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LEADERSHIP IDENTITY DEVELOPMENT

2004

## Leadership Identity Development

By Susan R. Komives, Julie Owen Casper, Susan D. Longerbeam, Felicia Mainella, & Laura Osteen

The thousands of research articles and books on the important topic of leadership development do not address how leadership actually develops. There are numerous works on leadership theory, styles, behaviors, and effective practices. Leadership work also focuses on special populations (e.g., women, youth, ethnic groups), specific settings (e.g., civic leadership, business leadership, church leadership), and diverse outcomes (e.g., satisfaction, effectiveness, produc-

tivity, community, social responsibility). There is a large body of literature on leadership training regarding the teaching and transference of skills to specific settings such as work environments. There is no known work, however, on how leadership identity develops across the life span.

Understanding the process of leadership identity development is central to teaching leadership and facilitating the learning of leadership. Many today call for leadership based in ethical actions for moral purposes, which transforms followers into leaders themselves (Burns, 1978; Rost, 1991, 1993). The work of the Eisenhower/UCLA ensemble social change model (HERI, 1996), the relational leadership model targeting leadership development for college students (Komives, Lucas, & McMahon, 1998), and the principles involved in other leadership books (e.g., Chrislip & Larson, 1994; Kouzes & Posner, 1995; Lappe & DuBois, 1994; Matusak, 1997) address the value of this approach. Many leadership educators think that college students are best informed by learning a relational-values approach to leadership which is inclusive, ethical, grounded in principles and values, and seeks collaborative processes in working with others toward a common vision or common purpose. None of these books, however,

*“Understanding the process of leadership identity development is central to teaching leadership and facilitating the learning of leadership.”*

address a theoretical model of how this kind of leadership develops.

This study explored what processes a person goes through to come to an awareness that they can make a difference and can work effectively with others to accomplish change. We asked: How does this relational leadership efficacy/identity develop? Further, what environmental influences (e.g., peers; significant involvements such as sports, theater, jobs, clubs; family;

teachers/ advisors/mentors) support the development of this leadership identity?

### Methods

Facing this challenge, our leadership research team designed a grounded theory investigation to identify how students, who are considered highly capable of relational leadership, learned or developed that capacity. Participants were nominated by a variety of campus experts, such as campus activities staff, resident life staff, and advisers to ethnic or cultural groups as well as the senior honor society, ODK. We asked nominators to consider the best exemplars they observed of relational leadership (called intensity rich subjects in this grounded theory method). That is, those who engage in being inclusive, empowering, ethical, purposeful, con-

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# Connections From The Director

**H**mmm... who am I? How has my leadership identity developed? What were the moments that helped me transition to each new stage in my life? How do I apply my learning to the future? While reviewing the articles for this edition of Concepts and Connections, I began to mentally piece together my life history as a foundation for understanding the Leadership Identity Development (LID) model. I made my way around the house collecting various records and photographs of my past to help add clarity to the mental images I was conjuring in my head. My mother and my uncle had spent many years researching my family's history and had put together scrapbooks containing newspaper clippings, photographs, and other family documents. I could now see the important value to the many years they spent researching our family history and chronicling our life's journey. It was so much fun to spread out on the floor with the scrapbooks and review the contents. The pictures and articles rekindled fond memories and helped me to find moments that could be viewed from a leadership perspective. It is amazing the new frame of understanding I put around a vague mem-

ory of my grandfather (my mother's father) who received a community service award for 34 years of medical care-giving to jailed inmates in our county prison system. As I continued to page through the scrapbooks, I came across a newspaper clipping highlighting the service my grandmother (my father's mother) gave to the local school board, serving as board chair. I remember my father talking about her work with the school board at some point as a youngster. I did see my grandparents' acts as something unique and distinct. I do remember my parents, along with other family friends, attaching importance to the work they did, but "servant leadership" and/or "civically engaged leadership" were not in my vocabulary at that time in my life. *Was this the beginning of the development of my leadership identity?*





Wow, I remember playing in the backyard with Ron Carr, Rich Soper, Scott Fletcher, Dan Wolfberg, and others. I remember Rich's mother encouraging us and guiding our activities. Slowly, I can see through the faded black and white photos in the scrapbooks that our play became more organized and less chaperoned. I remember always looking up to Ron as the decision-maker during group activities. I also looked up to Dave Dagele, a neighborhood kid, 12 years older than me. Dave was the star running back for the high school football team. Dave was bigger than life and caused me to halt in my steps whenever I saw him in the neighborhood. I clipped local newspaper articles about Dave's Friday night heroics on the gridiron of Bogar Field (the high school football stadium) and pinned the articles to my corkboard in my room. I would always hear adult neighbors brag about the star running back that lived on our block. I remember starting to aspire to be important and took notice of others around me that exhibited the distinction of Dave. As I flipped through the multitude of scrapbook photos, from each of my elementary school classes, it is interesting who now stands out to me as leaders in the classes. I remember a

comfortable tension between some of those leaders as they would compete for followers on the playground. I remember the same kind of phenomena going on in the girl groups as well as the boy groups in class and play.

As I grew older, the groups began to intermingle, and I can remember leadership and followership changing hands. Rick Shuck and Cindy Fisher stand out as two who always seemed to be in the leadership mix with a large group of followers. If you are wondering where I was in the leadership/followership interaction, well I think I found myself in the follower role more than the leader role. I do have vague memories of when I first exhibited leadership with my neighborhood group of friends and also during some interactions in elementary school.

The leadership act that is most distinctive for me was when a group of friends tried to break the Guinness World Book of Records by playing the longest basketball game without substitutes for 50 continuous hours. I completely forgot about this until coming across it in one of the scrapbooks. In the article, now yellowed with age, within paragraph two it says, "Three boys, led by Craig Slack, came to the school board with their plan because they want to use the middle school gymnasium for their attempt." I can see a very clear shift in my life from seeing my grandparents, Dave Dagele, Ron Carr, Cindy Fisher, and Rick Shuck as leaders, to seeing myself in the leadership role with others. I felt strength in numbers when standing in front of the men and women that made up the school board. Although I was the spokesperson, Dan, Roger, and John were as much a part of the effort as I was. Wow, what a journey down memory lane. There is so much left to reflect on as I construct the contributing experiences to what I can now call my leadership identity. Leadership is a developmental process of learning experiences and transitions to a higher and more complex order of thinking, understanding, and acting.

