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OEMA staff daily discuss current events. We are especially fascinated by the first U.S. President of color’s interpretation and enactment of his role and the related commentaries and reactions of others. This led us to ponder what psychological research and practice might tell us about ethnic minority leadership.

We searched recent APA convention programs for presentations on ethnic minority leadership. We issued a call for brief articles:

We would like to explore leadership in a variety of settings – e.g. academic, corporate, healthcare, nonprofit, community. We also would like to examine such issues as: Do ethnic minority leaders tend to have leadership styles that differ from those of traditional leaders? To what extent are ethnic minority leaders advocates of change & transformation? Why and why not?. Do men and women of color bring different strengths and weakness to the leadership role? Do they confront different kinds of barriers and challenges? How do these leaders deal with covert/overt racism? Do they use alliances with other ethnic minority and non-minority leaders differently?. How are these leaders identified and nurtured — and to what ends?

We also were impressed by information on leadership in Cathy M. Wilson and Jennifer Kelly (Eds.), Implementing a diversity initiative in State, Provincial and Territorial Psychological Associations: A Handbook for SPTAs, 2009 Edition (available from APA Division 31) and asked the permission of its editors and authors to reprint a few of its articles.

We are delighted that the 12 articles resulting from these efforts addressed all of the questions in the call for articles. The articles were compiled into the three subsections of the Special Section.

1. Ethnic Minority Leadership Styles
2. Culture, Values, and Spirituality in Ethnic Minority Leadership
3. Ethnic Minority Leadership Development Strategies

Issues of diverse leadership are especially important in consideration of the rapid ethnic diversification of the U.S. population, the globalization of issues of salience to psychology, and the resulting need to increase our understanding of varying cultural values and behaviors and their contributions and impact. Consequently, we hope this Special Section will promote:

- Greater understanding of the value-added benefits of diverse leadership;
- Greater emphasis on the development and use of diverse leadership in psychology;
- Increased psychological research on diversity in leadership; and
- Development of more evidence-based psychological intervention strategies for encouraging and strengthening diverse leadership in a variety of settings.

We extend our appreciation to all of the Special Section’s contributing authors.
ETHNIC MINORITY LEADERSHIP STYLES
Ethnic Minority Leadership
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Minority Leadership

The election of Barack Obama as the 44th president of The United States was the pinnacle event for some African Americans as a sign that racial equality had finally been reached. For others, the election of President Obama was a sign that there has been a shift regarding who and what leadership looks like. As we look at the President Obama election as the tipping point for leadership, we can examine how his election builds upon previous models of leadership and presents new avenues for leading in the future.

The most visible models of ethnic minority leadership have come out of movements for civil rights and equality. Dr. Rev. Martin Luther King, El Malik Shabazz (Malcolm X), and Cesar Chavez (Mexican American migrant advocate and former leader of the United Farm Workers), most easily come to mind. The political arena has brought Americans numerous examples of Black leadership that have crossed gender lines through female models such as Shirley Chisholm (first Black female congressperson and former candidate for the Democratic Presidential nomination) and Carol Moseley-Braun (first Black female senator), Alexis Herman (first African American to chair the Department of Labor), and Condoleezza Rice (former Secretary of State). The more recent models of ethnic leadership have frequently come from business and have included Ken Chenault (chairman and chief executive office of American Express), Ann Fudge (former president of Kraft General Foods' Maxwell House Coffee Company and Kraft's Beverages, Desserts and Post Divisions), and Oprah Winfrey (internationally known television personality, media mogul, and philanthropist) among many others.

Currently we have new leaders who have used a mix of the models in the past to ascend to their positions of power. Other than President Obama, we are seeing the rise of people like Ursula Burns (first black female CEO of a Fortune 500 Company) and Cory Booker (Mayor of Newark, NJ) as examples of how leadership is evolving among minorities. Soon we may see that work continue with the possible confirmation of the first Latina Supreme
Court justice, Sonia Sotomayor. In this article we hope to exemplify types of leadership that President Obama exemplifies that are representative of new ethnic minority leadership. Finally we hope to provide some advice on the future needs of leadership among ethnic minorities.

**The New Ethnic Minority Leadership**

One of the ways in which President Obama is representative of the modern ethnic minority leader is that like previous Black leaders (e.g. MLK) he is a servant leader. Servant leadership is one of the most popular leadership models around today. The concept was developed by Robert K. Greenleaf in 1970. The servant leader serves the people he/she leads, which implies that they (the people's needs) are an end in themselves rather than a means to an organizational purpose or bottom line. Servant oriented leadership was made popular with the late Dr. Martin Luther King Jr. President Obama has demonstrated his ability to embrace this leadership style early in his career with his work as a community organizer. He continued to use the community and a sense of purpose beyond himself as he orchestrated one of the most inclusive and expansive presidential campaigns in the history of the United States of America. President Obama's message is about the people and it's their goals he is trying to reach and solve for a collective good. Although President Obama has successfully used this style and continues to do so, this is not the only leadership style he has employed in his work and leveraged from successful styles from the past.

Another important aspect of President Obama's leadership style reflects his identity as a coalition builder and boundary spanner. A coalition is defined as a temporary partnering of groups aligned for a similar purpose. Many will argue that his ability to be elected and run the government is dependent upon his ability to be non-partisan and span traditional boundaries and build coalitions among diverse groups to accomplish a desired goal. This is exemplified by President Obama's achievements to date ranging from the campaign trail where he was able to gain support from both traditional Republicans such as General Colin Powell, to the architecture of one of the most diverse White House cabinets. This style of leadership proves to be successful because of the ability to align goals on similarities rather
than differences. Coalition building as a skill will continue to be useful for minority leaders as they can rally peers, subordinates and people in positions of power around common goals.

President's Obama leadership is also reflective of multicultural leadership. In fact, his multiracial and international background has enabled him to reach out to his global constituencies in ways that perhaps no other President has been able. The diversity of his ethnicities, his economic and family background, as well as his life and studies abroad provide various avenues for the population, indeed the world, to connect with him. Rather than exemplify a select economic, academic, and family background with which an increasingly few Americans can identify, President Obama's history reflects an identity to which a growing number of Americans and non-Americans can connect. His own understanding of "self" enables him to relate to diverse Americans in a manner that is non-threatening as well as authentic.

Leaders of the Future

So what do the leadership styles employed by President Obama tell us about the future of ethnic minority leadership, and leadership in general? The exciting lesson in this era of leadership is that many barriers and boundaries are being broken. New leaders appear less hindered by their predecessors and are finding ways to be effective leaders without being duplicates of those who came before them. Certainly, building coalitions and spanning boundaries will be leadership skills that can span across disciplines and sectors. The ability to shift among different leadership styles will allow new leaders to build relationships and skills beyond their content and technical expertise in their respective disciplines. We look forward to watching how President Obama and others pull women, sexual minorities, and other overlooked groups into their leadership teams. We look at the appointment of Ursula Burns as a phenomenal example of a technical and content expert who also has the ability to span boundaries and build coalitions within her work world to support her success.

Another concept that President Obama's election allows us to address is the notion of age and experience as critical elements of leadership success. Traditional leadership models have argued that age and experience are indicative of leadership success. President
Obama, Mayor Booker, and countless other new leaders are deflating this notion that you need to have a critical number of years of experience to be successful. President Obama has shown that a respect for discipline and a keen learning agility are the more critical elements for success. The diversity of one’s experience is also essential. This is a great notion for new leaders to embrace that enables them to demonstrate their ability to lead without the fear that age or years of experience will continually be questioned until they have proven otherwise. This concept is still very early in its adoption. But with the continual aging of the workforce and need for new leadership, we shall see that less emphasis will be placed on age and experience for new leaders while increased concern will center on examples of proven leadership through accomplishments in diverse contexts and other leadership qualities necessary for success.

