

LEADER IDENTITY DEVELOPMENT: UNDERSTANDING ADOLESCENT  
PRACTICE EXPERIENCES OF FUTURE ORGANIZATIONAL LEADERS

A Dissertation

by

KATHERINE LOUISE YEAGER

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

|                     |                          |
|---------------------|--------------------------|
| Chair of Committee, | Jamie Callahan           |
| Committee Members,  | Elsa Gonzalez y Gonzalez |
|                     | Charles Ridley           |
|                     | Jia Wang                 |
| Head of Department, | Fredrick Nafuhko         |

August 2013

Major Subject: Educational Human Resource Development

Copyright 2013 Katherine Louise Yeager

## ABSTRACT

Changes in the workplace and impending shortages of organizational leaders make it imperative that HRD professionals develop a better understanding of the developmental processes of emergent leaders entering the workplace. While leader development research within the field of HRD has typically focused on established workers, the research in this study assumes a lifespan approach to leader development. This study contributes to the development of the field by examining the leadership experiences of 18 to 20 year olds who were leaders of organizations in high school and how these experiences shaped the identities of these emergent leaders. Themes that emerged related to their experiences included their relationships with others, how they led by example, the development of authentic leadership qualities, and their motivation to lead in new venues. Implications for practice and future research are identified.

## DEDICATION

To the inspiration and the light of my life, Megan Elizabeth Yeager. No words can express how much you are treasured and loved. You are an amazing young woman who will do marvelous things. Lead with tenacity, integrity, and grace as you change the world!

## ACKNOWLEDGEMENTS

Special thanks and gratitude go to all the members of my dissertation committee, Dr. Jamie Callahan, Dr. Elsa Gonzalez y Gonzalez, Dr. Charles Ridley, and Dr. Jia Wang, for guiding me through this process of learning and self-discovery. My journey led me back to Texas A&M to find answers to questions that I had about things I observed in the workplace. Much to my dismay, I have learned there are no easy answers. Each of you played a part in helping me understand facts of human development and organizations. I am truly grateful for you sharing your knowledge and expertise with me.

Dr. Callahan – thank you for your unwavering support and encouragement in helping to develop my non-linear self. You inspire me to look see connections, ask the tough questions, and contemplate the possibilities.

Dr. Gonzalez – thank you for encouraging and coaching me through this process. You inspire me to find observe and finding meaning in context.

Dr. Ridley – thank you for connecting the dots of the consulting practice for me. You inspire me to find the meet dysfunction in a functional way.

Dr. Wang – thank you for sharing your perspectives and expertise and being a part of my journey. You inspire me to maintain standards of excellence in the face of adversity.

Dr. Kandy Stahl, Dr. Lauren Scharff, and Dr. Tim Clipson – thank you for laying the foundation of understanding at Stephen F. Austin State University. You each believed in me and encouraged me to take this monumental step.

Special thanks to James and Ann Schoeneman, my dad and mom, who made it possible for me from a very young age to participate in activities that gave me the opportunity to begin to develop my identity as a leader. Thanks for being early models of service and dedication as well as supporting me through this second go round at A&M.

Special thanks to Sandra Schoeneman Stone, my sister, who saw the possibilities and encouraged me throughout this journey. You are a model of perseverance, energy, selflessness, and service that I aspire to follow.

Many thanks to family, friends, and colleagues who have supported me along the way. Thanks for your words of encouragement and faith in me. I was affirmed by your kindness and am truly grateful.

Thank you, Megan, for your support and affirmation during this journey. It has been a wild ride. Never be afraid of achievement. Never give up on your dreams.

Thank you seems totally inadequate for the sacrifices and support provided by my husband, Ron Yeager, throughout this journey. You made it possible for me to pursue this direction. Thanks for giving me the opportunity to follow this path to the end or the beginning, depending on the perspective! I look forward to the next great adventure!

## TABLE OF CONTENTS

|  | Page |
|--|------|
| ABSTRACT.....                          | ii   |
| DEDICATION.....                        | iii  |
| ACKNOWLEDGEMENTS.....                  | iv   |
| TABLE OF CONTENTS.....                 | vi   |
| LIST OF FIGURES.....                   | x    |
| LIST OF TABLES.....                    | xi   |
| CHAPTER                                |      |
| I INTRODUCTION.....                    | 1    |
| Background and Context.....            | 1    |
| Problem Statement.....                 | 5    |
| Research Question.....                 | 6    |
| Research Approach.....                 | 6    |
| Assumptions.....                       | 7    |
| The Researcher.....                    | 9    |
| Rationale and Significance.....        | 9    |
| Definitions.....                       | 13   |
| Identity.....                          | 13   |
| Practice.....                          | 14   |
| Venue.....                             | 14   |
| II REVIEW OF THE LITERATURE.....       | 16   |
| Leader and Leadership Development..... | 17   |
| Learning over the lifespan.....        | 19   |
| Relationship influences.....           | 20   |
| Relationship conflict.....             | 21   |
| Leader Identity Development.....       | 24   |
| Identity theories.....                 | 26   |
| Practice.....                          | 28   |
| Performance.....                       | 29   |

|   |    |
|---|----|
| Practice and identity development.....              | 30 |
| Development and practice.....                       | 31 |
| Venues of practice.....                             | 34 |
| Leadership skills developed through practice.....   | 39 |
| Literature Review Summary.....                      | 41 |
| III METHODOLOGY.....                                | 43 |
| Introduction and Overview.....                      | 43 |
| Research Design.....                                | 44 |
| Research Sample.....                                | 46 |
| Data Collection.....                                | 49 |
| Data Analysis.....                                  | 52 |
| Trustworthiness, authenticity, and credibility..... | 53 |
| Reflexive journal.....                              | 53 |
| Member checks.....                                  | 54 |
| Confidentiality of data.....                        | 54 |
| IV ANALYSIS AND FINDINGS.....                       | 55 |
| Organization Structures.....                        | 55 |
| Ava’s Story.....                                    | 58 |
| The venue.....                                      | 59 |
| What is leadership to Ava?.....                     | 62 |
| Who is Ava as a leader?.....                        | 62 |
| Ben’s Story.....                                    | 65 |
| The venue.....                                      | 67 |
| What is leadership to Ben?.....                     | 68 |
| Who is Ben as a leader?.....                        | 69 |
| Beth’s Story.....                                   | 72 |
| The venue.....                                      | 73 |
| What is leadership to Beth?.....                    | 74 |
| Who is Beth as a leader?.....                       | 75 |
| Bob’s Story.....                                    | 78 |
| The venue.....                                      | 79 |
| What is leadership to Bob?.....                     | 81 |
| Who is Bob as a leader?.....                        | 83 |
| Chip’s Story.....                                   | 85 |
| The venue.....                                      | 87 |
| What is leadership to Chip?.....                    | 88 |
| Who is Chip as a leader?.....                       | 89 |
| Joan’s Story.....                                   | 92 |
| The venue.....                                      | 93 |
| What is leadership to Joan?.....                    | 94 |

|   |     |
|---|-----|
| Who is Joan as a leader?.....                     | 96  |
| Kip's Story.....                                  | 99  |
| The venue.....                                    | 100 |
| What is leadership to Kip?.....                   | 102 |
| Who is Kip as a leader?.....                      | 102 |
| Lisa's Story.....                                 | 105 |
| The venue.....                                    | 106 |
| What is leadership to Lisa?.....                  | 107 |
| Who is Lisa as a leader?.....                     | 108 |
| Lyn's Story.....                                  | 112 |
| The venue.....                                    | 112 |
| What is leadership to Lyn?.....                   | 114 |
| Who is Lyn as a leader?.....                      | 115 |
| Tim's Story.....                                  | 119 |
| The venue.....                                    | 119 |
| What is leadership to Tim?.....                   | 120 |
| Who is Tim as a leader?.....                      | 121 |
| Emerging Themes Analysis.....                     | 125 |
| Relating with others.....                         | 127 |
| Authority figures.....                            | 127 |
| Officer peer relationships.....                   | 133 |
| Organization members.....                         | 135 |
| Leading by example.....                           | 140 |
| Developing leader authenticity.....               | 145 |
| Motivation to lead.....                           | 153 |
| Achieving the role of leader.....                 | 154 |
| Achieving success and validation as leaders.....  | 158 |
| Achieving, controlling, and exercising power..... | 162 |
| The presence of power.....                        | 165 |
| Motivation to lead after high school.....         | 167 |
| Summary of Analysis and Findings.....             | 171 |

