

# A Leadership Identity Development Model: Applications from a Grounded Theory

Komives, Longerbeam, Owen, Mainella, & Osteen

FIGURE 1. Leadership Identity Development Model

Stages →	1 Awareness		2 Exploration/Engagement		3 Leader Identified	
Key categories	Transition		Transition		Emerging	Immersion
Stage Descriptions	<ul style="list-style-type: none"> <li>•Recognizing that leadership is happening around you</li> <li>•Getting exposure to involvements</li> </ul>		<ul style="list-style-type: none"> <li>•Intentional involvements [sports, religious institutions, service, scouts, dance, SGA]</li> <li>•Experiencing groups for first time</li> <li>•Taking on responsibilities</li> </ul>		<ul style="list-style-type: none"> <li>•Trying on new roles</li> <li>•Identifying skills needed.</li> <li>•Taking on individual responsibility</li> <li>•Individual accomplishments important</li> </ul>	<ul style="list-style-type: none"> <li>•Getting things done</li> <li>•Managing others</li> <li>•Practicing different approaches/styles</li> </ul> <i>Leadership seen largely as positional roles held by self or others; Leaders do leadership.</i>
Broadening View of Leadership	"Other people are leaders; leaders are out there somewhere"	"I am not a leader"	"I want to be involved"	"I want to do more"	"A leader gets things done"	"I am the leader and others follow me" or "I am a follower looking to the leader for direction"
Developing Self	<ul style="list-style-type: none"> <li>•Becomes aware of national leaders and authority figures (e.g. the principal)</li> </ul>	<ul style="list-style-type: none"> <li>•Want to make friends</li> </ul>	<ul style="list-style-type: none"> <li>•Develop personal skills</li> <li>•Identify personal strengths/weaknesses</li> <li>•Prepare for leadership</li> <li>•Build self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize personal leadership potential</li> <li>•Motivation to change something</li> </ul>	<ul style="list-style-type: none"> <li>•Positional leadership roles or group member roles</li> <li>•Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects)</li> </ul>	<ul style="list-style-type: none"> <li>•Models others</li> <li>•Leader struggles with delegation</li> <li>•Moves in and out of leadership roles and member roles but still believes the leader is in charge</li> <li>•Appreciates individual recognition</li> </ul>
Group Influences	<ul style="list-style-type: none"> <li>•Uninvolved or "inactive" follower</li> </ul>	<ul style="list-style-type: none"> <li>•Want to get involved</li> </ul>	<ul style="list-style-type: none"> <li>•"Active" follower or member</li> <li>•Engage in diverse contexts (e.g., sports, clubs, class projects)</li> </ul>	Narrow interests	<ul style="list-style-type: none"> <li>• Leader has to get things done</li> <li>•Group has a job to do; organize to get tasks done</li> </ul>	<ul style="list-style-type: none"> <li>•Involve members to get the job done</li> <li>•Stick with a primary group as an identity base; explore other groups</li> </ul>
Developmental Influences	Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders)	<ul style="list-style-type: none"> <li>•Observation/ watching</li> <li>•Recognition</li> <li>•Adult sponsors</li> </ul>	<ul style="list-style-type: none"> <li>•Affirmation of adults</li> <li>•Attributions (others see me as a leader)</li> </ul>	<ul style="list-style-type: none"> <li>•Role models</li> <li>•Older peers as sponsors</li> <li>•Adult sponsors</li> <li>•Assume positional roles</li> <li>•Reflection/retreat</li> </ul>	Take on responsibilities	<ul style="list-style-type: none"> <li>•Model older peers and adults</li> <li>•Observe older peers</li> <li>•Adults as mentors, guides, coaches</li> </ul>
Changing View of Self With Others	Dependent				Independent	
					Dependent	

