analyze every significant statement until I felt a sense of closure and was comfortable believing that I had successfully removed any bias. I aimed to provide a perspective similar to someone outside the participant's ethnic group.

Bracketing (Horizontalizing)

The first step in the analysis is the process of horizontalization, in which specific statements are identified in the transcripts that provide information about the participants' experiences. These significant statements are collected from the transcripts and provided in a table so readers can identify the range of perspectives about the phenomenon (Moustakas, 1994). To better address this study's research questions, I extracted excerpts containing the statements of lived experiences involving persons and events, context and

barriers stemming from their ethnic and socioeconomic status, and sharing of personal reflection to describe their interpretation of the phenomenon.

There were 249 individual verbatim statements from 11 interviews extracted (Appendix G). These statements represent nonrepetitive, nonoverlapping significant statements. These statements reflected entire sentences and were a subjective extrapolation from the transcripts. No attempt was made to group these statements or to order them in any way. This methodology was intended solely to learn about how the participants viewed mentoring and how it impacted their lives when applicable. At a glance, their statements marked their perception of the world (objective reality) around them and how they interpret or give meaning to social interactions and events (subjective reality). The additional context gathered (e.g., generational, socioeconomic, and educational status) was captured in preparation for an in-depth discussion on the impact of mentoring based on the findings in light of any barriers.

Coding and Themes (Imaginative Variation)

As every significant statement is initially treated as possessing equal value, this next step deleted those statements irrelevant to the topic and others that are repeated or overlapping. Note that no statements were deemed insignificant, and 249 statements remained. The remaining statements are the horizons or textural meanings. According to Moustakas's (1994) methodology, I carefully examined the identified significant statements then clustered the statements into codes first, followed by themes or meaning units.

Particular attention and imaginative variation was used to produce this study's codes and themes. This inductive and deductive method was used to link statements of

perception to existing literature and permit manifesting of new peculiarities concerning the impact of mentoring and this study's research questions. The codes stemmed from concepts derived from literature, and others manifested organically. Tables 1–4 show a total of 57 codes and 20 themes. The repeat counts are also shown to illustrate the significance of each code and theme. All of the codes were used as necessary to stress findings. Only those themes common to the majority of the interviews and significant to existing mentoring literature were deemed significant and were the central focus of the study.

An overview of this study's findings, as shown in Tables 1 and 2, reveals that 227 significant codes were drawn from 120 hr of transcription. From this, 20 codes emerged and provided 17 significant themes, four mentoring dimensions, and three dimension subcategories. The transcendental phenomenological epoche was used to obtain, collect, and organize these findings. A combined inductive and deductive process was used to identify significant themes that employed existing themes found in literature and an imaginative variation to identify organically manifested themes.

The themes were further analyzed and categorized into mentoring dimensions: career support, negative experiences, psychosocial support, and role modeling as shown Figure 1. The dimensions unintentionally aligned themselves with Nora and Crisp's (2007) framework that illustrates four overlapping types of mentoring support including (a) psychological and emotional support, (b) support for setting goals and choosing a career path, (c) academic subject knowledge support, and (d) role modeling. Academic subject knowledge support was not added because it was not applicable to this study. Instead, the negative experience dimension was included because it was prevalent among

the data collected and perhaps indicative of a contextual and situational component, lending itself to a description of the target population.

Table 1

Total Number of Codes, Themes, and Dimensions

Codes	Emerging themes	Significant themes	Mentoring dimensions	Subcategory dimensions
227	20	17	4	3

These dimensions were broken down and characterized into three subcategories and linked to show the relationship between them and provide a visual to a mentorship model in which mentorship and role modeling dimensions lead to self-efficacy: emotional, cognitive, and environmental influences. The concept of self-efficacy is linked to the cognitive social theory (Azzi & Polydoro, 2006). It is defined as the belief that people develop about their personal abilities to successfully initiate, carry out, and perform specific tasks that may require effort and perseverance in the face of adversities. This concept comprises the person as an active agent who reacts to circumstances and acts to control them (Shinyashiki, 2006). According to Wood and Bandura (1989), having skills and being able to use them is of no use. To effectively achieve goals beyond the necessary skills, the individuals must believe in their ability to use them. This study's findings demonstrated increased self-efficacy stemming from the participants' lived experiences regarding the phenomenon of mentorship, facilitating their personal and professional growth and development into senior leadership.

Table 2*Significant Codes Relationship to Research Questions*

Code	No. of Codes
Negative experience as motivation	21
Positive response to strong females	15
Parental modeling for success	13
Peer role model	13
Identified as leadership material	11
Lack of mentoring	11
Affinity to values-based leadership	9
Barrier because of socioeconomic status	9
Mentor emotional support	8
Social capital from networking	7
Strong social skills	7
Mentor as friend	6
Catholic school as a means for solid education	5
Parents valued education	5
Self-awareness	5
Sibling education	5
Tools for success	5
Work ethic through experience	5
Cultural pressure	4
Mentor career guidance	4
Transcending beyond societal expectation	4
Exposure to strong leadership	3
Intergenerational dynamic	3
Lack of male mentor	3
Sibling hierarchy	3
Value of social networks	3
Special project	3
Overcoming educational barrier	2
Poor role models as motivation	2
Role model guidance	2
Value-based parenting	2
Formal training program success	2
Attribution for success	2
Turning point	2
Becoming a mentor	1
Career advise	1
Commonality mentor and protégé	1
Environmental impact	1

Table 2 (*continued*)

Code	No. of Codes
Family mentor	1
Male comradery	1
Mentor and role model	1
Poor mentorship	1
Role differential strain	1
Taking a chance on me	1
Valued educational oppurtunities	1
Public school success	1
Multicultural impact	1
Adaptability because of multiculturalism	1
Institutional modeling	1
Assimilation	1
Emotional connection to serving	1
Lack of resources because of socioeconomic status	1
Parental education	1
Value of exposure to others	1
Lack of strong male figure	1
Dress for success	1
High emotional intelligence	1
Total	227

Table 3*Total Number of Themes Deemed Significant*

Theme	No of themes	Deemed significant
Context and barriers	43	x
Increased self-awareness	26	x
Lack of mentors	17	x
Personal satisfaction through emotional support and validation	16	x
Increased self-confidence	15	x
Motivation stemming from hardship	15	x
New perspective	15	x
Display of strong leadership	13	x
Increased potential for networking	11	x
Piecemeal mentorship/role model	11	x
Familismo	8	x
Parental attribution	7	x
Assimilation	6	
Career guidance	5	x
Hope for the future	4	x
Accessibility to resources	7	x
Mentorship relationship	3	x
Need for leadership development skills	2	
Being advocated for	2	x
Indicators of high emotional intelligence	1	
Total	227	17

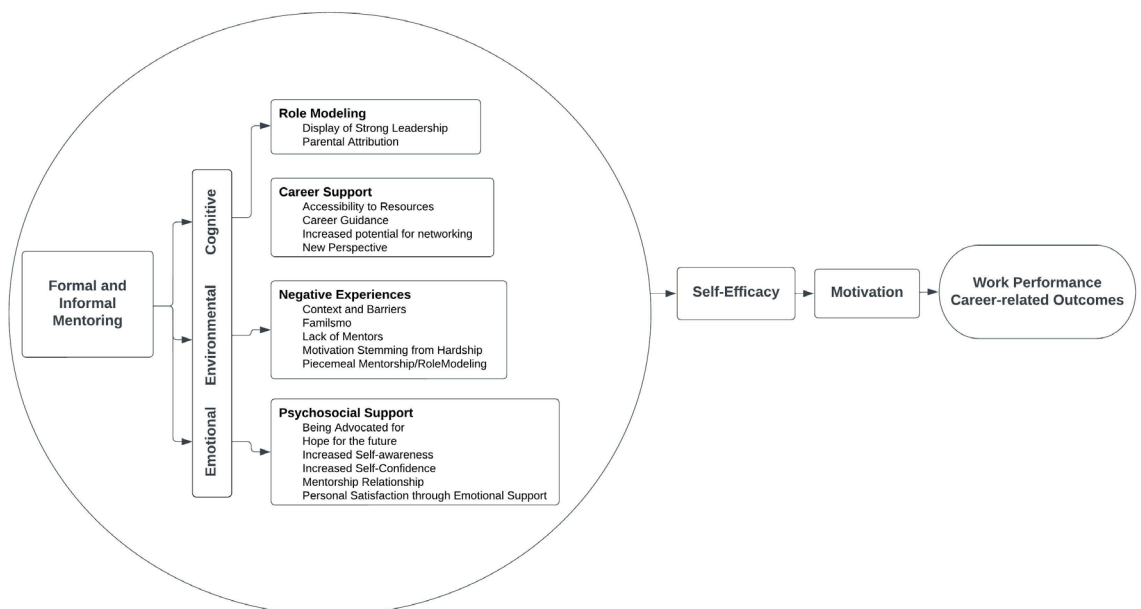
Table 4

Mentoring Dimensions Resulting From Significant Themes

Theme	Mentoring dimension
Context and barriers	negative experiences
Increased self-awareness	psychosocial support
Lack of mentors	negative experiences
Personal satisfaction through emotional support and validation	psychosocial support
Increased self-confidence	psychosocial support
Motivation stemming from hardship	negative experiences
New perspective	career support
Display of strong leadership	role modeling
Increased potential for networking	career support
Piecemeal mentorship/role model	negative experiences
Familismo	negative experiences
Parental attribution	role modeling
Career guidance	career support
Hope for the future	psychosocial support
Accessibility to resources	career support
Mentorship relationship	psychosocial support
Being advocated for	psychosocial support

Figure 1

Mentoring Dimension Model



Analysis of the Interview Data

The data yielded 227 codes, 17 significant themes, four subcategories, and three dimensions. All of the statements from the themes contributed to the following research questions:

1. What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?
2. What impact did mentoring have on their ascension into senior-level leadership?

As presented previously, the participants' observed perceptions were codified and connected to themes and subcategories that show an adaptation process leading to self-efficacy, which is transformed into motivation, facilitating career-enhancing performance. Perceptions found using the transcendental phenomenological protocol yielded recurring statements, and only those observed to be most significant were shared. In addition, how I perceived the impact of mentoring was discussed within the described dimensions.

Role Modeling. Through the attribution theory framework, this study's role-modeling element of mentoring relationships demonstrates how the perception of lived experiences could enhance motivation. Crisp and Cruz (2009) posited that role modeling focuses on the ability of protégés to learn from mentors' present and past actions and from their accomplishments and areas for growth. Weiner (2010) suggested that the focal point of this concept concerns inferences about the causes of events and outcomes of achievement-related success and failure and the consequences of these beliefs. In turn, associations produced between the actor and the actor's attributions are likely to promote behavior through motivation. As discussed previously, attributions may yield behavioral

change in the observer through motivation because of three attributional dimensions: locus of causality, stability, and controllability (Weiner, 1986). The participant responses that follow were selected examples of role modeling that facilitate a strong demonstration of its impact. Some statements were purposefully not included because they did not show a connection between a perceived lived experience and the role modeling attribution process as evidently as other statements.

P01:

I thought she was so smart that she knew policy like the back of her hand. I loved how she feared no one.

P02:

Learned a lot of early leadership skills from my father, who ended up retiring as a captain from the fire department. Taught me two key things. Don't have your staff do anything that you're not willing to do. So lead by example. And the other key thing was to treat everybody with respect. And this included everybody from the janitorial crew that clean the fire station to, you know, the people that worked under him, to the people he worked with.

P02:

I would spend in my high school years, early college years, I would spend time they had a racquetball court at the fire station. I would spend time playing racquetball with the different firefighters. So, you know, I saw a lot of my dad's leadership kind of as it was occurring. I remember he was one of the first fire captains to get a female firefighter at the time.

P06:

You know, [name], he's constantly I constantly see him going into the management services side of the house and just, you know, talking to them to the to the clerks, to the accountants, to the finance people and just getting to know them and saying, you know, joking around and, you know, even though it's, it's like a friendly, it's a work environment, it's still a friendly environment. It is the people, the employees feel comfortable talking to him and, and expressing their concerns to him.

P07:

He would learn things here in the United States, get deported, come back, learn a new craft, get deported. So eventually, by the time the three of us were born and he got deported, my mother decided to move us out to Mexico. So I grew up in Mexico for a few years from the time I was 2 till I was a little over 7 years old.

P07:

And she just took me under her wing and she said that she felt I had potential to do more to succeed. And she had this uncanny ability to take some of the most difficult employees within the operation and work with them hands on and turn them around to people who, who became team players.

P09:

Funny thing is, my dad wasn't there because he was managing everything, but I was there doing the work because he wanted me to. He wanted me to learn what it was to work, right? So for me personally, I know that I think that's part of what helped me build my own work ethic. I don't fear getting my hands dirty, and I

know the value in the hard day's work. Even in my current job. Sometimes I find solace and respite in doing physical labor, and you start with something.

P10:

She had an office adjacent to mine and she was always there and always open door policy. Always had an open door policy. So did Debbie put somewhere similar, similar door open door policies that people could come and talk to them any time you wanted to, issues impacting their work, impact issues impacting their lives. That really set my tone. And I will always have open door policy unless I'm really stressed out on a particular project.

P10:

I had some good professors at Cal State, LA and they would tell you, like, you know, avoid office politics, which then you can show you some shortcuts, you know, sabotage, be careful, sabotage, and do it in the workplace. People will try to do that, too, all the time. So a lot of the things they taught me, I actually applied in the workplace.

P11:

A great thing for my mom because then my mom was able to go on to nursing school from, from there. And although nursing school at the time wasn't necessarily a college degree, you know, discipline, it was advanced education. And so I know for a fact that that the Catholic school system was huge, was he was a huge contributor to my mother's success at that regard, even though my mother stopped, I want to say about mid-50s or into late 50s, stopped nursing, stopped her chosen profession at the time to just be a stay-at-home mom.

These statements illustrate that all of the mentioned dimensions do not function mutually exclusively from another; instead, they overlap to reveal the complexity regarding the phenomenon and that each participant's life journey is sure to dictate the level of impact stemming from the participant's lived experience with the phenomenon. At face value, the descriptions discussed that Hispanic parental involvement is crucial for establishing aspirations and motivating their children to succeed academically. Parental involvement has primarily been found to correlate positively with student academic achievement (Rodriguez, 2002; Trusty et al., 2003). This concept is relevant to this study because academic achievement correlates positively with the ascension to public management positions that typically require postbaccalaureate education to compete against others in civil service examinations.

Psychosocial Support. The psychosocial function of mentoring deals with personal and interpersonal activities (Ragins & Kram, 2007). Mentors can serve as sounding boards for the protégés' ideas. Mentors can give support when plans do not materialize or when the protégé makes a mistake or crosses a more powerful person in the organization (Knouse, 2013). Mentors can also provide role modeling and reinforcement of critical interpersonal behaviors tied to success (i.e., acting in staff meetings or handling complex organizational issues).

This study identified themes that illustrate the psychosocial component of mentoring: increased self-awareness, personal satisfaction through emotional support and validation, increased self-confidence, hope for the future, qualitative mentoring relationship, and being advocated for. In this dimension, participant interaction with mentors is perceived as an offering of needed emotional support to reinforce this study's

finding that self-confidence and self-efficacy combined lead to motivation to aspire or perform at a level once considered, to some, unachievable or unlikely. This notion was relevant to this study because it illustrated the significance of the participant's perceptions of the phenomenon while revealing its impact on some of their lives. This effect has implications when cross-referenced against barriers and context. Only the most significant statements were extracted to show a clear perception of the phenomenon to best address the research questions.

P01:

Within a year and a half, I was I had already been identified and selected to, to be an acting supervisor.

P01:

She's the one that also kind of saw a lot of potential for me, you know, and she encouraged me to, you know, to consider higher level opportunities with the department. She knew I was getting my graduate degree, so she was really encouraged by that. And again, I was one of few at the time that was pursuing a higher level education, at least in that section in the GAIN office.

P01:

My dad always. You know, he always had a way of grounding me. And and teaching me humility, which I think is so important as we navigate this world and navigate our career. He taught me the beauty of simplicity. Of being simple. Of being someone that puts people instead of profit.

P01:

Her name is [name]. I still actually have a relationship with her. She always had very positive things to say to me. She would always say is you never take shortcuts.

P02:

Go this way. Very calm. He said, "You never seem like you got rattled." So I took that as a compliment because I think what's a leadership? Once a leader gets rattled, then it trickles down to the people that work for you.

P02:

I remember there was a manager early on in my career that told me, "[Name], don't become part of the furniture." And I didn't understand what she meant at the time. Later, to realize that she was telling me, "Don't become stagnant. Don't sit in the same assignment. Move around, learn." But it was little things like that from people.

P03:

And as far as my mom, you know, also very emotionally there for me and also what pushed education and I think was important for her. She got her degree after I was born, so she actually went back to college and continued her college while I was small.

P03:

I had coaches that really instilled not only the hard working aspect of things, but also, you know, values as far as, as perseverance. Right. Sports is always all about

trying your hardest and, you know, going the extra mile, pushing you, and they motivate you to do that.

P03:

And again, I got the job because of kind of [name]'s reference and fortunately I landed well and the selection review went well and that really, you know, brought me into the county. My first job was with the district attorney's office.

P04:

So we included Latinos in the group, and it got to be a pretty big group, really, about 23 of us. We got to talk once a day. Talk about the pitfalls, how to prepare, how you always have to have sort of to rise up for best performance, too, because you weren't there wasn't really at equal measure.

P04:

The directors. So she was the chair of the committee a couple of years before I went to [location]. But she was. Kind of visionary. She would see potential people. Right. And she's the one that targeted me to become the [organization name] when the position came up, and I went through the recruitment process with them.

P05:

And he always worked. So he wasn't one of those like he needed to work in the summertime or during school, you know, to pay for things. So that was highly influential for me. Like I, I learned to do that. I needed to work my tail off, too. He taught me how to, like, get the best jobs, you know, in the summertime and

how to work hard in school to balance the balancing, you know, the studying and and figuring things out and working.

P06:

It is a debate professor at [school name] that I remember giving was one of the presentations, a debate that, that, that, that we had. And, you know, I was nervous as heck, I was, I always blush, and I start to stumble and fumble and mumble when I'm giving presentations or when I'm in front of people. And this time, it was no exception. But the professor, you know, after we were done with the training or with the debate, he, he handed me a note and it said he basically said, great job on the debate.

P06:

I still see her as a boss. But as time went along and she started pushing me along and telling me, giving me all this advice, it. I see her more as not just the boss, but as, as a friend, as a colleague, someone that wants me to improve.

P07:

So I learned that that mentors just kind of bring you on board, take you under their wing, and sometimes show you a little bit of what's behind the curtain because of you aspire to move to the next level. You may need to know how this works so that it doesn't catch you on awareness, so that you're ready for everything that that next step is going to have in store for you.

P08:

First mentor was never be afraid to take on a little extra work. Never be afraid to say no. Take on the challenge. Right. At the end of the day, the worst thing that

can happen is you, you learn something new. So I think that was that that was very that was important. Second, it's put yourself out there in a positive way. Let your work speak for yourself. Just be smart about putting yourself out there. And the other part in terms of how we function was in the county is that if you want to promote, you have to be on a certification list just because we're a government organization.

P09:

I think my openness to express my emotions and my feelings towards him, which I learned from from [name] and because he's a very open man when it comes to his emotions, too, he and he had his own journey that got him there, too. So we were ready to there are a lot where you're like, [name], I see you uncomfortable with this. Why? And I could share with him why, whether it was a logical discomfort or an emotional discomfort.

P09:

I'm scared as fuck. And she's like, What? Yeah. That kind of goes back to me having strong women in my life. She was like, I am your biggest cheerleader. Well, you run circles around this fucking people now. You ... I'm scared. I'm honored just to be considered. She said you're ready and so you have no choice. [Name] told me the same thing.

