EVALUATING ORGANIZATIONAL DEMOCRACY

by

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THESIS ABSTRACT

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In this study I propose a framework to assess democratic practices in non-profit organizations. The purpose is to identify actions that strengthen empowerment, examine how they are applied in the managerial and educational practices, and determine the outcomes for participants and stakeholders. I developed an assessment protocol based on organizational democracy principles through an examination of peer reviewed literature and field observations. I applied the resulting evaluation framework in a case study of *Juventud FACETA*, a program at the Amigos Multicultural Services Center, an organization that has sought to incorporate democratic practices in their mission. This study will be useful for 1) testing a formulation of criteria to examine and develop democratic practices in organizations and 2) designing a piloted evaluation protocol that can be used to assess organizational characteristics and actions that yield democratic empowerment outcomes among organization constituencies and staff dedicated to these principles in action.

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DEDICATION

I dedicate this study to my daughter and husband as partners on this journey, to my friends with their encouraging support. To the community as mobilizing reason and to democracy as the greater sought achievement. The fight goes on!

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CHAPTER I
INTRODUCTION

Purpose of the Study

The idea of democracy is commonly pledged by Americans as something that is already established and achieved through a "democratic government". In the media, at schools, and work we hear that we live in a democratic society. Yet a democratic system seems to be more complex than that, it is built within a group of practices in everyday life between people and society, the relations established between them and the organizations they are part of.

Much still needs to be done to change systemic structures of power and to implement dialogue in society. This study is based on the gap between democratic ideas and democratic practices in civic organizations. Although my focus is on non-profit organization, this study may provide insights that are useful in educational settings and for-profit organizations.

According to Douglass et al. (1999), the history of democracy is the history of societies' struggle. The primary threat to democratic societies is the consolidation of power into the hands of a minority of citizens over time. The loss of broad participation in public discourse, social, and political engagement lead to the risk or power falling into the hands of a minority of national members (Douglass, Foner, & Taylor, 1999). Democracy continues to be under development in the U.S. and elsewhere around the world and only persistent actions can promote changes to ensure its ongoing viability within any given society.

The purpose of this study is to develop a protocol for the assessment and design of democratic empowerment practices in organizations. The protocol was constituted by a logic model that contains principles inherent to democratic organizations. In addition, it

describes elements to be taken into account by the time when an evaluation plan is designed, implemented, and when results are analyzed. The logic model developed is a tool that can be used also by arts organizations to address issues of cultural democracy, individual empowerment and civic engagement.

As an arts manager I think it is imperative that arts organizations promote more opportunity for the engagement of larger communities in creative activities and access to the artistic and cultural production of artists. In this concern, I researched literature in cultural democracy and the work of cultural workers involved with social issues through investigating the impact of arts organizations in low income communities.

This study specifically focuses on the local non-profit, *Juventud FACETA*, by examining: (a) the variables within the *Juventud FACETA* program that demonstrate its commitment to democratic practices; and (b) the type of services provided by the program that relate to individual's empowerment.

I utilized a case study of - the *Juventud FACETA* program - to explore and describe democratic practices in management and how they can contribute fostering community participation. I also identified the outcomes developed by the program and how the organization encourages social change through democracy and political engagement.

Below, in Figure 1, there is the theoretical framework I designed to illustrate the main ideas involved in this research. The spherical diagram represents the organization composed by diverse individuals inter-connected in the first plan by the organization. In the center of such relations the principle of dialogue is posed as the most important value to cultivate. The youth at the JF program pointed that the principles of respect, transparency, individual and collective engagement, leadership development, education, integrity and self-esteem, commitment and participation, purpose and vision, empowerment, fairness and dignity, decentralization and accountability are cultivated by the program in their every-day practices in order to promote changes in individuals and in the community.

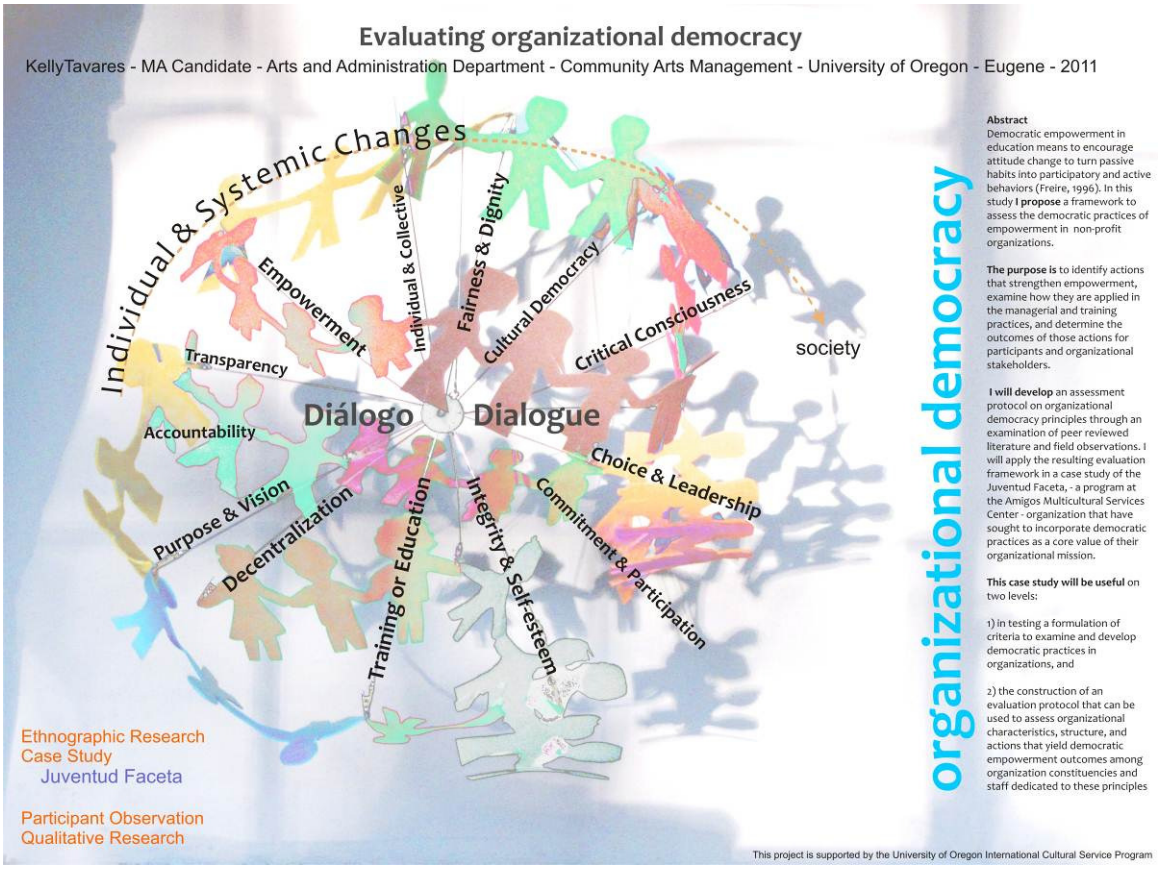

Figure 1. Theoretical Framework

Background of the Study

This study reflects the process I experienced in examining, critiquing, and understanding organizational democracy. Via my field work with *Juventud FACETA* I observed and documented how they implemented democratic practices while working as a team and making decisions.

The *Juventud FACETA* (JF) program is an example of a cultural organization in which its main mission is aimed at democratic practices for personal development on identity empowerment, human rights advocacy, and leadership training with Latino Youth, in order to advocate for minority groups in disadvantaged position in society. As a cultural organization they advocate for the preservation and practice of the Hispanic language and traditions in food, ideas, festivities, stories and diversity.

Minorities in the US face a host of challenges in achieving full and equal participation in society. According to Plaut (2010), the US is experiencing a shift in its

minority demographics at the same time in which we are seeing large disparities among racial groups on a range of social and economic conditions:

These disparities, which persist in many domains including wealth and employment, criminal justice, housing, education, and health, paint a picture of a structural reality that is far from equal (p.4). These disparities among minorities have become an issue for civic and organizational democracy in America. According to Alvarado (2003),

> … a strong democracy is one that assures that there is a balance of power between those that govern and those that are governed … When ideally realized, democracy provides the space for voices in the minority to be heard, recognized, and addressed. (p.2).

The concepts involved in my research are issues of democratic practices that involve audience identity, power relations, and the role of organizations in encouraging active citizenship through engaging cultural activities with social issues, considering that Freire's active citizenship is directly related with taking responsibility, the recognition of political mechanisms, and the claim for social justice and rights (Freire, 1998).

I investigated theorists of the management field interested in organizational democracy as a solution for an empowering management and analyzed aspects of participatory management "that is based on the ability of people to manage themselves" (Forcadell, 2005). I looked for case studies that have implemented "high-involvement work teams at different levels, flattened hierarchies, introduced participatory total quality, and customer satisfaction initiatives" (Forcadell, 2005), p.256).

In this research I also draw on education theorists who analyzed democracy as a group of practices adopted to promote social welfare as means to engage individuals and promote change in societies. These theorists were important to support principles around personnel training and the development of the process' awareness among constituents.

Research Questions

To start this study I have researched evaluation approaches, criteria, and principles to guide the evaluation protocol design. I drafted the preliminary assumptions and translated the initial research as my inquiries for this study. The answers for the

subsequent questions were developed by my engagement in fieldwork and research on organizational democracy. The sub-questions are embedded in my investigation and answered in different sections of the thesis. The following concepts are addressed in the literature review section in chapter II and the data gathered was described in the case study chapter.

1. *What is organizational democracy and how does it contribute to the development of democratic societies?*
2. *What are democratic practices and how do we learn them? Related, what is individual empowerment, how is it related to democratic practices, and how is it achieved in organizations?*
3. *What are the criteria needed for evaluating democratic practices of empowerment and their outcomes in organizations?*
4. *How does Juventud FACETA engage participants in important democratic development goals, such as in, leadership positions within the organization, communities and in the decision-making processes that go beyond the engagement in the organization's activities?*

Significance of the Study

The development of an evaluation protocol to evaluate democratic practices can be useful as a tool to evaluate programs and enhance them to better serve the goals and mission of an organization in service of democracy. This research will create opportunities to observe existing practices and principles and to understand their dynamics. The thesis will contribute with the documentation of the case-study that can be used in a comparative analysis with other similar cases.

The case study will be useful at three levels: 1) in testing a formulation of criteria to examine and develop democratic practices in organizations, 2) the construction of a piloted evaluation protocol that can be used to assess organizational characteristics, structure, and actions that yield democratic empowerment outcomes among organization

constituencies and staff dedicated to these principles in action, and 3) provide organizational information that can be used to build an evaluation plan for JF.

In addition, this study will benefit a local non-profit organization that strives to serve the needs of a minority population that is historically underserved by societal institutions. In terms of arts organizations it will expand the potentials for creative expression through valuing principles such as dialogue and reciprocity so essential in an environment designed to cultivate open dialogues. Free expression might be present in art education programs but might also expand to everyday human relations in all sectors of the organization to establish its practice.

Scope and Limitation

This study is a single case analysis and, therefore does not include a comparative analysis of other organizations. Hence the established criteria documented in this study cannot yet be generalized as applicable with other organizations. This study is a sample case on how to design an evaluation protocol. It does not cover how to design the complete evaluation process. A topic for a longer process would be where the researcher could explore the issue on how organizations design evaluations able to measure empowerment outcomes and the internal management in order to improve democratic practices.

The results generated through this study were designed to better attend to the needs of one specific organization. The focus is on the criteria that would constitute the assessment protocol and the study broader testing of the resulting tool.

Organization of the Study

In chapter II I review the concepts related to democratic practices in organizations, with an examination of the role of cultural managers and non-profit organizations. I order the chapter around the research questions posed for this study and conclude with a description of the target organizations for this case study—*Juventud FACETA*. This includes a description of the organization's (a) program characteristics, including a of the service model delivered to the youth and to the community, (b) the youth served, including a profile of their characteristics and the proposed impact of services on their

experience, and (c) the managerial features of JF focusing on democratic empowerment practices.

Chapter III presents the methodology used in designing the conceptual model of the study, the logic model used in guiding the evaluation process, the data collection conducted in the study, and the data analysis approaches used to determine research results.

Chapter IV presents the results of the data collection and analysis in the case study of *Juventud FACETA*. This chapter addresses three questions in the assessment of the study's methods: (a) The importance of the protocol as an evaluation tool for this study, (b) the value of the evaluated information to organizations' managers and educators, (c) the implications of the evaluation to improve organizational democracy.

In chapter V, I develop reflections on the findings around the outcomes, impacts, data, issues, solutions, and practices that enhance organizational democracy and social welfare. I describe the principles and details designed by the JF youth during the focus group and I provide some recommendations to the development of the *Juventud FACETA* program.

In chapter VI, I will present my reflections on the findings around the field work, including conclusions about the design of the evaluation protocol and its use by other organizations. The study describes the case study process and not the logic model application in the *Juventud FACETA* program.