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The work of Komives, Casper, Longenbeam, Mainella and Osteen is important to our work as leadership educators, as we think about the developmental moments of our leadership work with students. Marcia Baxter Magolda's work on self-authorship and the Learning Partnership Model informs our understanding of learning as a purposeful and obtainable outcome of our leadership work. Her piece in this edition of *Concepts and Connections* is a valuable contribution to ongoing research on LID. I would like to give heartfelt thanks to Dr. Nancy Huber, Associate Specialist, Community & Economic Development and Associate Professor, Agriculture Education at the University of Arizona for her mentorship of Corey Seemiller and Judy Kiyama in the development of their article entitled, "Leadership Identity Development and the Blue Chip Program." The "program spotlight" within *Concepts and Connections* is intended to demonstrate application of the leadership theme addressed in the publication. Corey and Judy's writing purposefully relates the positive effects the Blue Chip program is having on student's leadership identity development. There is much for us to learn from Corey and Judy's analysis of the intersection of the Blue Chip curriculum and students transition through many of LID's developmental stages. Many thanks to Susan Longenbeam for her critical book review of Robert Kegan's *In Over Our Heads*. Susan says, "The book is a fascinating, optimistic account of human development." I hope you learn, find application, and enjoy this edition of *Concepts and Connections*.

*Craig Slack*

## Leadership Identity Development

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conscious of the process of leadership, and able to work collaboratively with others. There were 13 participants in the study: 8 men and 5 women; 1 African, 3 African American, 1 Asian American, 8 White/Caucasian; 2 sophomores, 5 students who were 4th year seniors, 4 who were 5th year seniors, and 2 graduate students. Data were gathered in three extensive interviews using life narrative and other protocols. Data were coded and analyzed using accepted grounded theory procedures (Strauss & Corbin, 1990).

### *The Leadership Identity Development Model (LID)*

Findings identify a six-stage model of leadership development. Each stage ends with a transition during which old ways of being are not sufficient and the student moves toward new ways of thinking and being about leadership. In the process, students move from being dependent on others to ultimately seeing and valuing their interdependence with others.

**Stage one: awareness.** As youth, students are aware of important figures that they begin to label as leaders such as the president, national or historic figures like Martin Luther King, Jr., the principal, or "mom." Leadership is external to them and if conscious of their role at all, they are a follower. Students are dependent in this stage. Motivated to make friends and do more "fun things," they begin to transition to more involvement. Adults are central in this process as affirming supports and as sponsors of activities.

**Stage two: exploration/engagement.** This stage is typified by involvement in a variety of activities. Leadership is still external but the student is experiencing their fit with a variety of groups and activities and beginning to develop skills at relating to others in a group context. Students are dependent at this stage and still find adult affirmation and support critical. They also begin to

*"Going deep" with a group provides them the opportunity to try out diverse roles, learn to handle conflict, and see how their ideas can develop over time.*

model older peers. They begin to want more meaningful involvement and begin to narrow their activities. Many students seek more meaningful involvement because they want to change something. In transition, they listen to adult feedback that they could take on a leadership role and that they are a good leader, so they decide to take the risk. While all students benefit from adult affirmation, the students of color experience an intensive relationship, often as an apprentice to an adult.

**Stage three: leader identified.** In this stage, students hold the view that leaders do leadership and follow-

ers support the work of the leader so that leaders can get the job done. This stage is complex, so two phases are identified: an *emerging phase* and an *immersion phase*. In the emerging phase, students are trying on new roles and identifying skills and abilities they need to be effective as leaders or members. In the immersion phase, they practice both being good members and good leaders and learn such things as delegation and member motivation, but still with a view that the leader is responsible for getting the job done. The student experiences this stage in an independent mode when they serve as a positional leader and in a dependent mode when they serve as a group member or follower, so this stage contains both dependent and independent perspectives. Students appear to be in stage three by high school and it continues through at least the first two years of college. Adults continue to be sponsors and also become mentors and meaning makers. Older peers become exceptionally important as sponsors and affirmers (e.g., "come with me to this meeting," "why don't you run for this office?").

**Key transition.** The transition out of stage three into stage four is so critical it is highlighted here. This transition happens because the tasks become so complex the leader realizes they cannot accomplish them alone and must depend on others; because they begin to value the diverse perspectives others bring and know they do not have all the needed knowl-

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## Leadership Identity Development

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edge or skill to accomplish group goals; and because they have begun to learn the language of leadership and can understand leadership complexity. This stage signals a shift in consciousness toward interdependence with others (Kegan, 1994) and motivates the student to want to engage with others differently in group settings, even when they are the positional leader. Adults and peers in this stage are mentors and meaning makers and reflection becomes important to integrate these new thoughts into old ways of being.

### **Stage four: leadership differentiated.**

Students become keenly aware in this stage that leadership is a group process and is shared by members of the group. If in a positional role, they seek to be a facilitator, a community builder, and engage in shared or participative practices. They feel empowered as a group member and know they can be "a leader without a title." This stage also contains two phases: *emerging* and *immersion*. In the emerging phase, they need to develop new capacities such as trusting others, listening, and building community. In the immersion phase, they practice being comfortable in either a shared leadership or member role. They recognize they have to let go of control and move toward influence and other strategies. Peers are critical at this stage as models, mentors, and meaning makers. The adult role shifts from being a sponsor or affirmer, to being a mentor and meaning maker. The transition begins as the student becomes aware of the need to develop other, younger leaders for the sustainability of the group. The transition also includes their commitment to a personal purpose or passion that they want to work toward on a more transcendent level. This stage and the remaining two stages are characterized by recognizing their interdependence with others.