V DISCUSSION, PRACTICE IMPLICATIONS, FUTURE RESEARCH,  
AND CONCLUSIONS..... 172

|   |     |
|---|-----|
| Relationships and Leader Identity.....                  | 175 |
| Authority figures.....                                  | 175 |
| Officer peer relationships.....                         | 179 |
| Organization members.....                               | 180 |
| Identity through relationships.....                     | 180 |
| Leading by Example and Leader Identity.....             | 181 |
| Developing Leader Authenticity and Leader Identity..... | 184 |
| Motivation to Lead and Leader Identity.....             | 187 |
| Achievement.....  | 187 |



|  |     |
|--|-----|
| Status and power.....  | 189 |
| Participants and the five bases of power.....  | 190 |
| Personal intention and social situations.....  | 191 |
| The Leader’s Identity.....   | 192 |
| Implications for Practice.....   | 195 |
| Learning from example and relationships with others.....   | 196 |
| Learning to lead in hierarchical and needing to control may limit<br>leader effectiveness in complex environments..... | 199 |
| Leading older organization members challenged leaders.....   | 201 |
| Leading and personal culture.....  | 202 |
| Developing values of character and authenticity.....   | 203 |
| Improving the quality of leadership experiences.....   | 204 |
| Learning to reflect.....   | 205 |
| Future Research.....   | 205 |
| Limitations of development opportunities.....  | 206 |
| Differences in leader development opportunities.....   | 207 |
| Issues of diversity in leader development.....   | 208 |
| Authenticity development in student leaders.....   | 208 |
| Developmental differences between student leaders in different<br>venues of practice.....                              | 209 |
| Conclusions.....   | 210 |
| REFERENCES.....  | 214 |
| APPENDIX A.....  | 240 |
| APPENDIX B.....  | 242 |
| APPENDIX C.....  | 245 |

## LIST OF FIGURES

|  | Page |
|--|------|
| Figure 1. Diagram of Participant Venues.....                                 | 49   |
| Figure 2. Model of Identity Development for Leaders Who Lead by Example..... | 174  |
| Figure 3. Cycle of Learning to Lead.....                                     | 198  |

## LIST OF TABLES

|   | Page |
|---|------|
| Table 1. Participant Table .....                    | 48   |
| Table 2. Summary of Participant Information.....    | 58   |
| Table 3. Summary of Emerging Themes.....            | 126  |
| Table 4. Summary of Implications for Practice.....  | 196  |
| Table 5. Summary of Future Research Directions..... | 206  |

# CHAPTER I

## INTRODUCTION

This study explores the phenomenon of leader identity development in 18 to 20 year olds who participated in different venues and practiced leadership during their high school careers. This study assumes a lifespan approach to leader development and seeks to capture an understanding of the very early developmental experiences of leaders. The purpose of this study is to understand the connection of those early leader experiences to the development of how individuals come to see themselves as leaders. Five male and five female participants who held at least one high school leadership position in different venues of practice were interviewed for this study to understand the formation of leader identity in new emergent leaders preparing to enter the workplace.

The framework for this chapter begins with a description of the context and background that generated the need for the exploration of this topic. The problem statement, the purpose, and research question follow the contextual setting of the study. This chapter also includes an introductory discussion of the research approach, my perspectives and assumptions as the researcher, as well as the rationale and significance of the study. Definitions of key terms conclude this section.

### **BACKGROUND AND CONTEXT**

Several obstacles challenge organizations as they attempt to develop the next generation of leaders (Avolio & Vogelgesang, 2011). Changes in population

demographics mean that the impending retirements of millions of Baby Boomers and declining birthrates in industrialized nations will leave organizations with shortages of skilled workers (Avolio & Vogelgesang, 2011; Byham, 1999). Similarly, flatter organizational structures, task migration, and a move to the use of more teams in the workplace create the need for leaders at all levels within the organization (Avolio & Vogelgesang, 2011; Day, Harrison, & Halpin, 2009; Schneider, 2002; Williams, Parker, & Turner, 2007; van Knippenberg, 2003). As a consequence, traditional organizational training initiatives targeting skill development of leaders may no longer produce an adequate supply of leaders for organizations (Avolio & Vogelgesang, 2011).

While leader development within the U.S. is reported to be a \$10 billion a year business, there is a dearth of evidence to substantiate the effectiveness of leader development programs (Hannah & Avolio, 2010). New college graduates enter a workplace where leadership is one of many skills valued by employers (Eisner, 2010; Ricketts & Rudd, 2002). Eisner (2010) identifies a plethora of educational and practitioner literature which attempts to identify the skill set required by employers of new college graduates. Some of the specific skills that employers expect college graduates to bring to the workplace include the characteristics of drive and adaptability as well as interpersonal, conceptual, and informational abilities (Eisner, 2010). These skills also happen to be skills associated with effective leaders (Kouzes & Posner, 2007). Van Linden and Fertman (1998) propose that employers are more interested in hiring young recruits who have leadership experiences. These potential employers relate adolescent leadership experiences to future punctuality and good work ethic at the job

site; however, the focus of research and writing on the topic of youth leadership has been in the educational context and not from the perspective of preparing individuals for the workplace (MacNeil, 2006). Scholarly work emphasizes adult leader development with very little attention paid to the development of young leaders (Heifetz, 2006). Hill, Kuchinke, and Zinser (2013) argue that the 21<sup>st</sup> Century model of development for the workplace must begin in early in life to effectively address the shortages facing some professions.

A lack of leadership capability among employees and the building of leader talent are identified as problematic for many organizations (Ringo & MacDonald, 2008). Business schools have been cited as doing “a poor job of developing and organizing new knowledge in a way that can be useful to practicing managers” (Benjamin & O'Reilly, 2011, p. 452). Benjamin and O'Reilly (2011) suggest that understanding specific struggles of young leaders can help educators better prepare students for forthcoming future challenges and experiences in the workplace. Even though some people may not automatically learn from every experience, putting the right people in the right types of developmental experiences may enhance learning for these individuals (McCall, 2004).

One of the keys to an individual's growth as a leader is the development of a personal identity as a leader (Lord & Hall, 2005). Research supporting identity-based leader development proposes that identity is acquired through knowing (gaining new perspectives), doing (producing new behaviors), and being (development of a leader's self-concept (Ibarra, Snook, & Ramo, 2010). The individual's identity as a leader grows from experiences in roles where there are encounters with other people in different social

contexts (Ibarra et al., 2010; Lord & Hall, 2005; van Knippenberg, van Knippenberg, De Cremer, & Hogg, 2004). Identity focuses on “the meanings comprising the self as an object, gives structure and content to self-concept, and anchors the self to social systems” (Gecas, 1982, p. 4). McCall (2004) argues that the leader developmental process must begin early in the career phase of one’s life to maximize development of leader competence which occurs only through multiple experiences.

Supporting the concept of identity-based leader development is an emerging line of research which suggests that a leader’s development occurs over the span of a lifetime instead of through spurts of training offered within the confines of the organizational setting (Murphy & Johnson, 2011). Avolio and Vogelgesang (2011) note that most developmental activities begin too late in life to make an optimal difference in a leader’s behavior. Drawing a parallel between language acquisition in young children and leader development, Avolio and Vogelgesang (2011) present results of a meta-analysis that reveals leadership interventions have a stronger impact on younger leaders than older leaders. In addition, individuals may be more receptive to change and acquisition of leader skills in early life (Bornstein, 1989; Murphy & Johnson, 2011). However, the focus of leader development research over the years has been on established executives or organizational leaders who are asked to reflect on meaningful developmental experiences during their earlier years of life (Guerin, Oliver, Gottfried, Gottfried, Reichard, & Riggio, 2011).