CHAPTER II
LITERATURE REVIEW

The Paradigm of Democratic Practices

Philosophical and political definitions for what a democratic society is range from the Ancient classic definition of Aristotle to other political scientists based on Tocqueville's understanding of democracy. Neither of these sources fully answered the problems I raised and the findings of my study. The most satisfying definition I found was one that does not necessarily define the concept in general terms, nor exhaust the definition, but on the contrary, simplifies it to what in my opinion is the essence of a democratic practice. According to Han & Dong, democracy is a phenomenon in constant development in society: "It is a compromise designed to balance interests among members of a community" (Han & Dong, 2006), p. 2). I would extend the definition to include the balance of interests among the members of a society and understand the term community in inclusive terms.

A democratic government is not enough to ensure a democratic society if it is not moved by a series of everyday practices found in all levels of social life. According to Putnam, civic engagement is a key element to develop networks constructed around mutual trust and social norms (Putnam, 2000). He reiterates that such structure based on social capital facilitates communication and coordination to solve collective dilemmas through active participation and engagement (Putnam, 2000).

According to Fenton, democratic initiatives in management structures are still impregnated by a top-down model (Fenton, 2006). In many cases, decisions of a minority group still prevail over the 'silence' of a larger group of people. According to Goodman, Dewey's democratic ideas are a challenge because they are difficult to translate into everyday practical applications (Goodman, 1963).

Freire states that there is a tendency of leadership models to be based on predominant social and political models of leadership creating a cultural cycle where "traditional leadership models reinforce social and political authority" (Dale & Margison, 2010), 54). This cycle, if translated to the organization's sphere, could determine its managerial model and practices. Thus, to take advantage of this pattern an organization might promote a shift by creating an envisioned model. The model itself might be based on research of other democratic experiences and have the seed of innovation to serve as a model to other organizations that want to implement democratic processes.

Through continuous practice within staff and constituents, managers can follow educational goals for leadership practices to achieve the core values the organization wants to foster (Dowds, 2011). By educational goals I mean the set of learning objectives, addressed in personnel training, which will prepare stakeholders to work collaboratively and practice democracy. This procedure is intimately related with many of the elements addressed in this study, especially related to personal development, leadership and dialogue, and collective engagement to enhance participation.

From the managerial point of view, empowerment goals may influence in the relations among staff members that comply with the organization's educational plan achieved through a training process. Empowerment in an organization's managerial practices is also connected to the promotion of value, inspiration, through an equal distribution of power, and respect to individuals. According to Freire, education for the enhancement of critical consciousness is one way to promote value through contextual knowledge (Freire & Freire, 1973). Dale & Margison explain the sociological context in which this consciousness awakening takes place: "through increased contextual awareness and understanding how that context shapes identity, that liberation through praxis, or reflective action, can occur" (Dale & Margison, 2010)133). By contextual awareness, I understand the individuals' capacity to interpret his or her world, considering location, history, and cultural value. Applied to the organizational level, contextual awareness would be understood as the organization's goals in alignment with worker's goals for the benefit of all stakeholders. Democratic values expressed by the organization's purpose, vision, and through a transparent managerial model, may encourage individuals to understand the context and participate more effectively.

Organizations that are managed according to a cultural democracy and mobilize efforts to follow human rights will have more opportunities to nurture a creative environment aligned with the needs of an emerging workplace, where people from different cultural backgrounds will work together toward a common goal. According to Goldbard & Adams (2002), cultural democracy "is the term for a philosophy or policy emphasizing pluralism, participation, and equity within and between cultures" (Goldbard & Adams, 2002:108).

As Norval (2006) explains:

> … Institutionalizing a democratic ethos requires an ongoing reenactment and reengagement with democratic practices. If democracy is conceived as a never-ending struggle, then the mode of subjectivity supporting it must be one that can take account of this. … As we know, the simple repetition of practices, while necessary, may in the long run fail to sustain democratic identification. This is why moments of reactivation are necessary…(Norval, 2006).

As a result, the evaluation process turns into a useful tool for accountability in order to support strategies toward reactivating democratic practices such as dialogue, respect, transparency and engagement leadership development, self-esteem, communication, respect, transparency, decentralization, and interpersonal engagement.

We learn democratic principles by participating with other people who have experience with such practices. According to Dewey: "To formulate the significance of an experience a man must take into conscious account the experiences of others" (Dewey, 1916). Then, the individual's practice in relation to the experiences of others turns into a learning experience itself. If positive, experiences help to promote more positive practices to enhance personal development and self-esteem.

An organization whose mission is a pledge for democratic individual empowerment must allow the implementation of participatory methods for all its constituents in decentralizing organizational management. This means that the managerial practices of an organization with a democratic profile reflect its practices in the training programs and services provided. Such a relation of reciprocity would be responsible to set the language of the organization as a whole. In other words, an organization that applies a centralized

organizational model will reflect the same centralization in its training programs and services being able to engage in an authoritarian model.

Many different practitioners and researchers have recognized and practiced democracy in their lives (Dewey et al., 1904; Finkel & Arney, 1995; Freire, 1967; Zinn & Macedo, 2005). They developed the basis for rethinking community development and critical thinking. They inspire movements throughout different knowledge fields and research based on their documented practices and contributions in the philosophical fields. The literature about John Dewey, Howard Zinn and Paulo Freire is vast. I cited some of the original and peer-reviewed sources about their thoughts to illustrate the main focus of this investigation, as a way to understand their practices and thoughts aligned with the administration field.

According to Glass, the examples of educational theorists are useful to analyze the effectiveness of organizations in individuals as critical thinkers who will be able to change their social environment (Glass, 2001). As an example that can be applied for organization development, Dewey emphasizes the need of implementing democratic practices in contrast of just speaking about democracy (Dewey et al., 1904; Dewey et al., 1904).

Organizational Democracy

Democracy in the workplace is still a challenging practice to implement. According to Harrison & Freeman, organizational democracy is usually associated with time and resource-consuming practices for decision making that can result in inefficiency (Harrison & Freeman, 2004). However, the authors indicate a trend based on successful case studies that led into "increased employee involvement and satisfaction, higher levels of innovation, increased stake holder commitment, and enhanced organizational performance" (Harrison & Freeman, 2004). According to Harrison & Freeman, "Few contemporary organizations might be viewed as democratic in the political sense" (Harrison & Freeman, 2004). Although they state that "increased stakeholder participation in value creation and organizational governance can benefit both society and corporations" (Harrison & Freeman, 2004), the trend will only prevail if there is a

massive effort to integrate different perspectives in dialogue to address the community's needs and advocate for democracy in the workplace.

The trend of participatory culture is usually misunderstood as democratic culture, although the two instances differ in practice and goal. According to Foley & Polanyi (2006), an organization implementing a participatory strategy will gather input and participation from its employees despite their goals and objectives; a democratic workplace "exists when employees have some real control over organizational goal-setting and strategic planning, and can thus ensure that their own goals and objectives, rather than only those of the organization, can be met" (Foley & Polanyi, 2006). The same principle is applied to the evaluation approach, where gathering input from individuals does not guarantee that they are being granted power to make decisions on the organization.

In relation to the engagement of individuals, "the more deeply they participate in society's ongoing dialogue among its many different members about beliefs, values, and actions, the more likely they are to experience a growing sense of community, and democracy itself grows" (Martin, 2002), ix). Martin (2002) also paraphrases Dewey to emphasize that the more intelligent the participation of all individuals of a certain community the more democratic this community will be.

The Art of Empowering in Managerial and Training Practices

Political forces permeate human relations, actions, and opinions. They influence communication, and even the lack of any action. If individuals neglect their social engagement they are neglecting their own right to participate actively, to interfere, and to build their reality based on their beliefs.

Wang, reflecting on Howard Zinn's thought about the representation of the oppressed class interest, affirms that, "democracy is used to justify both the school curricula and government policies; but in reality, both are far from democratic. For many groups, democracy is a myth" (Wang, Zinn, & Macedo, 2006).

No matter if empowerment strategies are developed through managerial practices in a certain organization or within members of a certain community, they will always be a matter of education and challenging practices, followed by trial and error. In Dale's

words (Dale & Margison, 2010), “humans can, through human agency, act in ways that challenge the socially constructed reality that delimits their existential possibilities” (p. 63).

Organization programs with empowering goals may use the same principle to foster critical inquire about the world based on a creative problem-solving approach to innovate. When we create solutions for existing problems in collaboration with our peers, we are developing solutions directly related to the creative process. We turn the managerial activity into a creative reflective action to foster mutual understanding (Daichendt, 2010). Training for creative development has been considered to foster creative citizens as the future protagonists of the 21st-Century work-force (Kerry & Sthur, 2004). This initiative is aligned to the idea that a creative economy is a potential source for economic development in the future.

I advocate that democracy has to be nurtured in the formal education system to prepare individuals for society and to increase the implementation of democratic work places and institutions in the future. However, such topics are beyond the scope of this thesis.

However, before focusing the analysis and advocacy for democratic practices on the workplace setting, I acknowledge the importance of education to achieve long-term outcomes for many reasons. Education starts in the family nucleus and extends to the school where western societies youth spends most of their time, learning about social values and concepts. When analyzing Zinn’s reflections around the role of education for social change, Wang et al (2006) states: “The classroom needs to be the milieu for social change by allowing multiple perspectives, especially those that have been historically ignored, to be exposed” (p. 7). However, the authors insightfully point “to the need to construct a democratic classroom where teachers are risk-takers and become willing to share their perspectives” (Wang, Zinn, & Macedo, 2006). Schools should be places where students engage in problem-solving experiences that will help them to enhance personal and social life qualities.

After school, people spend a great part of their lives at work places. If we consider that while we work we learn and transmit knowledge, we may understand that education happens at work in the form of trainings or every day practices. At the same time, work

places may be educational settings because it is where social values are reflected and put into practice. Both educational and organizational systems reflect the power relations found in the nuclear family, in the political arena and vice-versa. Thus, "education is a microcosm of society" (Zinn & Macedo, 2005).

For Goldbard, "…Quality involves the project leader's willingness to take risks and create partnerships that don't result in easy dialogues, real border-crossing. And they give a lot of credibility to the ideas participants are bringing into the project and provide a lot of tools to participants, so at the end they can make a space for themselves" (Goldbard & Adams, 2001) (p.54). In relation to the managerial sector, this means that arts managers also need to work together strategically in order to develop creative and inspiring managerial practices and foster dialogue.

Freire defends the interventionist nature of human beings and attributes this capacity to the human need to promote change and search for better life conditions (Freire, 1967). According to him, when individuals are deprived of their freedom of choice and action they tend to adapt and accommodate, nonetheless sacrificing their creative capacity. Then, the endeavor for humanization is frightened by oppressive forces in the name of a false freedom.

While oppression continues (Freire, 1967) "...the more the individual feels forced to accommodate to others' expectations the modern man is crushed by a deep feeling of disempowerment. Even if disguised with optimistic and proactive behaviors…the individual can still believe that other's prescriptions are her own choices." (p.44).

Non-profit and Charitable Organizations

Non-profit organizations are important models of civic engagement. According to Kunreuther, "non-profits can be sites of democracy by building the organization's capacity to raise a collective voice that expresses beliefs and values"(Kunreuther, 2003).

Sometimes non-profits and charitable organizations present a lack of clarity in their mission and goals. This lack of clarity may draw into management distortions. Charitable organizations might have among their stated goals to improve the life quality of their constituencies. Therefore, social change organizations might have a charitable purpose to achieve the same goal through education and civic engagement. Often times,

mismanagement leads these organizations toward an "assistencialista" type of service. An "assistencialista" type of organization means that the organization is embedded with an aid-charity type of management that influences their internal managerial practices. As Freire observed, there is a tendency that the actions performed by these type of organizations, adopt an anti-dialogical type of relation with their audiences (Freire, 1967). Many charity-based organizations still generate more dependency then sustainable initiatives by underestimating individuals' capacities to have an active voice or power to create their own possibilities of change. The dependency relation can be easily identified when individuals' voices are not reflected and represented by the organization. These environments are characterized by an imposed silence and passivity and by the lack of conditions to develop the critical consciousness that is necessary to implement democracy. Consequently, these types of organizations perpetuate a paternalistic model instead of empowering individuals to search for their economic self-sufficiency, power of mobilization, and autonomy.

At this point, when I am talking about managerial and democratic practices within a certain organization I also need to inquire about the goal of the organization that I am investigating. By understanding the goal of the organization I can understand the importance it attributes to empowerment.

According to Kunreuther (2003), the non-profit sector is discussed as a "site for civic engagement, a place to build social capital, and a measure of a democratic society" (p.1). Then, when actions are dialogically guided to increase active participation and decision making in an administrative level of an organization, there are chances to increase the responsibility of individuals in managing such a group in a way that addresses the needs of the community. As Kunreuther (2003) states:

> Non-profits can help to build the capacity of individuals to express their beliefs and values in the political and social sphere, and they can themselves be sites of democracy by building the organization's capacity to raise a collective voice that expresses beliefs and values. (p.9).

On building this capacity the organization promotes empowerment in the work place and in society. At the organizational level, the development of education for democratic practices may be routine among the group's leaders/staff and reflect on the

community they serve. The reflections may represent the way the organization relates to community members by allowing a broader participation for feedback, dialogue and partnerships as well as through offered programming and services.

Kunreuther proposes four strategies for discussion, debate and dissent, to promote these practices in an organization: engagement, education, action and assessment (Kunreuther, 2003). Engagement implies conscious participation in political, economic and socio-cultural spheres. Without this participation, individuals turn into manipulated masses (Kunreuther, 2003).