**Stage five: generativity.** In this stage, students are aware of the importance of generating and regenerating their groups. They take seriously the role of teaching, mentoring, and sponsoring younger peers to create a leadership pipeline. They are concerned for the sustainability

of their ideas, passions, and the health of their organizations. They see complexity in interdependence including how their organization connects and links with other organizations toward bigger shared purposes and systems-perspectives. The moving-out-of-college process largely sparks the transition from this stage. They have identified a leadership philosophy that is congruent with their personal values, frequently described as servant leadership, and identify themselves as needing lifelong learning.

**Stage six: integration/synthesis.** This stage reflects the integrated awareness that the student knows with confidence they can work effectively with others in diverse settings to accomplish shared goals. They are comfortable either being in a positional leader role or serving as a responsible, active member and identify leadership as a process that people engage in together. They know themselves well and are committed to being a person of character seeking congruence with their values. These students recognize the complexity of organizations and have mechanisms to assess how the organization might function and their fit with that mode of operating. They are able to approach the contextual uncertainty of new settings. While only a few of our participants are fully in this stage, others foresee the importance of these perspectives. As one of our participants says "now I see leadership as an everyday thing."

**Select developmental components.** Imbedded in the development of the stages are categories that further explain the model. The role of adults and peers is highlighted above. We observe the important role of the fit with the organizational environment to facilitate this development. By college, these students have narrowed their involvements and have at least one "core group" that they stay with throughout their college years. "Going deep" with a group provides them the opportunity to try out diverse roles, learn to handle conflict, and see how their ideas can develop over time. Other developmental aspects will be discussed elsewhere in this issue of *Concepts & Connections* and in Komives, Casper, Longerbeam, Mainella, and Osteen (2004).

## Discussion

Grounded theory benefits from theoretical integration with other models. Kegan's (1994) work on stages of consciousness particularly informed the understanding of this data. His book is reviewed elsewhere in this issue. Of particular note is the concept of subject-object shift. There are two modes of understanding consciousness. The first is when one is experiencing something as hard to understand or describe. That is, the self is experienced as subject. The second is when one can look back on a previous time with clarity and describe it, which is seeing oneself as object. Students were able to describe how they used to think about leadership. That is, being object, which is an indicator that they have transitioned from that stage. This work is further supported by the concepts of self efficacy (Bandura, 1997). Specifically, these students did progress through the stages of the model as they experienced Bandura's four sources of information: meaningful experience, affirmation, modeling, and handling emotional cues (the reader can explore Bandura's work in *Concepts & Connections 8(1)*). The value of grounded theory is in its transferability to the reader and the reader's experience. We hope you have found this model to add clarity to what you are observing with your students and to your own leadership experience. The model should now be tested with more participants and might be operationalized to validate the stages. We look forward to hearing about your reactions and your use of this research as we continue this research program. ■

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“Stages” →	Stage 1 Awareness		Stage 2 Exploration/ Engagement		Stage 3 Leader Identified		<i>The KEY Transition</i>
		<i>Transition</i>		<i>Transition</i>	<i>Emerging</i>	<i>Immersion</i>	
<b>Description</b>	<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>adult affirmation</li> <li>adult sponsors</li> <li>want to make friends</li> </ul>	<ul style="list-style-type: none"> <li>Intentional involvements [sports, church, 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>adult affirmation &amp; sponsorship</li> <li>older peer models</li> <li>want to make change</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> <p><i>Leadership seen largely as positional roles held by self or others</i></p>	<ul style="list-style-type: none"> <li><b>Shifting order of consciousness;</b></li> <li>Take on more complex leadership challenges</li> <li>value diverse perspectives</li> <li>learn language of leadership</li> </ul>
<b>Identity statement</b>	“Other people are leaders; leaders are out there somewhere”	“I am not a leader; other people do that”	“I want to be involved”	“I want to do more”	“A leader gets things done”	“Leaders do leadership; members follow leaders; I am the leader and others follow me” or “I am a follower looking to the leader for direction”	“Holding a position does not mean I am a leader”
<b>Dependent</b>					<b>Independent</b>		<b>Dependent</b>

“Stages” cont’d→	Stage 4 Leadership Differentiated			Stage 5 Generativity		Stage 6 Internalization/ Synthesis
	<i>Emerging</i>	<i>Immersion</i>	<i>Transition</i>		<i>Transition</i>	
<b>Description</b>	<ul style="list-style-type: none"> <li>Joining with others in shared tasks/ goals from positional or non-positional group roles (leadership from anywhere)</li> <li>Need to learn group skills</li> </ul>	<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>	<ul style="list-style-type: none"> <li>adults as meaning makers</li> <li>peers as models</li> <li>personal passion</li> </ul>	<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>personal philosophy clear</li> <li>integrity</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>
<b>Identity statement</b>	“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”	“Leadership is happening everywhere; 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”
<b>Interdependent</b>						

Adapted from Komives, Casper, Longerbeam, Mainella, & Osteen (2004).

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# Program Spotlight

## Leadership Identity Development and the Arizona Blue Chip Program

By Corey Seemiller and Judy Kiyama

The Arizona Blue Chip Program is a four-year comprehensive leadership development program at the University of Arizona. The 700 students in the Arizona Blue Chip Program advance through four phases of the program aligned with the student's year in school. Each phase is designed to enhance the student's knowledge, attitudes, and skills through various leadership activities in an effort to help students make a difference in their communities. The phases follow the learning outcomes of the CAS Standards for Leadership Programs (1999). The requirements for each phase are listed in Figure 1.

In 2003, Komives, Casper, Longerbeam, Mainella, & Osteen developed a six-stage model to measure the leadership identity development of students. Although there is a great deal of research and literature on leadership, the leadership identity development model (LID) is the only research that addresses how one's leadership identity develops over time and through different experiences (Komives, et al, 2004).

In an effort to measure Blue Chip students' identity development in comparison with the intended learning outcomes of each phase of the program, students were given an on-line survey to indicate which one of the LID statements best described their view of themselves as leaders. There were 71 participants in the survey, and

they ranged from first-year to fifth-year students with a gender distribution of 59 (83%) females and 12 (17%) males. This is slightly higher than the program demographics at 70% female and 30% male. The following figure represents the distribution of identity statement responses from participants by each phase.