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Leadership Style is an area that has received modest attention in the psychology literature. Most studies examine leadership style within organizations. Less attention, however, has been paid to the examination of difference in leadership style in regards to ethnicity or race. The few studies that do examine ethnic or racial differences are limited in their description of the differences in leadership style between ethnic minority leaders versus leaders from the dominant White culture (Eagly & Johnson, 1990). Here, we will review the existing literature to help answer the question: Is there a difference in the leadership style between ethnic minority individuals versus White individuals?

In a research investigation among Black, White, and Chicano subordinates of Black and White supervisors in three industrial plants, Parker (1976) found that the Black supervisors were ranked significantly higher or more favorably than White supervisors on three of the four managerial leadership measures (managerial support, goal emphasis, and work facilitation). In other words, Black supervisors were seen as giving more support to their subordinates, placing greater emphasis on the task to be completed, and removing more obstacles that may hinder the completion of the job. Parker (1976) also found that the Chicano subordinates seemed to perceive both the Black and White supervisors similarly with respect to the interpersonal aspects of leadership (interaction facilitation), but perceived Black supervisors more favorably on task-related leadership dimensions.
Parker's findings support the argument that cultural background heavily influences leadership style (Hatty van Emmerik, Euwema, & Wendt, 2008). Other evidence suggests that ethnic minorities, in particular, tend to adopt a nurturing, inclusive, dynamic, engaging and inspiring leadership style that falls under the umbrella of "transformational leadership" (Ardichvili, Mitchell, & Jondle, 2009). Specifically, a transformational leader is one who inspires, shows respect for, and is authentic in her/his desire for the professional and personal advancement of her or his subordinates (Ayman, Korabik, & Morris, 2009). Rather than adopting a rigid, bottom line as seen in event and task oriented, transactional, or White leadership styles, ethnic minorities engage in a leadership style that is generally in direct opposition of the dominant culture. This style includes the ability of many ethnic minority leaders to lead and simultaneously connect with others in a meaningful manner which sets them apart from leaders in the dominant culture. We could argue that the unique balance of good interpersonal skills, humility and steady leadership is what distinguishes many ethnic minority leaders from leaders in the dominant culture. One contributing factor may be that individuals who represent the dominant group may be blind to their privilege, making them less aware of how their leadership style affects those whom they lead.

The long history of intergenerational trauma seems to unconsciously shape the way ethnic minority leaders view and interact with the world; These experiences help to create a leadership style that is genuine and participatory in nature, with clearly defined goals and objectives. This is congruent with a social justice perspective of leadership. Others have highlighted the role that historical and modern day racism and discrimination have played in shaping the leadership style of ethnic minorities. The long history of intergenerational trauma seems to unconsciously shape the way ethnic minority leaders view and interact with the world; These experiences help to create a leadership style that is genuine and participatory in nature, with clearly defined goals and objectives. This is congruent with a social justice perspective of leadership. It has been found, for example, that the stereotypic views that emphasize that ethnic minority individuals are not qualified because of their cultural and/or racial background actually helps ethnic minorities to stay grounded and affirming to their subordinates (Trevino & Nelson, 2004).
Implications for Ethnic Minority Student and Faculty Leadership

It is important to also note that though there is little written about leadership experiences regarding students in the academy, ethnic minority students also have unique leadership experiences and styles compared to their white counterparts. Ethnic minority leaders have demonstrated their role as advocates for change and transformation amongst themselves and for those they lead, although the experience of acts of injustice during graduate school can create significant stressors (Sarros, Cooper, & Santora, 2008). Some ethnic minority students feel that they are constantly being challenged to act competently on social issues in whatever environment they find themselves.

In institutions where much emphasis is placed on achievement (attainment of status, prestige, and recognition within the organization) in comparison to affiliation (friendly interaction with students and advisees) (Bowers, 1963), some ethnic minority faculty have even been found to treat ethnic minority students in discriminatory or oppressive ways. For example, there have been cases in which ethnic minority faculty would ignore an act of discrimination against an ethnic minority student, in order to preserve her/his faculty status and good rapport with other faculty from the majority culture. Due to the power differential and underrepresentation of ethnic minority faculty in institutions of higher education, ethnic minority students often have no one in their department or graduate school to turn to for support or mentorship. There have also been cases where some ethnic minority faculty would behave more favorably with students from their own cultural group while discriminating against other ethnic minority students who are not from their own ethnic group.

Recommendations for Increased Ethnic Minority Leadership in Psychology

In conclusion, ethnic minority leadership style is different from White leadership style, and has been shown to have a positive impact on those they lead, specifically in regard to the interpersonal skills used to communicate and interact with subordinates. Furthermore, the ethnic minority leaders’ increased awareness about social justice, as observed in student leaders, suggests that ethnic minority leaders strive to avoid the use of oppressive measures when providing leadership. Understanding the benefits of ethnic minority leadership is one step in building support for the recruitment and retention of ethnic minority leaders in the field of psychology, which is important given the underrepresentation of ethnic minority leaders in higher education and industry. Yet another step would be to increase ethnic minority graduate student, post-doctoral and early career psychologists’ representation in leadership at the national level within APA governance and divisions, as well as at the state and regional levels.
References


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Diversity Leadership*
Sandra L. Shullman, PhD

Traditional and Collective Theories of Leadership

One of the big debates about leadership has been about whether leaders are born or made — the nature/nurture controversy. Tom Peters, a management writer once said, "I never knew a leader who wasn't born." What is most significant is that much of the skill required to be a leader can be learned. This has been demonstrated by over 30 years of leadership research. Traditional notions of dominant western world leadership have historically emphasized the "great man theory," where the leader (usually male) was the leanest, meanest, strongest, most educated, brightest (and often "whitest"). The leader from this perspective always knew what to do and how to do it, and the role of followers was simply to "just do it." Other cultures have conceived leadership as more of a collective effort, centered more on the group itself than on the leader per se. In recent years, western white culture has moved its notions of leadership to a more reciprocally interactive set of concepts. We talk now of "transformational leaders" who engage and empower people to do their best for a collective vision that is bigger than any one person and where the group has a greater influence over how the mission and vision are accomplished.

We are currently dealing with an increasingly more ambiguous and uncertain context in which to lead. Globalization, technology, air travel, and increasingly more complex and diverse communities and workplaces have made leadership an even more challenging concept. Now it is not always clear either where to go or how to get there, so the leader might now be more of a "leader learner", helping others learn on the way, rather than being the source of all direction. Lots of different types of people with increasingly different backgrounds can learn and lead.

The Leader Learner

On a very basic level, while the leadership role has become more complex over the past thirty years, leadership research over that same time period has shown that leadership skills and competencies can be identified and broken down into learnable pieces. Those who are agile learners can learn the leadership "lessons of experience"...For those who have been traditionally marginalized in a dominant leadership culture, the need to be an agile learner has been a constant companion.

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"lessons of experience" and be continuously effective leaders across time and situations. For those who have been traditionally marginalized in a dominant leadership culture, the need to be an agile learner has been a constant companion. The view from the "outside of the circle" is strikingly different than the view "from the center" and usually requires multiple sets of skills to navigate the boundaries of multiple contexts. This can actually be an advantage in learning the skills of leadership. For example, the idea of addressing "multiple realities," which comes along by necessity for marginalized people, can be a key factor in leadership effectiveness. Really effective leaders know themselves well, understand the wants and needs of others and know how to manage and leverage their own behavior to achieve the desired impact with/for a variety of others in their environment.