P10:

You want to you want to be with a champions. And when you when you hang out with a champions, you are considered one.

Career Support. Support for goal setting and choosing a career path includes “an assessment of the protégé’s strengths, weaknesses, and abilities and assistance with setting academic as well as career goals” (Crisp & Cruz, 2009, p. 539). This form of career support can generate motivation to invoke change in the Hispanic protégé, especially change that facilitates ascension to senior-level positions through performance and social capital. Career support also comes in the form of mentors providing information, advice, protection, sponsorship, feedback, and role modeling concerning the protégés’ careers, particularly what behaviors to display or avoid, what job experiences to pursue, and which job experiences to avoid, if possible (Knouse, 2013). This dimension can be crucial for this population because structural inequalities, such as lack of mentoring, poor English skills, or discrimination, prevent some minorities from reaching the top levels of leadership (Mundra et al., 2003; D. A. Thomas, 2001). The data collected and selected to illustrate the mentoring characteristic demonstrated that in providing career support, the mentor is also providing emotional support and generating self-confidence and self-efficacy; this lends itself to clearer pathways toward higher tiered positions and that the mentioned dimensions overlap.

P01:

There’s been several folks and mostly it’s been higher level managers that I’ve had opportunities to meet and converse who have who guided me in my ability to get to where I’m at today.

P02:

I think that kind of kind of built on the leadership style of just treating everybody with respect.

P03:

I went to her and I said, “Hey, you know, I’m looking for a job, you know, do you have any other advice, any recommendations?” And she said, “Well, you know, I need an assistant here. You know, I’d consider hiring you.” And I said, “Great, you know, I’ll take that.” And so I got a full-time job working at USC, which was great because then it paid for my graduate degree. So I was working there actually for the School of Public Administration.

P03:

I asked [name] and he said, “How would you like to work for the county?” And he basically sold me on it, talked to the benefits tied to the perks, you know, talked to careers. I didn’t know anything about the county. I didn’t know, you know, that there was 38 departments. I didn’t know that they had 100,000 plus employees. You know, I’d never heard of them, like probably most residents, you know, your city because you have a mayor, but nobody knows about the county board. So through him kind of educating me about it, I started looking more into it and applied a couple of exams. And then finally once one stuck and it was training.

P04:

It’s this idea that you have to keep your character from questioning. Right? Because in a world that’s so very common that they wouldn’t trust the employer. And my dad took the opposite tact.

P05:

So following him, I learned like, okay, I can get this degree and this is what I can do. I can do some research that helps to build this resume and gets me, makes me look more valuable. Right. Okay, I'll do that. You know, he he taught me how to pad my resume so that I could be attractive.

P06:

I saw a great opportunity with the County of Los Angeles at that time. It was the administrative intern program, which is a program in which they hired 10. Well, at that time it was 10 individuals. They hired 10 individuals, and they trained them in different areas or different aspects of county in county departments. I was lucky enough to be one of those 10 individuals, and being exposed to that program offered me a lot of opportunities within the county to work in different areas within HR.

P07:

I had a supervising clerk when I was a worker who helped me develop my writing skills, so she would ask me to send her something before I sent it out to my boss, or before I replied to an email so that she could kind of help me edit and make sure that it was something that was to the purpose and, and business appropriate. And I learned how to, how to write and grow in that area because of this person who took it upon herself to kind of be my coach for my writing. And, and as I started to, to improve in all of these things, I would volunteer and be part of special projects and assignments, even if it was something small, like setting up tables and chairs or meeting for the for the executive team.

P07:

That I knew. And I ended up on a special project that gave me the opportunity to go to every office and train staff on the new computer system that we were rolling out here in our department. And with that, I would take the opportunity to meet with different directors and different managers in each one of the offices, put an end to the things so that they knew who I was and give them a bit of an introduction of who I am.

P09:

I applied for LAPD, started processing, and then got as far as the psychological apply for probation, started processing for probation, too. And then one of my mentors, who was one of my best friends, my best friend's father, who happened to be a gay man, he opened up a whole different world for me to come.

P09:

Then [Name] also allowed me to have a lot of engagement with the board officers when the reality is that that engagement should live. I shouldn't have it with me. It didn't. It should have to an extent, but not to the extent that they allowed me to have that engagement. And to be honest with you, that's really what opened up the doors to where I am now. You think that was by design? I think in part from [Name], it was from her. And I know it was, she might not say it out loud, but whether consciously or unconsciously it was because I was already managing those relationships for her as her executive assistant.

P10:

Well, Mr. Quinn saw in me, you know, the ability. That IQ sounds good. I was going to ace in in the school's area, and he saw that was involved in sports. And I was doing very well above average, if you will. And because of that, he suggested that I attend Loyola High School.

The career support shown in these responses also demonstrated an overlap with the other dimensions. Career support takes on multiple forms but fails to function alone. Simultaneously, providing career support denotes mentor emotional support and, in doing so, displays or models strong leadership characteristics. The dimensions seem to have a nonmutually exclusive relationship so far. This type of support is instrumental for minorities in their career development and advancement, mainly because research has shown that minorities lack connections to individuals who hold authority and decision-making power in organizations (Maume, 2012) and struggle to reach the executive leader levels because they lack role models to teach them the skills needed for career progression (Singh, 2007).

Negative Experiences. Including negative experiences as a relevant dimension in this study facilitated addressing the research question concerning the impact of mentoring on the participants' ascension into senior-level positions because it provided contextual components that illustrate the force (impact) to catalyze adaptation in the form of motivation to change behavior to a reasonable degree to transcend past the pulling force that could potentially thwart their career advancement.

Some of these negative experiences are prevalent in Hispanic men, including a lack of available mentors, a lack of resources in childhood, or a lack of language, as a

barrier to career or academic success. The participants' responses to these situations alone or in the presence of a mentor can be linked to the concepts explained on the perception of successes and failures in the seminal work of Weiner (1986), who furthers the framework and outlines how attributions may yield behavioral change in the observer through motivation by three attributional dimensions: locus of causality, stability, and controllability. By this logic, if the observer perceives transcending these barriers as controllability by the observer's own volition or by the guidance of a mentor or role model, self-efficacy can be enriched to produce a behavioral change in some instances as a product of adaptation to adverse circumstances. The following responses were purposefully selected to illustrate this concept by interpreting their lived experiences.

P01:

He did teach me the value of work, the work ethic, but it also taught me that I definitely wanted to get an education because I didn't want a laborers job. ... I think in some ways that was probably a positive thing.

P01:

My father was very adamant that we get an education. And my dad obviously had a lot of inspiration that we would become professionals because my father also did not really have a formal education.

P01:

I didn't know how I was going to get to college, especially with immigrant family and immigrant parents that had no idea how to navigate this school system, much less how to even prepare me to get into college. I made sure that I met and connected myself with folks that can assist me with that.

P01:

I'm very mindful about now, who I talk to, your voice, share things with. Because one thing is that you realize is that everybody's kind of in this rat race, right?

P01:

The folks that are promoted to the executive level all tend to have a very similar kind of persona, right? There's no visionaries or change makers there. Everyone there is very in the same mold.

P02:

The actual whole mentorship program fizzled out. So it wasn't just myself. It was other people that were mentored. The program just never went anywhere. So. So it was just kind of like, yeah, okay, we met and we were going to set a meeting for another month from there and then it just never happened and the whole program fell apart.

P02:

I think there was a lack of formal mentorship. So for me, it was just learning on my own. I like this. I don't like this. I want to put this in my toolbox. I never want to put this in my toolbox. So that's how I felt like I became a leader.

P03:

You know, a little envious of those who got a little bit more. So what did that me do for you growing up? You know what? I think it served as kind of a motivator. My parents always pushed and motivated us.

P03:

For supervisor of supervisor, she was she was a career county employee. She had maybe 30 years to county. She was very she coveted information. And she would take credit for your work. And I think she felt challenged or maybe insecure. I had a degree and she didn't. I had a master's degree and she didn't. So I think there was some insecurity there. She had some friction with her boss. So I think she took the opportunity to kind of, you know, take credit for mine. And I was fortunate in that the manager above her recognized where it was coming from, the work, you know, and, and recognized kind of the importance of it.

P04:

I went to high school in Baker, so we were migrant farm workers for a long time. We settled in Mexico with our farm, farmworkers who were migrant, so we were off.

P05:

He's bilingual. He's a professor of bilingual speech pathology. So anyway, I think because he understands where I came from. It's interesting. We're from the same community both. But obviously, our circumstances were very different. Our households were very different. Right. But we have a very strong bond in that respect. We, we saw some of the most beautiful things that you could see from our community. But we also saw some of the devastating things. We both we both lost a very dear friend because of violence growing up. And I can't I know for a fact that that has made us like brothers. Right. We, we survived where we came from at the time. And because he was a great student, I was drawn to that.

P06:

My parents did not have any education. They did not go to school. They do know how to read and write, but very elementary. They only speak Spanish.

P06:

My brothers all went to public schools. They all graduated from high school. None of them attended college.

P06:

But also what motivated me was the fact that I didn't want to work in the same type of work that I saw them working, struggling to work. I saw my, my dad when I was, you know, in elementary school, junior high, struggling to find work, struggling to pay the rent, struggling to pay for food, you know, living paycheck to paycheck. So that that motivated me and all throughout, you know, elementary, junior, junior high and high school that I never saw that we had enough money to, to what at least to what I believe was a good living.

P06:

However, when I started to look around that, I felt that, hey, my, my parents are not helping me with school. My parents are not going to be paid for that for my education. So I have to work to pay for my education. And I need to graduate as soon as possible and start making money as soon as I graduate.

P06:

I've had it managers where they were extremely rude. They were very. They did not care for their employees. All they cared for was the bottom line. The next sale, the next checking account, whatever it may be. So I never like I felt that, you

know, most importantly is the individual. So I when I came across those individuals, managers like that, I didn't want to be in the same style because I've been on the other side and I know how bad it feels to to be treated as just a number instead of an individual. So that's why I've make it a point to try and work with the individuals and be as responsive and as an individual and supportive individual.

P07:

Well, my highest level of education is an associate's degree. Which is uncommon given the position I'm in. But it's, it's been one of those things where I've been able to. I have my lack of formal institutional validation, not hold me back from consideration for upward mobility in comparison to my peers.

P07:

Luckily, he knew English well enough that he can maintain great conversation, but everybody else in Mexico didn't have that ability. So I struggle a lot to communicate effectively, and I realized that there was a need for me to regain some identity in my culture. And I realized that I had to learn Spanish and go through all of that all over again.

P07:

I've never had a Hispanic male mentor, and I try to be a mentor to other people, and I maintain mentor-mentee relationships to this day.

P08:

I honestly think part of the lack of mentorship that I really have anyone to kind of guide you along the process that kind of put me down put me back in the were in

college to real world, started working little odd jobs here and there. I did that for about a year and after a year of just, just doing you know, regular job working in a warehouse and doing that, just realized that this wasn't the life that I wanted for myself.

P08:

She was another one who kind of took me under her wing to a certain extent and really kind of showed me what she knew in terms of contracts and taking that. I'm taking all that she recently left over to AC DC and when she left over there left the vacancy and I stepped in. That's how I ended up in that position.

P09:

Father came over to the U.S. as an undocumented immigrant and starting in the 70s, working in the fields, picking strawberries, lettuce and flowers. He came over because my grandfather was part of the original Bracero program, and he was working up North in the lettuce fields, strawberry fields, and also in the then thriving steel mills here in South Central LA.

P09:

Even though he had a third-grade education, he started looking into how to start his own business in Mexico. My grandfather had operated a local corner store and a local market, so he had aspirations of doing that when he was here, but he didn't know how to do it, so he figured he'd start with starting his own landscaping business and eventually moving into the construction business.

P09:

I saw a dramatic difference in what they were teaching the fifth graders here versus the fifth graders over there. I already knew everything that they were already teaching them and they were still learning of him.

P09:

You can't even sit in the formal living room unless guests come over. But what he did is he was very open with his affection, which completely fucked me up.

Excuse my French, but, you know, growing up Latino, we're hard ass. And you don't talk about feelings. You don't talk about emotion. Hug other men, maybe hug the ladies, kiss the moms. Because now but soon as we walked in and have kids up, hey, that hug and a kiss hug and a kiss hug and a kiss.

P10:

I went from a public school where I was class president. I was also a track star and I was a straight-A student and in the public school system in East Los Angeles. Then I went to a Loyola High School, which is called a college preparatory, predominantly White, which is like probably 85% Caucasian. And, and then I had been one of a handful of Latino kids who went to a college preparatory school where the kids had a lot of money. They lived in Pacific Palisades, Palos Verdes, Santa Monica. I mean, all of the west, west side school, outside neighborhoods and jobs. So it was it was really, like I said, mind boggling because it's just so difficult for me to compete with them when they had they can't afford a tutor.

P11:

This is where I realized that these guys. These get. I realized at this point that these guys weren't were these guys were models of what not to do, okay. Of what not to do and what not to do in business. And then I had [name], who was the model of telling me what to do. And these guys were models of the business of telling me what not to do is that they just stumbled on to a business and they had this great opportunity, but because they didn't care or give a shit about how to really run a business.

The participants' combined experiences revealed several commonalities, including dissatisfaction with mentors, a lack of mentorship, financial and socioeconomic barriers, and an implicit inclination to the piecemeal acquisition of perceived positive leadership qualities stemming from a lack of mentors or dissatisfaction with mentors. In this dimension, participants revealed a means of ascending into senior-level leadership positions from behaviors produced from negative experiences from the contextual environment or interaction with individuals appearing to be misaligned with the belief system. However, the negative experiences and how they yielded personal motivation indicate a greater impact than similar instances void of negative experiences. To this, one could suggest that the impact of mentoring is more significant when the observer or participant must overcome barriers and negative experiences.

Summary

In Chapter 4, I presented the data that were gathered during the interviews with each participant. Through the use of Moustakas's (1994) transcendental phenomenological method, presented in Chapter 3, I coded extracted significant

statements and identified four primary emerging themes (role modeling, career support, negative experiences, and psychosocial support) and aligned them into one of three overlapping dimensions (emotional, environmental, and cognitive). The dimensions identify the origin of pathways that lead to self-efficacy as an adaptation to the environment around them from mentoring. In addition, I described my own experiences with the phenomenon in an attempt to remove bias from interpretations to the extent possible. The findings satisfactorily answered the research questions concerning Hispanic males' perceptions of mentoring on how these impacted their ascension into senior-level leadership. I observed that the forging of the objective and subjective reality manifests a common unique coping mechanism that functions counter to the standards and expectations of traditional mentoring relationships.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

As the Hispanic population grows exponentially in the United States, one should see a commensurate growth in Hispanic executive leadership to accommodate this population's needs as consumers and constituents in public and private enterprises. Among chief executives of all U.S. organizations in the public and private sectors, 29.3% are women, 4.3% are African American, 5.4% are Asian, and 7.4% are Hispanic (U.S. Bureau of Labor Statistics, 2013). The underrepresentation of this group in leadership is apparent and could represent or suggest a more significant societal issue involving this population. The disparity is found to be slightly evident with Hispanic men in comparison to their female counterparts. Research has revealed that Hispanic women are more likely to be employed in managerial or professional occupations than Hispanic men (Mundra et al., 2003; U.S. Bureau of Labor Statistics, 2012). Other findings have suggested that Hispanic men are not advancing into higher education at the same levels as Hispanic females or other ethnic minority groups (Saenz & Ponjuan, 2009). And last, mentored male leaders had significantly higher scores on various variables in one study, including leadership capacity (Early, 2016).

The purpose of this study was to explore the phenomenon of the impact of mentoring through a phenomenological methodology, focusing on the perceptions of the phenomena by Hispanic males and identifying the impact this had on their ascension into executive or senior-level leadership. In this dimension, the impact is the ascension to senior-level leadership stemming from behavioral change driven by motivation acquired from the observer's attribution of success and failure and the role model theory. The contextual and cultural variances in this population lend them to observed varying impact

levels and the consideration of how mentoring may counter the effects of barriers to academic success.

Moustakas's (1994) transcendental phenomenological research method was used in this study to analyze the data collected and set aside prejudgments to search for an understanding of the meanings of the participants' experiences. The two research questions were engineered to elicit responses conducive to understanding perceptions in this framework:

1. What are Hispanic male perceptions of mentoring regarding their ascension to executive leadership?
2. What impact did mentoring have on their ascension into senior-level leadership?

The recruitment effort produced 11 participants from 627 members, 69 of whom held senior-level management positions. The purposefully selected population was senior-level male managers from the Los Angeles County Hispanic Manager Association's active member directory. Qualitative virtual interviews were conducted with the researcher as the instrument. According to Moustakas's (1994) transcendental phenomenology, following the transcription of the interviews, coding, bracketing, and identifying emerging themes took place to recognize unique overlapping dimensions, which directly addressed the research questions through the interpretation of the participant's perceived lived experiences.

The motivation derived from mentoring relationships of participants led to their enriched work performance contributing to ascension into senior-level leadership. In this paradigm, the impact of mentoring is measured by identifying motivation produced through self-efficacy stemming from the following mentoring dimensions: psychosocial

support, role modeling, career guidance, and negative experiences. These dimensions were categorized into three descriptions to represent the origin of behavioral change in the participants: emotional, cognitive, and environmental. The impact was further measured against the impeding contextual forces in the participants' lives. In this dimension, the impact from mentoring was more significant when barriers to academic and professional achievements were present, and the participants were evidence of their capability of transcending not only their expectations but also those of society.

Major Findings

Lack of Mentors

This study focused on Hispanic male leaders because they experience disparity in obtaining managerial positions, lag behind their female counterparts in educational attainment, and experience barriers to academic and professional development because of their ethnicity. Mentorship is a mechanism to aid protégés in succeeding academically and professionally in these domains through knowledge transfer, emotional support, and modeling valuable leadership behaviors. The participants' experiences and perceptions of mentoring permitted the manifestation of concepts regarding the phenomenon in the hopes of finding solutions to counter the underrepresentation issue.

Because of a lack of Hispanic senior-level managers, this drives a perpetual cycle, possibly contributing to a constant unintended duplication of disparity among this group. Assuming ethnic minorities struggle to reach the executive leader levels because they lack role models to teach them the skills needed for career progression and because there is a lack of Hispanics in these positions, a disposition likely to contribute to the cycle is produced when considering that mentors choose to mentor those who look like them

(Carver & Livers, 2002). This study's findings reinforced this concept and suggested overwhelming evidence of the organization's lack of formal mentors. However, research on Hispanic professionals has suggested that mentoring under these conditions is more effective when mentoring is informal than formal (Villarruel & Peragallo, 2004).

In this instance, this study's findings suggested that adaptation to a lack of mentors takes the form of what I refer to as piecemeal mentorship. Adaptation, in this sense, is the change or the process of change by which individuals (protégés) adjust to their environment (lack of mentors) as a means to persevering an uncontrollable disposition to better suit their academic or professional aspirations. This notion occurs when protégés have several informal mentors throughout their life journey and collect and use only what they perceive as necessary instruments for professional or academic success. In this dimension, social, emotional, and knowledge needs are satisfied by combining or piecing together what is traditionally provided through a lesser number of formal mentors. None of the 11 participants had formal mentors. Instead, parents, peers, and informal work mentors provided them valuable information, guidance, and emotional support.

Negative Experiences With Mentors

Role models serve as guides and model effective leadership (Komives et al., 2005) and may encourage protégés to become involved in leadership activities by providing an example of what leadership looks like and how ideas may be translated into real-life situations (Priest & Donley, 2014). In many of the participants' instances, they had negative experiences with mentors yet were able to transform what they perceived as a failure into motivation to behave in a manner they believed to be an instrument of

professional success. In other words, and in agreement with the stated adaptation scheme noted, the participants were able to function in the face of perceived adversity to ascend to senior-level leadership. Their perception of the mentor's failure was crucial to their development and was used to cope and overcome. This adaptation is indicative of a more significant impact because it runs counterintuitive to the mentoring function in the traditional sense.