### Phase I

The focus of phase one in Blue Chip is self-awareness, and the majority of respondents identified with stage three of LID, which focuses a great deal on the individuality of leadership. This outcome is highly consistent with the purpose of phase one of the Blue Chip Program, which involves curriculum that addresses students' leadership styles, personal values and strengths through career planning, Myers-Briggs Types, and transition and personal development to be successful in college.

### Phase II

The purpose of phase two is to develop an understanding of self and others. It appears as though stages two and three of LID were most commonly identified by phase two Blue Chip Program respondents. Perhaps, the number of students responding to stage two of LID is reflective of the program curriculum, through which students are inundated with social issues, the importance of understanding the impact of those issues on others, and the responsibility to create change as part of a group. Each student is required to select a theme team

*"There does appear to be somewhat of a correlation between the intended learning outcomes of each of the phases of the Arizona Blue Chip Program and the stages of LID with the exception of Blue Chip phase four."*

that narrows their leadership focus to a particular context including ecology, social entrepreneurial, global, service, and the arts. The students are required to participate as teams in a project addressing a social issue related to their theme and create a means for enacting social change.

In addition, LID stage three was also commonly identified by Blue Chips respondents in this phase. This particular finding may be the result of students coming out of Blue Chip phase one where the focus is mostly on self-awareness. Although Blue Chip phase two introduces the concept of working with others to create change, some of the curriculum in phase two continues to incorporate self-leadership. Examples of self-leadership curriculum in phase two include understanding individual team roles through the Belbin Self-Perception Inventory and building on leadership skill sets by attending the Leadership Workshop Series.

### Phase III

Blue Chip phase three is designed to have students focus on their knowledge of leadership in relation to the bigger picture of the global community as well as to “practice” skills through leadership positions within the program. A majority of students in this phase indicated that they identified with LID stage six which is characterized by working with others “to accomplish change from any place in the organization” (Komives, et. al, 2004). This is demonstrated through the Global Leadership Retreat where students are challenged by issues of congruence in regard to their values on social justice and develop a personal action plan to create change. In addition, through the Fireside Chats program students interact with professionals who share their leadership experiences and philosophies illustrating how to work from various levels within the organization to create change. LID stage three also received five responses which may be reflective of the opportunity students have to take on positional roles within the Arizona Blue Chip Program to advise, facilitate, coordinate, and mentor others.

### Phase IV

Phase four is the final component of the Blue Chip Program. Students participate in leadership positions or initiatives contributing to the day-to-day operations of the program. It is also during this time that students

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<p style="text-align: center;"><b>Phase I</b></p> <p style="text-align: center;"><b>“Assist the students in gaining self awareness”</b></p> <p style="text-align: center;">(CAS Standards, 1999)</p> <ul style="list-style-type: none"> <li>• Team Meetings-weekly skill building workshops</li> <li>• Study Skills Seminar-overview of student success skills</li> <li>• Ropes Course-4-hour teambuilding adventure</li> <li>• Community Service-5 hours per semester</li> <li>• Myers-Briggs Type Inventory-participate in workshop</li> <li>• Discover Program-on-line career exploration assessment</li> <li>• Mentoring Session-workshop preparing students to serve as mentors</li> <li>• Theme Event-1 event per semester coordinated by one of the 5 theme teams</li> <li>• Leadership and Involvement Transcript-co-curricular leadership transcript</li> <li>• Leadership Portfolio-create first-draft of leadership portfolio</li> </ul>	<p style="text-align: center;"><b>Phase II</b></p> <p style="text-align: center;"><b>“Understanding the relationship of self to others”</b></p> <p style="text-align: center;">(CAS Standards, 1999)</p> <ul style="list-style-type: none"> <li>• Team Meetings-weekly meetings on leadership through a theme lens-Ecology, Social Entrepreneurial, Global, Service, and Arts</li> <li>• Community Service-10 hours per semester</li> <li>• Exploring Leadership Course-2-credit academic leadership theory course</li> <li>• Leadership Workshop Series-7 skill-building workshops</li> <li>• Capstone Presentation-attend and evaluate senior presentations</li> <li>• Theme Interphase-1 educational session per semester with all theme participants from Phases II, III, and IV</li> <li>• Theme Event-1 event per semester coordinated by one of the 5 theme teams</li> </ul>
<p style="text-align: center;"><b>Phase III</b></p> <p style="text-align: center;"><b>“Understanding the uniqueness of the institutional environment within which leadership is practiced”</b></p> <p style="text-align: center;"><b>“Understanding the relationship to local and global communities”</b></p> <p style="text-align: center;">(CAS Standards, 1999)</p> <ul style="list-style-type: none"> <li>• Global Leadership Retreat-3-day social justice retreat</li> <li>• Community Service-20 hours per semester</li> <li>• Etiquette Dinner-social skills seminar and dinner</li> <li>• Fireside Chats-meet with 3 different community leaders for dialogue</li> <li>• Personal Leadership Plan-create and implement leadership goals in areas such as administration, facilitation, and diversity</li> <li>• Theme Activity Board-participate in program planning board for theme-related events</li> <li>• Theme Interphase-1 educational session per semester with all theme participants from Phases II, III, and IV</li> </ul>	<p style="text-align: center;"><b>Phase IV</b></p> <p style="text-align: center;"><b>“Reflection and closure”</b></p> <p style="text-align: center;">(Does not reflect CAS Standards)</p> <ul style="list-style-type: none"> <li>• Life After College Presentation-workshop on career planning, budgeting, and real-world preparation</li> <li>• Theme Meridian-1 2-day senior immersion event for each theme team</li> <li>• Capstone Projects-culminating reflective written and oral project detailing each student’s individual development throughout the program</li> <li>• Graduation-celebration and recognition ceremony</li> </ul>

Figure 1. Arizona Blue Chip Program phase requirements.

## Program Spotlight

*Continued from page 7*

have an opportunity to reflect on their collegiate leadership experiences and put closure on their involvement in the program. The responses for this phase covered a large spread and were inconclusive compared to the intended learning outcomes of the Arizona Blue Chip Program.