Kunreuther (2003) considers the challenges especially when involving communities that have time constraints to participate in these activities but she recommends some steps that can be nurtured such as finding the meaning of the work done by the organization's workers and for those the organization serves, "and then finding ways to engage based on that meaning" (p.9). According to her: "This capacity is built by listening to what matters to those involved with the organization" (Kunreuther, 2003).

While seeking contextualization and meaning to promote engagement, the organization will help board, staff, and volunteers to engage and know one another better, and consequently will help the organization to better approach constituencies through a similar process of engagement (Kunreuther, 2003).

Kunreuther (2003) emphasizes that engagement is a constant dialogical process where reciprocity is expected. The workplace must be a place where people listen carefully to one another, "understand and make sense of their interests, issues, and concerns" (p.9). Dialogue is the way the organization might find "common themes that run throughout the organization and how they fit with its mission and values" (p.10).

When addressing the education process in workplaces Kunreuther (2003) states the importance to create staff study groups to inform themselves about different perspectives involved with their work context such as: the neighborhoods where the work takes place, "the issues facing the people they serve, and the ways change is made in a democracy". During the study groups people will talk about themselves "their own beliefs and values" and will "learn through reading and discussion" about these topics (p.10). Organizations that work at this level of engagement with staff and plan to include

the communities they serve, contribute to educate constituents “to take part and power in shaping their own lives” (p.10).

According to Kunreuther, action is a civic responsibility and it takes places when individuals work together to understand the context in which they are involved. When conscious of their rights and responsibilities, individuals may understand what they are able to promote change and to engage an active problem-solving process. Such actions are particularly important when individuals realize that their voices are not being heard and their rights are violated in public life. This process, per se, is composed by energy cycles where the collective and individual actions will demand energy spending and generation. The process is demanding and involves challenges that take time to solve. However, it is also energizing when individuals learn they are part of a collective voice, created with mutual support (Kunreuther, 2003).

According to Kunreuther (2003), “applying that power to constituents not only reduces their isolation but also increases their ability to learn how to participate in public life.” The author gives examples of active practices such as, “meetings, writing letters, and making phone calls” (p.10).

Kunreuther (2003) states that “taking action, assessing the results, and learning from that assessment” is of great impact in the work individuals do, because these practices change what people do based on what they find “that works, what does not work, and why”. Consequently, practices are constantly reflective because people will think what “could have been done better or just differently”. According to her, the indicators to understand the impact of this process are revealed by the levels of participation in it. “The process of participation, engaging those we work with to act on their own behalf helps us learn how to articulate the impact of our work”. Therefore, levels of participation may improve through assessment when individuals act together not only “to improve the work and image of the organization”, but also when they realize they are gaining “a voice in their own lives” (p.10).

The author identifies some challenges related to the implementation of democracy in an organization. Indicating that the challenges might be even bigger if the organization is not versed in democratic practices and used to a centralized hierarchical model (Kunreuther, 2003). Usually staff members did not learn in school, how to engage

constituencies to participate in the organization's plans. The process is also demanding of resources such as time and money investment.

Kunreuther (2003) states that due to these challenges an administrator willing to develop democratic practices will face resistance because "staff can feel burdened by adding new dimensions to their work when they already face so many challenges". In this case it is fundamental to engage staff on a study about the importance of democracy and she recommends "including staff and listening to what they believe makes up a democracy and their role in it is an essential part of addressing these concerns" (p.11).

In this research I collected data from other scholarship based on the analysis of case-studies. Through the data collection analysis, I found values of organization democracy that appear in different cases simultaneously. One example is the World Blu organization. This non-profit is a grass-roots organization based in San Francisco and founded by Tracy Fenton, an advocate for democracy in the work place. Their goal is to help managers and entrepreneurs to implement, reinforce and evaluate organizational democracy. They developed ten guiding principles based on integrity, the balance between individual and collective expectations, the right to choice, the importance of transparency, accountability, purpose and vision, fairness and dignity and power decentralization to ensure a safe and healthy work environment. According to their mission and vision, Fenton (2006) states:

> The purpose of WorldBlu is to unleash human potential and inspire freedom by championing the growth of democratic organizations worldwide. Our vision is to see 1 billion people working in free and democratic workplaces. We do this through a range of programs and services that enable business leaders to design, develop, and lead the most successful democratic organizations in the world. (Fenton, 2006, 221 /id).

The Role of Arts Organizations

Many organizations are created to attend to the needs or demands of a certain community. Many charitable or political organizations use culture and education to practice charity or politics that are most of the time focused on political and social outcomes. Here I bring the role of arts organizations as potential institutions to advocate

for democracy. Due to their socio-cultural importance, arts institutions may create powerful strategies to educate their constituencies.

Historically, arts institutions tended to be exclusive to those who could not afford to consume their services. Art classes, museums, theaters were designated to attend the middle class demands with high fees. Just a few community arts organizations' initiatives designed programming for low-income constituents. According to Hamblen in 1970, Foley and Templeton placed art education as a field with little theoretical knowledge in need to develop more foundation research {Hamblen, 1988 270 /id}.

With research development in the art education field, many arts organizations have been going through a shift to broad constituencies in order to form the public for their productions and to raise funds from institutions that prioritize the importance of social organizations. This process has been embraced for arts organizations that do not have necessarily a charitable purpose as its primary goal, but that had understood the importance of creating constituencies that are civically engaged.

Many programs such as "Animating democracy" from the American for the Arts have been using the arts to promote social inclusion and developing research to evaluate the impact of the arts in communities (Bacon & Korza, 2010). Numerous studies have been developed to prove the importance of the arts and cultural sector to form bonds among people and to promote civic engagement (Bacon, 2008; Goldbard & Adams, 2001). Art and culture helps in the development of creative minds and offering opportunities to engage them in the creative process and collective spheres. The field and spectrum of art organizations have shifted from serving a wealthy population to including demographics in need.

Through the "Animating Democracy" program, I reviewed literature based on the importance to evaluate practices in the arts and culture field. The Arts & Civic Engagement Impact Initiative has been collecting data of different cases that assess the impact of the arts organizations in society for the advancement of democratic practices. The data collection of the program counts with the participation of researchers and evaluators who are helping to prove the importance of cultural democracy (Korza & Bacon, 2010).

On the other hand, many arts organizations use art education to engage their communities in creative actions that may or may not improve social life (Goldbard & Adams, 2001). When managing an organization, the creative and artistic component must be present in order to produce social change or to innovate.

The Role of Arts Administrators

The role of arts administrators in advocating for social inclusion and capacity building is very important in managing arts organizations. Arts managers may promote inclusion or exclusion of constituencies according to the way they understand the importance of their social political role in society (Newman, McLean, & Urquhart, 2005). Thus, managers are responsible for designing policies with constituents and making sure that the policies will be followed. They can foster liaisons and research in the cultural field.

In addition, technology advancement modeled the new global market and changed the ways people relate to one another in the work place. The demand for a creative workforce able to understand this new setting has been opening opportunities to innovate in the field of professional training and education.

An example of this type of perspective is the American Initiative 21st Century Education Program (Kerry & Sthur, 2004). The initiative proposes a review in the education system in order to prepare the students for the competitive global market based on the development of skills such as collaborative work, critical thinking, and creativity.

The "Animating Democracy" program from Americans for the Arts organization is engaging art education projects and communities in the US (Bacon, 2008). The outcomes from such initiatives might contribute to cultivate diverse groups to live and work in a global community through the development of engaging political, art, and civic practices.

While evaluating arts organizations, arts managers need to formulate tools to measure outcomes and report data qualitatively and quantitatively (Daponte, 2008). They need to verify if their empowerment goals have been effective through analyzing the actions of their constituents within their communities, as well as their level of motivation, engagement, initiative, and proactivity.

Cultural Democracy

Culture is built by human beings who have the right to live, create and share culture, and to transmit their knowledge to other generations. Culture is also a means to promote the economy through its products such as music, performances, cinema, etc. It can be consumed or produced as a mass culture or locally. It can be accessible for free or monetarily, where it can be monopolized by sectors of the cultural industry. The exploitation of human beings is common in liberal economic practices. It is an oppressive practice and a contradiction that neglects the principle of cultural democracy.

Cultural democracy is a need of democratic systems. If community centers work to ensure political representation, a community cultural center would broaden the power of mobilization of community centers and promote a series of benefits through cultural expression (Goldbard & Adams, 2001).

In this study, the concept of cultural democracy is considered to reiterate that in a multicultural society, different cultures are of the same importance and should have equal opportunities to manifest their values and expressions (Adams & Goldbard, 2001).

An example of an organization that incorporates a multicultural approach is the Amigos Multicultural Services Center (AMSC) of which its youth program, *Juventud FACETA* (JF) is committed to advocate for multiculturalism. JF has built partnerships with diverse minority groups in Oregon, Washington, and California. These partnerships allow the group to host and participate in different events in support of their constituents' needs.

According to Blandy (2008):

> "programmers who are culturally competent design programs that are accessible to all, responsive to individual needs, responsive to participant interests, and planned in cooperation with interest groups representing cultural constituencies" (p.177). If cultural programming is faced "as a practice that reinforces culture as a human right", cultural programmers within community members can contribute to create "environments necessary to a healthy democracy". (p. 182).

Juventud FACETA is a program committed to the preservation of cultural heritage by encouraging youth to preserve their language, music, and Latin American expressions,

and by acknowledging the multicultural environment in their local community by advocating for human and immigrant rights.

In the following Chapter I described the details about the methodology applied in this fieldwork with JF and the research design to prepare readers to understand the experiential process.

CHAPTER III
METHODOLOGY

Research Design

In this study, I developed an assessment protocol on organizational democracy and applied the resulting protocol in a case study with the *Juventud Faceta* organization, a group that seeks to incorporate democratic practices as a core value within its mission, goals, management structure, and activities. The study relied on an empowerment evaluation approach that involved the organization's members in designing the evaluation protocol. This participatory design was selected for its relevance in empowering individuals to take ownership in evaluation processes and carry out evaluation activity (Worthen, Sanders, & Fitzpatrick, 2011). The multi-method evaluation combined the outcome, empowerment and community-based approaches to formulate the criteria and examine the empowerment theory in relation to the JF democratic practices, goals and outcomes in this study.

The steps that I used in my methodology were constituted by the formulation of problems and by research of the literature review, followed by the elaboration of the criteria to compose the logic model draft. The draft guided me through my fieldwork and in alignment with the initial data collection it helped me to decide the best means to collect further data in the process. The result was a concise idea about the concepts involved in the study theory that guided on the youth on the formulation of the final version of the logic model.

I also created a logic model to detail the components of my research process. The elements in Table 1 were based on the referred scholarship and on the research framework. The research logic model served as a guide to assess my own research process, as a way to outline activities, outputs, outcomes and the impact of this study.

Table 1. Research Logic Model

Needs addressed	Inputs / Resources *In order to accomplish our set of activities we will need the following:*	Activities *In order to address our problem or asset we will accomplish the following activities:*	Outputs *We expect that once we accomplished these activities will produce the following evidence or service delivery:*	Outcomes *We expect that if accomplished these activities will lead to the following changes in 1 year:*	Impact
Evaluation protocol to measure democratic empowerment.	Outside evaluator (Kelly Tavares) & inside evaluator (focus group)	Outside evaluator initiate plan. Inside evaluator give inputs & suggestions.	Participatory design of the evaluation protocol and plan.	1st draft of evaluation/assessment protocol to identify empowerment needs and the health of democratic practices.	Protocol can be used and adapted by JF's members. Evaluation reports and protocol will be useful for funding sources and grant applications.
	Participate and observe, interview and analyze documents.	Research Data collection Focus group	We will have the information to look for evidences, to stabilish criteria to design the evaluation protocol.		
Empowerment evaluation design.	Empowerment evaluation plan. 1st draft of assessment protocol.	1st draft of assessment protocol is reviewed in relation to JF's goals.	Reviewed protocol will be ready for the evaluation plan design.	Protocol can help to promote changes and record accomplishments.	The evaluation protocol can be tested to measure the impact of JF's program with youth involved. The protocol may serve as a model to evaluate other managerial practices.

Some specific components of the evaluation logic model were based on the National Endowment for the Arts outcome-based approach (NEA, 2010) and the Kellog's Foundation hand book for logic models (W.K.Kellogg Foundation, 2011). The logic models helped to organize the first set of criteria and standards for the evaluation tool, such as describing the elements to be considered in the evaluation process.

The goal of this research was to design an evaluation protocol supported by a theoretical framework and documented by the data collected through a case study developed through field work. The application of this study and the model presented as an evaluation tool might serve as a reference for other managers who need to develop their own evaluation tools in order to better serve the needs of their organizations.

The research methods used in this study were ethnographic and qualitative, relying on components of grounded theory. According to (Babbie, 2001; Neuman, 2006; Seagraves, 2009) grounded theory is the theory that is constructed by first "observing aspects of social life and then seeking to discover patterns that may point to relatively universal principles" (p.63). My research was based on critical inquiry, which incorporates the subjectivity of different points of view and perceptions involved in the

social research methods (Babbie, 2001; Neuman, 2006; Seagraves, 2009).The research framework in Figure 2, illustrates the study process to better understand its components' relations and processes.