The attribution theory framework supports this finding because it demonstrates that all three attributions' presuppositions were met. Dubinsky et al. (1989) suggested that three basic assumptions are common to all theories on attribution:

1. People try to determine the causes of their behavior and the behavior of others.
2. Individuals systematically assign causal explanations for behavior.
3. Attributions that individuals make have consequences for future behavior or interactions.

In this dimension, the causality of negative experiences is attributed to both situational and dispositional characteristics and employed to invoke behavioral change in the observer through reflection. Furthermore, per Weiner's (1986) locus of causality domain, the observers found the situational and dispositional events in their control, thereby producing motivation to act otherwise to their advantage.

Adaptation to negative experiences with mentors and their environment represents a positive correlational relationship between the negative experience and the observer's career outcome whereby perceived negativity is associated with increased positive outcomes. The observers gain tenacity and self-efficacy from this experience, facilitating their ascension career advancement otherwise perceived as unattainable. This dimension

works against literature that prescribes that mentoring only functions when it is under ideal conditions. The unintentionality of this mentoring by-product indicates that the impact acquired under situational duress is more significant, particularly for a group with observably more barriers than supports regarding career advancement.

Family Support

Research has found that the family is an essential structure in Hispanic culture. According to Cuellar et al. (1995), the family structure is a powerful emotional support system for the individual. Familism (*familismo*) is a central value to Hispanics that develops the concepts of dependence, reliance, and a sense of obligation to others (Cuellar et al., 1995). The characteristics of this dimension resonate with Nora and Crisp's (2007) mentoring framework compartmentalizing the overlapping types of mentoring: (a) psychological and emotional support, (b) goal setting and choosing a career path, (c) academic subject knowledge support, and (d) role modeling. The data collected confirmed that family relationships provide the support that facilitates career advancement.

Because Hispanic-on-Hispanic mentoring relationships may be most appropriate in terms of aiding a Hispanic protégé's ascension into executive leadership at any stage in his career (Parillo, 2011), mentoring from family relationships may serve as an aid to Hispanics in terms of enriching self-confidence, self-esteem, and self-efficacy, components observably critical to career advancement. As observed in this study, Hispanic parents function as role models and mentors. The observer's attribution of these parental behaviors instills a range of perceptions and emotions, generating motivation to employ them wholly or partially to aid them in their career or academic development.

According to Komives et al. (2005), role models serve as guides and model effective leadership. The most commonly stated characteristics are a hard work ethic, values-based leadership, and parents valuing education. Positive behavioral change comes in the following domain: role models as behavioral models, representation of the possible, and inspirations.

Parents Value Education

Academic achievements beyond high school propel individuals into senior-level positions, particularly in public organizations, because civil service examinations generally require postbaccalaureate education to compete against others for senior-level positions. This study revealed that parents expressing a value in education is a significant component in the participants' lives. The participants perceive support through encouragement and are motivated to pursue their aspirations through the traditional channel of academic achievements. Through their statements, this appears to be more impactful when the parents are immigrants with little education and have laborious vocations. Hispanic parental involvement is crucial for establishing aspirations and motivating children to succeed academically. Parental involvement has primarily been found to correlate positively with student academic achievement (Rodriguez, 2002; Trusty et al., 2003).

Parents Display of Strong Leadership Skills

This study identified that most participants perceived that their parents' success as entrepreneurs and in their place of employment was beneficial to their career advancement because it facilitated their internalization of values-based leadership, hard-work ethic, resolve, and determination in the light of challenging efforts. It appears that

self-esteem and self-efficacy were enriched when the participants' parents work behaviors were perceived as successful as either an entrepreneur or professional. A sense of pride was noted in their statements. In addition, in agreement with the attributional motivation concept discussed previously, the observers attributed their parents' work behaviors as dispositional, controllable, and stable. Consequentially, they internalized their parents' work behaviors as instruments of success and carried them over to their professional settings where the behaviors and mindsets appeared to benefit them in their career advancement. Protégés are likely to mimic the leadership identities of their mentors, and this leadership identity development is an outcome of mentoring relationships. In this dimension, participants' perceptions significantly impacted their ascension to senior-level leadership through a bond particularly prevalent in Hispanic culture.

Cross-Gender Mentoring

According to several participants, there was a lack of male mentors because most suggested that women were the majority of leadership in most departments. If true, cross-gender mentoring relationships are more likely to occur. This truth is particularly plausible because this study showed an overall tendency toward informal, sometimes piecemeal, mentorship type because of a lack of mentors. All participants have had nonfamilial, female mentors. Overall, these relationships illustrate the same types of mentoring as presented in all traditional and modern mentoring. Feldman et al. (1999) suggested that same-gender mentoring dyads produce higher levels of mentoring than cross-gender dyads. In contrast, Ragins and Cotton (1999) found no difference in

psychosocial mentoring functions in same-gender versus cross-gender mentoring relationships.

Despite what the literature has suggested on cross-gender mentoring, the outcomes of these relationships have mostly been positive. Although there were no statements or perceptions on the causality for the positive outcomes, existing literature has provided that Hispanic-on-Hispanic mentoring relationships may be most appropriate in terms of aiding Hispanic protégés' ascension into executive leadership at any stage in their career. The same effect may occur for other minorities as was the case with the Hispanic-on-Black or Hispanic-on-Asian mentoring relationships analyzed in this study. Perhaps, parallels in barriers stemming from challenges linked to ethnic minorities may generate what Ragins (2002) referred to as the chemistry required for successful mentoring relationships. One other concept to consider in a cross-gender mentoring relationship is the presence of familism and whether or not it is a factor in determining the strength of the bond of the mentoring relationship. The relationship between a Hispanic male and his mother appears significant in describing a bond conducive to transferring knowledge from one person to another. In this dimension, Hispanic males are likely to trust a female mentor more than a male because of a preconception toward females in supportive relationships because of a strong bond with their mothers.

External Networking

Mabrouk (2009) stated that networking has opened countless doors to knowledge, resources (equipment and personnel), opportunity (publication and presentation), advancement (leadership and recognition), mentoring, making further contacts, and volunteer service. Diversity management experts recommend in-house minority

organizations supporting minority mentoring and networking (D. A. Thomas, 2001). This study revealed that mentoring and networking overlap regarding instruments a mentor can use to enhance the impact mentoring has on a protégé. In this dimension and evidenced in this study's findings, protégés benefitted from mentors who exposed them to new social networks or individuals. Many stated that exposure to individuals or networks outside of their own social networks was crucial to their ascension into senior leadership. After all, the value of mentoring is attributed to the social capital it generates. Social capital is essential to career success, and ethnic minorities need it to reach senior leadership levels (Singh, 2007). Furthermore, Maume (2012) proposed that minorities lack connections to individuals with authority and decision-making power in organizations.

Conclusions

Most Hispanics in this study understood that the path toward leadership would be difficult, and they would need to overcome environmental constraints, cultural perceptions, and a lack of role models in leadership positions to succeed. Nevertheless, their perceptions of mentoring led to cognition, self-awareness of their emotional and social self, and an enriched drive to overcome adversity from environmental or cultural barriers unique to their ethnicity to rise to senior-level leadership. Their experiences produced self-confidence, self-efficacy, and enriched self-esteem to increase their knowledge, skills, and emotional intelligence to perform at career-advancing work levels. The impact of mentoring was more significant when the observer's aspirations were obstructed by internal, environmental, and external factors than those whose life experiences were not.

Mentoring is a crucial activity for career enhancement as well as personal success. Indeed, the essence of equal opportunity is that opportunities for success occur on a level playing field. In terms of mentoring, this implies that everyone, including Hispanics, should be mentored. Whereas Hispanics face many unique problems in mentoring, the Hispanic culture provides several unique opportunities for mentoring such as family, community, and honor. Carver and Livers (2002) demonstrated that mentoring is extremely important for minorities. However, they claimed that people choose to mentor those who look like them, making it difficult for ethnic minorities to find mentors with any influence in the organization. Adapting to a lack of formal mentors could prompt organizations to strategize to create nonconventional means of mentoring relationships. The phenomenon is as fluid as it is ambiguous. The approach should also be fluid, ambiguous, and tailored to the target population.

Implications for Action

This qualitative phenomenological study reinforced existing mentoring concepts and revealed some unexpected findings. The contextual settings apparent in Hispanic culture, particularly the assimilation of one culture into another, illustrate details on mentoring that could be used to generate an organizational change to produce mechanisms to aid in a public organization's effort to increase diversity and inclusivity to a level found in themes concerning creating a representative bureaucracy. The study's research questions facilitated searching for explanations of lived experiences on mentoring to reveal the impact of the phenomenon to some degree and prompt the following implications for beneficial actions:

1. Establish or adjust mentoring programs for future studies and limitations to create stronger bonds in a mentoring relationship's initial stages. The matching process should consider commonality, communication styles, and career aspirations. Additional considerations for men would be cross-gender mentoring relationships in female-dominated organizations.
2. Coach leaders on mentoring types to provide a range of alternatives to the traditional mentoring model. Coaching is distinct from general orientation because it involves the presence of a mentoring subject matter expert to work closely with the mentor to facilitate the transition from leader to mentor.
3. Tie human resource succession planning efforts to a structured mentoring model whereby the mentor is empowered with resources and information to facilitate the exchange of information that prepares the protégé to fulfill the mentor's expectations following their descent.
4. Instill the value of networking by creating human resources training on attaining social capital through mentors exposing their protégés to individuals and external networks.
5. Emphasize obtaining formal education as a vehicle to career advancement by offering tuition reimbursement programs and creating affiliations with academic institutions to produce working adult programs.
6. Educate Hispanic males and other minorities on potential barriers to professional success as a means to maneuvering and avoiding them to aid in career advancement.

7. Develop executive training programs to support executives in finding a balance between work and participating in a mentoring relationship. Perhaps, new perspectives could motivate them to mentor future leaders and leave a legacy in their organizations.
8. Find innovative ways to expand the possible sources of mentors, including reinforcing communication among professional groups to encourage them to socialize with other groups.
9. Increase use of mentoring alternatives, including mentoring groups, virtual mentoring, and mentor coaching.
10. Conduct regular one-on-one meetings with middle management by human resources professionals to discuss career goals and barriers and offer support if individuals aspire to move into senior-level roles.

Because of limited time and resources, the scope of this study focused on capturing the participants' perspectives from their experiences in only a specified number of categories. The remainder of this section suggests areas not addressed comprehensively during the study that should be considered for future research. These topics include the following:

1. There are differences in Hispanic ethnicity. All Hispanics were lumped together. A more detailed analysis of one group could render new revelations on the impact of mentoring.
2. Generational differences were not incorporated in this study in its entirety. Perhaps, conducting a study on first- or second-generation Hispanics would provide new concepts on the phenomenon.

3. Explore in depth Hispanic cultures (e.g., culture variation across U.S regions).
Hispanic cultures vary when the population is not as occupied with other Hispanics as in Los Angeles. Perhaps the effects of assimilation or biculturalism are stronger or weaker in different regions.
4. Combine the experiences of Hispanic men and women to add depth to the study's findings. In this framework, new mentoring nuances with the phenomenon could manifest organically when the interpretation of their experiences is combined.
5. Apply the social conflict theory to illustrate why mentoring deficiencies exist among Hispanic-on-Hispanic mentoring relationships.
6. Recruit participants from different sources. Perhaps, the sources in this study are limiting and not as conducive to data analysis. Also, focusing on specific departments would produce different results. Perhaps, a paramilitarylike organization would provide different findings. No public safety leaders were interviewed in this study.
7. Aim to achieve saturation. Saturation may not have been achieved in this study either because of the number of participants or the variability of perception of the phenomenon because of the variability of the Hispanic population.

Concluding Remarks and Reflections

With the constant evolution of technology, rapid distribution of information, and the globalization of business, human resources organizations must stay updated on new and relevant ideas to provide training and development programs to organizations to improve the work lives of employees, which in turn improve the quality of services provided to communities to enrich or protect their lives. A cohesive organization

structured by a support network from mentoring creates a representative bureaucracy.

Under this paradigm, public leaders have a pathway to legitimizing their organization and simultaneously enriching employee work culture and job satisfaction. This study provides information that can be used to increase diversity and reasonably address the issue of the underrepresentation of ethnic minorities in senior management.

Charismatic and transformational leadership theories emphasize the motivation and organization of subordinate effort in line with established purposes and direction (Bass, 1985). Research has shown that many successful leaders have had mentors who advised them in their careers (Knouse, 2013). This study's findings suggest mentoring can enhance protégé motivation and generate desirable work performance aligned with established organizational purposes. Mentoring may also give senior managers a means to pay it forward or give back what they were given. It can provide them with personal satisfaction and reinforce their efforts to transform organizations. Researching similar phenomena and sharing this information will produce senior leaders who understand, respect, and relate to various cultures and communicate that sense of comfort to employees and the elected officials they serve.

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APPENDICES

APPENDIX A
LACHMA BYLAWS

**BYLAWS OF THE
LOS ANGELES COUNTY HISPANIC MANAGERS ASSOCIATION
(LACHMA)**

Revised 04/07/2010

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**BYLAWS OF THE
LOS ANGELES COUNTY HISPANIC MANAGERS ASSOCIATION
(LACHMA)**

(A California Nonprofit Mutual Benefit Corporation)

ARTICLE 1: NAME

SECTION 1.01 - NAME OF CORPORATION

The name of this corporation shall be the Hispanic Managers Association, Inc.

ARTICLE 2: OFFICES

SECTION 2.01 - OFFICES

The principal office for the transaction of the business of the Corporation shall be located in the County of Los Angeles, California. The directors may change the principal office from one location to another. The principal location will generally be the County office of the President of the Board of Directors. Any change of this location shall be noted by the secretary on these Bylaws opposite this section, or this section may be amended to state the new location.

SECTION 2.02 - OTHER OFFICES

The Board of Directors may at any time establish branch offices at any place where the Corporation is qualified to do business.

ARTICLE 3: OBJECTIVES AND PURPOSES

SECTION 3.01 - OBJECTIVES AND PURPOSE

The Corporation shall be dedicated primarily to:

- a) Promote the development and implementation of County programs and/or operational procedures to improve the delivery of County services to the Hispanic community.
- b) Enhance County government through the development and advancement of Hispanic County Managers.
- c) Improve the social, economic, educational and professional welfare of its members.
- d) Develop and establish informal relationships with County, State and Federal department heads and district heads in an effort to promote management development programs for Hispanics.
- e) Establish formal lines of communication and relationships with other Hispanic organizations to coordinate efforts designed to achieve the overall objectives of the Association.
- f) Identify charitable programs for Hispanics within Los Angeles County, including the issuance of college scholarships

This Corporation has been formed under the California Nonprofit Mutual Benefit Corporation Law for the public and charitable purposes described above, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation shall consist of the publication or dissemination of materials or statements with the purpose of intending to influence legislation, and the Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

The Corporation shall not, except to insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the charitable and public purposes described in the articles of incorporation.

ARTICLE 4: DEDICATION OF ASSETS

SECTION 4.01 - DEDICATION OF ASSETS

The properties or assets of this nonprofit Corporation are irrevocably dedicated to mutual benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member director or officer of this Corporation. On liquidation or dissolution, all properties and assets and obligations shall be distributed and paid over to an organization dedicated to the charitable public purposes as described in Internal Revenue Code Section 501 (c)(3).

ARTICLE 5: MEMBERSHIP

SECTION 5.01 - MEMBERSHIP QUALIFICATIONS

Any person 18 years of age or older, of good character and dedicated to the purposes of this organization who meets the following requirements may become a Member, Associate Member or Affiliate Member of this Association.

- a) Eligible MEMBERS shall consist of qualified County or special district management personnel. Such membership shall include:
 - 1) Department Heads
 - 2) Other personnel recognized as management by the Department Heads or the Board of Directors of the Association as defined in Section 5.02 of these Bylaws.
 - 3) Retired members who wish to continue their participation in the Association.
 - 4) Honoree members approved by the Board of Directors (no vote).
- i. Eligible MEMBERS are accorded the following:
 - A) Voting rights.
 - B) Right to chair committees.
 - C) Eligibility to hold office.
 - D) Receipt of official mailings.
 - E) Represent the Association as a privilege extended by the President of the Association.
 - F) Other privileges as may be accorded by the Association's Board of Directors.
- b) Eligible ASSOCIATE MEMBERS shall be those persons currently employed in a County department or special district in an administrative staff or professional position not otherwise defined as a manager by these Bylaws. Each ASSOCIATE MEMBER shall, after a 30 day membership period, have the right to cast one vote at all General Membership meetings and elections. ASSOCIATE MEMBERS may not hold office in the Association.
- c) Eligible AFFILIATE MEMBERS are those persons who support the goals and objectives of the Association, but may not vote or hold a Board office.

SECTION 5.02 - DEFINITIONS

- a) Association shall mean the Los Angeles County Hispanic Managers Association (Hispanic Managers Association, Inc.).
- b) Hispanic as used in the Bylaws shall mean an employee of the County of Los Angeles who is of Hispanic or Latin descent.
- c) Manager shall mean a person whose major function, duties and responsibilities personally involve the use of extensive knowledge of complex principles and theories of organization and management to formulate, select, and interpret policy required for the planning, organizing, directing, controlling and allocating the resources of an organization. The position encumbered by this person is distinguished by directing others in completing the objectives of the organizational unit.

This also includes a person at a highly responsible level whose major function, duties and responsibilities personally involve providing direct support to senior management in the identification, analysis, resolution, or mitigation of the types of problems inherent in managing an organization.

- d) Professional shall mean a person whose major function, duties and responsibilities personally involve using extensive knowledge of highly abstract and complex principles, laws and theories pertaining to a particular discipline, and requiring of that person, a license, certification, or registration by a state board of examiners representing the discipline.
- e) Administrative Staff shall mean a person whose major functions, duties and responsibilities personally involve providing direct support of management in the identification, analysis, resolution, or mitigation of the types of problems inherent in managing an organization.

SECTION 5.03 - DUES

Each member in good standing must pay within the time and conditions set by the Board of Directors, the annual dues in the amount as may be fixed from time to time by the Board of Directors. Failure to pay dues within the time prescribed by the Board shall cause automatic termination of membership.

SECTION 5.04 - RESIGNATION

Any member may resign their membership at any time upon delivery to the Secretary of the Association a written notice which shall give the effective date of such resignation.

ARTICLE 6: MEETINGS OF MEMBERS

SECTION 6.01 - PLACE OF MEETING

Meetings of the general membership shall be held at any time and place within the State of California designated by the Board of Directors, but not less than quarterly each year.

SECTION 6.02 - RULES OF ORDER

Conduct of general membership meetings shall be covered by Roberts Rules of Order to the extent required except when such rules would conflict with the articles of incorporation, Bylaws, or any resolution of the membership.

SECTION 6.03 - ANNUAL MEETINGS

The annual meeting of members shall be held in May of each year, unless the Board of Directors fixes another date and so notifies the members as provided in Section 6.04 of the Article. (Note: Section 5510(b) of the California Non-profit Corporation Code requires membership meetings of a public benefit Corporation to be held at least once every three years).

The annual meeting of the Eligible Members may be held simultaneously with the General Membership meeting for that designated month.