Practice in the role of a leader is identified as necessary for the development of leadership skills (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). As a

consequence, young leaders who are given the opportunity to practice leadership in different venues during school years prior to entering the workplace may begin developing leader attributes early in life. This early practice then serves as a foundation for the development of future leadership skills. Even though early leadership experiences for adolescents represent the first opportunity to develop leader skills (Conger, 2004), research on youth leadership development is lacking as it has been previously limited to journals of higher education or journals related to issues of adolescence (Murphy & Johnson, 2011).

## **PROBLEM STATEMENT**

An impending shortage of organizational leaders creates a need to understand the developmental process of new leaders entering the workplace. Leader development has historically focused on established workers and ceremoniously ignored the leader potential and skills that young adults bring to organizations. Viewing leader development from a lifespan perspective takes into account the factors encountered during the early stages of leader practice which might influence identity development of future leaders. A gap exists within the literature and the subsequent understanding of how early leadership practice experiences help individuals come to see themselves as leaders.



## **RESEARCH QUESTION**

The purpose of this research is to develop an understanding of the role that different early practice experiences play in leader development. Specifically, this study seeks to explore the perceptions of experiences of 18 to 20 year olds who have held leadership positions in different practice venues during high school years in the eastern region of rural Texas. Venues of practice during the high school years may include faith-based or civic volunteer activities, team sports, school organizations, performing arts, and academic clubs (Eccles & Barber, 1999).

The overarching research question guiding this study is:

- What are the experiences within different venues of practice that provide early leadership experiences which shape the development of leader identities in 18 to 20 year olds located in the rural region of eastern Texas?

## **RESEARCH APPROACH**

Data collection for this qualitative study began following the approval of this institution's Institutional Review Board (IRB). A purposeful sample of ten participants, five male and five female, who had held at least one position of leadership within a venue of practice during high school was recruited with help of gatekeepers and personal knowledge of the achievements of the participants. The phenomenological inquiry utilized a semi-structured three session interview protocol conducted over the span of a two week period with each participant. Confidentiality of participant data is maintained through the use of pseudonyms for the participants and individuals whom participants

refer to during their interviews. The school names and organization labels which are uniquely specific to the high schools of these individuals have also been changed to protect the confidentiality of the participants. I personally recorded and transcribed each of the interviews. Transcriptions were made following each interview session.

The three session interview protocol permitted the participants to reflect on his or her experiences between encounters. Each interview was transcribed and reviewed prior to the beginning of the next interview. The multiple encounters permitted follow-up questions for clarification. Following the transcription of the third interview, all three interviews were sent to participants to perform member checks of the data. Further, data was analyzed following each interview to determine emerging categories and themes from the data. Manual coding occurred over the course of the data collection period with refinement and consolidation occurring as data was reviewed within the context of the study's conceptual framework. Nvivo was also utilized to organize and analyze all of the data.

## **ASSUMPTIONS**

Several assumptions served to frame the development of this study as the literature reveals mixed results regarding the understanding of these phenomena. First, leader development experiences for youth include experiential elements of practice where roles, responsibilities, and tasks are assigned so as to enable identity development to emerge. As mentioned previously, identity formation is a dynamic process shaped by

personal histories (Erikson, 1968; Marcia, 1980) and interaction with the social system (Gecas, 1982).

A second assumption was that youth leader identity development is foundational to adult leader identity development. This supposition is predicated on the assumption that identity development occurs across the lifespan and that early developmental factors shaped by the context of situational experiences play a part in the development of leader identity (Murphy & Johnson, 2011). Particularly, the lifespan approach to human development recognizes individual changes over time in different contextual settings (Lerner, 1982; Lerner, 1991).

The third assumption framing this study was that early practice experiences influence adult leader identity development. Adolescent practice of leadership provides the opportunity for individuals to assume the role and duties of a leader in a safe environment (Ibarra et al., 2010; Winnicott, 1989). Deliberate practice provides an opportunity to improve knowledge of being a leader (Ericsson, Krampe, & Tesch-Römer, 1993) and perhaps improves the chances of becoming a better leader than someone who does not have early practice experiences (Murphy & Johnson, 2011).

Another assumption that must be recognized surrounds my positionality as a researcher with respect to this topic of interest. Since I will be personally conducting the research in this study, I must understand my role in the data collection process and the interaction that will occur due to my presence as a researcher (Lincoln & Guba, 1985). Existing knowledge and personal assumptions must be explicated and understood as I embark on this study (van Manen, 1990). I must be aware of the tacit knowledge that I

bring to this study as I participated in sports and civic clubs, holding officer positions in 4-H, Future Homemakers of America (FHA), and the SPJST, a fraternal organization. Reflecting upon my life's journey, I see how these experiences helped me develop my identity as a leader and prepared me to hold various leadership positions of increasing responsibility in both the workplace and civic organizations in my adult life.

### **THE RESEARCHER**

At the time of this study, I was a graduate assistant teaching multiple classes of undergraduate students at Texas A&M University and the mother of a female college student. My daughter participated in the arts and held leadership positions in different venues of practice during high school. In playing the role of supportive parent, I encouraged her by providing physical, financial, and emotional support to achieve her goals and worked to let her participation be her personal identity developmental experience and not a continuation of my leader identity development.

### **RATIONALE AND SIGNIFICANCE**

While the field of HRD is keenly interested in the training and development of individuals (Weinberger, 1998), the role of early leader development has been vastly under studied (Murphy & Johnson, 2011). The proposed research responds to the call of scholars to study the developmental foundations of leaders (Avolio & Vogelgesang, 2011; Murphy & Johnson, 2011). Understanding what young adults capture and utilize

from their early adolescent leader developmental experiences will provide insight into early leader identity development of future organizational leaders.

The topic of leadership is one of the most popular areas of practice and research within the field of HRD (Ardichvili & Manderscheid, 2008). Leadership development as a process is said to produce repercussions for training and development, career development, and organization development which are foundational areas of HRD (Callahan, Whitener, & Sandlin, 2007). Emerging views of leadership suggest that HRD scholars and practitioners should look for new and creative ways to develop leaders (Ardichvili & Manderscheid, 2008) and to expand knowledge related to relational and complexity theories of leadership (Schneider & Somers, 2006; Uhl-Bien, Marion, & McKelvey, 2007).

A recent query of the HRD publications *Advances in Developing Human Resources* (ADHR), *Human Resource Development International* (HRDI), *Human Resource Development Quarterly* (HRDQ), and *Human Resource Development Review* (HRDR) for the terms ‘leadership’, ‘leadership development’, and ‘leader development’ revealed 792, 644, and 491 articles related to these topics, respectively. Interests of scholars within the publications cross a wide range of themes associated with developing leaders, including action learning (Leonard & Lang, 2010; Yeo & Nation, 2010); experiential development, mentoring, and coaching (Chaudhuri & Ghosh, 2012; Germain, 2011; Ligon, Wallace, & Osburn, 2011; Wenson, 2010); creativity (Mumford & Gibson, 2011); innovation (McEntire & Greene-Shortridge, 2011; Zheng, Khoury, & Grobmeier, 2010); mental models and transformative learning (Elkins, 2003; Johnson,

2008); employee engagement (Shuck & Herd, 2012); global readiness (Conner & Marquardt, 1999); and self-directed leader development (Nesbit, 2012).

Models of leader development by Holton and Lynham (2000) and Gilley, Shelton and Gilley (2011) emerge from an examination of HRD literature but do not address identity development associated with the practice of leadership. Holton and Lynham (2000) create a theoretical frame which outlines required performance initiatives of leaders at the individual, the process, and the organization performance levels in an effort to reconcile the connection between leadership competencies and performance outcomes. Required leader competencies are associated with each of the performance levels within the model (Holton & Lynham, 2000).

