

An Exploration of the Leadership Identity Development Model (LID)

A Qualitative Study of
Student Leaders at
Texas A&M University

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Presentation Outline

- Leadership Identity Development
Grounded Theory and Model
- Research at Texas A&M
- Preliminary Findings
- Application and Discussion

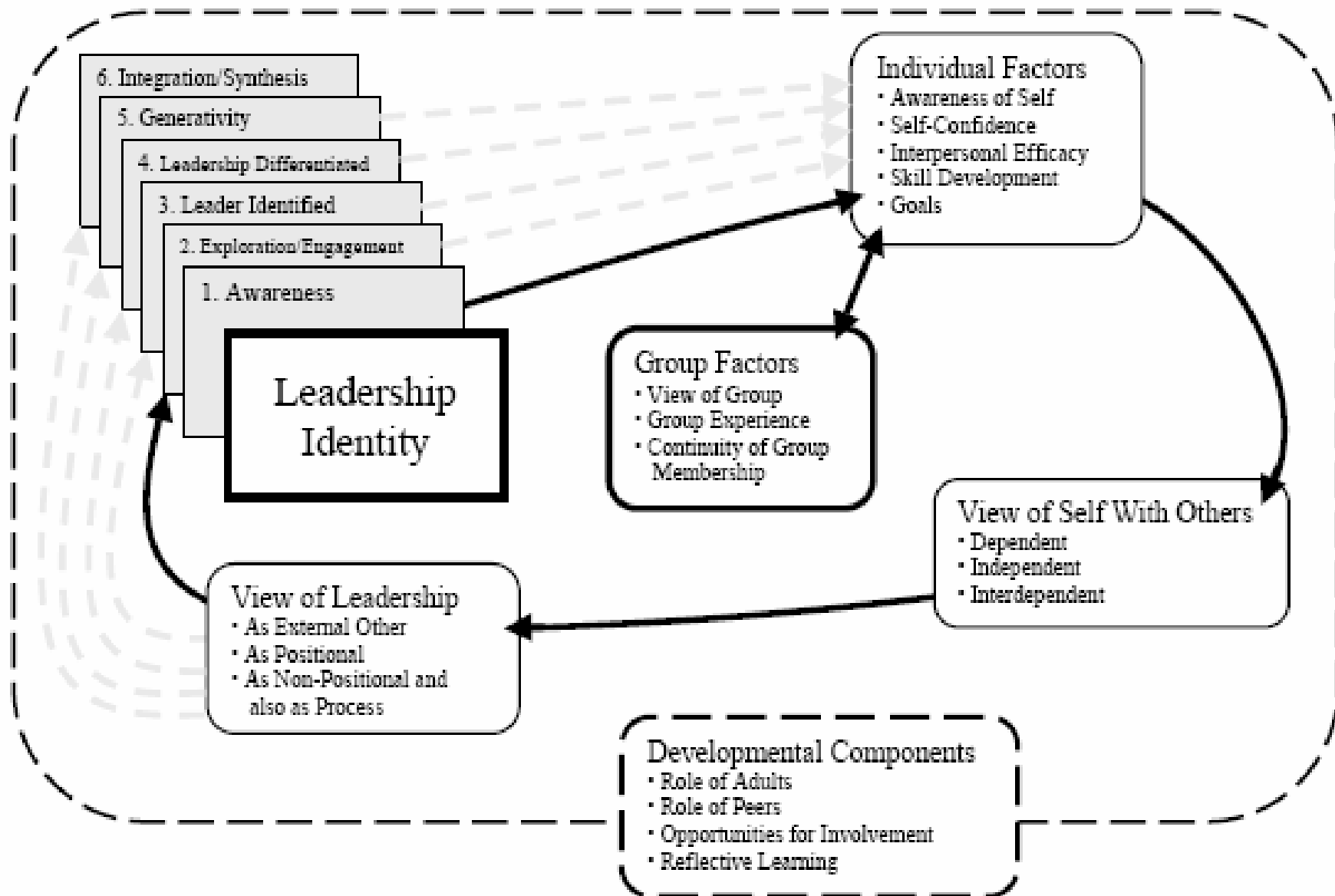
Leadership Identity Development Research

- Team of researchers from University of Maryland
 - Komives, Casper, Longenbeam, Mainella & Osteen (2005)
- Research Questions:
 - What processes does a person go through to come to an awareness that he/she can make a difference and can work effectively with others to accomplish change?
 - How does this relational leadership efficacy/identity develop?