SECTION 6.04 - NOTICE OF ANNUAL MEETINGS

- a) General Notice Contents. All notices of annual meeting of members shall be sent or otherwise given in accordance with Subsection (c) of this Section no less than 10 or more than 90 days before the date of the meeting. The notice shall specify the place, date and hour of the meeting, and the general nature of the business to be transacted. So long as less than 33 1/3 percent of the members can constitute a quorum for a membership meeting (see Section 6.02(a) - if less than 33 1/3 percent of the members attend an annual meeting, no subject may be acted upon that was not included in the notice of the meeting).
- b) Notice of Certain Agenda Items. If action is proposed to be taken at any meeting of the members for approval of any of the following proposals, the notice shall also state the general nature of the proposal. Member action on such items is invalid unless the notice or written waiver of notice states the general nature of the proposal(s):
 - 1) Removing a director without cause;
 - 2) Filling vacancies on the Board of Directors by the members;
 - 3) Amending the articles of incorporation;
 - 4) Voluntarily dissolving the Corporation.
- c) Manner of Giving Notice. Notice of any meeting of members shall be given either personally or by first-class mail, or other written communication, charges prepaid, addressed to each member either at the address of that member appearing on the books of the Corporation or the address given by the member to the Corporation for the purpose of notice. If no address appears on the Corporation's books and no other has been given, notice shall be deemed to have been given if either:
 - 1) Notice is sent to that member by first-class mail or other written communication to the Corporation's principal executive office, or
 - 2) Notice is published at least once in a newspaper of general circulation in the County of Los Angeles. Notice shall be deemed to have been given at the time when

delivered personally or deposited in the mail or other means of written communication.

- d) **Affidavit of Mailing Notice.** An affidavit of the mailing or other means of giving any notice of any members' meeting may be executed by the Secretary or any other party of the Corporation giving the notice, and if so executed, shall be filed in the minutes book of the Corporation.

SECTION 6.05 - SPECIAL MEETINGS

- a) **Authorized Persons.** A special meeting of the members may be called at any time by any of the following: the Board of Directors, the President of the Board, or by five percent (5%) or more of the members.
- b) **Calling Meetings by Members.** If a special meeting is called by five percent (5%) or more of the members, the request shall be submitted by such members in writing, specifying the general nature of the business proposed to be transacted, and shall be delivered personally or sent by registered mail to the President, First Vice-President, or Secretary of the Corporation. The officer receiving the request shall cause notice to be promptly given to the members entitled to vote, in accordance with the general provisions of Section 6.04, that a meeting will be held, and the date for such a meeting, which date shall not be less than 35 nor more than 90 days following the receipt of the request. If the notice is not given within 20 days after receipt of the request, the persons requesting the meeting may give the notice. Nothing contained in this subsection shall be construed as limiting or affecting the time when a meeting of members must be held when the meeting is called by action of the Board of Directors or the President.

SECTION 6.06 - QUORUM

- a) **Percentage Required.** Ten percent of the members shall constitute a quorum for the transaction of business involving membership voting at any meeting of the membership.
- b) **Loss of Quorum.** The members present at a duly called or duly held meeting at which a quorum is required may continue to transact business, notwithstanding the withdrawal of enough members to have less than a quorum, if any action taken (up to and including adjournment) is approved by at least a majority of the members still present.

SECTION 6.07 - VOTING

- a) **Eligibility to Vote.** Persons entitled to vote at any meeting of members shall be members as prescribed in Article 5 of these Bylaws.
- b) **Manner of Casting Votes.** Voting may be by voice or ballot, provided that at any election of directors must be by ballot if determined by any member before the voting begins.

- c) Only majority of members represented at meeting required, unless otherwise specified. If a quorum is present, the affirmative vote of a majority of the members present and entitled to vote shall be the act of the members, unless the vote of a greater number is required by either California Non-profit Corporation Law or the articles of incorporation.
- d) Voting by proxy is prohibited.

SECTION 6.08 - WAIVER OF NOTICE OR CONSENT BY ABSENT MEMBERS

- a) Written Waiver or Consent. The transactions of any meeting of members however called or noticed, and wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if a quorum is present and if, whether before or after the meeting each person entitled to vote, who was not present in person, signs a written waiver of notice or a consent to a holding of the meeting, or an approval of the minutes. The waiver of notice or consent need not specify either the business to be transacted or the purpose of any annual or special meeting of members, except that if action is taken or proposed to be taken for approval of any of those matters specified in Section 6.04(b), the waiver of notice or consent shall state the general nature of the proposal. All such waivers, consent, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.
- b) Waiver by Attendance. Attendance in person at a meeting shall constitute a waiver of inadequate notice of that meeting, except when the person objects at the beginning of the meeting to the transaction of any business due to the inadequacy or illegality of the notice. Also, attendance at a meeting is not waiver of any right to object to the consideration of matters not included in the notice of the meeting, if that objection is expressly made at the meeting.

SECTION 6.09 - ACTION BY WRITTEN CONSENT WITHOUT A MEETING

- a) Any action that may be taken at any regular or special meeting of members may be taken without a meeting if this Corporation distributes a written ballot to every member entitled to vote on the matter. Such ballot shall set forth the proposed action, provide an opportunity to specify approval or disapproval of any proposal and provide a reasonable time within which to return the ballot to the Corporation.
- b) Approval by written ballot pursuant to this section shall be valid only when the number of votes cast by ballot within the time period specified equals or exceeds the quorum required to be present at a meeting of the members, and the number of approvals received equals a majority of the votes cast, unless a greater vote is required by these Bylaws or the California Non-profit Corporation Law.
- c) Directors may be elected by written ballot under this section.

ARTICLE 7: DIRECTORS

SECTION 7.01 POWERS

- a) General Corporate Powers. Subject to the provision of the California Nonprofit Corporation Law and any limitations in the articles of incorporation and these Bylaws relating to action required to be approved by the members, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised by or under the direction of the Board of Directors.
- b) Specific Powers. Without prejudice to these general powers, and subject to the same limitations, the directors shall have the power to:
 - 1) Select and remove the officers of the Corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these Bylaws; and fix their compensation, if any. If they so deem necessary, to develop the powers and duties of any officers or board member.
 - 2) Change the principal executive office of the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or outside the State of California; and designate any place within or outside the State of California for the holding of any member's meeting.
 - 3) Adopt, make, and use a corporate seal; prescribe the forms of membership certificate; and alter the form of the seal and certificate.
 - 4) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the corporate name: promissory notes, bonds, debentures, deeds of trust, mortgaged, pledges, hypothecations and other evidence of debt and securities.
 - 5) To make and change regulations not inconsistent with these Bylaws for the management of the Corporation's business and affairs.
 - 6) To select and designate such bank or trust company, as they may deem advisable, as official depository of the funds of the Corporation and to prescribe and order the manner in which such deposits shall be made and/or withdrawn.
 - 7) All actions by the Board of Directors must be voted upon the approved by majority of a quorum of the Board, unless otherwise specified in the Bylaws.
- c) Terms. The term of service for a member of the Board of Directors is for two (2) years.

SECTION 7.02 - NUMBER OF DIRECTORS

The affairs of the Association shall be administered by a Board of Directors consisting of thirteen (13) members, the five (5) officers plus eight (8) members. One member will be the immediate past president.

SECTION 7.03 - NOMINATION AND ELECTION OF DIRECTORS

A person nominated to hold office must be a regular member in good standing. A nominee for the office of president shall be current or former member of the Board of the Directors.

Nominations may be submitted orally or in writing to the Nominations Committee. A ballot will then be presented to the general membership. A president and eleven (11) other board members shall be elected every two years. At no time will the Board of Directors, exclusive of the immediate past president, be comprised of more than three members from anyone County department.

SECTION 7.04 - VACANCIES

- a) Event Causing Vacancy. A vacancy in the Board of Directors shall be deemed to exist on the occurrence of any of the following:
- 1) The death, resignation, or removal of any director;
 - 2) The declaration by resolution of the board of a vacancy in the office of a director who has been declared of unsound mind by a court order or convicted of a felony or has been found by final order or judgment to any court to have breached a fiduciary duty under Section 5230 of the California Non-profit Corporation Law;
 - 3) The vote of the members to remove a director;
 - 4) The increase of the authorized number of directors; or
 - 5) The failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors to be elected at such meeting.
 - i. Any member of the Board of Directors who is unexcused for three (3) regular meetings called by the Board of Directors shall lose their seat on the Board. A vote by the board, if necessary, will determine whether an absence is unexcused. A replacement shall be named by a simple majority of a quorum of the board for the remainder of the unexpired term.
 - ii. If a member of the Board of Directors resigns or otherwise vacates the seat, the president shall recommend a replacement to the Board of Directors at their regularly scheduled meeting.
- b) Resignations. Except as provided in this paragraph any director may resign, which resignation shall be effective on giving written notice to the president of the board, or the secretary, unless the notice specifies a later time for the resignation to become effective. No director may resign when the Corporation would then be left without a duly elected director or directors in charge of its affairs.
- c) No Vacancy on Reduction of Number of Directors. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.
- d) Filing of Vacancies. Except for vacancies created by the removal of a director, vacancies on the board may be filled by a majority of the directors then in office, whether or not a

quorum, or by a sole remaining director. Any vacancies not filled by the directors may be filled by an election by the members.

SECTION 7.05 - PLACE OF MEETINGS, MEETINGS BY TELEPHONE

Regular meetings of the Board of Directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board. A regular or special meeting of the Board of Directors may be held at any place consented in writing or verbal by a quorum of board members, either before or after the meeting. Any meeting, regular or special, may be held by conference telephone or similar communication equipment so long as all directors participating in the meeting can hear one another, and all such directors shall be deemed to be present in person at such meeting.

SECTION 7.06 - ANNUAL MEETING

Immediately following each annual meeting of the general membership, the Board of Directors shall hold a regular meeting for the purpose of organization, election of officers, and the transaction of other business. Notice of this meeting shall not be required.

SECTION 7.07 - REGULAR MEETINGS

Regular meetings of the Board of Directors shall be held at regular times, as may be set by the Board of Directors. These meetings shall be opened to the General membership.

SECTION 7.08 - SPECIAL MEETINGS.

- a) Authority to Call. Special meetings of the Board of Directors for any purpose may be called at any time by the president of the board, the secretary or any two directors.
- b) Notice. Notice of any special meeting of the Board of Directors shall be given to all directors either by first class mail four (4) days in advance, or by notice delivered personally or by telephone or telegraph 48 hours in advance except that such notice may be waived by any director as set in Subsection (c).
- c) Waiver of Notice. The transaction of any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as through taken at a meeting duly held after regular call and notice, if (a) a quorum is present, and (b) either before or after the meeting, each of the directors not present signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes. The waiver of notice or consent need to specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall

also be deemed given to any director who attends the meeting without protesting before or at its commencement about the lack of adequate notice.

SECTION 7.09 - QUORUM .

Seven (7) directors (over 50%) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 7.10. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, subject to the provisions of the California Non-profit Corporation Law. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of any director(s), if any action taken is approved by at least a majority of the quorum required for that meeting.

SECTION 7.10 - ADJOURNMENT

A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

SECTION 7.11 - NOTICE OF ADJOURNMENT

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than 24 hours, in such case notice of the time and place shall be given before the time of adjourned meeting to the directors who were not present at the time of the adjournment. Such notice may be waived in the same manner as set forth under Section 7.08(c).

SECTION 7.12 - ACTION WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors may be taken without a meeting if all members of the board, individually or collectively, consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the Board of Directors. Such written consent or consents shall be filed with the minutes of the proceedings of the board.

SECTION 7.13 - FEES AND COMPENSATION OF DIRECTORS

Directors and members of committees may receive such compensation, if any, for their services and such reimbursement of expenses, as may be determined by resolution of the Board of Directors to be just and reasonable.

SECTION 7.14 - RESTRICTIONS ON INTERESTED DIRECTORS

Not more than 40% of the persons serving on the Board of Directors at any time may be interested persons. An interested person is:

- a) any person compensation by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and
- b) any brother, sister, ancestor, descendant, spouse, brother-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

ARTICLE 8: COMMITTEES

SECTION 8.01 - COMMITTEES OF DIRECTORS

The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each chaired by a Director, to serve at the pleasure of the board. Any member of any committee may be removed with or without cause, at any time by the majority vote of the board. The board president will assign each committee chair. The following standing committees should be considered for renewal each year, subject to the needs of the organization.

- a) Executive
- b) Membership
- c) Financial/Fund Raising
- d) Nominations/Elections
- e) Affirmative Action
- f) Career Training
- g) Scholarship/Charity

Any committee, to the extent provided in the resolution of the board, shall have all or portion of the authority of the board, except that no committee, regardless of board resolution may:

- a) Take any final action on matters which, under the Non-profit Corporation Law of California, also requires members' approval;
- b) Fill vacancies on the Board of Directors or on any committee;
- c) Amend or repeal the articles of incorporation of Bylaws or adopt new Bylaws;

- d) Amend or repeal any resolution of the board;
- e) Designate any other committee of the board or appoint the members of any Committee;
- f) Approve any transaction
 - 1) To which the Corporation is a party and one or more directors has material financial interest; or
 - 2) between the Corporation and one of more of its directors or between the Corporation and any Corporation or firm in which one or more of its directors has a material financial interest.

SECTION 8.02 - MEETING AND ACTION OF COMMITTEES

The meeting and any subsequent action of a committee shall be reported at the next scheduled meeting of the Board of Directors. This process will incorporate any committee actions into the official minutes of the Board of the Directors.

SECTION 8.03 - EXECUTIVE COMMITTEE

Pursuant to Section 8.01, the board may appoint two (2) or more directors, one of whom shall be the chairperson of the board, to serve as the Executive Committee of the board . The Executive Committee, unless limited in a resolution of the board, shall have and may exercise all the authority of the board in the management of the business and affairs of the Corporation between meetings of the board ; provided , however that the Executive Committee shall not have the authority of the board in reference to those matters enumerated in a contract or agreement exceeding the amount of \$500.00.

8.04 - DEPARTMENTAL COMMITTEES

- a) Policy. Departmental Committees may be established to foster the sharing of information and the development of department-specific goals and programs among Hispanic managers in County departments.
- b) Definition. A departmental committee is comprised of regular members in good standing within a County department who are recognized as a Departmental Committee by the Board of Directors in accordance with specified criteria.
- c) Criteria
 - 1) Membership - All members of a departmental committee must be members in good standing.
 - 2) Size - A departmental committee must have a minimum of fifteen (15) members.
 - 3) Sanction - In order to be recognized as a departmental committee, the committee must be approved by the Board of Directors.

- 4) Board Representation - A recognized departmental committee is entitled to one (1) non-voting seat selected by the departmental committee on the Board of Directors, provided there is no departmental representation on the Board of Directors.
- 5) Rules of Operation - A departmental committee must develop operating rules for its operation. The rules must be reviewed and approved by the Board of Directors.

ARTICLE 9: OFFICERS

SECTION 9.01 OFFICERS

The Corporation shall have the following officers: President, 1st Vice President, 2nd Vice President, Secretary, and Treasurer, and such other officers as the board may designate by resolution.

The Corporate title designations shall be as follows:

- a) The President shall be the Chief Executive Officer,
- b) The Secretary shall be the Secretary, and
- c) The Treasurer shall be the Chief Financial Officer.

SECTION 9.02 - ELECTION OF OFFICERS

The officers of the Corporation, except those appointed in accordance with the provisions of Section 9.03 of this Article, shall be chosen by the Board of Directors. Each shall serve at the pleasure of the board subject to the rights, if any, of any officer under a contract of employment.

SECTION 9.03 - SUBORDINATE OFFICERS

The Board of Directors may appoint, and may authorize the President or another officer to appoint, any other officers that the business of the Corporation may require, each of whom shall have the title, hold office for the period, have the authority and perform the duties specified in the Bylaws or determined from time to time by the Board of Directors.

SECTION 9.04 - REMOVAL OF OFFICERS

Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors at any regular or special meeting of the

board, or, except in the case of an officer chosen by the Board of Directors, by an officer on whom such power or removal has been conferred by the Board of Directors.

SECTION 9.05 - RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice; unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

SECTION 9.06 - VACANCIES IN OFFICE

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that office.

SECTION 9.07 - RESPONSIBILITIES OF OFFICERS

- a) President of the Board. The President shall preside at all meetings of the members, the board, and the executive committee. She/he shall have such other powers and duties as may be prescribed by the Board of Directors of the Bylaws. She/he shall function as the General Manager and Chief Executive Officer of the Corporation and shall manage the Corporation in administering the conduct of its business. Where appropriate, the Board of Directors shall place the President under a contract of employment. The President shall be responsible to and governed by the Board of Directors, shall report to and advise the board on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the board are carried into effect. She/he may also appoint committees as authorized by the Board of Directors.

The President shall be empowered to act, speak for or otherwise represent the Corporation between meetings of the board within the boundaries of policies and purposes established by the board and set forth in the articles of incorporation and Bylaws. The President shall be responsible for the hiring and firing of all personnel other than officers elected by the board, and shall be responsible for keeping the board informed at all times of staff performance as related to program objectives, and for implementing any personnel policies adopted by the board.

- b) 1st Vice-President. The 1st Vice-President of the Board shall possess the powers and discharge the duties of the Chairperson in the latter's absence or disability. In the absence or disability of the President, the 1st Vice-President shall perform all the duties of the President and when so acting shall have all the powers of, and be subject to all the

restrictions upon the President. The 1st Vice-President shall have such other powers and perform such other duties as from time to time may be prescribed respectively by the Board of Directors or the President.

In addition to the above-mentioned duties, the 1st Vice-President shall be responsible for the monthly agenda for meetings of the General Membership and the annual meeting of the Regular Members. This responsibility will include coordinating guest speakers, topics of discussion, and facilities. The agenda will be submitted to the President at least three (3) calendar days prior to the meeting.

- c) 2nd Vice-President. The 2nd Vice-President shall assist the 1st Vice-President in any manner requested by the President, 1st Vice-President, or the Board of Directors. In the absence of the President and 1st Vice-President, the 2nd Vice-President shall have the full power of the President and will also assist the 1st Vice-President in the preparation of the monthly agenda.

The 2nd Vice-President shall report, in writing, to the President on the status of all standing and Ad Hoc Committees; including an evaluation of their effectiveness.

- d) Secretary. The Secretary shall be the Secretary of the Corporation and shall attend to the following:
- 1) Book of Minutes - The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct as a book of minutes of all meetings and actions of directors, committee of directors, and members, with the time and place of holding regular and special meetings, and if special, how authorized, the notice given, the names of those present at such meetings, the number of members present or represented at members' meetings, and the proceedings of such meetings.
 - 2) Membership Records - The Secretary shall keep or cause to be kept, at the principal executive office, as determined by resolution of the board, records of corporate members, showing the names and addresses of all members, and the class of membership held by each, if appropriate.
 - 3) Notices, Seal and Other Duties - The Secretary shall give, or cause to be given, notice of all meetings of the members and of the Board of Directors required by the Bylaws to be given. The Secretary shall keep the seal of the corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws. The Secretary shall keep as a proper transfer book and ledger in debits and credits form showing the number of certificates issued and transferred and dates of same. The Secretary shall serve all notices required by the Bylaws of the Association.
- e) Treasurer. The Treasurer shall be the Chief Financial Officer of the Corporation and shall attend to the following:
- 1) Books of Account - The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties

and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any director at all reasonable times.

- 2) Deposit and Disbursement of Money and Valuables - The Treasurer shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse the funds of the Corporation as may be ordered by the Board of Directors; shall render to the President and directors, whenever they request it, an account of all of her/his transactions as chief financial officer and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.
- 3) Bond - If required by the Board of Directors, the Treasurer shall give the Corporation a bond in the amount and with the surety specified by the board for faithful performance of the duties of the office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind on her/his possession or under her/his control upon death, resignation, retirement, or removal from office.