The KEY	4 Leadership Differentiated			5 Generativity		6 Integration/Synthesis
	Emerging	Immersion	Transition		Transition	
<ul style="list-style-type: none"> <li>• Shifting order of consciousness</li> <li>• Take on more complex leadership challenges</li> </ul>	<ul style="list-style-type: none"> <li>•Joining with others in shared tasks/goals from positional or non-positional group roles</li> <li>•Need to learn group skills</li> </ul> <i>New belief that leadership can come from anywhere in the group (non positional)</i>	<ul style="list-style-type: none"> <li>•Seeks to facilitate a good group process whether in positional or non positional leader role</li> <li>•Commitment to community of the group</li> </ul> <i>Awareness that leadership is a group process</i>		<ul style="list-style-type: none"> <li>•Active commitment to a personal passion</li> <li>•Accepting responsibility for the development of others</li> <li>•Promotes team learning</li> <li>•Responsible for sustaining organizations</li> </ul>		<ul style="list-style-type: none"> <li>•Continued self-development and life-long learning</li> <li>•Striving for congruence and internal confidence</li> </ul>
"Holding a position does not mean I am a leader"	"I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader"	"Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	"Who's coming after me?"	"I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	"I need to be true to myself in all situations and open to grow"	"I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am a leader"
<ul style="list-style-type: none"> <li>•Recognition that I cannot do it all myself</li> <li>•Learn to value the importance/talent of others</li> </ul>	<ul style="list-style-type: none"> <li>•Learn to trust and value others &amp; their involvement</li> <li>•Openness other perspectives</li> <li>•Develop comfort leading as an active member</li> <li>•Let go control</li> </ul>	<ul style="list-style-type: none"> <li>•Learns about personal influence</li> <li>•Effective in both positional and non-positional roles</li> <li>•Practices being engaged member</li> <li>•Values servant leadership</li> </ul>	<ul style="list-style-type: none"> <li>•Focus on passion, vision, &amp; commitments</li> <li>•Want to serve society</li> </ul>	<ul style="list-style-type: none"> <li>•Sponsor and develop others</li> <li>•Transforming leadership</li> <li>•Concern for leadership pipeline</li> <li>•Concerned with sustainability of ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Openness to ideas</li> <li>•Learning from others</li> </ul>	<ul style="list-style-type: none"> <li>•Sees leadership as a life long developmental process</li> <li>•Want to leave things better</li> <li>•Am trustworthy and value that I have credibility</li> <li>•Recognition of role modeling to others</li> </ul>
<ul style="list-style-type: none"> <li>•Meaningfully Engage With Others</li> <li>•Look to group resources</li> </ul>	<ul style="list-style-type: none"> <li>•Seeing the collective whole; the big picture</li> <li>•Learn group and team skills</li> </ul>	<ul style="list-style-type: none"> <li>•Value teams</li> <li>•Value connectedness to others</li> <li>•Learns how system works</li> </ul>	<ul style="list-style-type: none"> <li>•Value process</li> <li>•Seek fit with org. vision</li> </ul>	<ul style="list-style-type: none"> <li>•Sustaining the organization</li> <li>•Ensuring continuity in areas of passion/ focus</li> </ul>	<ul style="list-style-type: none"> <li>•Anticipating transition to new roles</li> </ul>	<ul style="list-style-type: none"> <li>•Sees organizational complexity across contexts</li> <li>•Can imagine how to engage with different organizations</li> </ul>
<ul style="list-style-type: none"> <li>•Older peers as sponsors &amp; mentors</li> <li>•Adults as mentors &amp; meaning makers</li> <li>•Learning about leadership</li> </ul>	<ul style="list-style-type: none"> <li>•Practicing leadership in ongoing peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)</li> </ul>	<ul style="list-style-type: none"> <li>•Begins coaching others</li> </ul>	<ul style="list-style-type: none"> <li>•Responds to meaning makers (student affairs staff, same-age peer mentors)</li> </ul>	<ul style="list-style-type: none"> <li>•Shared learning</li> <li>•Reflection/retreat</li> </ul>	<ul style="list-style-type: none"> <li>•Re-cycle when context changes or is uncertain (contextual uncertainty)</li> <li>•Enables continual recycling through leadership stages</li> </ul>
	Interdependent					