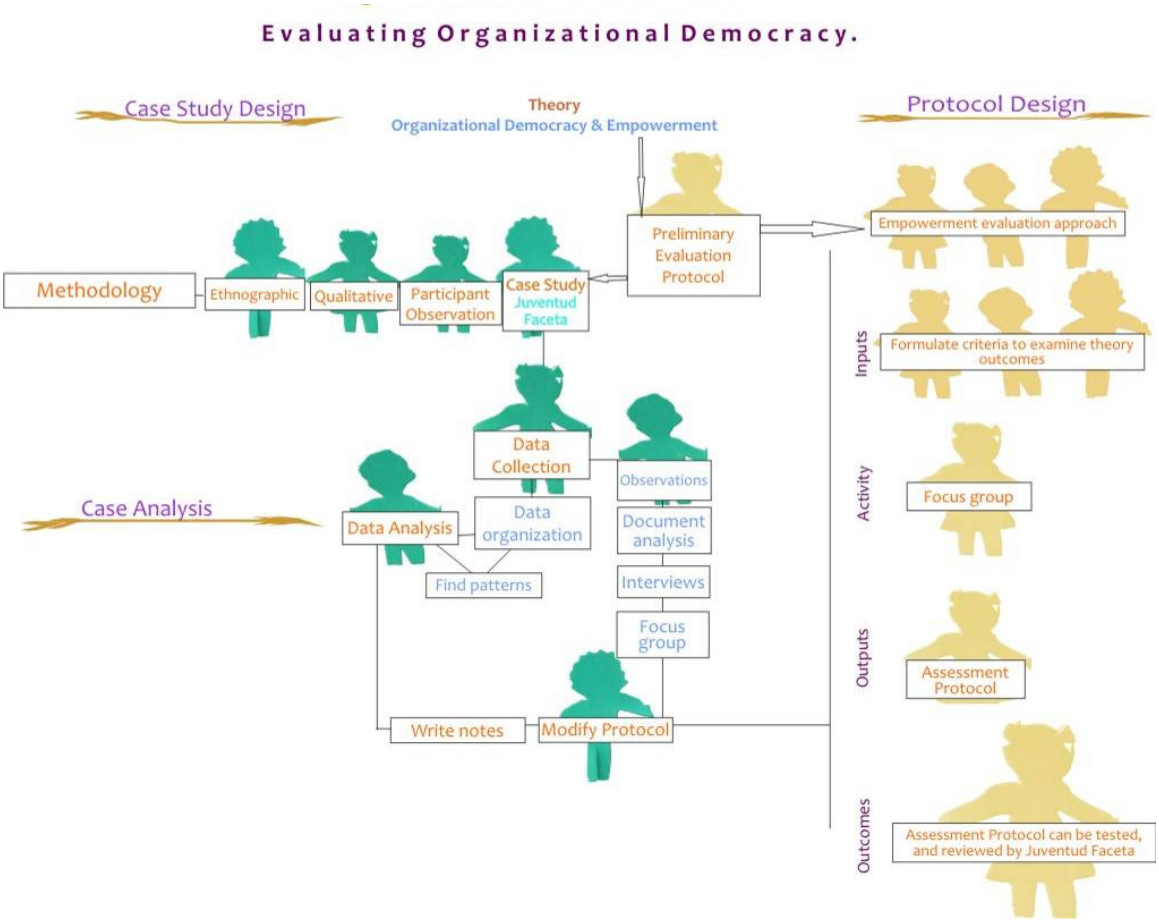

Figure 2. Research Framework

My data collection focused on elements such as individuals' testimonials, interviews, events, and meetings; observation of actions and behaviors translated into political and civic engagement, and democratic practices involving: transparency, the relation between individual and collective wills, critical consciousness, individual perceptions of the organization's purpose and vision, power equality, dialogue, the right for integrity, educational practices, self-esteem, transparency and accountability (Fenton, 2006).

I used the social research paradigm and socio-anthropological methods of analysis I observed my study subjects as a participant observer. Throughout the literature review process I expanded the references in all identified topics, concepts and theories involving this research, with special attention of those related to the analysis and evaluation of democratic practices.

I considered the basic elements and attitudes required to do participant observation as stated by DeWalt: an open mind and nonjudgmental attitude, empathy, overcome culture shock, accept and overcome mistakes, sensitivity to nonverbal communication and cues, being a good listener, and the flexibility to learn the unexpected (DeWalt & DeWalt, 2002).

The result was the development of a good relationship with the individuals participating in the *Juventud FACETA* program. The relationship facilitated our interaction during the focus group meetings and was essential to build the logic model in a collaborative manner.

I developed the first draft of the evaluation protocol with the help of the literature review and the field work. The participation in group meetings, events, and the document analysis with descriptions of values, mission, goals and objectives, historical data, plans, and reports enhanced my knowledge of the organization and provided me with important data to compose the first draft.

The method to design the protocol incorporated a participatory approach where I gathered information from the youth through the development of a focus group to discuss the logic model development and the organization's criteria for democratic practices. During the focus group, we reviewed and enhanced the evaluation protocol. The youth had the final decisions on the elements that would be assessed in a democratic evaluation for the JF program. Below in Figure 3, there is an illustration of these elements.

Indicators for Organization Democracy & Empowerment Criteria	How it is done *(Actions that help principles to be met)*	Questions *(Problems that can lead to find answers to the indicators)*	Outcomes	Barriers *(What barriers difficult principles to be met?)*	Negative Consequences	Expectations *(the number, percent, variation or other measure of change)* Standards
Commitment & Participation						
Organization's Purpose & vision						
Personal development & self-esteem						
Individual leadership						
Decentralization						
Transparency						
Dialogue						
Respect						
Individual & collective engagement						

Figure 3. Logic Model Basic Elements

The methodology to compose the evaluation protocol followed a similar process as the ethnographic research, with the inclusion of specific steps related to the empowerment evaluation approach itself. To develop the first draft of the protocol, I was challenged by the multi-method process and instead of adopting one model and following a ready-made standard; I had to study the different approaches in relation to the research goals in order to find the main elements to be taken into account in the logic model. The process to establish the criteria and design a specific logic model that could answer the research questions was creative and therefore difficult, because I had to consider the construction of a flexible and representative table of criteria, problems, indicators, activities, and expected outcomes.

I studied scholarship related to evaluation methods and approaches to learn and choose the best approach to be used according to the goals of this research and the

organization's principles of action. The resulting logic model has a combination of elements found in the methods researched above, the orientations from Deborah Johnson, and the inputs gathered in the focus group. After the focus group's phase, I continued participating in JF's group meetings to keep in contact while analyzing the collected data and the logic model.

Data Collection

I adopted a multi-method data collection strategy to develop and refine the democratic organizational assessment tool I piloted in this study. Hence, I engaged in organizational document reviews, participant observations with recorded field notes, individual interviews with leaders and JF board members, surveys with leaders and youth, a focus group with organizational youth, and photographs of events to complete the case study research.

I also used audio recordings, observations, and interviews when appropriate. I was conscious about the different ways I could gather data according to the goals I had in mind, and to the situation experienced in the field. I realized that each tool has its strengths and weaknesses and with each of them we can reveal details that complement one another. In order to collect multiple perspectives of a case, I used at least three different methods to reveal elements that are hard to describe only with field notes.

Case Study Surveys

I designed a survey and semi-structured interview questions to collect data. The interview and survey questions in the Appendix were partially used to collect data about the organization's management and to understand the organization's history. The pre-designed tools also helped to refine the principles and values I was looking for based on the studied literature. The interviews and survey can serve as data collection tools for the organization, in the future, in case they decide to develop an evaluation plan and assess democratic practices through gathering their members' feedback.

The surveys can be used to gather the opinion of participants in a more structured manner, by multiple-choice answers and short questions, aimed to respond to the principles of the assessment protocol. The surveys were reviewed by Patricia Cortez and

the youth who participated in the focus group in order to check if the questions were addressing the criteria described in the logic model. The goal was to generate some measurable responses around the principles analyzed by the youth.

Interview Description

I also built relationships with the group to nurture a good communication and to demonstrate my willingness to collaborate, respect, and understand the individuals' needs in relation to my research interests (Briggs, 1986). I dedicated time to listen and observe the flows of conversations and happenings while gathering specific information.

During the interviews with Patricia Cortez, the JF coordinator, and advisors I audio recorded and proceeded taking notes. At the end of the research, the audio and photographic data produced were shared with Patricia Cortez to provide the organization with testimonial materials for potential media production that may be used by the organization to produce institutional materials. I analyzed the recorded interviews in order to interpret them with more accuracy. This method allowed me to go back to a point I felt that I might have misinterpreted before. (Briggs, 1986).

When asking a question with concepts embedded, I first asked for the person's understanding of such concepts and then listened to the person's full response instead of interrupting to add comments, my own opinion or even another question. I paid attention to meta-communication elements and to the interpretation of the context. According to Briggs, the researcher clarifies the interviewee's point-of-view by explaining what the researcher understood from their testimonial and checking back for any incongruence. However, he remembers that some meta-communication patterns are not being consciously perceived by the interviewee and this should be considered all the time. In relation to the meta-communication stylistic elements, he cites: gestures, voice tones and stress, vowel length, phrasing, verbal dimensions, pronominalization, and others (Briggs, 1986).

When inquiring about sensitive topics, I first learned how these types of questions were addressed in the studied context. I used statements and observations as strategies to formulate questions and to stimulate the development of a theme or conversation. (Briggs, 1986).

Document Review

I analyzed documents such as historical data (reports, photography, and brochures), management documents (budget, policies, reports, annual planning, and brochures) and on line documents (*Juventud FACETA*'s web site, videos, texts, social network, etc).

The group also produced videos about their work with human and immigrant rights advocacy. The video contents were produced by the youth and for the community in general. The content of these videos helped me to understand more about their cause and about the theme and issues that affect immigrants in the US.

The Use of Photography

For my field work I also used photography as a research method, because photography "is not only an illustrative tool but an investigation tool itself" (Collier & Collier, 1986). While photographing, I observed and took field notes during the weekly meetings. During especial events where the youth were acting I took photographs in order to use the material to register their actions. I interacted with people and followed up with short informal interviews, investigative inquiries, and to build a relationship.

I also used photographic documentation from the organization's archive. During group meetings I accessed photo albums, analyzed the documents and scenes while inquiring about the organization's history and important moments that were illustrated. I noticed behavioral patterns that demonstrated individuals' engagement with community and organizational activities, as well as cultural and political manifestations, and gestures related to individuals' actions during public speech, marches, leisure.

The use of photography revealed elements that were not perceived during the observation in the fieldwork such as group facial expressions and gestures that demonstrate attitudes, sometimes hard to catch at-a-glance. Before photographing, I planned what types of events should be documented, considering the audience, my relations with the environment and people, the goals, and the strategies I should use.

I attempted to observe behavioral changes in the situations when the subject knew that I was photographing. I was conscious that the changes in behavior happened in other

types of data collection as well and that they were manifested differently, because my presence as a researcher influenced people's behaviors and the context.

Observations

I worked as a participant observer and I furthered my participation level as an action researcher, helping to mobilize some of *Juventud FACETA*'s members to participate in the evaluation protocol design in order to empower them to proceed with the evaluation and take ownership in the process when I finalized my research. The capacity building initiative was part of the empowerment approach (Worthen, Sanders, & Fitzpatrick, 2011) that was adopted in my evaluation protocol design plan and it was directly aligned with the goals of this case study.

As a participant observer I practiced this ethnographic method by "living in the community, taking part in activities, "hanging out" and conversing … while consciously observing and recording (DeWalt & DeWalt, 2002). I followed the weekly meetings and the group's events with the community for seven months. The immersion provided me with more opportunities and as DeWalt states: "First, it enhances the quality of the data obtained during fieldwork. Second, it enhances the quality of the interpretation of data" (DeWalt & DeWalt, 2002) (p.264).

I followed the organization's events over time to understand the cultural nature of the organization's social happenings and to discover more about the behavioral patterns of the organization (Henley, 2004). I provided constant rapport to the group in a way that was clear and preferable for them. Before I decided to share the final research product, I adopted a personal approach where the results of the study were shared orally and clarified in detail throughout the process.

My role was to find relational possibilities of encouragement, to go beyond social conventions, and to find alternatives to change the social scope of human relations in everyday life and organizations. I observed behaviors and collected those that especially enhanced positive responses toward the development of individuals who are open to accept different points-of-view and to take action toward building common goals for the benefit of democratic practices.

These observations allowed me to observed communication patterns in person to verify responses to interviews, surveys, and focus groups within the naturally occurring activities of the organization. This strategy also helped me to learn about the type of social interactions used in the organization that consequently helped me to develop better interviews and the focus group processes. I also became familiar with details of individuals' roles, how people related to one another, and ways individuals spoke within different contexts. In my field notes I recorded communication patterns observed in order to facilitate the data collection and interpretation of responses for the analysis phase of the study. Therefore, while collecting data I paid attention to these communication systems and took notes during interviews and observation processes (Briggs, 1986). I kept reports based on O'Leary's orientation to describe observations "A research journal is a tool to keep track of ideas, to manage the process, include observations and notes, lists of relevant contacts, notes/reminders to yourself, concept maps, etc" (O`Leary, 2004).