ARTICLE 10: RECORDS AND REPORTS

SECTION 10.01 - INSPECTION RIGHTS

Any member of the Corporation may:

- a) Inspect and copy the records of members' names and addresses and voting rights during usual business hours on five (5) days' prior written demand on the Corporation, stating the purpose for which the inspection rights are requested; and
- b) Obtain from the Secretary of the Corporation, on written demand and on the payment of the Secretary's usual charges for such a list, if any, a list of names and addresses of members who are entitled to vote for the election of directors, and their voting rights, as of the most recent record date for which that list has been compiled. The demand shall state the purpose for which the list is requested. This list shall be made available to any such member by the Secretary on or before the later of 10 days after the demand is received or the date specified in the demand.

Any inspection and copying under this section may be made in person or by an agent or attorney of the member and right of inspection include the right to copy and make extracts.

SECTION 10.02 - MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

The Corporation shall keep at its principal executive office the original or a copy of the articles and Bylaws as amended to date, which shall be open to inspection by the members at all reasonable times during office hours.

SECTION 10.03 - MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS

The accounting books, records, and minutes of proceedings of the members and the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form or in any other form capable of being converted into written, typed or printed form. The minutes and accounting books and records shall be open to inspection on the written demand of any member, at any reasonable time during usual business hours, for a purpose reasonably related to the member's interest as a member. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts.

SECTION 10.04 - INSPECTION BY DIRECTORS

Every director shall have the absolute right at any reasonable time to inspect all books, records and documents of every kind and the physical properties of the Corporation and each of its subsidiary Corporations. This inspection by a director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents.

SECTION 10.05 - ANNUAL REPORT TO MEMBERS

If the Corporation has more than 100 members or \$10,000 in assets during a fiscal year, the Corporation shall send an annual report to all members not later than 120 days after the close of the fiscal year which sets forth all information required by Sections 6321 and 6322 of the California Non-profit Corporation Law.

ARTICLE 11: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

SECTION 11 .01 - CONTRACTS WITH DIRECTORS AND OFFICERS

- a) No Director or officer of this Corporation, nor any other Corporation, firm, association, or other entity in which one or more of this Corporation's directors or officers are directors or have material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless:
 - 1) The material facts regarding such director or officer's financial interest in such contract or transaction and/or regarding such common directorship, officership or financial interest are fully disclosed in good faith and are noted in the minutes, or are known to all members of the board prior to consideration by the board of such contract or transaction;
 - 2) Such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for the purposes without counting the vote or votes of such interested Director or officer;
 - 3) Prior to authorizing or approving the transaction, the board considers and in good faith determines after reasonable investigation under the circumstances that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances, and
 - 4) This corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this corporation at the time the transaction is entered into.
- b) The provisions of this section do not apply to a transaction which is part of a public or charitable program of the Corporation if it:
 - 1) Is approved or authorized by the Corporation in good faith and without unjustified favoritism, and
 - 2) Results in a benefit to one or more directors or officers or their families because they are in the class of persons intended to be benefited by the public or charitable program of this Corporation.

SECTION 11.02 - LOANS TO DIRECTORS AND OFFICERS

The Corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such director or officer, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 12: INDEMNIFICATION OF DIRECTORS AND OFFICERS

SECTION 12.01 - INSURANCE

This Corporation shall have a power to purchase and maintain insurance on behalf of any Director, officer or agent of the Corporation, against any liability asserted against or incurred by the Director, officer, or agent in any such capacity or arising out of the Director, officer or agent's status as such, whether or not the Corporation would have the power to indemnify under existing statutes governing the actions in question.

ARTICLE 13: FISCAL YEAR

SECTION 13.01 - FISCAL YEAR

The fiscal year of the Corporation shall run from July 1 thru June 30 of each year.

ARTICLE 14: CONSTRUCTION AND DEFINITIONS

SECTION 14.01 - CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Non-profit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular.

ARTICLE 15: AMENDMENTS

SECTION 15.01 - AMENDMENT BY MEMBERS

Bylaw changes shall be submitted in writing and presented to the Board of Directors for review. The Board of Directors shall review the proposed Bylaw change at their next regularly scheduled meeting. The proposed Bylaw changes together with the comments and recommendations of the Board of Directors, shall be presented by the President at the next regularly scheduled meeting of the General Membership. New Bylaws may be adopted or these Bylaws may be amended or repealed by approval of the members.

SECTION 15.02 - AMENDMENT BY DIRECTORS

Subject to the right of members under Section 15.01, Bylaws other than a Bylaw fixing or changing the authorized number of Directors may be adopted, amended, or repealed by the Board of

Directors. However, if the articles of incorporation or Bylaws adopted by the members provide for an indefinite number of Directors within specified limits, the directors may adopt or amend a Bylaw fixing the exact number of Directors within those limits.

APPENDIX B
RESEARCH AGREEMENT

Research Agreement

To: Institutional Review Board, California Baptist University

Re: Executive/Senior-level staff data by race and ethnicity

Date: February 7, 2022

Subject: Consent to Recruit Interview Participants for Doctoral Dissertation

To Whom It May Concern:

I, Robert Meneses, LA County Hispanic Managers Association President, agree to allow Daniel Rojas to recruit participants from our Membership dataset for the study "Lived Experience of LA County Hispanic Male Leaders: Impact of Mentorship on Ascension into Executive Leadership". I understand Daniel Rojas will be recruiting executive and senior-level participants from the data my team provides. I understand that individuals may be contacted to solicit their participation in this research study. I am also aware of and understand the benefits, risks, and time involved in this study. I understand that individual participation is contingent upon voluntary and informed consent.

Daniel has assured me that no participant names and/or organizations will ever be made public, and all identities will remain confidential. I am fully aware of the procedure and agree to allow interviews to be conducted in the manner approved by CBU's IRB (as described in the protocol).

Please contact me if you have any further questions.

Sincerely,


Robert Meneses (Feb 15, 2022 12:46 PST)






Research Agreement_RM (unsigned)

Final Audit Report

2022-02-15

Created:	2022-02-15
By:	daniel Rojas (djdannyboy24@yahoo.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAmd53ye4fmunHNE2hzvLEDTuoXqzVDzAE

"Research Agreement_RM (unsigned)" History

-  Document created by daniel Rojas (djdannyboy24@yahoo.com)
2022-02-15 - 8:43:35 PM GMT - IP address: 173.196.252.144
-  Document emailed to Robert Meneses (rmeneses@apd.lacounty.gov) for signature
2022-02-15 - 8:44:46 PM GMT
-  Email viewed by Robert Meneses (rmeneses@apd.lacounty.gov)
2022-02-15 - 8:46:26 PM GMT - IP address: 165.225.242.254
-  Document e-signed by Robert Meneses (rmeneses@apd.lacounty.gov)
Signature Date: 2022-02-15 - 8:46:51 PM GMT - Time Source: server- IP address: 165.225.242.254
-  Agreement completed.
2022-02-15 - 8:46:51 PM GMT

APPENDIX C
INVITATION EMAIL

From: Daniel J Rojas <DanielJ.Rojas@calbaptist.edu>

Sent: Wednesday, May 4, 2022 9:35 PM

Subject: Daniel Rojas - Invitation to Participate: Doctoral Study on the Impact of Mentoring on the Ascension Into Senior-level Leadership

CAUTION: External Email. Proceed Responsibly.

Hello Prospective Participant,

I am inviting you to participate in research for my dissertation titled "Lived Experience of Los Angeles County Hispanic Male Leaders: Impact of Mentorship on Ascension into Senior-Level Leadership." This study is being led by me, **Daniel Rojas**. The Faculty Advisor for this study is Dr. Javier Blanco, Adjunct Professor at California Baptist University. You were selected as a possible participant because I want to focus solely on exploring the lived experiences of senior-level Hispanic leaders working in LA County. I will describe this study to you and answer any of your questions if you should chose to participate.

What this study is about:

This qualitative study will explore Hispanic male perceptions of mentoring and its impact on their ascension to senior-level leadership. Additionally, this study will address the underrepresentation of Hispanic males in senior-level leadership positions. The research design will consist of open-ended interviews with Hispanic male leaders such as yourself. This process will identify who among the participants identify as male, are Hispanic, and their age, ethnic background, income, region, role, title, and their highest level of education. Collecting this demographic data will provide the study some ability to correlate simple information and look for themes or patterns. You will also be asked how mentoring relationships accessed through external or internal networks impacted your career advancement through your lived experience.

If you agree to participate, I will work to schedule a **virtual** meeting at a convenient time for you and will ask that you review and sign a participant informed consent form (attached), outlining the study in more detail and providing additional terms. You will also receive a \$10 Digital Starbucks gift card for agreeing to participate in the study. Strict procedures are in place to protect your privacy and confidentiality as described in the attached document.

Please respond at your earliest convenience to initiate this process. I am available Monday-Friday 6 pm-9 pm and all day Saturday and Sunday.

If you agree to participate, please reply with dates and times that work best for you by way of the table below:

indicate your preferred timeslot

I am glad to answer any questions or concerns that you may have. Please see my contact information below:

Thank you for your consideration.

Daniel Rojas, MPA, PHR
California Baptist University
626-392-7086
Danielj.rojas@calbaptist.edu

APPENDIX D

PARTICIPANT INFORMED CONSENT

PARTICIPANT INFORMED CONSENT

Study Title: "Lived Experience of Los Angeles County Hispanic Male Leaders: Impact of Mentorship on Ascension into Senior-Level Leadership."

Researcher: Daniel James Rojas

Dear Prospective Participant,

I am asking you to participate in research for my dissertation.

I will describe this study to you and answer any of your questions. This study is being led by Daniel James Rojas, California Baptist University. The Faculty Advisor for this study is Dr. Javier Blanco, Adjunct Professor at California Baptist University.

You were selected as a possible participant because I want to focus solely on exploring the lived experiences of senior-level Hispanic leaders working in LA County.

What the study is about

This qualitative study will explore Hispanic male perceptions of mentoring and its impact on their ascension to senior-level leadership to address gaps in the literature about mentoring centering on this demographic. Additionally, this study will address the underrepresentation of this group in executive-level positions. The research design will consist of open-ended interviews with Hispanic male leaders who will be purposefully selected from a custom vetting process. This process will identify whom among the participants identify as male, are Hispanic, and their age, ethnic background, income, region, role, title, and highest level of education. They will also be asked how mentoring relationships accessed through external or internal networks impacted their career advancement through their lived experience. This study focuses on the meanings of the participants' stated lived experiences.

What I will ask you to do

I will ask you to describe your ascension into senior-level leadership while focusing on your experience with formal or informal mentors and its impact on this process. Additionally, I will ask you to provide examples of meaningful interactions with these individuals and have you elaborate on how this impacted you and why.

Risks and Discomforts

I do not anticipate any risks from participating in this research.

Benefits

There are no direct benefits from your participation in this process. However, I anticipate the findings will provide an opportunity to develop organizational practices that foster mentoring programs conducive to the career development of aspiring Hispanic male leaders.

The research could be a relevant resource for increasing the probability of ethnic minority leadership in public and private organizations to counter this demographic's ongoing deficit in the workplace.

Compensation for participation:

\$10 Starbucks e-gift card

What are the next steps once you choose to participate in this study

- Your participation will involve a virtual interview in which you will give your honest response to 15 interview questions regarding your mentoring experiences as a protege.
- Your participation will take 90 minutes or less.
 - Your participation is strictly voluntary.
 - If you choose to participate, you may change your mind and leave the study at any time.
 - You may skip any questions you do not want to answer.
 - Refusal to participate or leaving during the interview process will not cause any negative consequences.
- Strict procedures are in place to protect your privacy and confidentiality.
- Your responses to the questions will never be linked or identified to you or your organization.
 - Responses will refer to an alphanumeric coding system and be stored locally in a secure location for privacy and confidentiality.
- All interviews will be audio and video recorded for accuracy purposes.
 - Your recorded interview will be downloaded and saved using a password protected file. The file name will refer only to the assigned alphanumeric code and the date of the interview.
- The researcher is the only one who will have access to all participant responses. This information will never be made public.
- The researcher will destroy all electronic and paper documents five years after publishing the study by shredding paper documents and deleting electronic files.
- The researcher will need a signed Statement of Consent which confirms that the researcher has explained the purpose of this research and the intended outcome.
- The Participant understands that upon receiving the signed Statement of Consent, the researcher will contact them by email to establish a mutually agreeable date and time to participate in a virtual interview.

The Chair overseeing this research is Dr. Javier Blanco. Please feel free to contact him at JBlanco@calbaptist.edu if you have questions, concerns, complaints, feel harmed, or would like to talk to any member of the research team.

This research has been reviewed and approved by the Institutional Review Board at California Baptist University (IRB # 076-2122-EXP). They can be reached by emailing irb@calbaptist.edu if your questions, concerns, or complaints are not answered by the research team, if you cannot reach the research team, if you want to talk to someone besides the research team, or if you have questions about your rights as a research participant.

By digitally signing this form, you acknowledge that you have read the informed consent, understand the nature of the study, your interview will be audio and video recorded, the potential risks to you as a participant, and how your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give your permission voluntarily to serve as a participant in the study described.

X_____

Please sign and date here if you consent to participate in the study. Please email this form back to me if you agree to participate. I will then contact you by email to set up a mutually agreeable date and time to conduct the interview. Thank you for your consideration,

Daniel Rojas, MPA, PHR
California Baptist University
626-392-7086
danielj.rojas@calbaptist.edu

APPENDIX E

INTERVIEW POWERPOINT PRESENTATION

Welcome

Doctoral Dissertation Research
Researcher: Daniel Rojas
California Baptist University

Definitions

- **Mentor:**
 - A mentor may share with a protégé information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources.
- **Formal Mentor**
 - Mentors and proteges meeting up for frequent mentoring sessions over a specified period of time through a formal program. These programs are generally well-structured and organized and align with an organization's goals and objectives.
- **Informal Mentors**
 - Mentors and protégé relationships are created organically through mutual settings and resources.

Things to know:

- The researcher is the only one who will have access to your responses. This information will never be made public.
- The researcher will destroy all electronic and paper documents five years after publishing the study by shredding paper documents and deleting electronic files.
- Published Responses will refer to an alphanumeric coding system and be stored locally in a secure location for privacy and confidentiality, e.g., "participant A stated..."
- You may withdraw from the study at any time without fear of penalty or loss of benefit to you
- If there are any questions that you cannot answer or do not feel comfortable answering, we can skip over those questions.
- There are no incorrect responses; say whatever comes to mind. I will retain all notes and video tapes and no names will appear on the final report. Again, our discussion will focus on your experience with mentors and how these relationships impacted your life.

Question #1

- Please provide your highest level of education, region, professional role, title, Department and section, age, and ethnic background.

Question #2

- Describe your journey to reach senior leadership. Describe individuals, events, and things that helped you along your way. Please start at the beginning of work-life to now.
 - What stage of your career life would you say you are in now?

Question #3

- Did you have any formal or informal mentors? Identify the three most impactful mentors, if possible.
 - If so, where did you meet?
 - Was it part of a formal mentoring program?
 - Or was it an informal mentor?

Question #4

- Which mentoring relationship was most impactful in your career development and why?
 - How did it impact your ascension into senior-level leadership, specifically (provide examples of characteristics that resonated with you)

Question # 5

- Describe in your own words how and why you feel this impact occurred?

Question # 6

- Describe in your own words what drew you to this person. Describe the chemistry at the beginning and end of the relationship.

Question # 7

7. Describe the general nature of your communication with your mentor? i.e., frequency, quality, and intent.

Question # 8

- What phase in your career did you meet your mentor(s)? Initial, middle, senior-level leadership.
 - What phase are/were they in?

APPENDIX F

INTERVIEW PROTOCOL & SCRIPT

Interview Protocol & Script

STUDY TITLE: Lived Experience of LA County Hispanic Male Leaders: Impact of Mentorship on Ascension into Senior-level Leadership

TIME OF INTERVIEW: _____ DATE: _____

AGE: _____ GENDER: _____ RACE/ETHNICITY: _____

YEARS/MONTHS WORKING FOR LA COUNTY: _____

CURRENT POSITION: _____ HOW LONG IN CURRENT ROLE: _____

The following provides an outline to guide the interview process for each participant to maintain consistency.

Introduction

Welcome and overview of session:

Hello, and thank you for participating in my research study on the impact of mentoring. My name is Daniel Rojas. I am a doctoral candidate at California Baptist University. I am working on a doctorate in public administration. You have read, acknowledged, and signed the *Inform Consent* letter that explains the intent and characteristics of the study, as well as the authorization form to record this interview. I will ask you 8 questions regarding your experience with mentors and any impact these relationships had on your ascension into your current leadership role. Today's discussion will be conducted within a 90 minute timeframe. When we get close to the end time of the appointment, I will let you know. We will not go beyond that time unless you agree to do so.

Background:

This qualitative study will explore Hispanic male perceptions of mentoring and its impact on their ascension to senior-level leadership to discuss gaps in the literature about mentoring centering on this group. Additionally, this study will address the underrepresentation of this group in executive/senior-level positions throughout the U.S.

Purpose: This topic is essential for three reasons: (a) as U.S. businesses expand globally, they will need diverse leaders who can understand and relate to various cultures, and (b) with the increasing purchasing power of Hispanics, businesses will need Hispanic leaders to create effective strategies to capture this emerging market. (c) organizations benefit from new concepts in mentoring as they aid in creating strategies to promote these relationships, resulting in a more diverse workforce.

Ground Rules: Please be aware, your participation in this study is strictly voluntary, and you may withdraw from the study at any time without fear of penalty or loss of benefit to you. All responses will be kept confidential. For your participation, you will receive a \$10 gift card to Starbucks, which will be emailed to you after the interview. Feel free to disclose as much about your experiences as you feel comfortable. I appreciate details, such as contextual setting and thoughts about your experience. Any reference to your responses contributing to the study will be coded, and any identifiable information will be removed.

There are no foreseeable risks to you from participating in this study. If there are any questions that you cannot answer or do not feel comfortable answering, we can skip over those questions. In addition, I may be taking notes during our conversation and audio recording it for a transcript. There are no incorrect responses; say whatever comes to mind. I will retain all notes and video tapes and no names will appear on the final report. Again, our discussion will focus on your experience with mentors and how these relationships impacted your life.

Do you have any questions before we get started?

II. Interview Questions

Please provide the following information:

1. Highest level of education, income, region, professional role, title?
2. Describe your journey to reach senior leadership. Describe individuals, events, and things that helped you along your way. Please start at the beginning of work-life to now.
3. Did you have any formal or informal mentors? Identify the three most impactful mentors, if possible.
 - a. If so, where did you meet?
 - b. Was it part of a formal mentoring program?
 - c. Or was it an informal mentor?
4. Which mentoring relationship was most impactful in your career development and why?
 - a. How did it impact your ascension into senior-level leadership, specifically (provide examples of characteristics that resonated with you)
5. Describe in your own words how and why you feel this impact occurred ?
6. Describe in your own words what drew you to this person. Describe the chemistry at the beginning and end of the relationship.
7. Describe the general nature of your communication with your mentor? i.e., frequency, quality, and intent.
 - a. Mentor demos?
8. What phase in your career did you meet your mentor(s)? Initial, middle, senior-level leadership.

III. Debriefing: Thank you for your participation. The information and responses you shared with me today will remain confidential. I will not use your name, your organization name or any

other identifying information in the dissertation. I will be emailing your Starbucks gift card to your email account.