More recently, a model of developmental leadership draws attention to the need for leaders to pay particular attention to the development of employees (Gilley et al., 2011). Specifically, leaders should be concerned with the personal and professional growth of employees as advancement of the individual translates to improvement for the organization. The theme of improving leader skills and/or organization performance is a common outcome identified within the HRD publications; yet, little is written specifically about the development of new leaders.

Further indication that leader development is important to the field of HRD is evident as two entire issues of the ADHR publication were recently dedicated to adding to the scholarship of leadership development in general. First, Cummins (2007) introduces an issue (Callahan et al., 2007) that provides innovative insight into new ways

to deliver leadership education. For instance, the use of popular media within leader development may be important as:

Young leaders are especially prone to underdeveloped judgment as they typically have limited experience. It has been said that good judgment comes from experience and experience comes from bad judgment. As leadership educators it is essential to introduce learners to the experiences of others in a manner that is nonthreatening yet applicable to current issues. (Cummins, 2007, p. 143)

In addition, Ardichvili and Manderscheid (2008) provide an introduction for an ADHR issue that focuses on new emerging practices in leadership development, encouraging scholars and practitioners to view old theories of leadership from new perspectives. While the issue introduces new novel and innovative ways of thinking about leadership development, there is no indication that these approaches might be particularly suited to new leaders. For example, leader assimilation is pointed to as “an early leadership development intervention intended to help new leaders adapt to their work teams” (Ardichvili & Manderscheid, 2008, p. 625). A study by Manderscheid (2008) focused on helping leaders who had experience into new organizations and new teams instead of building the skills of new leaders.

A query of the words ‘youth leader development’ produced no literary mention within the HRD publications; however, Carden and Callahan (2007) suggest that new leaders are involved in a continual learning process where identities develop at the personal and professional levels. Plakhotnik, Rocco, and Roberts (2011) describe a transformative process as first time managers develop leader identities. Yet, the

construct of identity as it relates to leader development has received negligible recognition within the HRD publications. A search utilizing the words ‘leader identity’ produced 199 articles; nevertheless, only nine of the articles mentioned the importance of identity formation or construction (Carden & Callahan, 2007; Hertneky, 2012; Ligon et al., 2011; McGuire, Garavan, O'Donnell, & Watson, 2007; Plakhotnik et al., 2011; Waples, Friedrich, & Shelton, 2011; Warhurst, 2012; Watkins, Lysø, & deMarrais, 2011; Young, 2009). These articles draw from other disciplines to introduce the importance of identity development into HRD’s literature.

The scarcity of research on leader identity development in the youth or emerging leader demographic within the scholarly literature of HRD makes this a topic ripe for exploration and further understanding. This study contributes to the field of HRD as it seeks to understand the foundation of identity development of future organizational leaders. This study explores experiences of 18 to 20 year olds who practiced leadership in different venues during high school, given the suggested role that identity plays in the development of leaders (Murphy & Johnson, 2011). This study investigates the experiences of participants to understand leader identity development in emerging leaders.

## **DEFINITIONS**

**Identity.** The construct of identity is defined as an individual’s identity or self-concept that is created over the lifespan both through general experiences and explicit interactions in social situations (Gordon, 1976). Identity develops over the course of



time as the individual interacts with various social situations. Seeing oneself as a leader is critical to the continued development of the individual as a leader (Day & Harrison, 2007; Day et al., 2009; Lord & Hall, 2005). Identity development within the context of this study is examined to understand how the personal experiences of leadership practice shape the identities of the developing leaders.

**Practice.** The term practice as used in this study assumes the definition of the individual's preparation to achieve a desired level of performance (Ericsson et al., 1993). The opportunity to deliberately practice being a leader in the formative years of life may enhance skill acquisition and performance in later life. The general sense of who we are evolves through the dynamic interaction of our experiences with practice (Horrocks & Callahan, 2006). Practice in this study includes an examination of performance as it relates to tasks associated with performing the duties of the leaders' roles, achieving performance outcomes, and personal preparation to assume the role. Participants also identified personal characteristics and understandings of leadership during the interviews which were discussed within the scope of practicing leadership.

**Venue.** A venue as it relates to this study represents the various sport teams, clubs, school organizations, or service organization to which the participants belonged. Fourteen different venues were represented in this study by the ten participants. The venues where participants held key leadership positions included the swim team, the soccer team, the basketball team, the cross-country team, the drill team, the band, youth and government, choir, National Honor Society (NHS), Spanish club, church youth

group, student council, leadership conference (Leadcon), and a freshman mentor program.

## CHAPTER II

### REVIEW OF LITERATURE

This qualitative study was constructed to develop an understanding of how developmental experiences related to the practice of leadership in early years of growth shape an 18 to 20 year old's identity as a leader. As a consequence, the conceptual framework for this study is built on understanding the construct of the early practice experience as it contributes to the person's identity as a leader. Murphy and Johnson (2011) suggest a lifespan approach to leader development where early learning experiences associated with education, sports, and practice are foundational to the developmental process of the leader. The interaction of these factors in different contexts across time contributes to the formation of a leader's identity (Murphy & Johnson, 2011). This foundational premise guides the exploration of the constructs of leader identity development as the leaders practiced leadership within multiple venues during the participants' senior years of high school.

To frame an understanding of leader identity, multiple databases including EBSCO data bases (Academic, Business Complete, and ERIC) and PsycINFO were queried to develop an understanding of the constructs of leader identity and practice in addition to searches in HRD discipline journals. Words queried included 'leader development', 'leadership development', 'leader identity', 'leader practice', and 'youth leader development'. A synthesis of the literature surrounding this topic produces

several themes that provide the conceptual framework for this study of the emergence of leader identity development.

The following sections provide a definitional understanding of the constructs as well as identify themes that emerge from the literature relating to the exploration of leader identity in future leaders. A qualitative analysis was selected so as to obtain the meaning associated with the participants' experiences. The literature review begins with an overview of leader development over the lifespan. The remainder of literature review examines leader identity and the concept of practice. Discussion of the following emerging themes from the literature is interwoven within the text: practice, relationships, learning, and identity.

## **LEADER AND LEADERSHIP DEVELOPMENT**

Leadership is a process that involves the influence of individuals within a group context in order to achieve some goal (Northouse, 2007; Yukl, 2002). As many as 65 classification systems attempting to define the characteristics of leadership were developed prior to the 1990s (Fleishman et al., 1991). Scholars have studied leaders from various perspectives such as traits and personality, behaviors, power relationships, transformative ability, and skills over the years (Northouse, 2007). The phenomenon of leadership has typically been identified as a trainable set of skills or abilities that are displayed by individuals during interactions with followers (Day, 2001). In other words, leaders practice the process of leadership which involves influencing a group of individuals in order to achieve some type of goal (Northouse, 2007).

Day (2001) suggests that there is a clear distinction between leader development and leadership development. The interaction between the leader and the individual(s) subject to the leader's influence takes place within a social context (Day, 2001). Two pertinent components of this phenomenon emerge: one related to the leader as an individual and the other related to the relational social system (Day, 2001; Wenger, 1998).

The individual focus of leader development seeks to strengthen skills associated with the individual's knowledge, skills, and abilities associated with self-awareness, self-regulation, and self-motivation (Day, 2001). In addition, Conger and Benjamin (1999) advocate that leader development should take a broader perspective and also involve socializing the individual to the vision, mission, and values of the organization and implementing strategic initiatives for the organization. As a consequence, the individual participates in leader education to improve personal effectiveness; align with the mission, vision, and values of the organization; and effectively implement strategic initiatives (Conger & Benjamin, 1999).

Leadership development as opposed to leader development is concerned with interpersonal competence development within a relational context where developing trust, practicing empathy, managing conflict, and team building are desired skills (Day, 2001). Based on this premise, leadership development is more of an integration strategy where leaders learn to relate and interact with others. Social learning theory provides a frame within which to view developmental influences encountered through interactions with others (Bandura, 1977).