Data Analysis

Once I had collected the necessary data, I organized them, found common themes and patterns, reviewed and analyzed them, looked for literature addressing the patterns, wrote individual case reports, and noted findings. This process was constantly revised and it was not a linear sequence. Once the organization's observations, analysis, and reports with the scholarship were enough to draft cross-case conclusions, I proceeded with that until I had my thesis study and the first draft of the evaluation protocol (Yin, 1994).

When interviewing Patricia Cortez about the organization's history she shared with me some photographic documentation that illustrated her narrative. She showed pictures of the first youth groups, pointing to important individuals who started the program with her in 2002. There were pictures of the activities they engaged with displaying actions they mobilized for, like marches, fundraising activities, community education, celebrations, and cultural events.

The photographic material helped me to understand the history of the organization but also the model constructed by Patricia Cortez since its foundation through its

development in years. Illustrating celebratory events and actions, and individuals' transitions from the moment they engaged with the program through the moment of their graduation from it.

The old and recent brochures of the organization helped me to understand the history of the program and the changes that it incorporated, over time. The brochures are important information material that the organization uses to publicize their mission and educate their constituents. The brochures provided me with the initial information that I needed to better understand the group I was engaging with. Later in the process, I analyzed them again to extract concepts and important values to compose the logic model and inform my facilitation with the focus group.

Organizational reports provided details on the operational nuances involved running the program. Budgets were also made accessible. The policies, with some later additions, helped me to examine the alignment of the organization's mission with the democratic principles identified for the evaluation in the study. On-line documents such as the *Juventud FACETA*'s web site and social network are managed and were built by youth members with the input of the organization's stakeholders. The on-line data showed me that the program kept their programming updated on the website and a communication channel among youth group. The social media used by the group, by the time I collected the data, was Facebook, and it included the participation of current members and alumni. The social network served also as a channel to announce fundraising initiatives, group activities, and participation in events of other partner organizations or projects.

By using an ethnographic research methodology, it was important to be both sensitive to produce an accurate representation of the knowledge learned in the field and to the context where the knowledge was generated.

Purpose and Context for the Evaluation

The evaluation protocol was designed with the focus on empowering practices and on the organization's principles. The evaluation is formative and multi-method, combining community-based methods with the empowerment approach (Worthen, 2011 226 /id). The combination prepared the necessary democratic environment to conduct the present study.

The empowerment evaluation approach involved the organization's members to design the evaluation protocol. Once they were involved in the process from the beginning, they could provide input that modeled the product in a meaningful way for them. This participatory design empowered individuals to take ownership in the process and carry it out (Worthen, Sanders, & Fitzpatrick, 2011).

The process of taking ownership over the evaluation process is part of the empowerment evaluation approach and is recommended that the process be followed by an evaluator. The evaluation protocol, coming from this study will not exhaust the possibilities for an evaluation. It will focus on the empowerment principles that the youth identified as essential within the organization's goals.

The evaluation protocol design is intended to support the JF program, to enhance their services' delivery, and assess the accomplishment of their goals. According to Worthen, Sanders, & Fitzpatrick (2011) an evaluation is formative when its main purpose is to "provide information for program improvement" (Worthen, Sanders, & Fitzpatrick, 2011). The multi-method evaluation combined the outcome, empowerment, and community-based approaches to formulate the criteria and examine the empowerment theory in relation to the JF democratic practices, goals, and outcomes. The final protocol was a tool that can serve the JF evaluation plan design. As the evaluation protocol is the main component of my thesis I described how the process was designed.

Reporting Procedures

The findings, conclusions, and analysis were reported to JF during the weekly meetings in the fall term and to Patricia Cortez in private meetings. Suggestions and inputs were considered and questions clarified. The final product and conclusion was presented at a board meeting with the help of hand-outs, logic models, visuals and explanations. In case any incongruence between data, actions and intended outcomes were found, the information would be documented and given to the organization. I reviewed that the same feedback in the form of input to better understands my work with JF and through the youth participation in the focus group.

Researcher Bias

Before starting the fieldwork I presented bias toward finding a democratic institution; since many institutions claim to be democratic when in fact they mobilize little or no effort to reach that goal. Many non-profit organizations are still crystallized in old relations of oppression and power centralization.

As a Latin American working with the same ethnic group in the United States touched on personal experiences of being from a minority group in constant conflict for cross-cultural communication and integration. This created a tendency to be aligned with the goals of my research participants due to similar goals and common issues.

My knowledge of research methods helped me to analyze my position within the group when interacting with individuals, collecting and analyzing data, in avoiding bias in reporting the results of the fieldwork. Additionally, I sought to ameliorate subjective bias in the study through the use of evidence provided by the literature review, and by checking with my advisors in the development of the research approaches and analysis of findings.

Informed Consent

All interviews, surveys, observations, photography, and audio recordings used to collect data and my research proposal were reviewed and approved by the University of Oregon Office of Protection of Human Subjects prior to initiating research. This process guaranteed that I was conducting my research in a responsive way in order to protect the subjects from any potential risk.

CHAPTER IV
THE CASE STUDY

The decision to initiate a case study with the *Juventud FACETA* (JF) program was determined one year prior to the beginning of the field work. I had met Patricia Cortez, the program's manager, and part of the youth group at an art exhibition I organized at the University of Oregon. Some of the youth participated with their art works and during the opening reception of that event they presented themselves, their art works' statements and the program. The aesthetic quality of their works caught my attention as compositions of art and political ideas.

They created photo collages where images, symbols, and words supported their idea around art, discrimination, Latin American identity, and power. The power of their works also called the public's attention, as I observed at the time I organized the show and during the opening reception. Many people in the audience dedicated their attention to appreciate, observe, and decode each piece.

This initial connection was enough to instigate my curiosity around the art project and the youth program itself. I wanted to know the individuals who created each particular piece and to get involved with the organization. Thus, during the art opening reception many of the youth creators came to the event and talked about their work and the program. I had a chance to meet Patricia and to express my intention to connect with the group. I contacted her expressing my interest to know more about the group and to support it. The organization agreed to participate in this study and support the field work necessary to create an evaluation protocol aimed at measuring democratic capacities of organizations. Some months later we set up a meeting where I presented my intentions to develop my fieldwork with the program and I was very encouraged to prepare my research proposal. After the proposal preparation and approval, I began participating in

their group meetings and events collecting data and conducting a focus group with JF youth.

Overview of the *Juventud FACETA* Organization

Juventud FACETA (JF) is a program of the Amigos Multicultural Services Center (AMSC) non-profit organization. The primary goals of *Juventud FACETA* are to ensure a safe place for self-development of Latino youth abilities through educating and empowering youth to participate actively in the community in order to preserve and to strengthen the diversity of Latin American cultural heritages.

In this study and through their mission, I describe the way their goals related to the following terms described in their informative material: "alternatives for growth" and "opportunities to develop social, cultural and family values" (Cortez, 2010). Their plan to achieve these goals is the cultural and social values they aim to develop.

The program's name means: "Youth's FACET", referring to the faces that characterize the young Latino immigrants who are part of the program. The acronym *FACETA* in Spanish stands for: Family, *Aprendizaje* (learning), Community, Enthusiasm, Triumph, *Amistad* (friendship).

Brief History of the Organization

In 1993 the Amigos Multicultural Service Center (AMSC) organization was called *Amigos de los Sobrevivientes* (Friends of the Survivors). The organization was founded to respond to the needs of immigrant families coming from traumatic experiences with immigrants such as refugees from dictatorial governments, torture, cultural chock and racism.

Recently, AMSC is responsible for advocating for human and immigrant rights in Lane County. According to the organization's informative brochure (2011):

> The mission of Amigos Multicultural Services Center is to promote respect for human rights and to advocate for the needs of immigrants from Latin America whose dignity and capabilities have been challenged by poverty, unjust treatment, and social exclusion.

AMSC developed two programs, *Juventud FACETA* and Immigrant Rights Advocacy (IRA). According to Amigos Multicultural Services Center (2011):

> Through its Immigrant Rights Advocacy Program, Amigos engages in outreach to immigrants and non-immigrants to raise awareness of immigrant rights as human rights; collaborates with allies to educate, organize, and mobilize people on behalf of immigration reform.

By the time Patricia Cortez was finishing her major in psychology, in 2002, she envisioned the JF program as part of her masters degree project at the University of Oregon. According to her, there was a need for that, as explained in her own words: "Amigos assisted survivors of torture from Latin America and their families. When families first arrived in Eugene they did not know the culture or language and in most cases are lacking family support" (Cortez, 2011).

The JF program was founded in 2002 by Patricia Cortez with the help of the pioneer youth group who developed the premises for the program one year earlier. Throughout the years the youth program changed in scope because the Trauma Healing Project, a partner organization, became responsible for providing counseling and health services to the youth while the JF would concentrate in leadership training and advocacy.

Besides coordinating the JF leadership program, Patricia works with different family programs and counseling in Eugene, which allows her to offer her counseling support to the youth in the JF group, if needed. She advocates for youth empowerment with Guadalupe Quinn, who coordinates the Immigrant Rights Advocacy program, at AMSC, they cultivate the liaison of JF with other American organizations such as: Community Alliance of Lane County, Western States Center, The Trauma Healing Project, Eugene 4J Schools, the Eugene Human Rights commission, and others.

***Juventud FACETA*'s Activities**

Their activities involve preparing youth members to advocate for human rights in the community. They participate in different events focusing on but not limiting the audience to Latin American immigrants. In fact, they act in a variety of events where

people advocate for democracy and social justice, such as LGBTQ equality and for some Native American communities in Oregon.

The group was composed of 15 young individuals aged 14-24 years old and five adults. Youth meet weekly, at least every Thursday, from 6-9 pm. In addition, almost every week they have special community events to attend and to provide support. Generally, these are social events related to human rights advocacy, cultural events involving Latin American celebrations, and actions involving different social issues. On the third Tuesday of every month the youth who compose the board are present for the board meetings.

The fact that schools in Oregon encourage youth to engage in community services to earn academic credits seems to stimulate their participation in programs that has a connection with their personal interests. *Juventud FACETA,* in this case is an attractive program to engage Latino youth immigrants to fight for their rights.

The subjects of this study are the JF stakeholders and youth; they are primarily but not limited to Latino immigrants who participate directly in the board and/or youth meetings. The case study was done in a very significant moment of the organization. They discussed and formulated the policies to elect, for the first time in nine years, a young member of the group to direct the program. During the spring term, they selected the candidates and elected the new co-president. The co-president engaged in a one year training period to assume the program's coordination in 2012.

The organization was also developing its scholarship fund to support active members with their tuition expenses. To develop the funding policies, the group formulated the guidelines to choose the individuals who will be contemplated for such scholarships. They discussed criteria, circumstances, and requirements that were agreed as fair by the group, to contemplate the grantee. They wrote details for the application process, eligibility criteria, and timelines.

An Initial Look at *Juventud FACETA*'s Program

Juventud FACETA was founded based on the need to develop a leadership program to empower Latin American youth. Eugene has programs to assist this

population but JF seems to be the only one that focuses on leadership development and social justice advocacy. According to Cortez (2010), the mission of the organization has changed since its beginning but it still attends to the primary needs of the youth involved. The JF program attends to the needs of immigrant youth, in order to provide the necessary opportunities for "social interactions and a group to which they can identify" because without this support "Latino youth delay the process of adjusting to their new community." (Cortez, 2010).

Some of the patterns I noticed during my fieldwork were related to the programming offered to the youth. Activities were diverse and balanced among duties, education, and leisure. They were planned with youth participation and facilitated by Patricia Cortez. Patricia facilitated the creation of the program envisioned by the group. She sought the balance between celebrations, responsibilities with advocacy initiatives, and leadership training. She organized field trips and leisure activities. She sought scholarships for the youth to participate in conferences for social work activism, such as the Community Strategic Training Initiative (CSTI). In the CSTI, they participated in many workshops during the summer in Portland. Scholarships also allowed youth to participate in summer camps such as Culture Jam, in Veneta, where they immersed in a week of cultural events, workshops, and leadership training as cultural workers, with artists of diverse fields.

In any of the events where the youth participated, Patricia constantly checked with them for feedback as a way to promote a dynamic evaluation of the processes. She inquired about their participation and discussed probable changes for enhancement of either programming or issues related to personal development, through self and group evaluations.

Another example that I noticed in my fieldwork was related to the way Patricia Cortez communicated with the youth during meetings. Most of the time, she remained listening to them, calling attention to summarize important points of their conversation, encouraging them to support one another and to talk about their opinions, to defend their view points, to help them organize their ideas in order to better convey them, and to express themselves outside the group during public speeches. She valued each voice, told

stories, celebrated birthdays, and treated the minimum details as important issues that deserved some time to be discussed until the group, in agreement, decided when to change topic.

She invited guest speakers from the board, interns from the UO, activists and community leaders from other partner organizations to share their experiences as social workers, and to invite the youth to get involved and to take advantage of other services and programs. She kept the program open for other people to volunteer or intern. These sessions enriched the meetings, always bringing a new component and possibilities to get involved with the local community, besides exposing the youth to different perspectives in a multicultural framework.