APPENDIX G

PARTICIPANT STATEMENTS

Participant	Significant Statement
P1	I started working. You know, I was a young kid, actually. My my father had a small gardening business.
P1	He did teach me the value of work, the work ethic, but it also taught me that I definitely wanted to get an education because I didn't want a laborers job... I think in some ways that was probably a positive thing.
P1	I was the first in my family to get a college degree.
P1	I worked in, the community parks assisting, and I remember I did that. I'm trying to I can't remember now the program there was like a federal program that that would hire high schoolers when they were in the summer
P1	I oversee a management team of three lower level managers, as well as 250 employees. So it's a it's a medium size operation, and it's in the heart of South L.A. So it is in a very interesting, unique place where, you know, in the community there's a lot of brown and black folk, people of a lower level economic bracket, of course, and definitely need our services to get over the hump
P1	but my my core family with my mom, my dad, I'm the eldest. And then I have two younger siblings, two males.
P1	Siblings... and they've got a high school education and yeah. And they basically work blue collar jobs. They born here. They were born here
P1	my father was very adamant that we get an education. And my dad obviously had a lot of inspiration that we would become professionals because my father also did not really have a formal education.
P1	His (dad) education was up to the third grade and so was my mom's
P1	within a year and a half, I was I had already been identified and selected to to be an acting supervisor.
P1	I showed up at the executive offices in industry and I was the youngest one there and it was like 25 years old
P1	had a good working relationship with the, one of the HSA ones, their human services administrators there
P1	she's the one that also kind of saw a lot of potential for me, you know, and she encouraged me to, you know, to consider higher level opportunities with the department. She knew I was getting my graduate degree, so she was really encouraged by that. And again, I was one of few at the time that was pursuing a higher level education, at least in that section in the GAIN office.
P1	, she she always kind of encouraged me, had it inspiring things and really respected me and my ability.
P1	I've always had is kind of an ability to communicate with people. And and I've always been able to kind of reflect with people. And I think that's that's also helped in building my relationships with people
P1	I wanted to take that leap in that opportunity. And that's what I did. I, I met a friend whose mom was a director and our department coworker actually her mom was a director in the department. And it so happened that she had an opening in her section. And I interviewed as the acting program assistant and I they gave me the opportunity to come on board. And then there I met. Other directors that were there, and I had an opportunity to mentor with them. And, and then things just kind of flowed. I mean,

	within a matter of five years, I had went from being a game worker to being a human services administrator. So I promoted pretty quickly
P1	, I think my my ability to my communication skills and my writing skills are pretty impeccable. So that that really helped in my ability to promote within the department.
P1	there's been several folks and mostly it's been higher level managers that I've had opportunities to meet and converse who have who guided me in my ability to get to where I'm at today
P1	I didn't know how is going to get to college, especially with immigrant family and immigrant parents that had no idea how to navigate this school system, much less how to even prepare me to get into college. I. Made sure that I met and connected myself with folks that can assist me with that
P1	don't have any formal mentors that I've met through a mentoring program.
P1	My father was a very intelligent man with no formal education. And I know my dad was like MacGyver, you know, he he could mechanic any car, right? He could do electrical work. He could do construction work
P1	unlike my unlike my dad's skill set, I had a different skill set, which was. The ability to speak. The ability to write. The ability to get to. To go to school and to comprehend. Write on a on a different level.
P1	my dad always. You know, he always had a way of grounding me. And and teaching me humility, which I think is so important as we navigate this world and navigate our career. He taught me the beauty of simplicity. Of being simple. Of being someone that puts people instead of profit
P1	my core values come from him and my mother as well. But but definitely my dad. His sense of of work ethic and responsibility and and determination
P1	It's sometimes you run into folks thinking that they're mentoring you and they're actually doing more harm to you.
P1	. Sometimes people are mentoring you with the intent of molding you to be who they want you to be. So if you're not careful with understanding that. You can falsely find yourself. In a place where you're not leading in an authentic way, in the authentic way that you are. And that's what I'm now coming to understand
P1	colleague of mine. She's also a clinician. Her name is Marie. And who I do feel that she's very unconditional. We met 20 years ago in grad school. We've maintained a a professional relationship with each other, but also we've built a friendship. ? Also support each other emotionally and professionally
P1	my my accountant who I've had now for, you know, 15 years, you know, and he's always somebody that I go to. Just general questions,
P1	especially now that I'm starting my my business. You know, tapping into his knowledge and and him, you know, guiding me and teaching me and and others, you know, even out at work, you know? Well, at work right now, like I said, I think
P1	I'm very mindful about now, who I talk to, your voice, share things with. Because one thing to Daniel is that you realize is that everybody's kind of in this rat race, right?

P1	you need to act like an executive. Okay. So for us to promote you or to be considered, you need to act like an executive. Meaning, you know, you need to tone down your delivery of speaking. You should. You. You should not be so jovial and so funny. Tone down your sarcasm when. When you think you're being sarcastic. Be more like an executive
P1	the folks that are promoted to the executive level all tend to have a very similar kind of persona, right? There's no visionaries or change makers there. Everyone there is very in the same mold
P1	our department is primarily female..
P1	I do have a very different style and approach to most of my colleagues in the department.
P1	I think they're kind of lazy that they're just status quo and don't don't have any aspirations of wanting to connect with that the employees that they work for
P1	You have to accept my leadership style for what it is. And we can talk about my leadership style. If there's room if there's room to enhance or change that. If there's something about my leadership style that's impacting that's so impacting the group, then we can have that conversation. But I don't think it's fair that you want to completely come in and try to discredit my leadership style, because that's also been what's made me so successful.
P1	Her name is Jeanette. Her name is Jeanette. I still actually have a relationship with her. she always had very positive things to say to me. she would always say is you never take shortcuts.
P1	. It started off as a professional relationship. Right. You know, and and at that level, Daniel is professional, but it blends into a friendship
P1	. She's Anglo when one of the very few dinosaurs in our department. You know, she was an Anglo female working in a predominantly in a department that was predominantly brown and black.
P1	. I thought she was so smart that she knew policy like the back of her hand. I loved how she feared no one,
P2	Learned a lot of early leadership skills from my father, who ended up retiring as a captain from the fire department. Taught me two key things. Don't do anything. Don't have your staff do anything that you're not willing to do. So lead by example. And the other key thing was treat everybody with respect. And this included everybody from the the janitorial crew that clean the fire station to, you know, the people that worked under him, to the people he worked with.
P2	I would spend in my high school years, early college years, I would spend time they had a racquetball court at the fire station. I would spend time playing racquetball with the different firefighters. So, you know, I saw a lot of my dad's leadership kind of as it was occurring. I remember he was one of the first fire captains to get a female firefighter at the time
P2	You know, a lot of the female firefighters were going through, you know, being harassed. But he took this one firefighter under his wing and treated her just like everybody else on the crew and treated her with respect and, you know, made sure she felt like she was one of the team. So I think that's where the leadership started.
P2	Leaders, supervisors, managers. And I just kind of pick and chose, you know, attributes that I saw them that I wanted to, you know, make part of my tool chest. And so, you know, I just, you know, saw the way they treated

P2	I had a good supervisor who's now the acting director at the Hollywood Bowl, Mark Ladd. He was all my first supervisors that I felt like, you know, I kind of studied the way he handled things. He was always very calm, very cool about how, you know, he didn't go get too emotional either way. He had a good sense of humor and just kind of treated all the employees the same.
P2	My first supervisor. Look, they leave us a. She probably laid the groundwork for me because she taught me about that. We're there to help people and we're kind of like their lifeline to get services. So I think learning that from her early on kind of laid the groundwork for how I saw the participants I worked with
P2	I think that kind of kind of built on the leadership style of just treating everybody with respect.
P2	I take it her grocery shopping in this rough looking individual approached tatted out gang tats. And my mom got a little nervous. And he walked up to me and, you know, put his hand out. And it turned out he was somebody who had been on my caseload that I had worked with and, you know, said very appreciative things. And I realized that that's the impact you can have on people you're working with. So I think that was like a key moment in my life to see the how you treated people and how it kind of came back to you.
P2	Go this way. Very calm. He said, You never seem like you got rattled. So I took that as a compliment because I think what's a leadership? Once a leader gets rattled, then it trickles down to the people that work for you
P2	I'll work with my employees if they want to do practice interviews or they want me to review a resumé, uh, you know, try and keep them call before an interview
P2	I mean, it seemed like it was going to be a good program. They had matched me up with a senior manager and we met one time. He seemed like a really nice guy and I saw a lot of potential, but it fizzled out after that and was not pursued
P2	The actual the whole mentorship program fizzled out. So it wasn't just myself. It was other people that were be mentored. The program just never went anywhere. So. So it was just kind of like, Yeah, okay, we met and we were going to set a meeting for another month from there and then it just never happened and the whole program fell apart
P2	I remember there was a manager early on in my career that told me, Brian, don't become part of the furniture. And I didn't understand what she meant at the time. Later, to realize that she was telling me, Don't become stagnant. Don't sit in the same assignment. Move around, learn. But it was little things like that from people
P2	I had a reputation of somebody that worked hard. And the other thing was I moved around a lot. Every couple of years I would take a new assignment and I think I was successful in my assignment. So they felt like I was somebody they could take a chance on.
P2	I mean, there were qualities I saw in supervisor managers that I liked just, you know, the way they treated people or the way they took their time explaining
P2	. So I appreciated that she took the time to explain everything and then she made examples for me that I never felt like if I went back and asked her a question, I was bothering her. So I think it was just these little things that people did that I watched
P2	I want to just do this or dress like them or talk like them. It was just little things I took from people that I that I liked. I understand.

P2	I think there was a lack of formal mentorship. So for me, it was just learning on my own. I like this. I don't like this. I want to put this my toolbox. I never want to put this in my toolbox. So that's how I felt like I became a leader
P3	I grew up in Rolling Heights. I went to school in Orange County. As far as my primary school and then high school, Orange County, and then went to college in and downtown L.A..
P3	My father graduated from USC. My mom graduated from Cal State, L.A.. Both have bachelor's degrees
P3	We (siblings) all went to the same grammar school in La Habra, which was Our Lady Guadalupe Catholic High School, first through eighth grade, and then the high school. I went to Servite High School, which is a private all boys high school in Anaheim.
P3	No, my second sister, my next behind me sister, she went to fit them. So she did get her. She gets a bachelor's. My brother did online course the University of Phenix and he recently got his bachelor's. Both youngest. My youngest sister did not. You paved the way for them? I'd like to think so
P3	My father and my mother pushed education.
P3	My great grandfather on my mother's side immigrated here, and then on my father's side saved a few generations. And so I think I think that I'm maybe fourth or fifth generation.
P3	. So Rolen Heights, where I grew up, which is sort of sort of on the end of L.A. County, it was unincorporated. I think it's now incorporated. But I had a huge influence of Orange County, so because of the school and most of my friends over in Orange County, so I kind of had a lot of friends in Orange County in that kind of lifestyle, which is different from L.A. County.
P3	Orange County is a different lifestyle. You have a lot more surfer type. You also have some wealth. The schools I went to are private. So sometimes you had some kids who, you know, had some wealth in grammar school. I had a friend who lived in La Habra Heights, which is a very expensive neighborhood in La Habra. And the few times I went to his house, I remember just being kind of shocked.
P3	my family was by no means, you know, rich or poor. We were middle class. But like most things, you know, we had to work for for things where some of my friends just didn't have to.
P3	you know, a little envious of those who got a little bit more. So what did that me do for you growing up? You know what? I think it served as kind of a motivator. My parents always pushed and motivated us.
P3	The mantra was always, they want us to have what they want better than what they had. So they provided for us. And then, you know, they pushed education and said that, you know, our job basically was to go to school.
P3	My dad, you know, went to work and brought home, you know, money to pay for stuff. But our responsibility was school. And then, you know, any side jobs stuff that paid for gas, that paid for the things. And I've worked ever since, you know, 15 when you get to when you get a partial permanent workers penalty.
P3	What what prompted your parents to send you to school on the other side? Was mostly because it was Catholic and was one of the closest Catholic schools. So they picked that one originally for me. They didn't go to it. My my both my parents went to school in Los Angeles, both Catholic and. Well, what my my father went to Catholic Catholic high school

P3	And as far as my mom, you know, also very emotionally there for me and also what pushed education and I think was important for her. She got her degree after I was born, so she actually went back to college and continued her college while I was small
P3	My my godmother also there for me emotionally and to teach things and my grandmother we spent a lot of time at her house because she took care of us after school for the most part when my mother was working or just would pick us up and help battles fought side to things. So, you know, I definitely think they formed a lot of the values that I have, both by their actions and by their instruction.
P3	(8th grade teacher)I don't remember the exact details, but I the mom(classmate) was having to be deported or what. But she really stepped in and supported him a lot with financially with the stuff he needed, and most mostly after grammar school while he was in high school, she would help a lot of things. So I really I always looked at her as that, you know, she had no blood relation to the student, yet she felt compelled to help him for whatever the situation was
P3	I had coaches that really instilled not only the hard working aspect of things, but also, you know, values as far as as perseverance. Right. Sports is always all about trying your hardest and, you know, going the extra mile, pushing you and they motivate you to do that.
P3	some of the assistant coaches, you know, making kind of racially inappropriate comments. Are things referring to groups in general, not so much like actually using, you know, a negative term, but just in the way they reference things, how they should rally them all up or they should ship them all back or, you know, that kind of comments. So I remember hearing that and I guess I was maybe more sheltered. I didn't I wasn't exposed to a lot of racism, at least I didn't see it growing up. And that was kind of the first time I saw it in somebody.
P3	Oddly enough, a lot of the coaches were of minorities, with the exception of the head coaches. Most of the head coaches were white and assistant coaches were Hispanic or or African-American. But it was it was just through the sports, you know, the the perseverance side of the trying harder
P3	I went to her and I said, Hey, you know, I'm looking for a job, you know, do you have any other advice, any recommendations? And she said, Well, you know, I need an assistant here. You know, I'd consider hiring you. And I said, Great, you know, I'll take that. And so I got a full time job working at USC, which was great because then it paid for my graduate degree. So I was working there actually for the School of Public Administration.
P3	because I work there full time(USC during MPA), I help with a lot of the program boards like public administration has their own directors board, public health, all those different ones. And and as I became more involved with the public admin, I got to meet people like Michael Henry. He was a former personnel officer of the whole county. It's now Lisa Garrett. So he basically was the personnel director over the whole county. And we had the city director and I forget her name, what it was the time and different organizations,
P3	I asked Michael Henry and he said, How would you like to work for the county? And he basically sold me on it, talked to the benefits tied to the perks, you know, talked to careers. I didn't know anything about the county. I didn't know, you know, that there was 38 departments. I didn't know that they had 100,000 plus employees. You know, I'd never heard of them, like probably most residents, you know, your city because you have a mayor, but nobody knows about the county board. So through him kind of

	educating me about it, I started looking more into it and applied a couple of exams. And then finally once one stuck and it was training
P3	. And again, I got the job because of kind of Michael Henry's reference and fortunately I landed well and the selection review went well and that really, you know, brought me into the county. My first job was with the district attorney's office. h.R.
P3	Until I joined the county, I didn't know what a big deal he was. When I started with the county, I really then had a new sense of who he was. And and I think I had a few conversations with him over the phone. And again, even at the beginning, I didn't really also know how how you know, how high his position was
P3	The county can be a very interesting place where you'll find a myriad of supervisors, both good and bad
P3	For supervisor of supervisor, she was she was a career county employee. She had maybe 30 years to county. She was very she coveted information. And she would take credit for your work. And I think she felt challenged or maybe insecure. I had a degree and she didn't. I had a master's degree and she didn't. So I think there was some insecurity there. She had some friction with her boss. So I think she took the opportunity to kind of, you know, take credit for mine. And I was fortunate in that the manager above her recognized where it was coming from, the work, you know, and and recognized kind of the importance of it.
P3	Department of Human Resource Manager, which is now my position, she also kind of saw that there was something there, the problematic and so she moved me to a different unit
P3	And and I also was fortunate that both managers above this bad supervisor also, I think, made my supervisor insecure, my, my, her boss. So the manager above her had also a degree. She went to UCLA. So the minute I found that out, we already had a manager and then her boss, the department human resources manager, she went to Cal State, L.A., I believe, educated, but also both of them were young.
P3	, I wanted more and I was applying for promotional positions and they put me in an opportunity to gain some supervisory experience. So they, you know, kind of moved me. So I would definitely consider I'm also in the county, you know, this is the third part of my life you're talking about.
P3	He was also looking to replace that. So it was kind of just through that relationship and fortunately once kind of found out the Trojan, that kind of helped I think a little bit as well
p3	a great deal by my dad, who I think, you know, he was he was a good father. I think he struggled because his upbringing, he didn't have his father into his adulthood. So he didn't have, you know, a good direction how to be a father. So I think he did the best he could with his own, you know, predicament
p3	. So I think a lot of key actions that I take, I really think about would it be perceived as, you know, something he would have done? And my father, he was aa0, it was positive positioning and I can't think of it. Basically, he was a director for further accounting and finance, so he was a high level position. And I mean, I remember my mom, you know, one time being frustrated because she she she called him and talked to the secretary. And the

	secretary said something to the effect of he doesn't have time for you or what's this about
P3	she went to DPS. US from the D.A. was offering me the position to go to her. I learned a lot working with her and just observing her the way she carried herself in the room, the way she showed respect for her director. I remember hearing that when her boss came for a meeting, she'd always ask the secretary to get a Coke for her so that when she came, you know, for her one on one or whatever it was, she had her favorite drink, which was a Coke.
P3	kind of a general session of what's going on sort of in general in the news. And I remember one time she asked us, what are you interested in? You know, what do you like? And we started to kind of just talk what products, you know, what consumer stuff. And and she told us, you know, after we were kind of talking for a bit, you know, she was she was trying to see stock tips. She you know, she said that she was trying to, you know, get more in the investment market. And she one of the principle she learned is invest in what you trust
P3	. But I think what I always appreciated most is that ability to see things that maybe other people wouldn't see about a situation and then to address it in an appropriate way
P4	I went to high school in Baker, so we were migrant farm workers for a long time. We settled in Mexico with our farm farmworkers who were migrant, so we were off.
P4	Well, personally, being from a farmworker family. We were kind of all over the place for a while. We lived in Mexico, in Texas, New Mexico, Washington, but primarily in the Central Valley, California, Central Valley.
P4	We had our house for us in our house and stuff like that. But as you go through life and you grow up, you, you know, your values kind of stick with you. All my values except my parents. Everyone. So very, very strong, strong work ethic, personal moral ethic.
P4	I have two brothers and a sister. My sisters are older. My brothers are younger. Brother is younger than me. And no one has ever. We all have a little different path. My sister's a child support director in Kern County, and then my brother were the brother closest to me. He's a manager for the sheriff's department
P4	Took his own labor contract. Labor practice. Right, because they knew my dad worked for my grandparents. He had great integrity. And so my dad became I think of around about 13 when that happened. But the way my dad did things. So when he started that
P4	You started making me responsible for things when I was 13. 14. I was responsible for the payroll. Payroll for all the employees. I was actually my crew foreman. My dad always put since I was the oldest son. Sort of that burden of responsibility. And there was that expectation that would be a good leader. And, you know, a lot of good model behavior from him
P4	it's this idea that you have to keep your character from questioning. Right? Because in a world that's so very common that they wouldn't trust the employer. And my dad took the opposite tact.
P4	my first supervisor, my staff. But he was also a great leader. He was a nice, fabulous, kind of a holdover from the one time all the programs. He did everything right, the investigation and everything, because back in the sixties, when