So, APA offers you the opportunity to get involved and use our diversity as a foundational strength to create a better discipline and a better world. We can learn from each other by sharing, questioning and engaging in deep, respectful and sometimes difficult dialogue. We can all learn to be better leaders together.

*With permission of the author and editors, this paper is reprinted from Cathy McDaniels Wilson & Jennifer Kelly (Eds), Implementing a diversity initiative in State, Provincial and Territorial Psychological Associations: A handbook for SPTAs: 2009 Edition. (Available from APA Division 31, State, Provincial & Territorial Psychological Affairs)

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Leadership: Values in Action

Thomas A. Gordon, PhD

"The imperative is to define what is right and to do it."

Barbara Jordan

Diversity Leadership

Leadership is sometimes framed as mostly a matter of "top level" authority, position, rank, recognition, title, power, privileges and perks. Leaders "hold" seats at important places and "run" things. Followers "implement and comply". This "leadership as noun" model won't help us much to drive our APA diversity initiatives. The model is too hierarchical, too static, too slow, and too exclusionary. It draws upon historical paradigms that did not truly respect the power and potential of diversity.

We need leadership among visibly diverse people, who demonstrably trust, build, and leverage collaborative effort. We particularly need strong leadership from the relatively newcomer professionals of color now joining APA's diversity strategy and initiative circles. We need breakthrough strategies, vibrant energy, and decisive commitments (not committee member compliance) to establish diversity as integral to all that we stand for and do. Don't sign on now to "hold" a committee seat, to comply, or to "run" things precisely your way. Diversity prompts us to aim for the best approaches, ideas, energies, and synergies -and these are apt to emerge from respectful, actively collaborative work. Leadership, then, is much more than a static noun.

Leadership is an action "verb": It sponsors profound, life-defining, life-affirming thought and movement throughout, on, and in the world. It champions, rallies, directs, advances, and inspires people to achieve extraordinary aspirations, accomplishments and life success. It serves sustainable success. Are you ready to lead? If so, then you're ready to "serve" (not "run") the success of our diversity initiatives.

Leadership delivers its core purpose, influence, and power through the dynamic interplay of people, process, performance, and paradigm exchanges.
performance navigation. Do you hold diversity dear? Do you know, specifically, how diversity, led well, creates new perspectives and value for APA? Are you ready to challenge diversity dysfunctions and oversights within APA's historical paradigms and approaches? Are you ready to establish diversity as integral, not optional, to all that we stand for and do? If so, you're ready to lead and act from a clearly defined and "owned" value frame. You're ready to put your core values into active play. You're ready to give APA your vision, voice, and best ideas for victory.

Values — the priorities paradigms set or our own — drive and direct all action. We are all cultural fish and agents of choice — thriving, surviving, thrashing about, swimming here or there -seldom appreciating both our personal power and just how wet we are. Leadership, then, requires comprehensive self — and paradigm-mastery. Leaders need to know, grow, think and act deeply, plunging beneath the surface of things — the better to define what is right, to do it; and to move us adaptively and sustainability to places we would not otherwise go.

Sign on to APA's diversity initiatives, if the idea of plunging beneath the surface of things, leading change from your core, partnering with highly diverse colleagues, and developing personal perspective/mastery lights your fire. Of course, you'll share your cultural roots and stories, as you jointly craft strategy. Of course, you'll regularly debate priorities and tactics with partners who won't always see eye to eye with you. We're promoting active, not spectator, collaboration.

Leadership develops our self- and systems-capacities for in-paradigm and paradigm shifting success. To "win", leaders anticipate and address challenges forthrightly. They model and create highest value thinking and impact. Leaders don't "run" things and "run" alone: They promote collective vision, voice, and victory.

**Vision, Voice, Victory**

**Vision:** You see something that just won't fade to distant background or release its grip on your heart, mind, and imagination. It's part dream or aspiration. It's part genuine awareness and concern: You know some thing's got to change — that they are real and symbolic disparities, neglects, inactions, gaps, or needs that deserve priority attention. Something isn't set up right to work right. You know it, and it registers loud and clear for every personal and professional value you hold dear. It may be "reality" for now, but you're ready to put your own values into play, to make a high impact, difference.

**Voice:** You sense and see something shifting for the better in your organization and/or the communities within which it resides. And the shift your see probably can't be accomplished by you alone. You're ready to create and speak about the right direction,
but you know it'll take strong partnership synergies to drive real momentum and change. You sense the path. You feel the possibility. You see people coming into view as potential partners. You expect to, not only gain ground, but to change "reality" for the better — to win.

So, you step up and speak up, because you think differently than most and hold yourself in high, positive regard. You trust your intelligence, diagnostics, and intuition. You'd rather risk being wrong trying to deliver high impact and value than abdicate your responsibility on your watch to address some gaps or absorb the choices of those who, arguing for the status quo, don't really see and feel what you do. Your self-portrait says "Difference Maker". You will be heard.

Victory: In fair weather or foul, leadership is mostly about positioning people to succeed — together. Partners win. Victory is true value -delivered and sustained. Vision, voice, and victory proceed hand in hand. Leaders design vision, direction, and strategy. Their "trumpet" or voice must strike a clear and responsive audience chord. Voice must rally highly diverse people to great effort amidst all manner of noise, dissension, and fog. High diversity. Yet, one message, one sound. Leaders challenge themselves to adapt intelligently, improve rapidly, and innovate. Rather than dominate or control dialogue, leaders embrace diverse, voice exchange. They lead voice harmonizing rather than tolerate sub-optimal silence, covert whisperings, exclusions, or collusion. The choir advances the cause and needs continuous voice — the leader's and its own.

Leaders transform paradigms. They honor people. They challenge collusion and non-substantive exclusions. They promote constructive processes.

Leadership victory mostly rests on the collaborative creation of impact and value. This means leaders must be decisively clear, solutions-focused, partnership-proficient, and attuned to genuine value sustainability. It is not enough to attend and sit through meetings, rallying people to produce only traditional, short-term, ceremonial gains. It is not enough to score recognition, resume, and achievement points at the expense of long-term community, organizational, personal health.
Leaders transform paradigms. They honor people. They challenge collusion and non-substantive exclusions. They promote constructive processes. They champion distinctive performance. Leadership vision, voice, and victory, then, reflect and bolster partnership synergies, community and/or organizational collaboration, highest value achievement, and the continual will to win. We hope you’re ready to lead.

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Ethnic Minority and Women Leadership: My Experience as a White Male Soldier
Master Sergeant Greg Jenkins

Women and ethnic minority leaders are some of the best leadership resources we have. In our continually shrinking and complex world we need leaders who know how to lead and maneuver through intricate group dynamics as well as communicate across different cultures.

In my 26 plus years of active Army service I have had many high-quality leaders, regardless of their race, color, gender, religious preference or national origin. These women and ethnic minority leaders not only led us to our collective successes of mission accomplishment, but they also did so while having to endure differing levels of discrimination and exclusion that I was neither aware of nor had to contend with. It was not until much later in my life and career that I began to realize just what those caring and gifted men and women had to go through while leading us; and continue to endure in some cases.

I did not know what white male privilege was, or that I was enjoying such a privilege, until 2005 when I experienced equal opportunity training and education at the Defense Equal Opportunity Management Institute (DEOMI) located at Patrick Air Force Base, Florida. What I learned there forced me to reflect over my career and life, and to think about the women and ethnic minority leaders that I had while serving. The training I experienced forced me to take a hard look at myself as a leader too. Until that awakening, I had thought of myself as a good leader who knew and understood his Soldiers well. What I came to realize was that I had much to learn about myself and the people around me.