Overall, there does appear to be somewhat of a correlation between the intended learning outcomes of each of the phases of the Arizona Blue Chip Program and the stages of LID with the exception of Blue Chip phase four. There is not, however, a clear progression of development for students as they move from one phase to the next in the program as the phases do not directly correlate to the stages in LID. One interesting result is that not one student in all four phases of the Blue Chip Program selected LID stage one as their identity statement on leadership. Perhaps this is because students entering the program have already identified themselves as leaders. This raises the question of what skills and experiences did students bring to the

*“There is a need for further study on leadership identity development of students within the Arizona Blue Chip Program as they represent a variety of cultural, socioeconomic, and academic backgrounds with a wide variety of leadership experiences and future plans.”*

ment in students participating in the Arizona Blue Chip Program. In addition, a larger sample and a longitudinal study may provide more accurate data from which to draw conclusions. Students may be progressing through leadership identity stages but by only assessing the sample at one point in time, it is difficult to determine whether students are entering the program at specific

program upon entry and how can we meet their needs throughout the remainder of the program. In addition, the Arizona Blue Chip Program was not designed based on LID. However, this model may give some insight into the programmatic gaps that address specific identity stages.

There is a need for further study on leadership identity development of students within the Arizona Blue Chip Program as they represent a variety of cultural, socioeconomic, and academic backgrounds with a wide variety of leadership experiences and future plans. These factors must be disaggregated to fully understand the factors influencing leadership identity development

stages and then progressing later or are actually identifying with particular stages based on the learning outcomes of each phase in the program. This assessment has opened the doors for further research using the leadership identity model in an effort to continue to improve the Arizona Blue Chip Program.

For more information, contact 520-621-8046. Detailed information about the Arizona Blue Chip Program is available on-line at <http://www.union.arizona.edu/csil/bluechip/index.php>.

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*Valuable input from Rian Satterwhite, Assessment Administrator, has been greatly appreciated. He has designed multiple program assessments, served as a student representative to the Arizona Blue Chip staff, and has served in a variety of leadership positions within the Arizona Blue Chip Program.*

Phase - Description	Responses (N=73)
Phase I	(n=17) Majority indicated identification with Stage 3. This is consistent with the goal for Phase 1. Minority responses were evenly distributed across Stages 2, 4, 5, and 6.
Phase II	(n=25) 15 responses clustered around Stages 2 and 3 while the remaining 10 ranged evenly across Stages 4, 5, and 6.
Phase III	(n=17) Nine students identified with Stage 6, which is consistent with the application aspect of Phase III. Stage 3 was the choice of 5 students.
Phase IV	(n=12) Responses were broadly distributed - 4 each for stages 2 and 3 and 2 each for Stages 4 and 6.

Figure 3. Distribution of identity statement responses by each phase.

# Learning by Design

## *From 'Me' to 'We': Facilitating Relational Leadership Identity Development*

By Julie Owen Casper

Whenever the leadership identity development (LID) model has been presented or discussed with groups of leadership educators, one question inevitably arises: 'How do I get my students from stage three (*leader identified*) to stage four (*leadership differentiated*) thinking?' (Komives, Casper, Longerbeam et al., Unpublished manuscript). It is only natural that leadership educators become frustrated with students' thinking that they must do everything because they are a group's leader, or that they can't make a difference because they don't hold a position in an organization. Who wouldn't want to work with students who see leadership as a collaborative, relational process, and who feel they can make a difference from anywhere in an organization? It must be clarified that, as with any developmental process, educators can't make students change. We can only facilitate the creation of conditions and communities where change might occur. That being said, the development of the model did allow for the identification of several elements that might be useful as practitioners develop environments that spark students to transition from thinking of leadership as the province of the privileged few, to thinking about it as a relational process among any group of involved people. Some elements that might be useful to leadership educators include: providing opportunities for students to intentionally learn about leadership; setting up groups to be successful; encouraging both depth and breadth of organizational commitment; and assuring access to caring adults or older peer mentors.

### *Learning about Leadership*

In the LID study, opportunities that helped students intentionally learn about leadership facilitated their transition from stage three to stage four. Experiences such as leadership training, retreats, and classes offered opportunities for self-development, group building, and understanding community. One study par-

ticipant noted that, "I took a leadership class and realized that leadership is much more than just saying I'm a leader." These experiences don't have to be sponsored by a leadership program or department, either. Another participant described how his interdisciplinary history and literature class made room for self-development: "The conversations we got into were pretty revealing about people's values, prejudices, and principles." Even just learning the language of leadership can help students

ascribe meaning to their actions. For example, a student who might have thought of herself as a "collaborative" leader might expand the notion of what that means or should look like after learning Chrislip & Larson's (1994) keys to collaboration at a retreat or seminar. Structured opportunities for critical reflection, such as journaling and meaningful conversations with others, also allow students to uncover their passions, integrity, and commitment to continual self-assessment and learning. Simply

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asking, "What have you learned about leadership from this experience?" is a great way to promote on-going reflection.

### **Group Experiences**

Another key to the stage three-four transition is the nature of student group experiences. Group involvements contribute to trust and relationship building when successful and resentment of others when not designed to be successful. One participant describes a bad group experience: "It [working with peers on a group project] was a dismal experience. I hated it, and I think some students really hated it since

they are the ones that ended up taking on most of the work." Certainly educators can appreciate how bad group experiences might discourage trust and efficacy in future groups and organizations. Conversely, positive group experiences can show the value of diverse experiences and perspectives. Another study participant describes how, "Everyone has different concerns in the groups that I work with, so that's kind of opened my mind...I've been able to understand where people are coming from a lot better." This second student is far more likely to value the involvement of others and be open to new ideas and perspectives (elements of stage four thinking) in their subsequent group experiences.