P4	<p>became my personal mentor. He saw me with, I would ask good advice just by case work things. And he started this thing where you know you probably know come her it's a very female dominated Bradbury dominated and then there was only. But three other Hispanic males. And he was very concerned about sort of the reputation that men have, how you carry yourself with the you know, the the perception that all men, all Mexican men, organizers accomplished</p>
P4	<p>so we started we started this once a month lunch date with the guys. And it was really like lesson for how to pick the worker so that you can be considered for better jobs. Right. You did see a pathway for crack, but it was a little different. He worked for like ten years ago with the Army at the phone company. He was a lineman for the phone company before he became a social worker.</p>
P4	<p>So we included Latinos and the group, and it got to be a pretty big group, really, about 23 of us. We got to watch once a day. Talk about the pitfalls, how to prepare, how you always have to have sort of to rise up for best performance, too, because you weren't there wasn't really at equal measure</p>
P4	<p>to be my mentor and it was one of the assistant directors there. And he would advise me he was the one that would say that would be a good director. He would say that, but he saw the potentia</p>
P4	<p>where I wasn't directly involved with management because I was working on I was I was the guy outside the department. Right. But that did expose me to other people, nonprofit directors, state directors and folks like that. But they were great friends and really consider them like a mentor</p>
P4	<p>the directors. So she was the chair of the committee a couple of years before I went to Santa Barbara. But she was. Kind of visionary. She would see potential people. Right. And she's the one that targeted me to become the deputy director for child welfare when the position came up and I went through the recruitment process with them. And she would advise me to her mindset when I got there was really to it was kind of twofold. It's too. We have been great at bringing up to bring it to compliance there to offer but also could be the successor</p>
P4	<p>I have a friend that I know. So I was friends with his dad and he went to UCSB. And he just finished his Ph.D. at the University of Texas and social work. And you came to work for me when I was in Santa Barbara as a social worker. Before I went to graduate school. And he's kind of been my ongoing mentee.</p>
P4	<p>Now because she was female. Was there any difference in your mentoring relationship with her than than anyone else that you met with along the way? She was a little maternal. You know, I think I've always like for her a little bit. With her a little bit about a little. And it was much more. Work related. She never married, never had a family. So, you know, the thing with anyone is they have families, they have the outside things and they understand. Kind of like when you're like right now you're in grad school, your situation with your grad school and working and you've got a family.</p>
P5	<p>He's bilingual. He's a professor of bilingual speech pathology. So anyway, I think because he understands where I came from. It's interesting. We're from the same community both. But obviously, our circumstances were very different. Our households were very different. Right. But we have a very strong bond in that respect. We we saw some of the most beautiful things that you could see from our community. But we also saw some of the were devastating things. We both we both lost a very dear friend because of violence growing up. And I can't I know for a fact that that has made us like brothers.</p>

	Right. We we survived where we came from at the time. And because he was a great student, I was drawn to that.
P5	And he always worked. So he wasn't one of those like he needed to work in the summertime or during school, you know, to pay for things. So that was highly influential for me. Like I, I learned to do that. I needed to work my tail off, too. He taught me how to, like, get the best jobs, you know, in the summertime and how to work hard in school to balance the balancing, you know, the studying and and figuring things out and working
P5	He's the one that helped me move. And that was that was huge to go to a really good undergrad. He studied psychology. I studied psychology. Just to be in the same classes with him. Why? Yeah, psychology is cool and all, but I. I wanted to be as close to a person who just knew. I wanted to learn how he studied, how he answered questions and fielded questions in these small seminars. Right.
P5	he was the only reason I left to go to college. I had a presidential scholarship to stay at the University of Texas in Brownsville. I was again in a situation where I was getting paid to study and I was giving a living stipend that was like, that's gold. Like, why the hell would I leave there? Right. But I left because this guy said, this is going to challenge you. I don't know. He's like, he's a you're you're not this. I'm not I don't want to dismiss anything about Brownsville. But he he just said, you're a great student. You need to do more.
P5	So following him, I learned like, okay, I can get this degree and this is what I can do. I can do some research that helps to build this resume and gets me, makes me look more valuable. Right. Okay, I'll do that. You know, he he taught me how to pad my resume so that I could be attractive.
P5	I don't because I don't I don't think a lot of people down there know what to do with a four year degree if you're not going to a professional school. That's my universe. I went to school with very privileged kids (about hometown)
P5	I'm having to deal with. And this guy was Latino, right? So I was always longing for a Latino mentor. My dad wasn't around a lot growing up. I was longing for a male strong figure to sort of support me. This guy was throwing money at me left to right. Oh, work with me.
P5	You could say I am always looking for a mentor. Even at my age, I'm so old now. But because all of this is still new to me. College was new to me for my extended family masters. New to me. Man. Another master's. New to me. A PhD. Nearing getting in a medical school. New to me.
P6	My parents did not have any education. They did not go to school. They do know how to read and write, but very elementary. They only speak Spanish
P6	They understand some English, but not advanced English. They've worked their entire life in the service. My mother worked in the service industry and then in the retail sector. My dad worked his entire life for the most part, either in landscaping or construction
P6	I began school in 10th Street Elementary School in Los Angeles. I then moved to a private school, Catholic school, Immaculate Conception for junior high and back to

	public school. Belmont High School for High School, attended at JCC and then Cal State, L.A.
P6	My brothers all went to public schools. They all graduated from high school. None of them attended college
P6	we moved from El Salvador. I was born in Salvador in 1979. My. That came here probably late, late 1979, early, early eighties.
P6	Both my parents, they always wanted me to get an education. They wanted me to go to school and to do better than they did. I guess the traditional story that you hear from a lot of immigrant families, it's they want their their child to succeed
P6	But also what motivated me was the fact that I didn't want to work in the same type of work that they me that I saw them working, struggling to work. I saw my my dad when I was, you know, in elementary school, junior high, struggling to find work, struggling to pay the rent, struggling to pay for food, you know, living paycheck to paycheck. So that that motivated me and all throughout, you know, elementary, junior, junior high and high school that I never saw that we had enough money to to what at least to what I believe was a good living
P6	. My during my adult life to financially to struggle financially. And the only way that I felt that I could do that was by going to school and receiving an education, getting a degree and finding a job that would.
P6	When I ended up going to L.A., S.C. and Cal State L.A., I, I saw that, you know, business was a very large field with a lot of different areas finance, econ, economics, human resources, all of these different areas
P6	However, when I started to look around that, I felt that, hey, my my parents are not helping me with school. My parents are not going to be paid for that for my education. So I have to work to pay for my education. And I need to graduate as soon as possible and start making money as soon as I graduate
P6	I went to the Target Executive Training program, what they call target executive training programs. Just basically, they they hire a bunch of newly graduated students from college and they put them in a program manager management training program for them to go and work in stores in the different areas
P6	However, the work life balance was not there. Once I got into the retail sector, I was working day shifts, night shifts, graveyard shifts. During the holiday season, it was extremely hectic and the time off was kind of frowned upon. So I decided to move away from the retail sector
P6	I saw a great opportunity with the County of Los Angeles at that time. It was the administrative intern program, which is a program in which they hired ten. Well, at that time it was ten individuals. They hired ten individuals, and they trained them in different areas or different aspects of county in county departments. I was lucky enough to be one of those ten individuals, and being exposed to that program offered me a lot of opportunities within the county to work in different areas within h.R.
P6	Well, I take that back as part of the admin intern program. They do assign they assign a mentor to to the to each candidate. Unfortunately for me, the mantra that was assigned during the intern program was not readily available, although we did meet a couple less than a handful of times. After the initial meetings, it just seemed to have to be to waned due to availability. The individual was at a higher level of principal and they were always busy handling different projects and processes

P6	Doris Smith. She she's constantly. Ever since I've known her know three or four years two, four years now maybe five. She she's been the one kind of you know, even though I'm I'm still I'm not content with the position that I have. But she has always been there, like, hey, you know, are you applying for jobs? Have you been looking, you know, make sure you use this position. Open up in the CEO. This position opened up and she's constantly reminding me, telling me that I need to put my name out there. I need to continue to to grow and push myself and apply for different positions.
P6	It is a debate professor in L.A., L.A., L.A. that I remember giving was one of the presentations, a debate that that that that we had. And, you know, I was nervous as heck I was I always blush and I start to stumble and fumble and mumble when I'm giving presentations or when I'm in front of people. And this time, it was no exception. But the professor, you know, after we were done with the training or with the debate, he he handed me a note and it said he basically said, great job on the debate.
P6	, I would like for you to to continue studying, continue in this in this field. And if you're interested, I would like you to participate or audition for the debate class. So for somebody that is scared of public speaking and being in front of crowds, I felt that that picked me up emotionally, that he saw that I had potential and that I could continue to to grow. So that continued to push me to finish my, you know, my my schooling at L.A
P6	But seeing that there was a professor that they believed they knew was giving you that positive feedback, that positive ed advice, it just spurred these personally me to continue to to move on and continue my my education
P6	I still see her as a boss. But as time went along and she started pushing me along and telling me, giving me all this advice, it. I see her more as not just the boss, but as as a friend, as a colleague, someone that wants me to improve. (Asian Mentor)
P6	I've had it managers where they were extremely rude. They were very. They did not care for their employees. All they cared for was the bottom line. The next sale, the next checking account, whatever it may be. So I never like I felt that, you know, most importantly is the individual. So I when I came across those individuals, managers like that, I didn't want to be in the same style because I've been on the other side and I know how bad it feels to to be treated as just a number instead of an individual. So that's why I've make it a point to try and work with the individuals and be as responsive and as an individual and supportive individual
P6	started working at Target. There was the store manager, the branch manager that ended up hiring me. She was a Hispanic lady by the name of Martha testing. You know, she, she, she I remember her now. She interviewed me and she she thought I would be a good fit for the store that she was running
P6	You know, Steven, he's constantly I constantly see him going into the the management management services side of the house and just, you know, talking to them to the to the clerks, to the accountants, to the finance people and and just getting to know them and saying, you know, joking around and, you know, even though it's it's like a friendly it's a work environment, it's still a friendly environment. It is the people, the employees feel comfortable talking to him and and expressing their concerns to him.
P7	Well, my highest level of education is an associate's degree. Which is uncommon given the position I'm in. But it's it's been one of those things where I've been able to. I have my lack of formal institutional validation, not hold me back from consideration for upward mobility in comparison to my peers.

P7	. And so far as my ethnic background is concerned, my father was a mexican and my mother is Puerto Rican. I grew up in Chicago, Illinois. I got stationed out here when I joined the Marine Corps, and I just decided to stay out here after I ended my active service.
P7	We moved around quite a bit in the north side of Chicago. Why is that? Why is it so much? My parents were together when. When we were little. I have two brothers, an older and a younger brother. My father was an undocumented Mexican immigrant, and my mother being a Puerto Rican born American citizen.
P7	She she didn't have to worry about not having citizenship because as a Puerto Rican, you automatically have citizenship. But my father was deported multiple times in his youth. He had a 7th grade education
P7	He would learn things here in the United States, get deported, come back, learn a new craft, get deported. So eventually, by the time the three of us were born and he got deported, my mother decided to move us out to Mexico. So I grew up in Mexico for a few years from the time I was two till I was a little over seven years old.
P7	My father made very good business moves because whatever he learned in the U.S., whenever he went back to Mexico, he implemented what he learned. So he had a jewelry store, the savings and loan business. He had properties. He had a rock and mineral shop. So he basically would learn from some folks in the US different skills and trades and just applied them all in Mexico and use that for his success.
P7	My older brother Jesse has a masters degree in education. He works for Northeastern University. He currently works in the art department at the library or the university. So he's taken his educational opportunities and tried to maximize them
P7	So he's more artistically inclined. So he he never pursued higher education, you know, so we're kind of near the same line in terms of institutional validation.
P7	So most of my schooling was in in the US. I was an ESL student for two years because growing up in Mexico and Puerto Rico, all you learn is Spanish as your primary language.
P7	Luckily, he knew English well enough that he can maintain great conversation, but everybody else in Mexico didn't have that ability. So I struggle a lot to communicate effectively, and I realized that there was a need for me to regain some identity in my culture. And I realized that I had to learn Spanish and go through all of that all over again
P7	I'm the kid from somewhere else. So there was this emphasis wherever I went to make sure that I fit in to that particular culture. So it was definitely a very trying situation to be in, but it definitely helped help me develop my social skills at a different level because of the intense pressure that was felt in each one of those different sectors.
P7	Most of my family went to a certain neighborhood high school that was predominantly Hispanic, that was pretty much prevalent with gang activity, and I didn't want that for myself. I was a better student than most of my cousins and my siblings. So I ended up going to a much nicer school, and the school was a college preparatory school and they had to pay tuition and little things like that.
P7	there's something to be said by not fully understanding the scope of what military service does for you and gets to you in terms of how much you learn with discipline, commitment, dedication, the role models that I encountered in the military, these are men who I aspire to be like, This is the ideal Marine that I would see in my head, and I want to be like this person, Marines who with senior Marines who would coach me and mentor me and expose me to the things that they deal with

P7	. So I learned that that mentors just kind of bring you on board, take you under their wing, and sometimes show you a little bit of what's behind the curtain because of you aspire to move to the next level. You may need to know how this works so that it doesn't catch you on awareness, so that you're ready for everything that that next step is going to have in store for you
P7	. So I remember Rosie and Sergeant Paradis, who really took me under their wing and showed me what it was like to be a leader, how to how to make decisions with troops and for troops, and how to how to maintain good morale within that atmosphere. Now, military atmosphere and the post-military world are different things because there's a whole bit about communication that is achieved in the military that is not always effective in the workplace outside of the military.
P7	when I got out of the military and I joined DPSS, I realized that there was a bit of a culture shock because there's a whole different way of speaking and carrying on a conversation and delegating and following instructions in a professional office work environment versus a military environment.
P7	And she just took me under her wing and she said that she felt I had potential to do more to succeed. And she had this uncanny ability to take some of the most difficult employees within the operation and work with them hands on and turn them around to people who who became team players.
P7	I learned a lot from watching her and how she handled herself as a supervisor molding workers. That kind of motivated me into growing within the department. I didn't know if I was going to stay in that department. I never saw myself in an office environment.
P7	I started to work for the department and specifically with Lou and I started to see how how you could reach people, how, you know, my case, having come from a household where my mother was on food stamps, how we are helping people. Meet their wounds, pay their, pay their bills, earn cash assistance. Now put food on the table with food stamps, see the doctor with their medical coverage. I felt like I was actually contributing to the community, that I was helping families, and I quickly started to grow into this role and believe in what we do
P7	And if you're an effective supervisor like Lou, you can take these people who are not effective at servicing the public and doing their job and help them be more efficient so that more people can benefit. So I started to see the benefits of promoting within the department that upward mobility and your opportunity to influence the outcome, the positive outcome for the public. And and that's achieved by helping generate a positive outcome within the operation.
P7	And if you're an effective supervisor like Lou, you can take these people who are not effective at servicing the public and doing their job and help them be more efficient so that more people can benefit. So I started to see the benefits of promoting within the department that upward mobility and your opportunity to influence the outcome, the positive outcome for the public. And and that's achieved by helping generate a positive outcome within the operation.
P7	I had a supervising clerk when I was a worker who helped me develop my writing skills, so she would ask me to send her something before I sent it out to my boss, or before I replied to an email so that she could kind of help me edit and make sure that it was something that was to the purpose and, and business appropriate. And I learned how to, how to write and grow in that area because of this person who took it upon herself to kind of be my coach for my writing. And and as I started to, to improve in all of these

	things, I would volunteer and be part of special projects and assignments, even if it was something small, like setting up tables and chairs or meeting for the for the executive team.
P7	the assignment was illustrious or not. And over time, I just started to develop a reputation for being somebody that will do whatever needs to be done. And I became kind of like a go to person. And over time with with that flexibility, with that commitment and dependability factor, I promoted into eligibility supervisor. I promoted, and then I had the promotion
P7	and I had to get back to work or Norm Hustle again to promote into supervision once more. And at that point, I was able to be part of special projects, special assignments, because I've already, over the years, worked with a lot of people on every single volunteer or in every focus group.
P7	that I knew. And I ended up on a special project that gave me the opportunity to go to every office and train staff on the new computer system that we were rolling out here in our department. And with that, I would take the opportunity to meet with different directors and different managers in each one of the offices, put an end to the things so that they knew who I was and give them a bit of an introduction of who I am
P7	Eventually, all of that networking helped promote into the from supervision, into management and with that. Having my first mentor, being Chinese model and black woman director who hired me was also a black woman and who hired me as a manager. And then she became my mentor.
P7	Eventually, all of that networking helped promote into the from supervision, into management and with that. Having my first mentor, being Chinese model and black woman director who hired me was also a black woman and who hired me as a manager. And then she became my mentor. She started to to coach me and mentor me into what being a manager is like, how it's different from anything else that I had done before. And she helped shape my understanding of what the job is, what what the functions are based off of what the expectations that she had from you were work. And I learned how to do the job down to the letter, down to the team.
P7	She took me under her wing and she says, You have a lot of potential, but you've never really quite developed people skills. I can talk to people, but I didn't know how to relate to people on an emotional level, which made me seem a little bit disingenuous or not authentic when I spoke to them.
P7	I'm just in the military, I just never really quite learned how to develop that military. You don't you don't lead by emotion. You just give commands as the commander. And throughout my experience in the department, I was never really thrust into a position where I had to take people's feelings into consideration, per se. It was more data driven. So I learned how to be a leader that understood how to manage morale, how to take people's feelings into account, and how to communicate in an authentic way instead of just as a person who is data driven. And once I started learning those skills from from my boss, it really helped me connect with my team's deeper level
P7	I've never had a Hispanic male mentor, and I try to be a mentor to other people, and I maintain mentor mentee relationships to this day.