It became clear by the way they conducted the meetings that there was a communication pattern that has been developed for a long time within the group. Thus, the same meta-communication provided me with important indicators for my research.

The Fieldwork Process with *Juventud FACETA*

Through engaging in fieldwork, I was able to adapt the evaluation approach that better suited the case study and to achieve the goals of this research (Worthen, Sanders, & Fitzpatrick, 2004). I used the ten principles of organizational democracy stated by World Blu and *Juventud FACETA*'s principles present in their practices and documents to guide my work within the group.

The Focus Group

The case-study had two components: the participation in weekly meetings and events and the focus group meetings. The focus group was an immersion in the analysis of the predesigned research elements to compose the logic model. When we organized the focus group, Patricia Cortez and five youth members participated in the process, which lasted five days.

My role was to guide the group through the initial period of the evaluation process and to discuss the protocol importance and he empowerment evaluation. On the first day, I presented my research topic with more details then I had done during the group

meetings. I explored the democratic principles stated by JF's brochures, group behavioral contracts, and by the World Blu organization.

We discussed the empowerment evaluation approach and its principles. During this discussion, I justified the importance of the youth contribution to the review and formulation of the evaluation criteria and why I invited them to the focus group. Then I shared the conceptual frameworks and the logic model samples I designed for my research process with the group and we discussed the components.

The analysis of my conceptual framework was important to illustrate my research in visual terms and to give the group an idea about the process of a masters research thesis. By understanding this process they would be aware of the mutual collaboration for the benefit of both parties besides visualizing the process we were working together during the workshop.

We initiated the discussion about the elements that they considered important to compose the JF's logic model for democratic evaluation and we started discussing the main research questions formulated for this study:

How to evaluate democratic practices in organizations?

How to identify if an organization is empowering individuals?

After launching these questions we initiated the design of the logic model. They sometimes referred back to the conceptual frameworks and came up with other principles and elements that they considered important to state in the logic model.

Together we decided on the first components that would compose the protocol and on the second day we continued discussing the research questions. The discussion helped to find answers, raise complementary questions, and decide on the core elements, which should be taken into account throughout the process. My participation was in support to the group's ideas. I raised questions, presented my view point and listened to theirs, and encouraged their ideas. We discussed more about how to work with the logic model table by addressing problems such as:

What would be the indicators (standards and criteria) for democratic empowerment that JF wants to reach?

How to measure attribute problems in the criteria?

How we would organize the information in the logic model?

We made a brief evaluation of the workshop; Patricia acknowledged my initiative and efforts with the group and the youth commitment to the process. The process demonstrated to be exhausting for the group because it demanded a long period of concentration, reflection, and discussions on an everyday basis. Only two individuals participated consistently in the five-day workshop. Others participated in alternated dates.

On the third day we discussed how to collect and analyze data for an evaluation and then I presented the logic model draft I designed based on my own data collection process. The presentation of my logic model raised the level of complexity in the process as soon as I brought elements that complemented what they were designing. Some elements were the same, with different terminologies and we had to decide on terminologies that would make more sense to the group and at the same time contemplate the complexity of values and ideas expressed.

On the fourth day the group was tired but committed to come up with the final draft of the logic model. The group discussed strategies to keep the focus on the logic model design and to be more objective. They suggested dividing the group in order to speed up the discussions and they worked in pairs to continue the process. A big table with the criteria and elements was drawn and individuals were involved in a hands-on activity. During this process, we compared the logic models' results and negotiated the terms and additions. They shared what they had developed and by finding common themes and ideas, they sought consensus before they cut parts of their individual logic models, stick and wrote their thoughts to complete the group table.

After the session, I typed their logic model in a Power Point table to present the lay out of their work on the following day. On the fifth day, I presented the logic model on a TV screen and the group reviewed and completed the other two criteria that were left for the last day of work.

After the logic model review, we discussed about the challenges to measure subjective behavioral patterns. In this case I mentioned the importance to define the data collection tools for evaluation and I invited the group to review the survey questions and to make sure that they were aligned to respond to their expectation range for each criteria. The surveys and interviews that I designed previously to guide my research were

reviewed and many changes were made. The changes were processed to adapt the tools for data collection in an evaluation process.

CHAPTER V
THE LOGIC MODEL ELEMENTS

Among the studied criteria found throughout this case and discussed during the focus group, the ones described in this session are particularly related to the logic model designed in consensus by the youth and the program's coordinator. The evaluation protocol to measure empowerment and democratic management in the JF is composed by the following elements:

- Indicators for Organization Democracy & Empowerment.
- How it is done
- Questions
- Outcomes
- Barriers
- Negative Consequences
- Expectations or Standards

The indicators for organization democracy and empowerment constitute the criteria that the organization can use to evaluate their practices. The criteria are based on the democratic principles that the organization's members value. They were organized on a table to facilitate the readability of its components.

On the "How it is done" column is stated the performed actions that help principles to be met. In this part they reflected and discussed about effective organization's practices that could be maintained or enhanced and their importance.

On the “questions” section they wrote the problems that can lead to find answers to the indicators. This section generated questions to compose the evaluation’s data collection tools (interviews and surveys).

On the “barriers” column they identified the barriers that may make principles difficult to be met. On the “negative consequences” section they identified the issues that the barriers could cause to compromise democratic management and consequently the organization’s mission. On this section it is interesting to notice the group’s dedication to describe how things are related with individuals’ subjectivity and not only with the objective organizational practices described in the “How is done” section. This dedication demonstrates the group’s concern to clarify the relational aspects of the logic model elements. The group went beyond the procedures that have to be done to achieve a goal and elucidated why each criterion is important to attend to individual’s needs. (Habermas, as cited in Norval, 2006 266 /id, para. 1). Therefore, in the “outcomes” section they described the expected results from each criterion reinforcing the positive achievements for self and institutional development.

Finally, on the “expectation or standards” section the group specified the percent or behavioral variation they want to measure with the evaluation and their expectations toward active and new members to achieve the standards. Therefore, thinking about standards in mathematical terms would help to guide the construction of the surveys and interviews to create measurable values and compose qualitative as well as quantitative results. In this part they acknowledge that expectations vary according to the amount of time members had participated in the program, thus what is expected from older members is different from expectations toward new members.

They defined as active members, individuals who were involved with the organization and participating in the weekly meetings for one year. The new members were defined as the new comers with less than one year participating in the weekly meetings.

The final logic model is shown in the following pages on Table 2 and it will be described in detail after the table.

Table 2. Logic Model for Democratic Assessment

Multi-methods Logic Model 2011

Organization Name:	Amigos Multicultural Services Center
Case study:	Juventud FACETA
Project Name:	**Evaluating organizational democracy.**
Project goals:	1. Design an Evaluation Protocol according to the needs of the organization related to democratic empowerment. 1. The protocol can serve as a tool to plan an annual evaluation and to be used by staff and evaluators to measure democratic empowerment processes. 2. The Evaluation Protocol will also serve as a component of my MA Thesis project for 2011.
Evaluation Approaches:	The evaluation will be a multi-method design, combining empowerment, outcome, and goal-oriented approaches. The following logic model is under development according to the needs and process of the current project and program considering feasibility and initial goals.
Date Created:	March, 2011. **Date Reviewed:**

Program Influencers (Key entities that help define the program or to whom the program will report results)

Amigos Multicultural & Juventud Faceta (Patricia Cortez, Guadalupe Quinn and involved Youth)

University of Oregon _ Thesis advisor Arts and Administration Department (AAD): John Fenn, Academic advisor AAD: Doug Blandy, Specialist advisor, Oregon Research Institute (ORI): Deborah Johnson-Shelton Ph.D.

Organization's Mission (Organization's mission statement or key action words)

"Juventud Faceta se ha comprometido a proporcionar a los jóvenes alternativas de crecimiento, un lugar seguro donde puedan desarrollar los valores sociales, culturales y familirares en un ambiente de solidaridad."(Cortez, 2010)

Juventud Faceta is committed to provide youth with alternatives to growth, a safe place where they can develop the social, cultural and family values in a friendly environment.

Table 2. Logic Model for Democratic Assessment (Continued)

Multi-methods Logic Model 2011

Program Purpose	The program is aimed at youth leadership development.
We do what?	Training youth to become human rights advocates
For whom?	Youth, Latino immigrants, USA natives
For what outcome(s)?	Educate about human rights and promote cross-cultural-generational dialogue

Program Activities List key activities needed to provide or manage services	Program Services List services to be delivered directly to participants
Youth weekly meetings & community outreach	Education for human rights advocacy & democratic empowerment
Monthly board meetings	Democratic management & transparent communication about the organization functioning and plans.

Target Population List specific characteristics of primary intended participants
Immigrant Latino youth group whose members range in age from 14 to 24.

Intended Outcomes (Changes in skill, knowledge, attitude, behavior, life condition or status)	Indicators (Measures) (Concrete evidence, occurrence, or characteristic that will show the desired change occurred)
Immediate: Empowerment	Self confidence to act within the group.
Intermediate: Human rights advocate	Self confidence to act independently and within the group.
Long-term: Human rights activist & inspiring leader	Self confidence to promote changes in society Knowledgeable of strategic mechanisms to promote change. (ex.: legal mechanisms, outreach and lobbying strategies, education, others?)

Table 2. Logic Model for Democratic Assessment (Continued)

Empowerment evaluation method Logic Model Juventud FACETA 2011

Outcome #1 Evaluation protocol to measure empowerment and democratic management.

Indicators for Organization Democracy & Empowerment **Criteria**	**How it is done** *(Actions that help principles to be met)*	**Questions** *(Problems that can lead to find answers to the indicators)*	**Outcomes**	**Barriers** *(What barriers may difficult principles to be met?)*	**Negative Consequences**	**Expectation** *(the number, percent, variation or other measure of change)* ***Standards***
Dialogue *Communication & Reciprocity*	To make check in To express ideas and comments as a way to contribute for the group growth. To pay attention to one another when speaking in the group.	Do individuals observe the best time to speak and express their opinions? How do you feel when you speak in the group? Do you feel your opinion valued?	Meeting goals Efficiency Free, open dialogues Respect	When some individuals' proficiency to engage in dialogue and reciprocity in the group is under the expected level of attention. When individuals disrupt group activities due to side conversations. When there is lack of empathy. Ineffective communication.	Less efficiency & participation Lack of unity & participation.	70-100% active members within 1 year of participation. 50-70% members with less than 1 year.
Respect	To develop activities to unite the group. To respect different ideas.	How different expectations are managed? Is consensus being achieved? How is the balance between power relations and benefits in the organization?	People feel valued Solidarity Consensus	When the group do not reserve a time to discuss about misunderstandings. When misunderstandings are taken personally and disrupt team work.		On going (always) 90-100% Active members 80-90% New members

Table 2. Logic Model for Democratic Assessment (Continued)

Empowerment evaluation method Logic Model Juventud FACETA 2011

Outcome #1 Evaluation protocol to measure empowerment and democratic management.

Indicators for Organization Democracy & Empowerment **Criteria**	**How it is done** *(Actions that help principles to be met)*	**Questions** *(Problems that can lead to find answers to the indicators)*	**Outcomes**	**Barriers** *(What barriers difficult principles to be met?)*	**Negative Consequences**	**Expectations** *(the number , percent, variation or other measure of change)* ***Standards***
Decentralization *Power equality*	When everybody feel confortable to contribute with their perspective. To know peers and group dynamics.	How are decisions made and measured? How tasks can be distributed to alleviate pressures over organization's coordinators? How often do the members propose ideas and suggestions? How often individuals take on a task?	Democracy Empowerment Fairness Leadership Team building	Hierarchy Stress Low development of leadership.	People will feel excluded. Power will be centralized by a few people. Lack of diverse perspectives and ideas.	70-100% Active members & organization. 50-70% New member
Transparency	To observe one another's body language and speech. To be aware that information such as budgets, guidelines, agenda, policies are accessible. To participate in the board meetings. To ask people for information. To develop clear policies and rules about rights, benefits and duties. To express expectation. To express opinion when expectation is not met.	Are members displaying their feelings? What is your emotional status around the group? How can members access JF's administrative documents ?	Individuals feel comfortable. Active participation. Efficiency & effectiveness. Trust & accountability. Clarity	When individuals do not feel valued. When individuals feel uncomfortable. When individuals do not feel productive.	People could drop the group. Lack of participation. Mistrust	On going (always) 100% Active members & organization. 90-100% Member being 2-3 months on the group.

Table 2. Logic Model for Democratic Assessment (Continued)

Empowerment evaluation method Logic Model Juventud FACETA 2011

Outcome #1 Evaluation protocol to measure empowerment and democratic management.