These leaders that I speak of now did, and still do, provide something great for the Army and society at large. They provided outstanding examples of intelligence, courage, humility, strength and caring; even when those same and other courtesies and respect were not always returned to them in kind. Historically, women and ethnic minority leaders have always played a large role in our nation becoming more unified and effective in

Historically, women and ethnic minority leaders have always played a large role in our nation becoming more unified and effective in what we do, and more importantly, who we are as a country. Women and ethnic minorities provide our military and nation with a largely untapped resource of differing perspectives…
what we do, and more importantly, who we are as a country. Women and ethnic minorities provide our military and nation with a largely untapped resource of differing perspectives that many in our society have now begun to fully realize.

In many cases the women and ethnic minority leaders I have known, worked harder, longer and provided better leadership than some others. I learned more about sacrifice and dedication from these leaders because I had to watch them work even more diligently to gain the same level of acceptance and inclusion that other leaders almost automatically obtained by default.

Like Sergeant Reginald White, the best squad leader I ever had. He was an African American male who taught me how to properly care for my own Soldiers and who also taught me maybe my greatest lesson, that the hardest thing in life that I will ever have to do will be to forgive others. Then there is Captain Diane Cummins, an African American female who often put up with insensitive and unsolicited comments about her ability to lead, although she performed better than any other company commander I had. Or there's Chief Petty Officer Keith Perkins, an African American male, who explained to me how when he had to drive across our own country, did not feel safe unless he had a weapon to protect him and his family. Then there's Captain Angela Berg, a white female engineer officer, who was referred to as not being a "real" engineer officer by our battalion commander, even though she was successfully running the largest engineer company in the battalion. There is also Major General Randy Castro, a Hispanic male, who alone amongst his commanders and staff was the only leader concerned with the challenges of off-post housing for all Soldiers. Another leader was Command Sergeant Major (retired) Bob Keehu, an Asian male, who shared with our class how he would have to explain to complete strangers why he had a little white girl by the hand as he would walk through airports and other establishments, even though the little girl was his own granddaughter. Finally, Command Sergeant Major Maria Martinez, a Hispanic female and American citizen with 30 years of Army service, who still to this day gets asked to provide proof of her U.S. citizenship.
Despite the aforementioned obstacles, I never witnessed these leaders quit, complain or take revenge. Instead, they simply rose above the demeaning and belittling behavior and led us to successful mission accomplishment. In short, they endured and provided outstanding examples of grace and perseverance.

In this continually changing and dynamic world we need people who know how to lead and maneuver through intricate group dynamics. These leaders must also have the competencies to communicate across different cultures providing dignity and respect while accomplishing the mission. Women and ethnic minorities leaders are some of the best suited for these and other challenges, as they've been serving and leading with distinction in challenging environments around the world for many years.

**Master Sergeant Greg Jenkins** is currently an Equal Opportunity Advisor (EOA) with the Army Diversity Office in Arlington, VA. During his 26 Army career, assignments and missions include those in Missouri, Texas, New Mexico, Colorado, California, Washington, DC, Germany, South Korea and Iraq. He has served as a Squad leader, Platoon Sergeant, Drill Sergeant, Instructor and Operations Sergeant. At this time, Master Sergeant Jenkins is finishing his final classes for a MA in Human Resources Development from Webster University, and continues to develop and expand his passion for diversity and inclusion.
CULTURE, VALUES AND SPIRITUALITY IN ETHNIC MINORITY LEADERSHIP
The call to leadership can be understood to be a call to service. As a call to service there are some essentials to which we need capable leadership to respond. We need leaders with the capacity to forge the creation of a just, sacred, and sustainable world. You may very well be one of the ones we have been waiting for.

The Attributes of Leaders for Our Future

Who are these people with such laudable competencies for which we are looking? How do they go about exercising their abilities in professional, political, and institutional settings? I have had the opportunity to run across many from this group with relative frequency and they all seem to share certain characteristics in common. First and foremost, they seem to have a knowledge of themselves that derives from a considerable amount of time having been given to critical self-reflection, introspection, the honest search for authenticity, and, more often than not, they have learned a great deal from significant life challenges, trials by fire have taught them self-mastery. This self-knowledge is sometimes made evident in the peaceful well-being, quiet security, integrity, and confidence one senses in their presence, even in a crisis they seek to remain centered with a knowing grounded in something beyond what appears.

Another attribute common to this group is the respect they hold for those who have gone before them, upon whose shoulders they stand and without whom they would not be able to do what they do. Such an attitude of gratitude and reverence allows them to survey the human condition and conclude that indeed everyone is right to the limits of their knowledge, wisdom, and understanding, given their experiences, exposures, and meanings made. So being, their orientation to human diversity markers such as race, gender, and class surpasses the binary assessment that one is better than the other. Moving to the realization that everything can be found in every group, they look for the best among all with values that foster empathy, trust and mutual understanding as effective modes of social interaction.
Acknowledging that all is perception, and that power is the ability to define reality, this group wields their faith, or positive belief, time, and attention, wisely. Sensing and affirming an inviolate beauty way which assumes the interconnectedness of all life, the extension of a just and sacred world to all of humanity and existence across the dimensions of time and space is assured. Their deepened sense of awe and grace is accompanied by an awareness that love is the most powerful force in the universe and is therefore the most solid assumption upon which all else should be built. Inspired that peace, the natural outgrowth of love, is a prerequisite for justice, the other prerequisites of truth, reciprocity, order, harmony, and balance are also perpetually sought.

The Goals of Just Leadership

Aspiring to pursue what is right, this group looks to create a world in which all forms of inequality, exploitation, manipulation, and dehumanization among people are overcome. The logic and system of reasoning typifying this group unifies, contains and transcends oppositions, a level of moral reasoning that seems uncommon in the current prevailing socio-cultural climate. In a society in which it is more important to be politically correct than morally correct, we are challenged in certain circles to even use the language of being just, sacred, or righteous, much less put forward an agenda based upon it being the 'right' thing to do. How do we even know what is right in social context in which human diversity markers such as race, gender and class so heavily influence, if not determine, the opportunities and standards to which people are held and by which people are judged?

Challenges of Ethnic Minority Leadership

For psychologists from non-dominant cultural groups, whose ancestors have been historically disenfranchised and oppressed, the challenge is even greater. You may have already faced situations considered normal and acceptable by the dominant group, but considered absolutely' insane and heinous in your cultural reality. Given the structural and embedded nature of bias and injustice in this social context, recognizing and maintaining health and sanity is not easy. Learn to consider and trust those cultural resources that have brought you this far, those that sustain you. Their value needs to be shared widely, even if others may not understand at first. Optimal Psychology suggests we should always be looking for and sharing the good, although even 'the good' may for a time not make us rather unpopular.
We need courageous leaders with the capacity to think deeply, critically, comprehensively, and coherently in a sustainable, analytically cohesive manner. From the perspective of Optimal Psychology, if in order for this outcome to manifest with greater frequency we need weight training for the heart, mind, and soul, that is good too. So many things weigh on us as a humanity, that no less than a serious program of weight training may suffice, if we are to effectively manage the leadership challenges we have ahead of us. In the wisdom tradition of the ancients, our goal is to make our hearts as light as a feather when weighed against our actions on the scales truth, justice and righteousness. As the result of engaging in rigorous training our minds will be strong with enough power to generate and sustain clear, purposeful, independent thought and opinion in the face of mentacide, engineered consensus, and mis-education.