P7	I did whatever job nobody else was willing to do. And I figured that through sheer grit, determination and commitment, I'm going to earn my place and I'm going to offset what I felt my disadvantages were with the lack of institutional validation
P7	Mr. Hunter and I, we think we we just have a lot of similar goals and opinions on things and periodically you checking out. So I guess I would I would, I wouldn't call him a mentor, but I would say that he's somebody who has been interested in my success without formally saying that he wants to help you promote and such. But when that list came out, he called me
P8	Pomona was basically first to go to college in terms of like my my family here being an immigrant did not really understand the whole college process and the result about a year into the into the process,
P8	I honestly think part of the lack of mentorship that I really have anyone to kind of guide you along the process that kind of put me down put me back in the were in college to real world started working little odd jobs here and there I did that for about a year and after a year of just just doing you know, regular job working in a warehouse and doing that, just realized that this wasn't the life that I wanted for myself.
P8	he's an AA in engineering. He has more of the work with my hand. So. He said he's very successful. He's actually he's a he oversees an entire crew of mechanics for the post office. So that's where he works at. So he still has like the manager mindset
P8	There happened to be that at that time, the supervisor that was overseeing the unit went on leave and he needed someone just to step in and just help move things along. So they asked me to just step in and do the work.
P8	Next thing I know, upstairs, a bureau director needed some help, and I just pulled over to the bureau director. And this whole process of me just kind of learning the admin along the way propelled me just to get to qualify for the administrative assistant piece.
P8	. I think he was probably my first form mentor that I've encountered, and he really kind of pushed me along the way and really encouraged me to kind of apply for different positions to pursue maybe to pursue another degree, kind of go after that and kind of tell me they had potential for a little bit more. There was anything for more, just a it was a it was a good supervisor that later on we became really good friends f
P8	Then from there a friend of mine was already image reaches reach. It reached out to me saying, hey, look, there's, there's a there's a transfer opportunity here. It's just a lateral, but there's really potential for growth
P8	They put me in under her to help her. And basically her and I worked on developing the structure of how we're going to centralize admin, creating other the pre units and forth. I worked under her for a good six years or so and and she didn't the one who I guess would also qualify as a, you know, as informal mentor, you know, we're really good friends
P8	she was another one who kind of took me under her wing to a certain extent and really kind of showed me the show me what she knew in terms of contracts and taking that. I'm taking all that she recently left over to AC DC and when she left over there left the vacancy and I stepped in. That's how I ended up in that position
P8	both my parents in terms of like mentors, I think I have to start there because I think the the the drive, the drive, the desire, you know, the the fire was lit by them. I think that's kind of something that I have to give credit to, as I mentioned to you when we came out. I remember being an immigrant to this country, just kind of being being. Not

	reminded, but in a very positive way that they you know, we have an opportunity here to do something good and not to waste it
P8	So first mentor was never be afraid to take on a little extra work. Never be afraid to say no. Take on the challenge. Right. At the end of the day, the worst thing that can happen is you you learn something new. So I think that was that that was very that was important. Second, it's put yourself out there in a positive way. Let your work speak for yourself. Just be smart about putting yourself out there. And the other part in terms of how we function was in the county is that if you want to promote, you have to be on a algebra list just because we're a government organization
P8	Yeah my parents so it okay in terms of like my parent so my pet my both my parents are college educated just not in this country so my mom is she graduated as a social worker. She actually worked for the government in Guatemala as a social worker. She ran small programs that would help, you know, provide housing for for for the poor. So she did that. My dad was an engineering major who just kind of got his junior or senior year but never finished. He worked the my grandpa had a business
P9	Father came over to the U.S. as an undocumented immigrant and starting in the seventies, working in the fields, picking strawberries, lettuce and flowers. He came over because my grandfather was part of the original Bracero program and he was working up north in the lettuce fields, strawberry fields, and also in the then thriving steel mills here in South Central L.A
P9	Even though he had a third grade education, he started looking into how to start his own business in Mexico. My grandfather had operated a local corner store and a local market, so he had aspirations of doing that when he was here, but he didn't know how to do it, so he figured he'd start with starting his own landscaping business and eventually moving into the construction business
p9	And there's like a like a little house for the kids in the back. And there were going in there. I mean, you're you're already going to you're interested in seeing all these toys that they have. And we were throwing a couple of them in my pocket because I didn't have any of that stuff
p9	. Funny thing is, my dad wasn't there because he was managing everything, but I was there doing the work because he wanted me to. He wanted me to learn what it was to work, right? So for me personally, I know that I think that's part of what helped me build my own work ethic. I don't fear getting my hands dirty and I know the value in the hard day's work. Even in my current job. Sometimes I find solace and respite in doing physical labor, and you start with something
P9	So with that, my mother was a stay at home mother, but she did help my dad with the bookkeeping because she had an accounting background. So she's the one that really kept things going on on the financial side. Eventually he saved up enough money to buy his own home, so he bought a house. We all know that was great. And then he use that home and the business to leverage enough money to open a meat market.
p9	He was also working as a manager, overseeing somebody else's meat market. One of his friends. So he used all of that to open his own. It was big. It was one of the biggest ones at the time. So I went from working in the field and working in the other stuff to working in the store
P9	So then he had me working there on the weekends, cashing, bagging, stocking, all of that stuff. My mom started working there as a cashier and as a kind of general manager

	with the bookkeeping. So he had that store that went really well. So he opened the second store
P9	So at one point he had the landscaping, the construction, two stores, a restaurant, and his promotion support and all of that there great education. So very proud of what my father was able to accomplish on his own. At that time, too, because money started coming in and we lived in a bad, bad neighborhood. We started going to Catholic school.
P9	I saw a dramatic difference in what they were teaching the fifth graders here versus the fifth graders over there. I already knew everything that they were already teaching them and they were still learning of him.
P9	It was like they were stupid. Were some of the smart, smartest people that I know, they just were provided that structural learning environment that they needed to get them the caliber of the writing to a certain point
P9	applied for LAPD, started processing, and then got as far as the psychological apply for probation, started processing for probation, too. And then one of my mentors, who was one of my best friends, my best friend's father, who happened to be a gay man, he opened up a whole different world for me to come
P9	And in my head, I always had this mentality that and part of it is from one of my my friend's father, you know, they would be very Roy relative. And he's always told me, always dress for the job you want, not the job and have you. Appearance is important. What the world sees when you go and speak is important. And then also from growing up poor to having or thinking, you have a lot because we were rich even when my dad was had all this stuff because whatever was coming in was going out
P9	black woman manager Sharon Jones, to say 1.2 points that mean looks at me. She's like this kid. So every time there was a project, she saw that it was me. Every day, every time something happened or there's something going to happen with me. So then she gets pulled for a special assignment outside of the outside of the district office.
P9	special, big, special project. Had a lot of liberties going to take advantage of the liberties. I just did what I was supposed to do. He got recognized, pulled to another special assignment. So I went like a good ten years without even a promotion. It was I just bounced around every year and a half doing special projects
P9	More people were getting to see what I did and didn't do or could do. My willingness to do things. And then eventually that led to the promotions. And I went to Gain Services Workers. Same thing as again, services workers did everything and anything that they asked me to. My supervisor was a black woman. Same thing. She saw this in me and she saw that in me. And she she saved me the space, gave me the support, gave me the encouragement
P9	My supervisor was a black woman. Manager was a black woman. Same thing gave me the space to demonstrate what I can do, can't do. Eventually, a Latina woman became my my my manager. My supervisor. She left, went to H.R. thinking I need good people. Got pulled. It was a ladder, even a promotion
P9	. Once I landed there as a management analyst. Started reporting to a black woman again. This one was a little bit different. This was the relationship with her was more transactional for her. She didn't want to do the work, so she knew that I could do the work and she would let me do it. But I took that as a liberty to say, hell, yeah, I would do stuff outside of what I'm supposed to be doing. This is going to allow me to do it because she doesn't want to do it.

P9	. I don't know if it's even relevant to this. As a gain service worker, I met a man that reminded me of my father, but it was in the reverse. His wife died and he had the kids. And you have no means no prideful man, but he had no means of taking care of them. So he was on Convert and that's why he was involved in the game program. And I remember just talking to him and getting him to open up to me and him saying like, Well, yeah, you know, I do our jobs for men and we're like, what? Because, well, I bought myself a lawnmower and I just go around knocking on people's doors and cutting the grass, and I'll give me 20 bucks. 30 bucks. And he asked me, Is that reportable?
P9	. A change the person that changed my life and his kid's life. I don't know where he is at now or if he continues to be the case, but that really solidified my commitment to wanting to help folks and make a difference in their life
P9	Well, she was a little bit older, so she could have been she was older than my mother, but she was funny, maybe hilarious, but she was really serious, too. So we did have a formal when we would talk, it was quasi formal. We took around here and there once in a while. But what she would do is there were situations that I didn't know how to handle or I needed some some feedback
p9	nobody wants to be told what they're doing wrong. But all of those experiences and her guidance helped me understand how to talk to the deputies, how to talk to the assistant director or the director about the work that I'm doing and how I'm not there to tell them what they're doing wrong.
P9	. And I remember. Going to their house. And that was my first exposure to what appeared to be the perfect nuclear family. And it was him, his wife, the three kids, two story house, picket fence pulled down two cars, two Cadillacs. Latinos like our Cadillacs.
p9	You can't even sit in the formal living room unless guests come over. But what he did is he was very open with his affection, which completely fucked me up. Excuse my french, but, you know, growing up Latino, we're hard ass. And you don't talk about feelings. You don't talk about emotion. Hug other men, maybe hug the ladies, kiss the moms. Because now but soon as we walked in and have kids up, hey, that hug and a kiss hug and a kiss hug and a kiss.
p9	Like he would cook. And I never saw a man who would cook unless it was a barbecue. And the motherfucker knew how to cook and how to dress
p9	Stacey Winters, who is currently the dhrm at the CEO, who also happened to be Diana's boss. Whereas we're working with her where I met Joanna, same thing. She kind of some of it was. She actively said, I'm going to make you a better person because she saw a better manager, because she saw something in me that she saw in herself.
P9	She wouldn't even go with me to meetings echoed by myself. So is me. I like a. You know. Expensive attorneys that were crossing this like \$200,000 a year, making decisions and recommendations and strategies for this. But but again, it opened up it opened up my eyes to a bunch of other stuff that I otherwise wouldn't have been open to if it wasn't, for one, her having the trust in me being able to do it too, whether she just didn't want to do it and it made it easier for great. I'll take it anyways. But also I come back and she'll give me guidance
p9	Another big mentor for me was Cynthia Banks as a director, another black woman. When she pulled me as there executive assistant, I was pulled into a whole different world. And now I'm dealing with department head, department head stuff. I'm dealing with Board of Supervisors stuff. I'm now I'm in the big "P" the big politics piece with

	obviously some of the small piece sprinkled in there. But the freedom that she gave me and the trust that she gave me in executing some of the things that she wanted me to do, really put me where I am now
P9	it was a formal. We would sit down. How are you feeling? What are you thinking? How would you handle this if I was I if you were me? What do you think some of the pitfalls of this and that are like? She literally did mentor me. We didn't say she was my it was in a form where I'm your mentor. But the type of engagement that we had was really, really a mentor prodigy relationship with her to this day. And I have a lot of love and affection for that woman because not only did she trust in me to do some of this work, but she encouraged me. She coached me, she she she allowed me to fail so that I could learn from that failure. Even though she knew I was going to do that, I was doing it wrong, and then she would help me recover. And we walked through like, why didn't it work? What would you do different?
P9	want to do, because I saw a lot of his failures and I was able to in discussions with him, he was very vocal with me about why he thought he failed. So I was able to learn a lot from that. He he had a lot of confidence in me and trusted me because you did as well. So he would let me into some discussions that I didn't necessarily need to be in on budget issues of different things like that
P9	. I think my openness to express my emotions and my feelings towards him, which I learned from from Roy and because he's a very open man when it comes to his emotions, too, he and he had his own journey that got him there, too. So we were ready to there are a lot where you're like, Rafael, I see you uncomfortable with this. Why? And I could share with him why, whether it was a logical discomfort or an emotional discomfort. And we could talk through some of that. So one big decision that'll be made, you know, we would talk about different things and we could talk about those decisions, not just from the technical aspect of it from but from the emotional aspect of it
P9	then Cynthia also allowed me to have a lot of engagement with the board officers when the reality is that that engagement should live. I shouldn't have it with me. It didn't. It should have to an extent, but not to the extent that they allowed me to have that engagement. And to be honest with you, that's really what opened up the doors to where I am now. You think that was by design? I think in part from Cynthia, it was from her. And I know it was she might not say it out loud, but whether consciously or unconsciously it was because I was already managing those relationships for her as her executive assistant
P9	Cynthia told him that or not, he saw it and he knew it. And so he was giving me the space to operate in there and do what I needed to do. It wasn't easy. I mean I mean, we're going through it really fast, but it had a lot of impact on on other people that were my level or counterparts. And, you know, everybody saw there was jokes about me being the golden child and, you know, the content deal or whatever all of that comes with it, which impacted some of the little politics internally and all that stuff, but, you know, managed just to the best that I could.
P9	I'm scared as fuck. And she's like, What? Yeah. That kind of goes back to, like, having strong women in your life. To me, it's just them through it. She was like, Jordan's my biggest cheerleader, so. Well, you run circles around this fucking people now. You. We do it, you do this, this, you do that, you do this. I was like, No, I don't want to do it. I'm

	scared. I'm honored just to be considered. I don't think I'm ready. And so you have no choice. Cynthia told me the same thing.
P10	I have a juris doctorate from your College of Law. One went to law school over 20 years ago, and I was born in Santa monica and raised in East Los Angeles.
P10	My grandparents on my father's side had a property over there, and that's why I resided there for 2 to 3 years. And then after afterward, my parents moved to East Los Angeles with my grandmother. My mother's grandparents area in East Los Angeles
P10	my father had went to Santa monica high, so he had some high school, but he never graduated from high school. He became like a not he was like a mechanic and then started painting cars as well. And then he, I don't know all of his occupations, but I basically remember him doing that, painting cars and basically helping up run a business with one of his colleagues
P10	I went from a public school where I was class president. I was also a track star and I was a straight-A student and in the public school system in East Los Angeles. Then I went to a Loyola high school, which is called a college preparatory, predominantly white, which is like probably 85% Caucasian. And and then I had been one of a handful of Latino kids who went to a college preparatory school where the kids had a lot of money. They lived in Pacific Palisades, Palos Verdes, Santa monica. I mean, all of the west west side school, outside neighborhoods and jobs. So it was it was really, like I said, mind boggling because it's just so difficult for me to compete with them when they had they can't afford a tutor.
P10	, a significant challenge to go from, you know, a school in East Los Angeles that, you know. Provided somewhat of a good education, but another school that provided a great education. But it was very, very challenging for me to try to keep up with the white kids
P10	It was a Catholic school, all male. And I was really able to focus on my education there and and the reputation of that school, which was outstanding. And that's why they're looking for people of color actually to go to that school, because they didn't have a lot of diversity.
P10	it gave the groundwork for me to compete at the college level, because I'm not certain the education at UCLA provided me with the same tools necessary to compete effectively in college. And I was able to do very well in college because of that high school, high school education
P10	Well, Mr. Quinn saw in me, you know, the ability. That IQ sounds good. I was going to ace in in the school's area, and he saw that was involved in sports. And I was doing very well above average, if you will. And because of that, he suggested that I attend Loyola High School
P10	So here he pushed me and me and a couple of other people going to little high school, which it's a really good school. You can do very well in your life if you go to the school and obviously graduate. And and basically that's who inspired me to do that

P10	So I see how hard she worked and the time she put into the job and the relationship she also developed. Because it's so important to have these relationships with other people because the space that nobody knows everything and does some of the stuff you don't know. Danny you have to reach out to other and hey, what's going on with this and what's going on with that? So she was one because she would develop good relationships with people. She was a nice person, she worked hard and she started developing relationships. And so I could do I could do just the same. So I sort of followed what she was doing and working hard and developing relationships and engaging people, working with people and not being afraid to just say what was on her mind and especially the questions about a particular assignment.
P10	also followed her to and that's my former director, Janice. Regarding Janice, you should set the rules with everybody you know, don't do anything, you know, don't make somebody do something that you won't do yourself.
P10	That's why I sort of did the same thing. And she was she was very instrumental and in me following her path, basically. And she was always a supporter. Even when I left, she said, Hey, you'll always have a job in the CEO's office as long as I'm here.
P10	it's remember to always be there to work as a team. You'll always need people to help you along the way. And so you've got to be do just the same as, you know, you want people to do for you. You can do the same for other people who aren't as experienced, who don't have the work, though, the opportunity to work opportunities. And so you have to allow them to basically allow that to grow but guide them in the process. That's what's so important to Jeff's book would also be want to show you just a phenomenal person
P10	She had an office adjacent to mine and she was always there and always open door policy. Always had an open door policy. So did Debbie put somewhere similar, similar door open door policies that people could come and talk to them any time you wanted to, issues impacting their work impact issues impacting their lives. That really set my tone. And I will always have open door policy unless I'm really stressed out on a particular project
P10	I had some good professors at Cal State, L.A. and they would tell you, like, you know, avoid office politics, which then you can show you some shortcuts, you know, sabotage, be careful, sabotage, and do it in the workplace. People will try to do that, too, all the time. So a lot of the things they taught me, I actually applied in the workplace
P10	you want to you want to be with a champions. And when you when you hang out with a champions, you are considered one
P10	That's what they told me to be independent, develop friendships in the workplace, but don't develop one friendship. And and that's your only relationship. You have the workplace because again, if the person rises, you're going to do very well.
P10	Dr. Redick. I'll never forget him. He was a marketing guy. He was a really smart man. A wrote two books, offered workshops on marketing. He was just, wow, he was a great guy. But what was really funny is that. He offered me a job teaching freshman marketing. And like a fool, I never accepted that. God want to teach kids this stuff and just have that, you know, under your belt, in your resume, you know, as a college professor and you're able to give an opportunity to teach kids.
P10	he used to teach us about office politics and all this sort of stuff. And he stood out because I followed what he basically taught us. And again, I'm telling you, it really worked. You know, sanely, working the hours, engaging people, letting them know

	you're there to support them. You want to work as hard as it takes to get the job done. They also said something really interesting, as you know, as you move up the ranks. He said you should save at least six months of your pay
P10	but he he took a liking to me and supported me. I think he thought I was going to become a Jesuit priest. I think he thought that really did. And I said, no, I can't I can't do that right now, but at least not in my life. But yeah. And so he he'd be one father, Charles would be one because he supported he believed that man and all because of him, too. He also was instrumental in getting me to Little Brown University. Difficult school to get in was not the easiest school to get in and out. But he knew the admissions counselor and he said some good things about me and basically said, Hey, I'm in my senior year in high school. I get everything.
P10	Janice Fuchi who gave me the chance to be the deputy. So that's how it ended up. And they let me play lawyer.
P11	He said, you know, it's about education. You need to be a well-rounded person. And he said, just with languages. He says, if you know one language, you're one man. He says, if you know two languages, you're two men. If you know three languages, you're three men. He you know, he he made it.
P11	my dad also forced it upon me, you know, even even though at those young ages already I was already working I was already working in, you know, with my dad and under cars changing oil and, you know, doing different things and working on cars and just helping him, you know. And my dad is a mechanic by trade, but by this time my dad was already a salesman. He had changed careers.
P11	All of my family went to Catholic schools, which I'll say is another thing. When you're dealing with education, we're talking about it right now at this point in time. And, you know, specifically dealing with your focus group, which you're saying which is the which is Hispanic males
P11	Most Hispanic males that I know of that are very successful have come from the Catholic school system. And I think that's because the public school system, you know, just has built in inequities in it. And not only built in inequities, there was always a lot of built in prejudices and biases against Hispanic males as to what they could achieve and what they should achieve and their aspirations.
P11	a great thing for my mom because then my mom was able to go on to nursing school from from there. And although nursing school at the time wasn't necessarily a college degree, you know, discipline, it was advanced education. And so I know for a fact that that the Catholic school system was huge, was he was a huge contributor to my mother's success at that regard, even though my mother stopped, I want to say about mid-fifties or into late fifties, stopped nursing, stopped her chosen profession at the time to just be a stay at home mom
P11	y other sister started out at start out at USC in the seventies in as an aeronautical engineer. And the aeronautical engineer program was basically forced into that program reluctantly.
P11	(brother)He's actually when he left Salesian High School, he went to Cal State, L.A., and he started off in the architectural program at Cal State L.A., because that's what he really liked. He liked doing this type of work and doing this type of stuff. And then while he was there at Cal State, L.A., he was putting his himself through school as well.

P11	(peer)here I am being taught at Bosco by a guy who's Hispanic male, who went through the same graphic communications program before it was called photo when he was there and or maybe a print shop even who knows when he was there back in the sixties when he graduated. You know, he he he went through the whole thing. He struggled. He went into the Navy to pay his way through school. He got his degree in business. And then he went on to law school
P11	And he he used to tell me he he was everybody gave me. It's the same thing. It was the same advice. Don't stop. Get the degrees. It's going to be a struggle. You're going to you're going to be tempted to just work and give up. But, you know, it's going to hurt you in the long run because you're going to need to have them for whatever reason. You don't know and you're not sure. But you're going to need to have at some point in time and you just need to get them done. And so and so I did, you know, I knew that that's what I needed to do. And and so. He was he. Yeah, you know, he he was he he was a huge, huge motivator and he was a huge
P11	This is where I realized that these guys. These get. I realized at this point that these guys weren't were these guys were models of what not to do, okay. Of what not to do and what not to do in business. And then I had Fernando Kelly, who was the model of telling me what to do. And these guys were models of the business of telling me what not to do is that they just stumbled on to a business and they had this great opportunity, but because they didn't care or give a shit about how to really run a business
P11	The professor that was a mentor of mine at Cal State, L.A., she had brought me back, went during law school when I was at law school. And then also after I graduated, she brought me back to teach portions of her class because of the law clerks that I had done with my fresh in my first year of law school at SC, I had clerked for a bankruptcy court for a federal judge handling bankruptcies. And so I used to go back and teach bankruptcy law to her courses and. So she had recognized that I was doing really, really well in teaching. And so she said, you know, you really, really do well teaching. She said, I want to recommend you to start teaching here