Indicators for Organization Democracy & Empowerment **Criteria**	**How it is done** *(Actions that help principles to be met)*	**Questions** *(Problems that can lead to find answers to the indicators)*	**Outcomes**	**Barriers** *(What barriers difficult principles to be met?)*	**Negative Consequences**	**Expectations** *(the number , percent, variation or other measure of change)* ***Standards***
Organization's Purpose & vision	To ensure members understand mission and goals.	How are individuals knowledgeable of Juventud Faceta's Purpose & Vision?	Clear vision Accountability	When individuals do not know organization's goals and vision.	Less participation. Goals are not met.	100% Active members & organization. 30-90% New member
Personal development & self-esteem	To encourage. To create opportunities for the youth to develop leadership skills.	How do people feel in the group? How to measure the level of self-esteem of the participants throughout their participation in the program?	Individual satisfaction & comfort. Confidence & Pro activeness To make the work when you perceive what needs to be done.	Personal history Low self-esteem Oppression When individuals do not move out of their comfort zone to expand their knowledge.	Apathy & Isolation Group destabilization Low self-esteem	80-100% Active members 0-70% New member
Individual leadership	Different members facilitate meetings. To provide positive reinforcements	How do individuals make choices in the organization? What types of trainings and skills do JF promote?	Participation Empowerment	Substance use Life circumstances	JF does not meet goals.	90-100% Active members 50-70% New member

Table 2. Logic Model for Democratic Assessment (Continued)

Empowerment evaluation method Logic Model Juventud FACETA 2011

Outcome #1 Evaluation protocol to measure empowerment and democratic management.

Indicators for Organization Democracy & Empowerment **Criteria**	**How it is done** *(Actions that help principles to be met)*	**Questions** *(Problems that can lead to find answers to the indicators)*	**Outcomes**	**Barriers** *(What barriers difficult principles to be met?)*	**Negative Consequences**	**Expectations** *(the number , percent, variation or other measure of change)* ***Standards***
Commitment & Participation	To be a good example. To know the projects being developed and accomplish tasks as a team. Work as a team to figure out tasks and delegate them in a fair manner. To provide positive reinforcements	Are the meetings and tasks being accomplished on time? Are individuals commited to work as a team and make what is necessary?	Meeting goals Efficiency Respect Proactivity	Disruptive attitudes and disagreements.	Less efficiency Apathy & Isolation	Yearly 80-100% Active members 50-70% New member
Individual & collective engagement	To listen to one another. Closing statements. Individuals help one another in different circumstances.	Do individuals feel supported in the group? How do individuals engage with one another, the organization, and the community?	Unity Communal support	Lack of engagement Interpersonal conflicts. Poor communication.	Isolation	80-100% Active members 30-70% New member

Logic Model references:

- http://www.nea.gov/grants/apply/out/index-out.html#index
- http://www.nea.gov/grants/apply/out/joy.html
- http://ww2.wkkf.org/default.aspx?tabid=101&CID=281&CatID=281&ItemID=2813669&NID=20&LanguageID=0

Juventud FACETA's Democratic Principles

The logic model also contains elements fundamental to assessing democratic principles. These elements are listed in the first column of the table and they were described below as it was designed with the youth support in a comparative analysis with the first draft I designed.

Dialogue

The group recognized the importance of an effective communication among the group members and the organization's leaders and they considered the communication in different perspectives that went beyond the clear communication of the information and included the relational practices of dialogue and reciprocity. This criterion crossed with the respect in many terms considering that a good communication does not work without respect.

On their terms the youth considered important to apply the principle in different instances in daily activities of the group such as in the "check in" moment, when the group opens each meeting and individuals have a chance to express how they are feeling, how their week was and to express their opinion about a specific topic or idea.

Another important element to guarantee the maintenance of an environment of free and open dialogue among individuals was that individuals should express ideas and comments as a way to contribute for the group growth including paying attention to one another when speaking in the group as a way to demonstrate value and respect.

When discussing about expectations the group agreed that 70-100% was a reasonable range of expectation from an active member who is one year involved in the program. While for new members a range of 50-70% of attention was tolerable.

Respect

The group identified that dialogue and respect are principles that share similar values in different levels of analysis. During the discussions they considered that respect is a solidary act that helps people to feel valued and to reach consensus in the organization. The "Logic Model for Democratic Assessment" includes strategies used to

nurture an open communication and to create evaluation tools to measure the respect among members. Some of them are described as follow:

To ensure a respectful environment the group recommended the development of activities that can help to unite the group and that can educate individuals to respect different ideas.

The barriers opposed to the implementation of a respectful environment have the same negative consequences of an environment where the dialogue is compromised. Then, when individuals disrupt group activities due to side conversations and when there is lack of empathy the consequences may result in lack of participation and unity among group members. When misunderstandings are taken personally and disrupt teamwork the group should reserve time to solve misunderstanding and reach consensus. The youth suggested that observation of individuals' behaviors when participating in group discussions could help to understand their comfort level to express their opinions.

In relation to the survey questions that could help to identify the communication patterns and respect level they recommended the formulation of questions that addresses these behaviors and feelings that individuals have when participating in group activities such as: How the different expectations are managed and consensus achieved and how is the balance between power relations and benefits in the organization.

When discussing about expectations the group agreed that 90-100% was a reasonable range of expectation from active members. While for new members a range of 80-90% of respect was tolerable toward enhancement.

Decentralization (Power Equality)

When confronted with the concept of decentralization the group suggested a complimentary description that defined the principle in terms of power equality. They considered that power equality is promoted when all individuals feel comfortable to contribute with their perspective, when they know their peers, when they have power to influence decisions and the group dynamics (Cortez & Youth, 2011).

In their opinion the problems that could lead to find answers to the indicators could be addressed by observing and inquiring about the decision-making patterns and how to

measure them. By thinking about how the tasks are distributed to alleviate pressures over organization's coordinators and active members. By how often do the members propose ideas, suggestions and take on a task.

According to them hierarchy, stress and low development of leadership skills are barriers that difficult principles to be met and the negative consequences can exclude people, diminish diversity of ideas and participation as well as resulting in power inequality. Consequently, the outcomes of decentralization are intimately related with the principles of democracy, empowerment, fairness, leadership and team building.

When discussing about expectations for decentralization the group agreed that 70-100% of autonomy toward enhancement was expected from active members and from the organization's coordinators. While for new members a range of 50-70% was tolerable, considering that many new-comers do not have their leadership skills already developed.

Transparency

The idea of transparency borrowed from the World Blu principles, had the prompt acceptance of the group who agreed upon the need to be aware of the organization's managerial practices as well as to participate on the elaboration of those practices. The managerial practices were understood as the way the organization is managed, its policies, budgets, guidelines, agendas and how this information are accessible, designed and delivered within the individuals in the group.

The group considered transparency in the personal level as well, meaning how individuals display their feelings and opinions. As actions that help these principles to be met they suggested the following: To observe one another's body language and speech; To be aware that information such as budgets, guidelines, agenda, policies are accessible; To participate in the board meetings; To ask people for information; To develop clear policies and rules about rights, benefits and duties; To express expectations; To express opinion when expectations are not met.

As questions to measure the level of transparency the group suggested the following: "Are members displaying their feelings? What is your emotional status around

the group? How can members access JF's administrative documents?" (Cortez & Youth, 2011).

Understanding the importance of the transparency principle they reflected about the outcomes recognizing that individuals would "feel comfortable" to engage in "active participation" due to the "clarity and accessibility" displayed by the organization and their peers. Therefore, the level of "trust, accountability, efficiency and effectiveness" (Cortez & Youth, 2011) would be raised.

In the other hand the lack of this principle in action would represent the barriers translated by: "When individuals do not feel valued, … comfortable… productive"(Cortez & Youth, 2011). The group identified "mistrust, lack of participation and possible drop outs" as negative consequences (Cortez & Youth, 2011).

The expected percentages for transparency were high according to what the group agreed upon: 100% was expected from active members and from the organization's coordinators. While for new members a range of 90-100% of transparency was tolerable for members who were participating for two or three months with the program.

Organization's Purpose & Vision

The principle of organization's "Purpose and Vision" (Fenton, 2006) was also adopted as an important value that ensure members to have a clear understanding of the organization and that the organization become accountable for its practices within the community and stakeholders. (Cortez & Youth, 2011).

The JF participantes noted the importance "to ensure that members understand mission and goals" of the program through constant reminders (Cortez & Youth, 2011). They also reviewed the questions I created to test how individuals were "knowledgeable of *Juventud Faceta*'s Purpose & Vision (Cortez & Youth, 2011).

They discussed that "if individuals were ignorant to the organization's goals and vision, they would consequently, participate less and not meet expectations" (Cortez & Youth, 2011).

Therefore, expectations for active members were higher than for new comers who are still being educated about the organization's purpose and vision. The range was 100% for active members and coordinators and 30-90% for new members.

Individual Leadership, Personal Development & Self-Esteem

The concepts of "Individual leadership" share many aspects with the principles of "Personal development and self-esteem" in what concerns to barriers and common practices that help principles to be met.

Therefore, in terms of clarity for the group and of analysis for this study, these three principles were aligned according to the areas where they coincide. In what concerns to the outcomes, the group agreed that these values were important to cultivate individuals' "satisfaction & comfort; confidence & pro activeness to make the work when you perceive what needs to be done; participation and empowerment" (Cortez & Youth, 2011).

As common barriers, that would difficult principles to be met they identified as: "personal history, low self-esteem, oppression, substance use, life circumstances and when individuals do not move out of their comfort zone to expand their knowledge" (Cortez & Youth, 2011).

In terms of empowering practices the group stated the importance: "To provide constant encouragement; to create opportunities for the youth to develop leadership skills; to encourage different members to facilitate meetings; to provide positive reinforcements" (Cortez & Youth, 2011).

The topics "questions, negative consequences and expectations" varied according to each principle being discussed. In the case of "Personal development and self-esteem" the questions were related to "the way people feel in the group and how to measure the level of self-esteem of the participants throughout the period they participated in the program" (Cortez & Youth, 2011).

The expectations varied from 80-100% for active members and 0-70% for new members. The negative consequences of neglecting personal development and self-

esteem would be directly related to the problems such as: “Apathy & Isolation; group destabilization; low self-esteem” (Cortez & Youth, 2011).

In the topic “Individual leadership” the questions were related to “how individuals make choices in the organization and the types of trainings and skills JF promotes” (Cortez & Youth, 2011). The expectations varied from 90-100% for active members and 50-70% for new members. The negative consequences of neglecting the development of individual leadership skills would be directly related to program’s failure to meet its goals.

Commitment & Participation

The criteria for “commitment and participation” included the value of taking responsibility in order “to be a good example” for the group. As important actions were highlighted: “to know the projects being developed and accomplish tasks as a team” was considered an important point as important was to “figure it out tasks and delegate them in a fair manner and to provide positive reinforcements”(Cortez & Youth, 2011).

As key questions they pointed the need to keep track if “meetings and tasks were being accomplished on time” and “if individuals are committed to work as a team and make what is necessary” (Cortez & Youth, 2011).

The outcomes included “meeting goals, more efficiency, proactivity and respect” (Cortez & Youth, 2011). As common barriers, that would difficult principles to be met they identified as: “disruptive attitudes and disagreements” (Cortez & Youth, 2011). The topic “negative consequences” identified that “less efficiency, apathy and isolation” would undermine individuals commitment. (Cortez & Youth, 2011). The expectations varied from 80-100% for active members and 50-70% for new members for active citizenship.

Individual & Collective Engagement

The criteria for “individual and collective engagement” emphasized as important that everyone should “listen and help one another in different circumstances”. In addition, when stating an idea, it is important to do it clearly and conclude thoughts by “closing statements” when expressing them to the group. (Cortez & Youth, 2011).

As key questions they pointed the need to keep track "if individuals feel supported in the group" and how they "engage with one another, the organization and the community" (Cortez & Youth, 2011).

The outcomes would include "unity and communal support" (Cortez & Youth, 2011). As common barriers, that would difficult principles to be met they identified that the "lack of engagement, interpersonal conflicts and poor communication" (Cortez & Youth, 2011) would lead in isolation as a "negative consequence" (Cortez & Youth, 2011). The expectations varied from 80-100% for active members and 30-70% for new members.

My Suggestions to the Group

After the process of reviewing and revising the logical model for evaluating organizational democracy in JF, I suggested that they could design an evaluation plan where they could test the accuracy of the surveys, interviews and logic model. Due to the amount of questions generated I suggested that they could use the tools throughout the two years of the members' graduation in the JF program. The tools were designed to be objective in order to stimulate respondents to participate and they could be administrated during regular meetings. The questions ask for individual's opinions and behaviors in different situations and allow space for personal suggestions and opinions with the use of some open ended questions. (Dillman, Smyth, Christian, & Dillman, 2009).

During this study I could not visit other youth groups to draw a comparative analysis of their organizational structures. The visit to other programs with similar goals related to leadership development and democratic empowerment would enrich the JF program's experience.

With the present logic model, members from JF or designated interns could collect data in order to understand strengths and motifs of diverse groups that could inspire and renew perspectives of the program. Such data would allow a comparative analysis between values, strategies, and practices involving other youth programs. It would also contribute as a reference for levels of expectations and tolerance in relation to behavioral practices that were described in the logic model. Such as the level of tolerance that other

youth programs have for side conversations, what are the strategies they use to deal with the issue and what is the level of attendance and acceptance by individuals in that group.

CHAPTER VI
CONCLUSION

Through this study I have learned that many organizations are investing time, money and expertise to develop innovative ways to work with their staff and constituencies. The shift in perspective is daring in relation to the traditional hierarchical and centralized model because it demands collaborative work where communication is the key point and where a considerable amount of time is spent in dialogue and to reach consensus for decision-making. I have learned about the importance to evaluate such practices in order to keep track of the outcomes and the development of the democratic process.

