

A leadership identity development model:

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Applications from a grounded theory.

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

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### Abstract

This article describes a stage-based model of leadership identity development (LID) that resulted from a grounded theory study on developing a leadership identity (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). The LID model expands on the leadership identity stages, integrates the categories of the grounded theory into the LID model, and develops how the categories of the theory change across stages of the model. The model has implications for working with individuals as they develop their leadership identity and for facilitating groups as they develop empowering environments for shared leadership. Connections to related scholarship and stage-based implications for practice are explored.

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

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*This article describes a stage-based model of leadership identity development (LID) that resulted from a grounded theory study on developing a leadership identity (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). The LID model expands on the leadership identity stages, integrates the categories of the grounded theory into the LID model, and develops how the categories of the theory change across stages of the model. The model has implications for working with individuals as they develop their leadership identity and for facilitating groups as they develop empowering environments for shared leadership. Connections to related scholarship and stage-based implications for practice are explored.*

The extant literature on student development theory (e.g., Baxter-Magolda, 1998; Chickering & Reisser, 1993; King & Kitchener, 1994; Perry, 1981) and post-industrial leadership theory (e.g., Chrislip & Larson, 1994; Greenleaf, 1977; HERI, 1996; Rost, 1993; Terry, 1993) is significant. However, until recently, there was no research on the process of student leadership development that integrated these student development and leadership development perspectives. The leadership identity development (LID) theory (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) and this LID model address the

research gap on student leadership development. This article expands on the earlier LID theory by building a LID model.

## Student Development Theory

To better understand student leadership development, an intersection of student development and relational leadership, it is instructive to review both student development and relational leadership literature. Student development is an enhancement of identity towards complexity, integration, and change (McEwen, 2003a). Identity is defined as the sense of a continuous self (Erikson, 1968). The study of social identities (e.g., race, sexual orientation, gender, class) and the interactions among identities (Jones & McEwen, 2000; McEwen, 2003b; Weber, 2001) are well established in the literature. Identity may also be applied to the process of leadership and how one comes to adopt a leadership identity, which is informed by two key families of developmental theory: psychosocial and cognitive.

Chickering's psychosocial theory (Chickering & Reisser, 1993) positions the vectors of "moving through autonomy toward interdependence" and "developing mature interpersonal relationships" before the vector of "establishing identity". Chickering underscores

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Work groups and teams in organizations, the interpretation of all the observations below suggests that even before the measurements are started, Legato systematically exceeds the process according to the system of equations.

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