So how can practitioners ensure "good" group experiences? The truth is we can't, but we can provide structures and supports that make it more likely that they will occur. We might try the following practices. Talk with students about setting expectations and group norms for constructive interaction. Teach them how group roles can contribute to task completion and relationship building. Provide resources on how to deal with non-functional group members. Invite them to analyze where their group falls on the organizational life cycle

*"Students who were committed to a group over time seemed more likely to gain relational skills such as dealing with conflict, handling transition issues, and sustaining organizations."*

(Gardner, 1990), or how they are developing in the stages of forming, storming, norming, and performing (Tuckman, 1965). Is their group a learning organization? Help them develop their own systems of accountability and indicators of success. Model processes of collaboration, controversy with civility, and establishing shared vision (HERI, 1996). Encourage them to examine how their group fits into a larger system or university. And, above all else, teach them the concepts of organizational fit and how to select groups that meet their needs and capture their interests.

### **Organizational Commitment**

Furthering the importance of positive group experiences, the LID study revealed an interesting finding about student commitment to organizations in both duration and scope that may help facilitate the transition to more complex ways of thinking about leadership. Students who were committed to a group over time seemed more likely to gain relational skills such as dealing with conflict, handling transition issues, and sustaining organizations. This is an important caveat for students who may view group membership as a way to fill their resume. The evidence is clear that students who stayed with the same organization for more than a year and saw the group at its best and worst were quicker to value generativity, sustainability, and to find commitment in continuity. The lesson here is to encourage students to stay with at least one key group to practice leadership in an on-going context. There are also implications for students who worked across groups on campus or on community-wide issues. Students who functioned well in coalitions were more likely to learn about and understand the importance of systems. One participant talked about his goal of "working towards something that is going to

make things better for the most number of people." As educators, we can both model and encourage students to form coalitions among groups on key campus or community issues, to work with networks to create change. This systems-thinking is paving the way for the stage four, five, and six ways of being.

### **Adult and Peer Mentors**

Another action an educator can take to encourage the movement from leader identified to leadership differentiated thinking is to facilitate student access to caring adult or older peer mentors. The roles of adults facilitated student movement through the LID model. In the early stages of the model, adults affirm and sponsor students. They often prompt students to initially get involved in organizations, help them set high expectations for themselves, and later encourage them to consider taking a leadership role. Later, adults become models and more actively engaged mentors. In the critical transition from leader identified to leadership differentiated, adults continued as models and mentors, but also become key meaning-makers for students. One study participant commented on his advisor, "She has a close relationship with all the students; She understands where students are coming from when they voice their concerns." Caring adults in the form of advisors, student affairs educators, faculty, administrators, and community members help students process past experiences and predict or plan for future actions. The ability to engage with an adult who offers a combination of challenge and support and who models more complex ways of thinking about leadership facilitates shifts in students' order of consciousness.

Similarly, peers are essential to student leadership identity development. In stage three, peers serve as teammates, group members, and followers. One participant noted that in leadership "the trickiest thing was asking one of your peers to do something." In the interdependence of stages four, five, and six, peers become collaborators, sponsors, and peer meaning-makers. Numerous students cited peers as the reason they got involved or interested in an organization in college, and talking

with peers about group issues was a key reflection process for many. The lesson here is to prepare older students to be mentors and peer meaning-makers. Find ways to encourage them to accept their peer model and sponsor roles in all the contexts in which they operate. Challenge students to realize their own power and influence and to use it responsibly.

Finally, it is important to note that these are just a few ways leadership educators can work to facilitate developmental environments conducive to students adopting new, more complex ways of thinking about leadership. As students recognize they cannot do everything themselves and that they are dependent on group members to accomplish goals and tasks (and that group members bring needed diversity of talents and perspectives), they begin to engage with others in more meaningful, interdependent ways which lead to the realization that leadership can come from anywhere in the organization. As LID participants noted of this transition, "Leadership is more of a fluid thing, it wasn't just rested in one person," and "There is a difference between having a position and being a leader." Regardless of how or when it happens, as students transition from stage three to stage four they leave behind thoughts that only leaders do leadership and embrace a new consciousness that people in groups are interdependent. ■

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# The Leadership Educators Institute

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Topics will be selected by the group during the Institute and will focus on a challenge or goal identified by participants for their campuses. Topics may include student affairs/academic affairs collaboration, curriculum design, and certificate programs.

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# The Leadership Bookshelf

## *In Over Our Heads*

By Robert Kegan

Reviewed by Susan D. Longerbeam

The central thesis of Robert Kegan's (1994) *In Over our Heads: The Mental Demands of Modern Life* is that our collective consciousness is not prepared for the demands of living that are required of us. Robert Kegan is a humanist, and his primary concern is that our educational and other social systems are not providing the kind of support that people need to thrive in the complexity of today's world. Kegan wants us to have greater sympathy for the demands of modern life.

The book is divided into four sections: the mental demand of adolescence, the mental demand of private life: parenting and partnering, the mental demand of public life: work and self-expansion, and finally the mental demand of postmodern life. Woven throughout this intellectually stimulating and challenging book is the very human story of Lynn and Peter, a couple who are working, partnering, and parenting in the modern world.

Kegan (1994) advances subject-object theory. The theory is a constructive-developmental theory. It claims that people construct their own reality, and that they develop to higher levels of complexity (higher orders of consciousness) through time. Complexity, in itself, is not valued. What is valued is the ability to see the potential for greater and greater levels of freedom from dogmatism. When we are able to fully see ourselves as object, we are free. The subject-object relationship is a "fundamental distinction in the way that we make sense of our experience" (Debold, 2003, p. 3). When we are fully subject, we are fully in the experience, and we are

not able to make sense of it, to see ourselves as object in it. We

are too embedded (Debold). We can only see ourselves as the object when we have moved to the next level of consciousness and can look back at ourselves at a previous time as object. The goal of development is to become increasingly more objective.

Kegan (1994) labels the stages of development "orders of consciousness" (See table). The book primarily is concerned with the third, fourth, and fifth orders. Less emphasized are the first order, that of infancy, when the person is completely subject, and completely impulsive. The second order is the childhood realm when the child is concrete, and self oriented. The third order is the great achievement of adolescence when teenagers are able to subsume their own interests for the greater societal good. They are able to think abstractly, to learn and to adopt a societal value system. The significant achievement of higher education is the beginning of self-authorship, the fourth order. Finally, the fifth order is the self-transforming level, one that few individuals achieve.