This study examines the emergence of a leader's identity within both the context of the development of self-awareness of the individual leader and the building of interpersonal competencies associated with leadership development (Day, 2001). Because an individual's self-awareness as a leader is said to emerge from personal histories and trigger events that challenge personal development and growth (Gardner, Avolio, Luthans, May, & Walumbwa, 2005), exploring the early experiences of young leaders may increase the understanding of how leader identity develops over the lifespan. Specifically, leader experiences at an early age may shape future leader development (Murphy & Johnson, 2011).

**Learning over the lifespan.** Leader development refers to “a continuous learning process that spans an entire lifetime; where knowledge and experience builds and allows for even more advanced learning and growth” (Brungardt, 1997, p. 83). Brungardt's (1997) analysis of the literature suggests that leader development occurs at all stages of life. A lifespan view of human development assumes that the individual changes across time as the individual is embedded in and is actively engaged with multiple contexts (Lerner, 1982; Lerner, 1991); however, little research exists related to the developmental experiences before the college (Murphy & Johnson, 2011).

Leader development from a lifespan perspective implies an ongoing, lifelong process which begins in childhood and continues through adulthood, occurring through life experiences as leader identities are forged (Day, 2011; Day et al., 2009; Murphy & Johnson, 2011). Leader development during childhood and adolescence occurs at a point where the individual is able to acquire some skills more readily than others (Murphy &

Johnson, 2011). These foundational activities foster the development of leader skills that may be used in later life (Murphy, 2011).

**Relationship influences.** Situations experienced in the environment over the course of one's life have enduring consequences that influence later life transitions and behaviors (Elder, 1998). For example, the development of leaders within the context of the family can be explained through the use of a social learning framework (Zacharatos, Barling, & Kelloway, 2000). Indeed, examining this interaction utilizing the framework of Bandura's social learning theory, Zacharatos et al. (2000) found that adolescents modeled attributes of parental transformational leadership style with peers. Likewise, positive family behavioral models and supporters influence the development of self-confidence, reliability, and assertiveness as well as the desire to seek leadership roles in children (Brungardt, 1997; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005; Larson, Wilson, Brown, Furstenberg, & Verma, 2002). Early social training has been associated with shaping the leader's perceptions and skills (Bosak & Sczesny, 2008; Brungardt, 1997; Hancock, Dyk, & Jones, 2012).

The importance of a family's positive influence on a leader's development is supported by a study of women governors (Madsen, 2009). Participants in Madsen's (2009) study noted that parents, siblings, and other relatives made influential contributions to their development. Similarly, the need for leader development within the family setting is identified as necessary to sustain family owned businesses (Higginson, 2010). In the absence of parental role models, close friends' parents are cited as playing significant roles in the lives of young individuals (Madsen, 2009).

As children grow and seek greater independence, the influence of the family is replaced by the influence of the school setting as students are provided with opportunities to practice leadership skills (Brungardt, 1997). Many students attain leader positions because they are encouraged by teachers and given opportunities to lead different high school organizations (Shertzer & Schuh, 2004). At the collegiate level, professors who recognized potential, coaches, student teaching and internship supervisors, on-campus work supervisors, and other individuals who instilled strength, character, and independence are cited as influencing the development of high achieving individuals (Madsen, 2009). The opportunity to actively serve in various leader capacities within the collegiate setting may have a direct impact on students' leader development (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). Practicing leadership in different settings provides individuals with the opportunity to learn and hone skills of leadership skills through active performance.

***Relationship conflict.*** Some studies suggest that conflict may arise within the relationships established between adults and adolescents (Murphy & Johnson, 2011). Most conflict described in the literature occurs within the arena of sports as this is the category of practice most often researched (Fredricks et al., 2002); as a result, conflict within interactions between parents and children within the sports arena are most commonly addressed. Parents are usually personally involved in motivating children to participate in sports, shaping beliefs about capability and values (Fredricks & Eccles, 2002).



Negative consequences of the interaction involving sports may occur as children may lose interest in participation, if parents focus too much on performance (Rodriguez, Wigfield, & Eccles, 2003). Issues of parental pressure may also be present within the arts as some parents might command participation in band to force the student to learn to play an instrument (Hansen, Skorupski, & Arrington, 2010). Further, Mahoney and Stattin (2000) suggest that highly structured activities where adult supervision is present in venues such as school and community sponsored athletics, church groups, and music organizations may provide a platform for negative interactions where manipulation and coercion through bullying and gang formation may appear. Regardless of the venue, Murphy and Johnson (2011) propose that positive leadership development may be overshadowed by various types of conflict including overzealous parents and/or inept coaches.

Coaches, too, serve as a role model for adolescents (Larson et al., 2002). Chelladurai (2007) suggests a differentiation between participation in sport for the pursuit of excellence and sport for leisure. The practice stage is where the coach shapes skills, beliefs, and attitudes in the pursuit of excellence (Chelladurai, 2011). While the sports literature contains claims of building character, results are dependent on the environmental context which includes the influence of coaches, parents, and peers (Chelladurai, 2011). Moreover, Chelladurai (2011) questions whether skills learned within the context of sports are transferable to the workplace.

Coaches interact with participants at situational, cognitive, and behavior levels (Smoll & Smith, 1989). Smoll and Smith (1989) suggest that developmental experiences

may vary on an individual basis as athletes respond differently to trained and untrained coaches. In a qualitative study of thirteen sport captains in a suburb of Chicago, twelve of the thirteen reported receiving no training from coaches pertinent to their leadership role with the team (Voelker, Gould, & Crawford, 2011). While the experience of being a captain was overall positive with the development of teamwork and social skills, some participants did identify the role as stressful because of the high expectations of performance associated with the position. In addition, some participants considered the role of captain as unimportant, taking the view that anyone can be a leader. Some viewed the captaincy role as unimportant because coaches did not necessarily delegate important tasks to encourage development while others failed to see any benefit from formal leadership training for the position. However, four themes of leader development for these captains emerged from the study: observation and interaction with others; previous experience gained through sports, life in general, and non-sports related venues; personality and natural talents; and trial and error. Voelker et al. (2011) found some of the captains were uncertain that leadership training would be useful by individuals filling the captain positions, indicating that some individuals viewed leadership skills as innate.

The literature suggests that the development and skill acquisition of leaders occurs as the individuals are driven to acquire skills while learning to interact with others. A lifespan view of the developmental process permits the study of the contexts that influence early leader development. Early leader experiences are influenced by many different relationships that are present within the venues of practice.

## **LEADER IDENTITY DEVELOPMENT**

The growth and development of an individual provides opportunity to develop the identity of a leader (Lord & Hall, 2005). Because development of the leader occurs over time (Day et al., 2009; Shamir, 2011), activities provide the experiences which lead to the formation of leader identity (Lord & Hall, 2005). In other words, the activities represent practice situations where the individual is able to internalize the identity of a leader as he or she gains leadership experience through interactions with others in the performance of the leadership role. Leader identity that develops relates to how people view or come to think themselves as leaders and is cited as a precursor for leader development (Day et al., 2009).

An individual's identity or self-concept is created over the lifespan both through general experiences and explicit interactions in social situations (Gordon, 1976). The formation of identity is derived from the meaning the individual associates with the concept of the self as it interacts with the social system (Gecas, 1982). This suggests that individuals who view themselves as leaders may eventually come to think like leaders (Ligon et al., 2011). Identifying oneself as a leader is critical to the individual's continual development as a leader (Day & Harrison, 2007; Day et al., 2009; Lord & Hall, 2005). Furthermore, the stronger the view that one holds as a leader, the more likely he or she will seek developmental experiences to strengthen his or her personal foundation as a leader (Day & Harrison, 2007).