Exercising with the kind of commitment that will develop our thinking toward greater knowledge, deeper wisdom and fuller understanding, our minds can regain any lost rigor, vigor, flexibility, and incisiveness. Our feelings will regain their buoyancy and elasticity, as our hearts soar with more extraordinary outcomes than we have ever before known. We will become brave. There will be many very heavy topics that we need to lift as we continue to get in our best shape. Please join this group that practices daily workouts for the heart, mind, and soul. You will then know that you are one of the ones we have been waiting for, no doubt!

Professor Myers specializes in psychology and culture, healing practices and psychotherapeutic processes, and moral and identity development. Nationally known for her work in the development of optimal theory, Dr. Myers is the author of numerous articles and two books, Understanding an Afrocentric World View: Introduction to a Optimal Psychology and, co-editor of Mental Health and Ethnic Minorities. She proposes a model of human functioning consistent with insights from the wisdom tradition of African deep thought, modern physics, and Eastern philosophies.

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Too Legit to Quit: Strategies of Successful African-American Female Leaders
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Overview

Historical images of African American women have portrayed their strategies for successful coping in multiple ways (West, 1995); however, there is a paucity of research on the degree to which self-care differences exists among Black women in diverse high stress leadership positions. Part of the complexity is because researchers have barely formulated clear ideas about female leadership, in general, and have marginalized the contributions of Black women leaders, in particular (Hall, Garrett-Akinsanya, Hucles, 2007). Mack and Garrett-Akinsanya have conducted research projects that focused upon the roles of African American women as leaders in the workplace. The first study focused on African American women as leaders (directors) in the contexts of university and college counseling center settings. The second study examined the self-care strategies of successful African American female leaders at university counseling centers and in non-counseling center professions (corporate, law, education, non-profits) based on African centered, value-based leadership styles.

In both studies participants were asked to rate the influence of their race/ethnicity and their gender on eleven aspects of leadership functioning. Additionally, they were asked to rate themselves on seven coping strategies (social, spiritual, vocational, intellectual, emotional, cultural, and physical) in terms of frequency of use and effectiveness. The second study incorporated taped interviews and an extra question about advice to future Black women leaders.
Study 1: Racial and Gender Differences Among Counseling Center Directors

In the first study, participants were male and female (European American and African American). Results suggested that women (in general) felt that their gender gave them a slight edge in acting as mentors for staff, improving the office climate, and providing direct services. Men, on the other hand, felt that their gender was a positive influence in providing campus leadership and marketing counseling center services to customers and funding sources.

With respect to racial differences, European Americans did not see their race/ethnicity as a positive factor in their function as counseling center directors. On the other hand, the African Americans in general, saw their ethnicity as a slightly positive factor in the delivery of direct services and their opportunities for career advancement. African American females, as a group, reported that their gender had a more negative impact on their role in staff development and mentoring staff than African American males, while European American females reported that their gender had a more positive effect in these two areas than European American males.

With respect to coping strategies, race was a more significant factor than gender in that African Americans were more likely to use spiritual (AM=6.000, EM=3.667, p<.01) and cultural (AM=4.182, EM=2.889, p<.02) means than European Americans. Furthermore, African Americans were more likely to rank spiritual (prayer, meditation) strategies as their most effective coping method (AM=6.273, EM=3.200, p<.0001) while European Americans ranked emotional strategies (self-help books, therapy, crying) as their most effective strategy (AM=2.750, EM=4.688, p<.01).

Study 2: Self-Care Strategies and African Values of African American Women in Differing Work Settings

In the second study, Garrett-Akinsanya explored the within group differences of African American women in terms of their self-care strategies in different contexts (counseling centers versus other work environments) of high-stress leadership. The study revealed that the Spiritual domain was among the most used self-care strategy; however, independent samples t-tests suggested differences between African American female counseling center directors and non-counseling center professionals in terms of their uses of the Social Domain t(19)=3.1, p<.01, with African American females in non-counseling
center positions relying much more on social support than spirituality as a mechanism for coping. Thus, Study Two not only examined the wellness strategies noted in Study One, but also looked at the roles that African consciousness and values play in the leadership styles of Black women.

Azibo, (1996) identifies one of the most significant components of African-American mental health as being cultural identity. Within the context of cultural identity lies the concept of African self-consciousness and the affiliated values of that mindset. Baldwin (1985) proposed that African self-consciousness is the organizing principle of the African personality. Thus, an African-American woman who displays a positive African self-consciousness will most likely display values and behaviors that promote survival of herself and her people (Kambon, 1992) as well as a connectedness with others. These seven values were first noted as part of the Nguzo Saba (Maulana Karenga, 1966). Women in this study were asked if they endorsed African values of spirituality through faith (Imani), unity (Umoja), collective work and responsibility (Ujima), creativity (Kuumba) self-determination (Kujichgulia), cooperative economics (Ujamma), and purpose (Nia). In addition to these traditionally listed values, the second study included the values of respect (Murua), and common sense (Busura).

Results from the second study demonstrated that even among African-American female leaders, differences exist as to how and under which circumstances they may choose to use specific types of African centered values to inform their leadership styles. For example, African-American women who were in corporate settings tended to rely more readily on common sense, respect and faith. On the other hand, individuals in counseling settings tended to exemplify greater tendencies toward self-determination, common-sense, collective work and respect as core values in the work place.

Results of independent samples t-tests suggests that the differences between the group means are significant in terms of their uses of Faith $t(17)=2.2, p<.04$; Purpose, $t(18)=2.9, p<.01$; and Common Sense, $t(18)=2.6, p<.01$. The difference between the two groups also approached significant difference in terms of their reliance on Creativity, $t(18)=2.0, p<.05$ as a frequently used African-centered value. The most powerful aspect of Study Two came from the narratives of the women interviewed in...
response to the question about what advice they would give to other African American female leaders. This data produced what the author refers to as the "10 Easy Too Legit Tips" for success. These tips will be featured in an upcoming book by the authors entitled: *Too Legit to Quit: Strategies of Successful Black Women* and include recommendations to develop opportunity seizing skills by being focused, spiritually grounded, anticipatory, growth-oriented, courageous, strategic, flexible, positive, developing corporate awareness, and staying culturally grounded.

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How Women Lead: A Look at the Leadership, Values, and Leadership Behavior of Hispanic Women
Olga M. Escamilla, PhD

Background

Until the recent decades, women did not occupy leadership roles in public positions. There is evidence of growth and of the ever increasing diversity of the workforce. This leads to implications of increased women in the workforce and increased female leadership (Carli & Eagly, 2001). There have been studies on women in leadership, yet there are few studies on how women really lead (Eagly & Johannesen-Schmidt, 2001). The possibility that women and men differ in their typical leadership behavior is important because the behavior of leaders is a major determinant of their effectiveness and potential for advancement (Eagly, Johannesen-Schmidt, & van Engen, 2003).

Bass and Bass (2008), cite that America's workforce is continuing to change in terms of racial and ethnic composition. Steadily, the ethnic composition has continued to evolve with the Hispanic population leading the evolution; Hispanics are now the largest minority group in the United States, and consequently, the American workforce is becoming overall more diverse. According to the USDOL (2008), Hispanic women comprised 10.9% of employed women in 2007, and of those women, almost one-third were employed in the service sector. On a brighter note, 23% of Hispanic women were employed in management, professional, and related occupations, a statistic that has steadily climbed in the past 10 years. Hispanic females in particular are coming into their own in the workplace and are finding themselves filling leadership roles.

Garcia (2005) cites that the most recent research views Latinas' cultural participation as a strength rather than a deficit. Garcia confirmed that Latinas are leaders and have historically exhibited leadership through their participation in politics, their efforts to seek improvement of community services, and through their ability to activate support in Latino election campaigns.