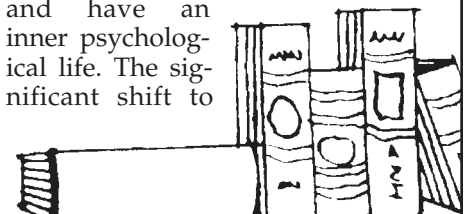
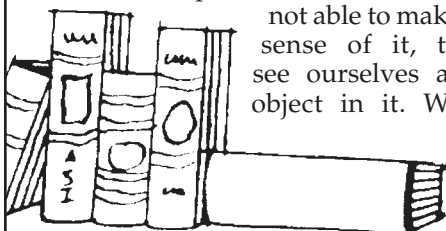
Kegan (1994) explores the challenge of the call to modernity (the fourth order) in the chapters on parenting, partnering, working, living in a diverse culture, being in therapy, and learning in school. He explores each of these realms from the perspective of the move from the third to the fourth order. This development can take many years, and often occurs between the ages of twenty-five and fifty.

Kegan (1994) says, "the principle mission of adult education should be to support modernity's order of consciousness" (Kegan, p. 287).

Kegan's concern is that those of us working in higher education and student affairs be good partners for the journey to self-authorship. He is especially concerned that the teaching of post-modernism, a level beyond most undergraduate students' development, serves the interests of the faculty more than the students. Students who are attempting to develop the fourth order are just beginning to construct their own understanding of systems and ideologies. Post-modernism seeks to deconstruct systems and challenge ideologies, a level of comprehension that is beyond the student's understanding and a potential threat to their emerging sense of self. Making a bridge for students to cross into their own self-authorship is a more developmentally appropriate challenge for faculty to give to students (Kegan).

The development from the third to the fourth order is a monumental task because it means that in order to cross into the fourth order, I have to make first into object what I am not, and then I can become immersed in the new sense of self. Kegan calls this moving from differentiation to integration. Differentiation marks the transition when students are able to see their previous self as object, and after rejecting that self (hence there can be negativism) they adopt the new self. The third order means that students adhere to a set of values, and have an inner psychological life. The significant shift to

*"The significant achievement of higher education is the beginning of self-authorship, the fourth order."*



Epistemological Name	Order of Consciousness	Name of Order
Traditionalism	Third	Socialized
Modernism	Fourth	Self-Authorship
Post-Modernism	Fifth	Self-Transforming

the fourth order means that students now don't just adhere to a set of values, but actually construct values. And, they do not just have an inner psychological life; they construct their own inner life. Kegan says that the great embarrassment of this kind of transformation is that we learn that what we thought was real is not real. We take responsibility for constructing what is real. He has tremendous compassion in recognizing that growth has costs.

How can we as higher education professionals encourage this growth into self-authorship? One way is through a respect for difference. Kegan (1994) says that difference is the greatest source of growth. It is through studying diversity that students can begin to understand that there are differing ways of constructing reality. They learn that all values and beliefs can be object. We can teach that all frames of understanding the world are socially valid. The frames that are privileged, from the dominant group, are not more valid than those that are judged (because they are unfamiliar to the dominant culture). Through dialogue on difference, students can begin to see that all knowledge and all value systems are constructed. They can begin to make visible (object) their own cultural values.

We can also support student development by not indoctrinating students into a discipline, but by teaching them that all ways of constructing knowledge are incomplete social constructions. This approach gives stu-

dents the psychological room to begin to construct their own understanding of the disciplines. When we acknowledge that all disciplines are products of their authors, students will understand that there is a place for their own contributions.

How does the Kegan model fit into the LID model, discussed in this issue? The stages are remarkably similar. That is, the key shift occurs from the third to the fourth stage. As students move through the process of leadership identity development, they are developing greater levels of complexity, and greater awareness of the interdependence of all systems. As they develop this complexity, they are able to create their own meaning. They are then able to translate this meaning into meaning for their organizations. They also are con-

structing values and translating those values into the ways that they conduct themselves in organizations. They are becoming leaders who do leadership in small and large ways, at increasing levels of complexity and through increasing integration of their practice of leadership with their true developing selves.

This kind of thinking is all preparation for the fifth order when adults are able to understand that all systems are interconnected and influence one another. At the fifth order, the self is now secure enough in its own self-authorship that it is able to continually transform itself. It is able to look back at the fourth order as object and see that it was just pretending to be complete. It represents

*“As students move through the process of leadership identity development, they are developing greater levels of complexity, and greater awareness of the interdependence of all systems.”*

an understanding that all the ways we construct knowledge are relative. Everything now becomes object. We are not threatened by contradictions, but have more understanding to allow them. The ultimate goal of the fifth order is recognition that we all participate in a single, intelligent whole. This comes close to what some understand as God (Kegan, 1994). However, as interesting as a discussion of the fifth order can be, Kegan is mostly concerned in this book with supporting the development of the fourth order.

The book is a fascinating, optimistic account of human development. While the topics sometimes jump around, Kegan (1994) is such an excellent writer that the apparently random nature of his thinking is not generally a distraction. The book is intellectually stimulating and a joy to read. It balances dense epistemological discussion with stories of people who are struggling with modernity. It is a good book of study for any higher education professional who is concerned with supporting students' (and others') development into the self-authorship required by the modern world.

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# Scholarship and Research Updates

## *Self-Authorship: An Internal Foundation for Leadership*

By Marcia Baxter Magolda

Preparing college graduates for effective citizenship and leadership is a primary goal of American higher education. Contemporary visions of leadership describe it as "inclusive, shared, and traded fluidly among a variety of individuals seeking to achieve a common goal" (Roberts, 2003, p. 5). These conceptualizations emphasize the leader's knowledge of self, appreciation of the other, and ability to participate in communal dialogue (Rogers & Dantley, 2001). Komives et al.'s leadership identity development (LID) model (2004) portrays the developmental process inherent in these visions.