According to scholars of identity development, identity formation is a dynamic process which is a compilation and organization of internal drives, abilities, and histories

that occur over the course of one's life (Erikson, 1968; Marcia, 1980). Framing stages of development, Gordon (1976) defines early stages of development based on major dilemmas encountered in each of the stages. Within this model of development, children in the later childhood stage (6-11 years) are faced with gaining acceptance in peer relationships and having their abilities evaluated by others. This model directly links the influence of peer groups to identity formation (Fine, 1987; Eccles, Barber, Stone, & Hunt, 2003). More specifically, a study of children on Little League teams demonstrates that children identify themselves as athletes and closely associate themselves with their team's peer group (Gordon, 1976).

The process of identity formation continues to occur across time as adolescents must develop skills to synthesize childhood identities as they move into adulthood (Fine, 1987). Adolescents learn to negotiate various crises caused by changes in relationships and society (Marcia, 1980). Indeed, an analysis of research on identification strategies reveals that individuals are influenced by both self-enhancement needs and the influence of group membership (Marcia, 1980; Banaji & Prentice, 1994). When selecting an activity in which to participate, decisions for participants may be driven by their level of skill and whether friends are involved (Komives et al., 2005).

As the identity of the individual forms, a self-conceptualization develops that is complex and made up of multiple sub-identities (Day & Harrison, 2007). Markus and Wurf (1987) suggest that only one sub-identity is active at the time in response to the social context. Each identity is shaped by the individual's view of self, current goals, and the possible self which is future oriented (Day & Harrison, 2007). Within the literature

on adult leadership development, it is proposed that the identity of a leader becomes differentiated and more complex over time (Lord, Brown, & Freiberg, 1999).

**Identity theories.** Lord and Hall (2005) argue that the identity of an adult leader migrates through three stages of development: individual, relational, and collective. Supporting this concept, Day and Harrison (2007) created a multi-level identity-based theory of leadership development. Identifying oneself as a leader has a spiraling effect as a leader's identity becomes a motivating force for the individual to seek practice opportunities to try new skills and grow as a leader (Day & Lance, 2004). Hence, a person with the individual identity level most likely views a leader as possessing traits or characteristics of a leader while a person at the relational level may develop a sense that interpersonal leadership relates to the degree of influence on followers (Day & Harrison, 2007). By contrast, a move to the collective level identity stage suggests that the leader is engaged in the social system and participates in collaborative interactions to create the leadership encounter. Day and Harrison (2007) argue that leaders move through these stages as they increase their knowledge of leadership structures and processes and become more aware of a connection to the group. Further, leaders may actually draw upon different identities, depending on the leadership problem situation (Day & Harrison, 2007).

In an attempt to explain youth leader identity development, van Linden and Fertman (1998) suggest that youth move through three stages of leadership development: awareness, interaction, and mastery. Each of the stages is shaped through information acquired by the individual about leaders and through skill development. During the

awareness stage, the adolescent comes to believe in his or her leadership ability and see leadership as a part of life. The interaction stage involves the adolescent testing possibilities and becoming comfortable with the idea that he or she can be a leader. In the mastery stage, adolescents use resources and energy to pursue a personal vision. The young leader's identity is formed over the course of these stages (van Linden & Fertman, 1998).

Komives et al. (2005) submit that the development of the leader's identity within the college student is cyclical and involves developing the self, creating a leadership identity along with the acquisition of knowledge of leadership over time. For example, students entering college are more likely to have a hierarchical view of leadership and a traditional understanding of leadership as a trait, behavior, or situational circumstance (Komives et al., 2005). Komives, Mainella, Longerbeam, Osteen, and Owen (2006) found these views to change as students became more aware of their interdependence with others and confirmed that college student leaders transitioned from an independent view of leadership to an interdependent, collaborative view with concern for others.

The presence of multiple theories of identity development supports the notion that the development of a leader's identity is a dynamic process as there is interaction between the individual, the environment, and relationships (Day & Harrison, 2007; Komives et al., 2006; Komives et al., 2005; van Linden & Fertman, 1998). Seeing that relationships were important to the development of leaders, the identity theories imply that relationships play a supporting role in the development of the leader's identity;

consequently, the leader's identity emerges through the individual's collaborative interactions as well as knowledge acquisition and practice of leadership.

Murphy and Johnson (2011) submit that developmental paths of children are shaped directly by genetics, disposition, and parents as well as by their participation in athletics, education, and different forms of practice. These experiences are categorized generally as practice by Murphy and Johnson (2011). Practice gives adolescents the opportunity to think of themselves as leaders, to develop effective leader skills, and to identify themselves as leaders. This identity as a leader guides a person's actions and aids the development of goals and objectives for the leader during times of practice (Fredricks et al., 2002).

## **PRACTICE**

Preparation to achieve a desired level of performance that occurs through participation in activities is referred to as practice (Day & Harrison, 2007). The situation of practice in childhood and adolescence presents a platform to shape early leader identity development given that "the presence or absence of a particular experience at a particular time in the life cycle may exert an extraordinary and dramatic influence over structure or function well beyond that point in development" (Ericsson et al., 1993, p. 179). Skill acquisition through practice varies according to when during the lifespan practice begins and what type of practice is undertaken (Bornstein, 1989; Ericsson et al., 1993).

A review of literature related to attaining exceptional levels of performance by Ericsson et al. (1993) suggests that “expert performance is acquired slowly over a very long time as a result of practice and that the highest levels of performance and achievement appear to require at least around 10 years of intense prior preparation” (p. 366). The successful development of expertise by adult performers has been connected to early consistent practice and training (Conger & Benjamin, 1999; Ericsson & Charness, 1994). Further, early career experiences have been shown to influence future decision making and problem solving skills (Ligon, Hunter & Mumford, 2008).

**Performance.** Practice has been linked to performance enhancement of individuals in multiple domains (e.g. music, science, writing, etc.) who undertake deliberate efforts to improve performance (Ericsson et al., 1993). Ericsson et al. (1993) submit that the type of practice and associated environment may influence the performance acquisition of the individual. As a result, three separate learning activity categories are identified: work, play and deliberate practice. The three categories of activities differ based on the requisite goals, costs, and rewards associated with each category (Ericsson et al., 1993).

The category of work is associated with activities where motivation stems from external rewards such as public performances or competitions as well as paid services (Ericsson et al., 1993). Play activities, on the other hand, are enjoyable for the participant and not goal driven. In contrast, deliberate practice is highly structured, undertaken with the specific goal of improving performance by overcoming weakness, is not necessarily enjoyable, and not immediately rewarded with monetary incentives (Ericsson et al.,



1993). Ericsson et al. (1993) contend that parents and guardians serve as critical guides for developmental activities of children ages 3 to 8 years as they encourage and facilitate early childhood engagement in activities and help with the transition to the deliberate practice of an activity.

Deliberate practice refers to those activities overseen by coaches and full-time teachers which supervise specialized training to help the individual achieve expert performance and occurs between formal sessions of instruction to improve performance (Ericsson et al., 1993). Design of training should account for the participant's existing knowledge and motivation to achieve success. Feedback to the participants on repetitive tasks helps improve accuracy and speed of performance (Ericsson et al., 1993).

Murphy and Johnson (2011) propose that children who are given an opportunity to practice leadership skills at an early age stand a better chance of becoming better leaders than children who do not develop those skills. Deliberately practicing the skills of a leader provides the opportunity for the child to improve knowledge and move toward a level of expert performance (Ericsson et al., 1993). Coincidentally, children, given the opportunity, use their imaginations to see possible futures and play out these possibilities using games and make-believe (Ericsson et al., 1993; Ibarra et al., 2010). The transitional time within the life of the child permits experimentation within a safe environment as the child comes to interact with the external world, exploring potential futures and defining his or her emerging self (Winnicott, 1989).

**Practice and identity development.** As previously discussed, part of the developmental component of the emerging self is identity as it forms through

interactions and experiences encountered in the external world (Gordon, 1976).

Supporting the premise that identity development occurs over the lifespan (Day, 2009; Shamir, 2011), Ibarra and Petriglieri (2010) claim that adults also experiment with role behaviors within the realm of play which spans the gap between current reality and future opportunities, especially in career transition circumstances. The point of transition between roles in adulthood necessitates a change in identity.