LID Research Process

- Qualitative Study of 13 students
 - Purposive Sampling using expert nominators
- Group Interview
- Follow-up Individual Interviews
- Life narrative and model building

Figure 1: Developing A Leadership Identity: Illustrating the Cycle



LID Model

- 6 stages of development
- Stages 1-5 are followed by a transition
- Key Transition between stages 3 and 4
- Each stage explores:
 - Changing views of leadership
 - Developing self
 - Group Influences
 - Developmental Influences

Stage 1 – Awareness Dependent

- Focus on others
- Recognition of leadership in national figures and other authority figures
- Students are uninvolved followers at this stage
- Behaviors associated:
 - Seek friendships
 - Seek affirmation
 - “I am not a leader”, I do not have the capacity to influence others

Stage 2 – Exploration/Engagement Dependent

- Getting involved in a variety of activities
- Development of personal skills and abilities
- Starting to see the need for change
- Behaviors associated:
 - Building confidence
 - Others may begin to see me as a leader
 - Desire to do more, make a difference

Stage 3 – Leader Identified Dependent/Independent

- Narrowed activities, personally meaningful
- Trying on roles in activities and groups
- “Leaders get things done”
- Behaviors associated:
 - Taking on more responsibilities
 - I see myself as a leader (position driven)
 - Rely on older mentors and guides

The Key Transition

Dependent/Independent

- Shifting order of consciousness
 - “Holding a position does not mean that I am a leader”
- Look to the entire group for leadership to happen
 - Each person brings unique contributions
- Emphasis on learning more about leadership
- “I need others to be able to lead”

Stage 4 – Leadership Differentiated Interdependent

- Commitment to group growth and community
- Leadership is a process
- Can be effective as a leader from within the group or in a formalized position
- New value placed on teams
- Make meaning from every experience with the help of guides/mentors/peers

Stage 5 – Generativity

Interdependent

- More narrowing into personal passions
- Seeking to develop leadership in others
- Thinking about leadership sustainability within groups and organizations
- Behaviors associated:
 - Sharing responsibilities
 - Awareness of the future
 - Look for meaning in peer relationships
 - Reflective practice

Stage 6 – Integration/Synthesis

Interdependent

- Commitment to life long learning and growth as a leader
- I can influence change from any place within the organization
- Behaviors associated:
 - Leave things better than when I found them
 - Can influence in multiple contexts
 - Role modeling for others

Texas A&M Study

■ Purpose

- “Evaluate the process whereby students at Texas A&M University are coming to an individual or collective awareness of leadership efficacy/identity development. This study sought to evaluate the effectiveness of the newly developed grounded theory on Leadership Identity Development (LID). Specifically, the experiences of students who have reached stage four of the model will be analyzed.”

Texas A&M Study

- QEP – Research and Diversity
 - Participation in a Qualitative Process
 - Comparison of male and female students, undergraduate and graduate students
- Timeline
- 10 students
 - 6 men, 4 women
 - 2 graduate, 8 undergraduate
 - 2 International, 3 African American, 5 Caucasian

Texas A&M Study Procedures

- Purposive Sampling, Expert Nominators – Sought students who were relational leaders, at level 4 or above of the LID stages
- Students representing these areas of campus
 - Undergraduate and Graduate Students
 - Corps of Cadets
 - Multicultural Organizations
 - Student Government
 - International Students
 - Extended Orientation Programs
 - Service Organizations

Procedures

- Each of the 10 students participated in:
 - 1 group interview
 - 2 follow-up interviews
- Each of the 10 students has held a formal position of leadership on campus
- One interviewer
- 2 transcribers
- Preliminary analysis

Preliminary Findings

- Of the 10 students interviewed, perhaps 2 had not progressed to stage 4 or above
- For the 8 students who had progressed to stage 4 or above, there were some similarities of experience
 - The role of mentors
 - Calamities, crises or significant challenges were a theme during the Key Transition between stages 3 and 4
 - Deep learning experiences

Mentors

- The leadership identity development of several students was guided/influenced in substantive ways by mentors.
 - Teachers
 - Coaches
 - Other student leaders
 - Roommates
 - Friends
 - Advisors

Crises or significant challenges

- This was a common theme during the Key Transition for many students.
- In some situations, it seemed that the students had no choice but to become more interdependent with others
- These experiences also seemed to influence the students' perceptions of their ability to influence change

Deep Learning Experiences

- Level 4 and above students:
 - Exhibited signs of being able to draw connections between their experiences
 - Could more easily make meaning of their experiences through
 - Personal reflection
 - Processing with friends/relatives/advisors
 - Connecting the experience with potential future experiences both personally and professionally

Application Exercise

- Small Groups
- For your assigned stage of the LID Model, what strategies, interventions or programs might you implement to help the student progress to the next stage of development
- You can either establish a shared context or develop more general ideas for practice

Discussion and Q&A