### ***Learning Outcomes, Self-Authorship and Leadership Development***

This view of leadership is consistent with college learning outcomes such as integrating disparate information to make complex decisions, managing ambiguity and constant change, acting ethically and responsibly, and creating communities that value difference. Learning outcomes for the 21st century center on three interrelated outcomes: cognitive maturity, an integrated identity, and mature relationships (Baxter Magolda, 2004b). Cognitive maturity is necessary to analyze and interpret disparate information, appreciate multiple perspectives, make reflective decisions, and solve problems in multiple contexts. An integrated identity is essential to understand one's history, the capacity for both autonomy and connection, and to act with integrity. Mature relationships are crucial to productive collaboration to integrate multiple perspectives and to respect one's own and others' cultures. These three learning outcomes combine to support effective citizenship - coherent, ethical action for the good of all.

Achieving these learning outcomes demands epistemological, intrapersonal, and interpersonal com-

plexity (Baxter Magolda, 2004b). Cognitive maturity requires viewing knowledge as contextual and developing an internal belief system from which to make judgments. An integrated identity hinges on the ability to "choose one's own values and identity in crafting an internal identity that regulates interpretation of experiences and choices" (p. 8). Mature relationships necessitate the "capacity to engage in authentic, interdependent relationships with diverse others in which self is not overshadowed by the need for others' approval" (p. 8). Complexity on these three dimensions yields self-authorship - the internal capacity to define one's beliefs, identity, and relations with others (Baxter Magolda, 2001). Self-authorship forms the internal foundation needed for cognitive maturity, integrated identity, mature relationships and effective citizenship. It also forms the internal foundation for leadership development.

### ***Promoting Learning, Self-Authorship, and Leadership Development***

Komives et al.'s (2004) LID model mirrors the journey toward self-authorship identified by participants in my 17-year longitudinal study of young adult development (Baxter Magolda, 2001). During their college years, my participants relied on authorities for what to believe because they viewed knowledge as certain in many areas; they lacked awareness of their own values, relying on relationships with likeminded others to define their identities and values (Baxter Magolda, 1992). Thus, they followed external formulas for success in adult life upon graduation. This authority dependence resonates with the awareness and exploration/engagement stages of the LID model. During their twenties, my participants' encountered dissonance with external formulas in diverse contexts (e.g., employment, graduate and professional schools, personal life). An

increasing awareness of the uncertainty of knowledge prompted a realization that they needed to formulate their own beliefs. Increasing tensions between others' expectations and growing internal values revealed the limitations of defining self through dependent relations. This crossroads marked a phase in the journey in which external and internal sources clashed, authority dependence waned, yet internal dependence was not yet established. The crossroads relates to the leader identified LID stage; both indicate a struggle between dependence and independence. In both models, individuals resolved this struggle by transitioning to interdependence. Moving out of the crossroads led my participants to develop internal belief systems, internal identities, and mutual relationships characteristic of self-authorship. Although their internal voices moved to the forefront, they maintained and strengthened their connection to others because of their enhanced capacity to appreciate multiple perspectives, engage in exploring difference without feeling threatened, and genuinely negotiate interdependent relationships. This internal foundation of self-authorship matches the last three LID stages.

The learning partnerships model (LPM) (Baxter Magolda, 2001, 2004a) offers a framework for promoting learning, self-authorship and leadership development during college. The model emerged from longitudinal participants' experiences in college, graduate and professional school, employment, and personal life. The LPM combines three assumptions that challenge growth toward the internal belief system, internal identity, and mutual relationships of self-authorship and three principles that support authority-dependent learners in developing and trusting their internal voices. *Portraying knowledge as complex and socially constructed* introduces learners to ambiguity, multiple inter-

pretations, and the need to negotiate with others to develop sound knowledge claims. A related assumption - *self is central to knowledge construction* - challenges learners to bring their values and identity to the task of deciding what to believe. A third assumption - *authority and expertise are shared in mutual construction of knowledge among peers* - challenges learners to participate in the mutual relationships characteristic of self-authorship. To support authority-dependent learners in meeting these challenges, the model advocates *defining learning as mutually constructing meaning*. Learners must be given responsibility and opportunities to bring their thoughts to the learning process. Encouraging them to do so requires *validating learners' capacity to know and situating learning in learners' experience*. These two principles respectively convey to learners that they are capable of participating in knowledge construction and create a learning environment that connects their current experience to the learning challenges at hand. These three supportive principles intertwined with the three challenging assumptions help learners transition from authority dependence to self-authorship.

The LPM promotes learning and self-authorship in diverse contexts. Three contexts highlight its value in leadership development. The Urban Leadership Internship Program (ULIP) at Miami University uses the model to guide a 10-week summer internship combining professional practice and service. The model "encourages students to view themselves as equal partners in the ULIP journey, as competent professionals, and, finally, as responsible citizens who have the ability to interact effectively with diverse others and ultimately make an impact on our greater society" (Egart & Healy, 2004, p. 147). The LPM is the foundation for the Community Standards Model (CSM), a guided process to craft shared agreements for how residential communities will function at the University of Nevada, Las Vegas. The CSM learning partnerships reveal the complexity of group interactions, give students responsibility for living environment decisions, and engage them in mutual negotiation. Residents are able to

stand up for their beliefs (cognitive maturity), more aware of themselves and their values (integrated identity), and more appreciative of difference (mature relationships) (Piper & Buckley, 2004). UNLV also used the LPM to reorganize their Division of Student Life, resulting in increased self-authorship and shared leadership among professional staff. This led to learning partnerships with student leaders who "learned how to interact with one another, challenge one another, interact with institutional administrators and policymakers, and solve problems together to encourage participation, create traditions, and develop leadership" (Mills & Strong, 2004, p. 298).

Contemporary leadership perspectives and the LPM share critical core concepts. Both emphasize the complexity of knowing and acting, the centrality of identity to responsible leadership, the value of shared authority, and the goal of empowering learners and leaders. These models illuminate the importance of genuine partnerships between educators and learners to promote self-authorship and leadership.

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