These transition periods also present opportunities to explore new possibilities in a safe or transitional space (Ibarra et al., 2010). In particular, executive programs are cited as giving attendees the opportunity to play outside the confines of the day to day operations within a psychologically safe environment laboratory setting as the individuals work to develop new identities while experimenting with new roles (Ibarra & Petriglieri, 2010). Developmental opportunities offered by organizations often include role-playing, off-sites, and simulations which create a spatial boundary where the participants are permitted to explore through experimentation new roles within safe confines of a learning environment (Kets de Vries & Korotov, 2007). The appearance of this type of role play activity in adulthood is similar to children exploring potential futures as described by Ibarra et al. (2010). In other words, encounters with practice experiences regardless of age may help facilitate identity formation.

**Development and practice.** Adult leadership theory suggests that practice of leadership within the context of real life situations produces opportunities to apply knowledge and skills acquired about leadership in meaningful and authentic ways (Ibarra et al., 2010; MacNeil, 2006). Conger and Benjamin (1999) note that the best adult leader

development programs provide a variety of learning encounters that include experiential exercises, lecture based forums, and case studies. According to Kets de Vries and Korotov (2007), the challenge of designing an adult executive program is to develop a meaningful learning experience with content that stimulates exploration and experimentation but is related to the executive's responsibilities in the workplace. Effective leader development programs need to be geared to the level and function of the person within the organization (MacNeil & McClean, 2006). Further, it is suggested that reflection on the part of the participant helps internalize changes that ultimately fulfill the transformational intent of the programs (Conger & Benjamin, 1999).

MacNeil (2006) observes a distinction within the literature between the focus of youth development and adult development programs. Youth leader development programs often concentrate on developing leader ability associated with skills, knowledge, and talent while adult programs address ability but also have a component aimed at teaching the participants to find voice, understand influence, and make decisions (MacNeil, 2006). In other words, youth are relegated to learning about leadership instead of practicing leadership. Many times the adult programs offer participants the opportunity to actually learn through practice, whereas these opportunities are limited for youth.

MacNeil (2006) concludes that some youth programs often remain unchallenging for participants, offering no meaningful practice and including youth as mere figureheads or token representatives. Youth programs generally seek to build skills and competencies through "a range of skill-building and horizon-broadening experiences"

(Kets de Vries & Korotov, 2007, p. 110). Youth leadership is viewed as an important component of positive youth development programs, regardless of whether the content of the programming is sports, art, or drama based (Roth & Brooks-Gunn, 2003; Martinek & Hellison, 2009).

Inclusion of youth in substantive ways provides opportunities for new leaders to develop skills through practice to learn positive collaboration skills which strengthen the organization's performance (McLaughlin, 2000). Youth can be vital community contributors when given the opportunity (Zeldin, 2004). "Learning leadership happens experientially, through involvement in opportunities to practice the skills, experiment with approaches, and try on the roles" (MacNeil, 2006, p. 99). The experience of youth with leadership harkens to the days when masters and journeymen assumed responsibility for teaching apprentices their trades (MacNeil & McClean, 2006).

The importance of leadership skills to the future generation is amplified as workers will encounter fewer hierarchical relationships and skills to engage in leader and follower relationships will always be needed (Kress, 2006). For instance, the person holding the superior position in the hierarchy must possess leadership skills, be a good mentor and nurturer, and balance personal needs with those needs of the subordinate. Some extracurricular activities provide opportunities for adolescents to experience the subordinate-superior relationship which mirrors the relationship found in the workplace (Larson et al., 2002).

Likewise, horizontal relationships that exist between co-workers require the skills that are derived from peer interaction such as cooperation and other prosocial

behaviors. New types of relationships that bring different types of people together than in the past require more versatility in interpersonal social skills. Larson et al. (2002) see an increasing importance for individuals to be able to handle multiple types of new relationships driven by globalization and changes in social norms. In particular, “adolescence may also be a foundational period for developing attitudes and habits related to versatility” (Larson et al., 2002, p. 60).

**Venues of practice.** Adolescents are exposed to structured and unstructured activities that provide the opportunity for personal developmental experiences (DeMoulin, 2002; Larson et al., 2002). Structured school-based extracurricular activities have been associated with positive developmental outcomes in adolescents such as higher academic performance and better psychological adjustment as measured through self-esteem (Feldman & Matjasko, 2005). Multiple extracurricular activities in later school years are provided within the school environment to encourage youth development and provide leadership opportunities (Feldman & Matjasko, 2005).

High school student involvement in multiple extracurricular activities such as belonging to school clubs and sports teams have been shown to be predictive of grade performance and educational expectations as well as civic activities one year post high school (Darling, Caldwell, & Smith, 2005). Youth who participate in extracurricular activities are given the opportunity to develop interpersonal skills (Fredricks & Eccles, 2006), create a sense of belonging and build social capital (Mahoney, Cairns, & Farmer, 2003; Darling et al., 2005), contribute to the student’s identity development as an important member of the school community (Eccles et al., 2003), and provide

opportunities to learn leadership skills that are transferable to organizations during adulthood (Eccles & Barber, 1999). Specifically, Mumford et al. (2000) note that leadership “emerges through experience and the capability to learn and benefit from experience” (p. 21).

Examining the benefits and risks associated with adolescent participation in extracurricular activities, Eccles and Barber (1999) identify five categories of structured leisure activities in which adolescents participate: prosocial (faith-based or civic volunteer activities), team sports, school involvement (student government, pompom squad, cheer), performing arts (band, drama, dance), and academic clubs (debate, science, foreign language, etc.). While overall positive academic results were found to be related to extracurricular activities, team sport participants were associated with increased alcohol use. Male and female participants in prosocial activities were less likely to participate in risky behaviors. Similarly, Hansen et al. (2010) found that the degree of interdependency, the performance conditions, and the opportunity for self-expression vary across type of sport or art activity and modify the learning experiences of the individuals; yet, no significant learning experience differences were found between developmental experiences within the different categories of practice represented by the study (Glanville, 1999).

Much of the research related to youth development activities has been limited to the domain of sports (Hansen et al., 2010), even though multiple categories of activities are present within the academic and community settings (Fredricks et al., 2002). Sport has been associated with teaching important values including self-discipline,

sportsmanship, goal attainment, moral development, and good citizenship; yet, there is very little evidence to support these claims (Larson, Hansen, & Moneta, 2006). Sport sociologists conclude that it may be the selection process associated with sport which attracts and retains children who already possess the desired traits (Frey & Eitzen, 1991).

The manner in which the programs are structured may directly affect developmental opportunities of youth. Within the context of extracurricular activities, the activities may be youth-driven (i.e., training programs or special community projects) or adult-driven (i.e., performance-based or specific skill development; Frey & Eitzen, 1991). Youth-driven programs provided participants with leader and planning developmental opportunities as well as a sense of ownership of the activity, while talent development was the focus of adult-driven learning. Both types of programs boosted the self-confidence of the youth.

Hansen and Larson (2007) hypothesize that students occupying lead roles within an organization or sport activity “are likely to have greater immersion and investment in the implementation of program activities, and thus be more likely to learn from them” (p. 372). Even though more frequent negative experiences may be encountered, the negative experience does not necessarily produce long-term negative effects for students. Students participating in lead roles within extracurricular activities (i.e., captain, officer, editor, etc.) reported greater developmental personal and interpersonal growth (Larson, Walker, & Pearce, 2005). The importance of context is confirmed by students who ranked the most important areas to learn and practice leadership as sports, work, FFA,

and church whereas friends, family, and community were deemed low in importance (Hansen & Larson, 2007).