Study Procedures and Results

Few studies can be found relating to perceived leadership styles and values of Hispanic women as compared to the amount of research findings available on Hispanic males, White males, and White females. It was this glaring lack of research and information on
how Hispanic women lead that precipitated the need for the current study which examined Hispanic women in leadership and whether their values determined their leadership behavior. The Philosophical Orientation Questionnaire (Boyatzis, 1992) and the Leadership Behavior Description Questionnaire - XII Abridged (Stogdill, 1963) were administered to 313 individuals in leadership positions from varying institutions in Texas. The study was designed to answer the following research question(s):

1. Do the values of a Hispanic female leader determine her leadership behavior?
2. Is there a difference in self-reported values and leadership behavior of Hispanic women leaders compared to other groups?

The results of this study yielded no significance as to which values determine leadership behavior of Hispanic women. Bass and Bass (2008) suggest that as globalization occurs individuals may move from one pattern of behavior or thought to another wherein ethnicity and culture become less significant. This could be the case here, as cultural and ethnic patterns become less significant in decision making processes for individuals that have advanced to the point that they have left their ethnicity behind or any latent insecurity connected to their ethnicity due to attainment of higher education as well as assuming a leadership role.

The results also yielded no significance as to values of Hispanic Women determining leadership behavior when compared to other groups. The implications of this finding indicate that gender does not play a role in leadership. Consideration should be given to the fact that accepted norms of individuals in leadership roles includes characteristics and behaviors that were considered masculine in the past and are accepted as gender-neutral in today's society. Epstein (1991) argued that both men and women described their style to match what culture says they should be like. This suggestion can be supported by findings of Ferdman and Cortes (1992) in their description of ethnic identity as 'the strength and value of a person's identification with an ethnic category' (p. 250), meaning, how central is one's particular ethnicity to one's assumed role. Their research revealed that even though Hispanics are very proud of their cultural heritage and seek to maintain the respect instilled in them toward their cultural heritage, they also want to be viewed as individuals, not stereotyped or seen as one-dimensional due to their ethnic background.

The number of Hispanic women in leadership positions is steadily increasing. Despite this increase, there continues to be a lack of research on Hispanic women in leadership. With the growing number of culturally diverse individuals being more prominent in the workplace, further research to include all aspects of leadership and ethnicity is imperative.
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ETHNIC MINORITY LEADERSHIP DEVELOPMENT STRATEGIES
Corporate Leadership: Building Diversity into the Pipeline
Claire McCarty Kilian, PhD
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As promising as the election of Barack Obama and the nomination of Sonia Sotomayor to the Supreme Court are, barriers to the advancement of minority leaders still exist. Diversity in the lower ranks of the corporation has not translated over time into equal representation at the top.

Barriers To Leadership Diversity

Research by Catalyst (2001) and the CLC (2001) categorizes barriers to the advancement of women and people of color into several key areas:

- Lack of mentors and role models
- Exclusion from informal networks of communication
- Stereotyping and preconceptions of roles and abilities
- Lack of significant line experience, visible and/or challenging assignments
- Commitment to personal and family responsibilities (primarily for women)

Organizations cannot afford to ignore potential future leaders. What interventions exist that enhance the chances that more women and people of color will find organizational environments inclusive, fair and be willing to stay for the strenuous trek to the top?

Senior Management Commitment

Companies who have seen the greatest increase in leader diversity have typically had active, effective support from the top. Senior executives must create the message that diversity is encouraged, and actively reinforce the message at every opportunity. At the majority of companies with successful track records, the CEO is directly involved, either formally or informally, in promoting events, holding diversity reviews with senior executives and linking the diversity strategy to the overall business strategy (CLC, 2002).

Manager Accountability

"Organizations that are most successful in achieving managerial diversity clearly have human resources systems and practices that hold managers and executives accountable for achieving diversity objectives and encourage them to actively develop women [and people of color]" (CLC, 2002, p. 12). "Measurement tools used ... range from 360-degree feedback to peer
reviews, employee attitude surveys, performance reviews that incorporate diversity objectives, and periodic reviews of workforce demographics. About three-quarters of the companies [studied] report that they directly or indirectly link diversity to management bonuses and incentives” (Giscombe & Mattis, 2002). For example, Sodexo USA has developed a diversity scorecard which includes the manager's success in recruitment, retention, promotion, and development of all employees and his or her bonus reflects that expectation (Dolezalek, 2008).

Kalev, Dobbin, & Kelly (2006) found that establishing clear leadership and responsibility for change has been the most successful of all diversity initiatives.

**Training and Education about Gender/Race Equity**

Diversity training generally aims to increase awareness of the demographic profile of an organization and to challenge any negative preconceptions employees may have regarding minority groups. Recent research by Alexandra Kalev and colleagues (2006) has found that mandatory diversity training is the least effective method for increasing diversity in management and, in fact, can even be counterproductive.

**Networks and Mentoring Programs**

Networks can provide social support, professional development and access to mentors and role models of the same race/ethnicity or gender and allow people to act in concert, lessening the risk to any one individual of pointing out systemic issues, requesting resources to address equity issues or taking other proactive steps to change organizational culture (Giscombe & Mattis, 2002). Efforts to deal with social isolation through mentoring and networking appear to be moderately effective (Kalev, et al., 2006).

**Identification and Development of Diverse Talent**

One root cause for failure in diverse leadership development is the ineffective state of leadership development in general. Hewitt Associates surveyed CEOs and HR executives representing 240 major multi-national companies and found that while 77 percent have formal leadership development programs, only 32 percent believe their objectives are being achieved (CEO Survey, 2002). Only 42 percent use their own leadership criteria when hiring talent and only 55 percent report significant pay differential between high and average performers in leadership roles (CEO Survey, 2002). This is despite the fact that a majority of executives believe that leadership development is a major priority for their organization (Barrington, 2002).
Work-Life Balance

Work-life balance is increasingly a priority for men as well as women of all races and ethnicities. The relationship between gender diversity in leadership and the presence of work-family programs is dramatic. In companies where women held half or more of the top jobs, 82 percent provided flextime and 19 percent provided child care, versus 56 percent and 3 percent respectively in companies where there were no female executives (Galinsky & Bond, 1998, p. XII). The same was true for companies with people of color in the executive suite (Galinsky & Bond, 1998, p. XIII).

Conclusion

Our current economic condition may undermine a focus on diversity and inclusion initiatives especially for organizations struggling to stay in business. Not really surprisingly, Dencker (2008) has found that underrepresentation in leadership coincides with corporate restructurings and reductions in force. Without active leadership from senior executives, the progress that has been made in developing a diverse pipeline to corporate leadership may evaporate.

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Developing Woman of Color Leaders in Higher Education
Michele R. Guzmán, PhD

I am fortunate to have been sponsored for involvement in two prominent leadership programs for women in the two years since I entered higher education administration. This year I have had both the pleasure and challenge of helping to create and organize a leadership pilot program for Latina staff on our campus. I want to make clear from the outset that I write this article by no means as an expert in leadership, but as someone who has had a rigorous introduction to the topic over the past couple of years. Because I see what is needed to navigate leadership positions successfully, and I know this from both successes and failures, I am passionate about women of color having access to the tools they need to move up the ladder in higher education and other settings, two of which are solid mentorship and the ability to "get a seat at the table".