Through the field work with *Juventud FACETA* I have learned that organizational democracy is possible to implement in non-profit organizations. Through the data collection about the World Blu (WB) and other case studies in the literature review, I learned that shared responsibility despite the demand in time management, can improve profits for organizations. Apparently, the WB is a model organization that advocates for organizational democracy by evaluating studies, and data from other cases, they have been helping other managers, through their services, to incorporate democratic practices.

I have learned through observation some of the values and actions in democratic practices. Such practices aligned with the trends studied in the literature review and endorsed my own practices as an arts manager and educator. The practices observed in this case were responsible to create a safe environment for the youth in the JF program, where they could demonstrate their abilities and wills to advocate for their rights and heritage.

Reflections Concerning Methodology

Before reaching the field I visited and contacted the organizations *Amigos Multicultural* and World Blu to decide if they would be feasible subjects to work with and to identify their needs and interests in the process. This process was important to raise assumptions of the field environment before engaging on it. On the next step, I analyzed the JF's practices and collected data through previously designed research instruments. I used interview, survey, observation, focus group, photography, and audio recording. Then, I analyzed the collected data and interpreted the organization's outcomes.

I also studied the paradigms of cultural democracy to understand the meaning of democracy through the perspective of cultural workers and theorists. I researched organizational democracy to understand the implications of this model on the social behavior of the people involved in the organization (Weber, Unterrainer, & Schmid, 2009). The literature review in the cultural management field helped me to draw conclusions and thoughts around the arts management field. This was an important step for me once I am an arts manager and want to apply the knowledge acquired in this research in my work with cultural organizations in alignment with non-profits that work to advocate and enhance social conditions and cultural democracy.

The meetings with JF involved discussions around the organization's values and the principle of democracy and power equality. The time dedicated on visiting the group and spending more than three hours weekly, created many opportunities to dialogue, to explain the goals and importance of my research and to clarify my participation with the group as a researcher. My participation as active researcher nurtured the development of relationship with the individuals in the group. This relationship was necessary to build a friendly environment that was important to gather data, opinions and to work collaboratively with individuals. The result was a comfortable learning environment where I could build the experience that I presented in this study and that I carry with me to the practical field.

Limitations and Issues

This research does not cover the complete evaluation plan process, involving the logic model testing, the evaluation implementation, analysis of results, meta-evaluation and changes on organizational practices and social impact. This study represents only the first step of the empowerment evaluation approach where the individuals involved are oriented to develop their ideas around the organization's principles and their understanding of the evaluation.

The WB proved to not be feasible to work with in terms of accessing organization's information. I could interview two members of the organization but they did not provide me access to their evaluation tools, due to copyright issues.

The WB evaluation questionnaire is a product from the organization that is used to evaluate organizational democracy in the organizations they work as consultants. I could not continue the research with WB because I did not have the money nor received any funding to participate in the organization's events and trainings in San Francisco. Due to these constraints I decided to limit my research with them to the use of their principles to compose the logic model and to collect data through Skype interview. The decision helped me to focus my research with the JF and to simplify the data collection and analysis designing just one case-study.

In relation to the use of the logic model I remember that it represents the principles designed by the JF organization's members and it cannot be applied as it is to another organization. Each organization might develop their own logic models based on a dialogical method to encourage participation and collaborative design. Although the model can be used as a reference, it might be used with the empowerment evaluation approach reference as well, once the approach will guide on essential steps to design personalized evaluation processes that are suitable for each case in particular.

Another point to consider is the application of the empowerment approach to organizations with different managerial styles. The approach can suit most current organizations, unless an organization wants to change its hierarchical systems for one centered and more democratic practices. It can be a waste of time to use the empowerment method if the staff and coordinators are not willing to apply them.

Implications of Current Outcomes

The logic model as the result of this study is kept by the organization's coordinator and can serve as the primary tool to build their evaluation plan. It is also available in this document for other researches. My expectation is that the JF group makes use of the tool engaging in designing the evaluation plan. Although I recognize that the efforts in time and personnel to engage in such process is demanding and can be discouraging without the support of an outside evaluator or without the necessary amount of time to dedicate for the project.

A feasible option for the group would be to dedicate a short amount of time on every meeting to work together toward building the evaluation plan. Another alternative of support would be to build a partnership with programs at the University of Oregon in order to continue the process. The UO could provide researchers or interns to help the group in the process, offering consultancy. The Arts Administration and the Planning, Public Policy, and Management Departments would be potential sites for this recruitment with students or researchers engaged in applying their learning in the evaluation design and implementation, as well as dedicated to research in different sites to build a multiple case study.

Implications for Future Research

The methodology applied on this study may serve as a reference for other case studies that want to test and develop the same principles, achieve results and develop a logic model as an evaluation tool for empowerment. Another possibility for a deeper analysis is to test the logic model and research instruments developed to attest for efficiency of the tools. The execution of a complete evaluation process would be another field of exploration to measure the impact of the principles stated in this study as well as the execution of a multiple case study that would allow a comparative analysis between different cases.

With the support of an institution such as the UO, this study could reach deeper levels of analysis through the development, implementation and analysis of its outcomes. With the support of other researchers from this institution, this study could assess the

impact of democratic practices in the organization and how they reflect in the community.

As managers we need to advocate for the implementation of democratic practices and concentrate efforts to work with organizations that have an interest to promote change, innovate and enhance such practices. The goal is to evaluate these processes in a constant basis and to use the results to build accountability and reputation among other organizations by measuring the impact of democratic organizations in the communities where they are located.

Throughout the development process, I presented the research in forums at the University of Oregon, to the board members of JF, and in other educational opportunities. This work helped me to conduct my career toward advocating for democracy.

APPENDIX

INTERVIEW SCRIPT & SURVEYS

Note: if necessary the following interview will be taken in two-day sessions.

Interview *Protocol for Arts Administration Practitioners*

Case Study: **Evaluating Organizational Democracy** *Data ID:_____*

Key Descriptor:

Date: _____ Interview Location: _____

Name of interviewee: _____

Interviewee Details:

_____

_____

_____

_____

Consent: ____ Oral ____ Written (form) ____ Audio Recording ____ OK to Quote

Notes on Interview Context:

_____

_____

_____

Key Points:

CODING	*INFORMATION*	*NOTES*

Semi-Structured Interview Questions:

Questions to *Juventud FACETA*'s managers to understand personal leadership characteristics:

Type of question: Organization's leaders profile

1. Where are you from?
2. How long have you been living here?

Type of question: Education background

3. What is your professional field?
4. Is there any specific school background that influenced in this trajectory?
5. What in your life history influenced you to engage in your recent projects?

Type of question: Individual and collective engagement

6. How long have you been working with social organizations such as *Juventud FACETA* and *Amigos Multicultural*?
7. How do you describe your political engagement and participation within your community?

8. How would you describe your connection within the overall community and with the Latino community?

Questions to *Juventud FACETA* managers to understand the organization's managerial practices:

Type of question: Purpose & Vision

9. Would you tell me the history of the organization?

10. What is the mission of *Juventud FACETA*?

11. What plans/ projects are you working now with *Juventud FACETA*?

12. What plans/ projects do you have for the future?

Type of question: Individual and collective engagement

13. The activities of *Juventud FACETA* are primarily directed to the Latino population. Do you promote any outreach movement, personal trainings or other events to promote the liaison between general local communities (primarily Anglo American) with the Latino population?

14. If yes, which type of cross-cultural dialogue activities have been promoting and developing? How do you evaluate the outcomes of these activities?

15. What kind of partnerships do you have and intend to reach?

Type of question: Critical Consciousness & Transparency

16. How do you evaluate the process and the outcomes of *Juventud FACETA*?

17. What kind of challenges do you encounter?

18. What do you consider as indicators that the organization is achieving its mission?

Questions that will be addressed to the youth in the organization to understand personal leadership characteristics:

Type of question: General profile

1. What is your name (optional)?

2. How old are you?

3. Where are you from?

4. How long have you been living here?

5. How long have you been with the *Juventud FACETA* program?

Type of question: Empowerment, integrity and self-esteem

6. What plans do you have for your future?

Type of question: Education background

7. Is there any specific school background or teacher/mentor that influenced in your life?

Type of question: Individual and collective engagement

8. How do you describe your political engagement and participation within your community?

9. How would you describe your engagement / connection within the overall community and with the Latino community?

Questions to *Juventud FACETA* youth to understand their conceptions about the organization's goals:

Type of question: Purpose & Vision

10. In your opinion what is the mission of *Juventud FACETA*?

11. What plans/ projects are you working now with the *Juventud FACETA* program?

Type of question: Critical Consciousness & Transparency

12. What do you consider as indicators that the organization is achieving its mission?

Type of question: Individual and collective engagement

13. The activities of *Juventud FACETA* are primarily directed to the Latino population. Do you participate in any outreach movements, personal trainings or other events to promote the liaison between general local communities (primarily American) with the Latino population?

Type of question: Training and education

14. If yes, which type of cross-cultural dialogue activities have you been participating?

15. What did you learn by participating in these activities?

The following survey is part of the study: **Evaluating Organizational Democracy.**
Some questions may have multiple answers feel free to mark the options that apply to you.

Name (optional): _____ Date: _____

Type of question: Purpose & Vision

1. Why are you part of the *Juventud FACETA* group?
   - ○ To make friends and participate in cool activities
   - ○ To keep connected with my heritage and culture
   - ○ To inspire myself with new ideas
   - ○ To promote changes and strengthen the Latino community.

Comments:

_____

_____

Type of question: Individual leadership

2. In *Juventud FACETA* I am learning about
   - ○ Confidence & empowerment
   - ○ Facilitation (Observing, Listening, managing agenda, expressing ideas of self and others)
   - ○ Delegating and executing tasks
   - ○ Encouraging participation in the community
   - ○ Proactiveness (autonomy)
   - ○ Conflict management
   - ○ Rights and duties (civic engagement)
   - ○ Critical thinking
   - ○ Friendship
   - ○ Identity (Latin and American identities, heritage preservation and promotion)

   Comments:

   _____

   _____

Type of question: Transparency

3. How do you know about the program's projects, agenda, and the way it functions?
   - ○ I ask questions when I do not know about something in the organization.
   - ○ I participate on the board meetings when the coordinators deliver plans, budgets, etc.
   - ○ I go to the meetings and help to create activities, discussions about plans, rules, and policies.
   - ○ I do not know the organization's functioning or agenda.

Comments:

_____

_____

Type of question: Dialogue: Communication and Reciprocity

4. How do you behave during discussions in the JF meetings?
   - ○ Whenever I am listening to other people in the group I give my attention to them.
   - ○ Sometimes I do not give full attention to group discussions.
   - ○ Whenever I am speaking to other people in the group they pay full attention to what I say.
   - ○ Sometimes when I am speaking to the group many of them are not paying attention to me.

   Comments:

   _____

   _____

Type of question: Respect

5. When you have to express your opinion within the *Juventud FACETA* group, what do you do when your peers demonstrate an opinion that is different than yours?
   - ○ I express my opinion and defend my ideas.
   - ○ I express my opinion and learn with my peers' opinions.
   - ○ I withhold my opinion because I am afraid to disappoint others.
   - ○ I withhold my opinion and accept the decisions taken by the group.

   Comments:

   _____

   _____

Type of question: Personal development & self-esteem/ Individual leadership / transparency

6. I feel empowered by the *Juventud FACETA* group, when…
   - ○ I feel supported by the group and I know I can count on them.
   - ○ They offer me a safe place to express my opinion and to talk about my personal problems.
   - ○ I am learning about leadership, values, equality, and social justice.
   - ○ We act in our community and families to promote Human Rights.

   Comments:

   _____

   _____

Type of question: Decentralization: Power equality

7. When you make decisions within the *Juventud FACETA* group, what do you do?
   - ○ I learn about the project we are discussing about and express my opinion.
   - ○ We work as a team to figure out the tasks that need to be done and divide them equally among participants.
   - ○ We study the options and vote to find consensus.
   - ○ We work as a team to make decisions but we do not divide the tasks equally among participants.

   Comments:

   _____

   _____

Type of question: Choice & Leadership

8. How do you promote changes in *Juventud FACETA*?
   - ○ I give suggestions expressing my opinion to the group.
   - ○ I give suggestions and ask for other's ideas and support.
   - ○ I do not want to promote changes in the organization.
   - ○ I want to promote changes but I do not know the best way to do it.

Comments:

_____

_____

Type of question: Individual & Collective engagement

9. How can you promote changes in your community?
   - ○ By civic engagement (knowing my rights and duties)
   - ○ By community engagement in volunteer services
   - ○ By engaging with my peers and supporting them
   - ○ Through political participation
   - ○ Using creative tactics to express ideas (arts, public demonstrations, culture, dialogue…)
   - ○ I do not feel engaged in my community

   Comments:

   _____

   _____

Type of question: Commitment & participation/ Self-esteem

10. How much do you feel you are able to change your community?
    - ○ I feel encouraged to promote changes in my community.
    - ○ I feel discouraged to promote changes in my community.
    - ○ I feel highly committed to promote changes in my community.
    - ○ I do not feel the need to promote changes in my community.

    Comments:

    _____

    _____

Type of question: Critical consciousness

11. Are you trying to promote changes in your community? Give an example.

_____

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