**Mentoring Relationships**

I have been fortunate to develop a few significant mentoring relationships during my career. I found that early on, I needed Latina mentors. It was important to know that "someone who looked like me" had succeeded in the way I hoped to someday. As I traveled through my career, I have found value in having a diverse set of mentors. It has also been helpful for me to have "peer-mentors", namely a person who is not necessarily more senior than me in my own field, but with experience in other fields or other kinds of leadership. While my parents were first-generation college students, having made it out of the world of migrant workers in the Rio Grande Valley, they were still not able to achieve the status of executives or administrators in their fields. Therefore, I did not have family role models for what this level of responsibility looked like, professionally or personally. Having alliances and relationships with individuals who do have a legacy of power in their families, in my experience often non-minority leaders, has been helpful to me. There may be a tendency to utilize alliances with ethnic minority leaders for support and non-ethnic minority leaders for information, though I have never formally researched this topic. Finally, I have found that leadership programs push you to introduce yourself to leaders who you would not otherwise see as accessible. When I participated in the Higher Education Resource Services (HERS) Institute (2009), we had an assignment of
interviewing five top administrators at our institutions. Among my chosen interviewees were the president, the provost, and our chief financial officer. In reality, I had always been free to make an appointment with these individuals, but the assignment gave me a context and the confidence to do so. I still reflect on those meetings from time to time in navigating my current responsibilities. This is one of the aspects of leadership programs that I have most valued: A ready-made network of mentors and peer-mentors and the opportunity and framework for further networking.

**Getting a Seat at the Table**

"Getting a seat at the table" is such an important factor in making change and influencing decision-making processes. It has been remarkable to me how my position as an assistant vice president has granted me access to key committees. In fact this year, being on three important committees enabled me to have a bird's eye view of how events were coming together to support a key initiative that I am passionate about starting on our campus. If I had not been in "the right place, at the right time", I would have missed this opportunity for synergy. It continues to be true that "it's who you know" that opens many doors. Leadership Texas (Foundation for Women's Resources, 2009), a program I am currently participating in, was established by a group of women to create a "good old gals network" (P. Beaumont, personal communication, March 23, 2009). People of color have also traditionally lacked this type of network to help them succeed, but that is changing.

**Shortcomings of Leadership Programs**

Unfortunately, what I have seen in the leadership programs I have attended is a struggle to meaningfully incorporate issues of diversity. I credit the two programs I attended with having a fairly diverse group of participants, though Asian and Asian American women were definitely lacking. While not the focus on this article, I must also say that openly lesbian women appeared to be lacking as well, and certainly the "space" for these women to bring themselves fully to these programs was wanting, as any discussion or acknowledgment of sexual orientation was nonexistent and the chatter seemed to reflect everyone having a "husband". I digress, but my commitment to social justice requires that I acknowledge our sisters in this struggle. How are we to develop as leaders of diverse communities when issues of diversity continue to be left out of these programs?

In both programs, I have found myself taking on that role of "the one" who keeps bringing diversity topics to the conversations. It's hard to face these micro-aggressions in the spaces you go to learn and grow, when you already face them in your day-to-day work. Once, I sat at a long conference table of at least a dozen high-level academic administrators, all but two who were white men, and listened to a conversation about
whether or not women should be considered an under-represented group. The irony in the room was too obvious for me to refrain from making a constructive comment.

Women, and men, of color and of various diverse identities, LGBT folks and differently-abled individuals, need access to leadership development. If they are not at the table, they are not part of important decision-making sessions and cannot take advantage of seeing how critical events and opportunities come together. Historically disadvantaged and disempowered individuals by definition have not had access to learning how power works and how to utilize it... hopefully for the good of others. Those of us who have been privileged enough to access this power, must work to create opportunities for others.

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The Need for Ethnic Minority Leadership in Organized Psychology

The need for diversity leadership development within the field of psychology is great. While there have been encouraging increases in ethnic minority participation in American Psychological Association (APA) Governance (committees, boards, and Council of Representatives) between the years 1997-2004 (APA Office of Ethnic Minority Affairs [OEMA], 2008), there have only been 3 APA Presidents of color to date - Logan Wright, Kenneth B. Clark, and Richard Suinn. Inclusion of diverse leadership in APA and at the local level of each State, Provincial, and Territorial Psychological Association (SPTA) is critical to developing adequate representation of ethnic minorities in the profession and ensuring a minimal level of cultural competence among all psychologists to effectively address the behavioral and mental health needs of our increasingly multicultural nation (APA/OEMA, 2008).

The Diversity Initiative of the APA Committee of State Leaders (CSL) was created over 10 years ago because of the above concerns. The initiative continues to have support from OEMA and Committee for the Advancement of Professional Practice (CAPP). The primary goal of the initiative has been to involve more ethnic minority psychologists in membership and leadership positions in the SPTAs through funded participation in the APA Practice Directorate's State Leadership Conference (SLC).

This article summarizes how the Diversity Leadership Development Workshop at the Pre-SLC evolved from an amazing vision to a reality. We hope to highlight the importance of developing leaders of color and to inspire others to create real opportunities to make this happen.
**Workshop Initiation**

The Workshop was the brainchild and Presidential Initiative of Jennifer Kelly, Ph.D., the 2009 President of APA's Division 31 (Division of State, Provincial, and Territorial Psychological Association Affairs). Dr. Kelly's vision was to sponsor a leadership development workshop with the goal of assisting a small group of Diversity Delegates to advance into leadership positions within their respective SPTAs. She secured funding from sources who believed and supported her vision: The APA Commission on Recruitment, Retention and Training in Psychology (CEMRRAT), the American Board of Professional Psychology (ABPP), David Cox, PhD (Executive Director of ABPP), Caucus for the Optimal Utilization of New Talent, and the Caucus of State, Provincial, and Territorial Representatives.

Dr. Kelly approached three prominent psychologists with leadership and governance experience to help organize and facilitate the Workshop. Our outstanding facilitators were Sandra Shullman, PhD, Jessica Henderson-Daniel, PhD, (both Past Member of APA's Board of Directors), and Cathy McDaniels-Wilson, PhD, (Immediate Past-President of the Ohio Psychological Association). They were highly effective as facilitators because they greatly appreciate and understand the challenges psychologists of color face in becoming leaders within SPTAs and APA. They generously donated their time to this important Workshop.

The day-long Workshop was held the day before the 2009 APA's SLC. Throughout the Diversity Initiative, SPTAs have been encouraged to send a diversity delegate to the annual SLC. However, this year, it was slightly different; diversity delegates were invited to submit a statement of interest as application for the Workshop. Only eight diversity delegates were selected and funded from around the U.S. for this incredible opportunity.

In her nurturing and mentoring spirit, Dr. Kelly deliberately sought to create an atmosphere that was "safe" and conducive for a positive experience in which we could openly explore our leadership experiences and aspirations. Her choice of the location for the workshop, the APA Boardroom, was intentional. Dr. Kelly believed that it was important for us as Diversity Delegates to not only envision ourselves at the figurative "table", but to literally experience it. The impact was immediate and surreal. The mere fact that we were allowed physically to be in a space that many did not believe was accessible to us left us in awe. This led us to examine our feelings around barriers - real and perceived - to having a voice at the APA table and within our own SPTAs.
Workshop Content and Process

The goals of the Diversity Leadership Development Workshop were to: (a) Explore leadership styles and impact of behavioral style on others; (b) provide knowledge/information needed to facilitate movement into leadership positions within the SPTA; (c) address readiness/confidence in moving into leadership positions; and, (d) address the manner in which being a minority fits into this context.

The Workshop was designed to address these important and relevant goals. The agenda included a balance of personal reflection, didactics, and interactive discussion. Topics included: (a) Legacy and Leadership - identifying strong leaders from our lives outside of our APA or SPTA experiences; (b) Concepts of Leadership – leadership and interpersonal behavior based on results from the FIRO-B (completed prior to attending the workshop); (c) Leadership Readiness - focused on ways to determine readiness to aspire to additional positions within our SPTA or APA; (d) Mission Statement Preparation - challenged us to develop a short and long-term vision of our leadership goals; and (e) Mentoring - encouraged us to examine vertical and horizontal mentoring relationships and to identify ways to increase reciprocal networking within those relationships.

Throughout the day, our facilitators posed hard and thought provoking questions. Each of us grappled with these questions in an open, thoughtful, honest, and respectful manner because the atmosphere was positive, encouraging, supportive, empowering, and safe.

The day culminated with a reception sponsored by APA President, Dr. James Bray, and attended by Workshop Funders, APA CEO, Dr. Norman Anderson and other APA dignitaries including members of the Board of Directors. This was significant. We started out the day in a space that we never thought we would ever see and ended the day being supported and empowered by APA leaders in the Boardroom.

Lessons Learned

What valuable lessons did we learn from this empowering Diversity Leadership Development Workshop? It takes (a) a determined leader to push forward his/her vision; (b) funders who believe in the vision; (c) skillful facilitators who "walk the talk"; (d) appropriate location/space; (e) creation of atmosphere; (f) content/topics that are culturally appropriate; (g) participants who are willing to take a risk and be vulnerable; and, (f) organizational leaders who also believe in the vision.
As a result, all eight of us Diversity Delegates felt that the day was personally and professionally meaningful. The balance of content and process promoted meaningful personal reflection and cohesion between us. Everyone left with clarity about areas of personal growth and strength within the leadership context. Amazingly, during SLC, our facilitators saw us transformed into confident and empowered future leaders within APA and our SPTAs.

We believe the key components to planning a successful Diversity Leadership Development Workshop include: 1) Visionary leadership and planning; 2) Financial supporters of the visionary; 3) Attention to details including location and atmosphere; 4) Culturally appropriate content/topics; and 5) Motivated participants.

We hope by sharing our experiences, we have inspired others to provide opportunities for more Diversity Leadership Development.

References


Michi Fu, PhD, is the California Psychological Association Diversity Delegate (2008-present) and the APA Division 45 Member-At-Large. She is an Associate Professor at the California School of Professional Psychology of Alliant International University, a licensed psychologist at the Asian Pacific Family Center of Pacific Clinics, and a private practitioner.

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Mentoring Students of Color: Lessons Learned
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The Need to Mentor Ethnic Minority Students

Faculty in psychology doctoral programs have the privileged position of shaping the minds of the next generation of psychologists. This involves not only academic preparation, but also the development of the student's nascent professional identity. Doctoral students of color in the U.S. typically are not exposed to role models and professionals with whom they share a racial or ethnic background. Therefore, the developmental task of creating a professional identity for these students is often challenging. As of 2005, only 12.4% of full time psychology faculty are from ethnic minority communities (APA, 2008). Of this faculty group, 4.3% are Black/African American, 3.9% are Asian American/Pacific Islander, 3.3% are Hispanic/Latino/a, and 0.4% are American Indian/Alaska Native.

Given the disparity in racial and ethnic representation of faculty and thereby role models, it behooves departments to be creative in the approaches used to recruit and retain students of color. We will refer to students of color from this point on as ALANA (African, Latino/a, Asian & Native American) students. As Latina faculty members, we are well aware that the recruitment of ALANA students is distinct from their successful retention. ALANA students beginning their studies in PsyD programs in 2003, made up only 19.9% of the cohort (APA, 2008). These figures indicate that while the ethnic minority population of the U.S. is quickly growing, future generations of psychologists of color, numerically speaking, will be unable to meet the mental health needs of their own communities.

Given the combination of this pipeline and mental health disparity issue, we have undertaken the responsibility of addressing the need for effective mentoring of ALANA students within our respective clinical psychology doctoral departments. The over-arching question that guides our approach has been, "What is unique in the mentoring approach with ALANA students, particularly when the mentoring is by a faculty member of color?" What follows are lessons we have learned in the process, which represent our work in progress toward creating a mentoring model for ALANA students.
It is important to recognize that ALANA students have typically been socialized within cultures that espouse an interdependent sense of self, as opposed to the Caucasian, often middle class, mainstream model of an independent sense of self. Collectivistic communities with an interdependent understanding of the self, value and appreciate a personal relationship with a leader or mentor (Markus & Kitayama, 1991). It is likely that the quality of the relationship, and the sense of the self derived from that relationship, are somewhat more important in mentoring, than are the specific content or skills offered.

Based on this notion, we each created a professional development group, as opposed to a one-on-one approach, to simulate the community and sense of family we felt these students needed. We learned that ALANA students are most often the first among their families of origin and extended families to graduate from college, and hence the first to embark on doctoral studies. While their families are proud of them, they are often unable to offer instrumental support, given their lack of familiarity with the world of academia, and may not grasp what is required of students in time, effort, stress and financial debt. In addition to the stress of academic work, they are often expected by their families to continue an equal amount of contact as they had during their undergraduate studies. This can leave students feeling torn between two worlds, misunderstood and pressured by their families, as well as saddened and isolated due to their own need to have contact with their family.

Students find themselves developing a new professional skill set, value system, and identity that are frequently physically and metaphorically distant from the world and the sense of self they developed within their families. Furthermore, very often the language of academic instruction may differ from the language used within their families of origin. Entrance into graduate school may represent a cross-cultural experience for many of these students, which places them simultaneously in two different geographical, language, cultural, racial, socio-economic, or professional realms.
Given these realities, it is not surprising that when asked about their motivation to participate in our professional development groups, ALANA students primarily indicate a need to feel they "belong", will be "supported" and will feel "safe" and "connected". Students appear to thrive in a space in which they see their experience reflected in the faces around the room. We have received a clear and repeated message that it is the relational aspect that these students strive for the most, even above information on financial and scholarship resources, instrumental support for problem-solving, and guidance to navigate the challenges of academia. We believe that it is the experiential component of these groups that is most powerful and effective.

Mentors as Instruments of Change and Personal Development

As mentors, we are not outside the group offering expertise, but are rather willing participants who serve as elders or role models within the community. We use ourselves as instruments of change in their development, as they begin to find their voices within the new environment of the academic department. Therefore, our group meetings are experiential and process-oriented, as opposed to didactic or lecture-based. Activities that have proven fruitful within the groups have been open discussions of the exploration of students' cultural identities, critical incidents in interactions with faculty and students, and communication with family. We also discussed whether particular interactions constituted microaggressions, and used role playing to experiment ways to respond. In one case, we viewed and discussed the educational video by Dr. Stanley Sue, titled "Surviving racism" (Sue, 2004).

...intentional and appropriate self-disclosure on the part of faculty mentors can be a powerful agent to spark students' abilities to explore their own reactions and feel safe to share their experiences. ALANA students can be initially surprised to realize that faculty members also experience similar stressors and pressures. We believe that our relevant self-disclosures validate the students' experiences, and embody the integration of professional and familial selves model, as well as the successful navigation of the professional terrain.

It is our hope that participation in ALANA professional development groups provide students with a "surrogate family" in which to explore and integrate their nascent professional selves. Due to the under-representation of persons of color, the image of the professional that ALANA students are striving to become may be rather unfamiliar to them. We expect that these groups can both provide students with a safe context to process the challenges of their professional transformation as psychologists, and present them with an attainable and familiar image of their professional future that does not
necessitate a denial of their cultural heritage. We encourage faculty of color to consider facilitating similar groups, and hold on to the notion that their mentorship can be an invaluable tool for the success of graduate students of color.

References


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