The preponderance of research associated with school-based extracurricular activities has examined the relationship between activity participation and social outcomes, individual academic success, and educational accomplishment; however, the results should not be evaluated without taking into account the individual's interaction with other contextual factors (Anderson & Kim, 2009; Coakley, 2011). These findings confirm Spady's (1970) study of high school male participants revealed participation in athletics alone did not predict later success in college. Specifically, student participation in service and leadership activities along with participation in sports produced individuals with higher aspirations and motivation for success in attaining educational goals suggesting an interaction between variables (Feldman & Matjasko, 2005). This finding is also consistent with the suggestion that foundational experiences during adolescence provide individuals with the opportunity to practice leadership and acquire expertise through various purposeful activities (Spady, 1970); however, this understanding must be tempered by the observation that not all experiences may be equally developmental (Lord & Hall, 2005).

A recent study of the literature on the connection between sports and positive youth development contends that most findings are anecdotal and based on personal testimonies rather than social research (Day et al., 2009). The criticism relates to techniques used in the research which suggests that more information about the school as an organization is provided instead of a focus on the influence of sport on developmental



outcomes of participants (Coakley, 2011). In other words, the influence of sport on development cannot be examined in isolation. Specifically, the appearance of positive outcomes in youth related to participation in sports depends on contextual factors such as the type of sport; actions of peers, parents, coaches, and program administrators; norms and culture associated with sports or sports experiences; socially significant characteristics of sport participants; social relationships formed in connection with sport participation; meanings given to sport and personal sport experiences; and the manner in which sport and sport experiences are integrated into a person's life (Coakley, 2011).

Learning experiences for adolescents have also been shown to differ based on the type of activity selected for participation (Coakley, 2011). For example, in response to a self-report questionnaire, participants in service-oriented and vocational activities reported learning experiences related to identity development and prosocial norms (Hansen, Larson, & Dworkin, 2003). Likewise, participation in activities such as student government has been associated with future political engagement (Hansen et al., 2003).

The limited research on art-based extracurricular activities emphasizes the promotion of community based programs which foster creativity and tap gifts of organizational leadership in the communities in which they serve (Glanville, 1999). Learning beyond the classroom supplements the curriculum and stimulates the motivation and engagement of students (Heath, 2001). Programs may be structured to incorporate leader development by having other youth teach skills and knowledge to younger members. These developmental activities may even include a fundraising component. Success in environments that resemble the work place teaches skills that

include problem solving and conflict resolution (Heath, 2001; Wolf & Heath, 1999). Fredricks et al. (2002) found that participation in athletics and the arts can provide a forum in which adolescents may satisfy their needs to display competence and develop personal relationships in the social world.

**Leadership skills developed through practice.** Leadership training considered to be most effective by some students is described to be interactive, delivered in an organized manner, fun, relevant to real-world applications, and contain an element of group work (Wolf & Heath, 1999). When leadership training programs are in place, Anderson and Kim (2009) suggest there may be a lack of skill transfer between skills learned in school and application to situations in practice. “The experiences provided for them today must allow them to explore their interests, discover their authentic selves, develop autonomy, and increase their decision-making power in a steadily advancing and nonthreatening environment” (Anderson & Kim, 2009, p. 18).

Researchers have conducted studies to understand the development of leadership skills within various groups of students. For instance, Wright and Côté (2003) examined activities of six Canadian university team sport leader athletes from an early age, including the roles peers, coaches, and parents played in influencing the activities of participants. Leadership in sport for these individuals focused on developing four dimensions: high skill, strong work ethic, enhanced knowledge of sport, and building good rapport with people. Factors shaping the four dimensions included the type of activity, receipt of feedback, acknowledgement, support, cognitive engagement, adult conversations, and interaction with older peers (Wright & Côté, 2003). Similarly,

Wingenbach and Kahler (1997) define leadership and life skills as “skills in communications, decision making, interpersonal relationships, learning, resource management, understanding self, and working with groups” (p. 25).

Observational learning occurs within the informal contexts of activities, clubs, and peer groups; however, “learning about leadership doesn’t necessarily mean that an adolescent will feel like a leader, know that he or she has leadership skills, or even have any desire to be a leader” (Lerner et al., 2005, p. 6). For example, not all students engage in opportunities to develop leadership skills at the collegiate level (van Linden & Fertman, 1998). These disengaged students are reported to lack confidence and have a self-perceived shortage of leadership skills; however, it is possible that individuals who choose not to engage in leadership opportunities at the collegiate level may be involved in other organizations or the workplace where the use of leadership skills may still be needed (Shertzer & Schuh, 2004).

Various areas of research identified competencies for positive youth development and include competence in academic, social, and vocational areas; confidence or a positive self-identity; connections to community, family, and peers; character or positive values, integrity, and moral commitment; and caring and compassion (Lerner, Fisher, & Weinberg, 2000; Lerner et al., 2005; Wingenbach & Kahler, 1997). A sixth competency, contribution, emerged from a desire to make a difference in society (Roth & Brooks-Gunn, 2003). While leadership is not mentioned as a specific attribute, some of the competencies are mentioned in the literature on leadership as foundational attributes of

leaders. For instance, Kouzes and Posner (2007) identify confidence, character, and caring attributes as important leader characteristics.

## **LITERATURE REVIEW SUMMARY**

As previously discussed, there is a need to improve leader development within organizations that will experience a shortage of leaders in the near future (Avolio & Vogelgesang, 2011; Byham, 1999; Day et al., 2009; George, 2000). Changes in organizational structures and the use of teams create the need for leaders at all levels within the organization (Avolio & Vogelgesang, 2011; Day et al., 2009; Larson et al., 2002; Schneider, 2002; Williams et al., 2007). Murphy and Johnson (2011) suggest that little attention has been paid to leadership development across the lifespan. In particular, the literature lacks exploration of when a leader's identity actually forms or how the identity changes between stages of transition.

Much of the research within the area of youth development has drawn heavily from the field of sports and ignored the inclusion of other disciplines and contexts (Coakley, 2011; van Knippenberg, 2003). In addition, research conducted in the youth leader development arena produce conflicting views as to whether participation in extracurricular activities, including sports, provide opportunities to develop leadership skills that are transferable to organizations during adulthood (Feldman & Matjasko, 2005; Chelladurai, 2011). As a consequence, this study attempted to understand how practice in different venues of contexts during adolescence shapes the leader identity of young adults. Several major themes appear to be foundational to the leader identity

development of the participants in this study. Themes of importance that emerge from the literature review related to identity development include the areas of relationships, practice, learning, and identity.

## CHAPTER III

### METHODOLOGY

#### **INTRODUCTION AND OVERVIEW**

A lifespan perspective of leader development recognizes the influence of early experiences with leadership during the foundational periods of leader growth which might influence later leader identity development (Murphy & Johnson, 2011). The purpose of this research was to develop an understanding of the role that different early practice experiences play in leader development. Specifically, this study explored the leader identity perceptions of 18 to 20 year olds who have held leadership positions in different practice venues during high school years in the eastern region of rural Texas. Venues of practice included team sports, school organizations, performing arts, academic clubs, and faith-based organizations. The overarching research question guiding this study is what are the experiences within different venues of practice that provide early leadership experiences which shape the development of leader identities in 18 to 20 year olds located in the rural region of eastern Texas?

Three different categories of data were collected to answer the research question posed by this study: contextual, perceptual, and demographic (Bloomberg & Volpe, 2008). Contextual data refers to the environment, setting, organizational structure, procedures, and roles within which the participant practiced leadership. Relationships were also a part of the contextual data collected from participants. Demographic information collected at the beginning of the interview included participant age,

ethnicity, gender, and college classification. Information related to venue of practice, position of leadership, how the leadership position was attained, and prior positions of leadership was collected over the course of the interviews. Perceptual data within the frame of this phenomenological study refers to the meaning that participants connected to the experiences of being a leader. The remainder of this chapter includes: the description of the study's the research design; purposeful sample; data collection method; data analysis procedures; and steps taken to insure trustworthiness, authenticity, and credibility of the data.

## **RESEARCH DESIGN**

I used a phenomenological research approach to explore the nature of the practice of leadership and to understand the lived experiences of participants within the different types of practice which shape the early stages of leader development and identity. The purpose of this study was to use phenomenology to gain deeper insight and understanding into the essence of common experiences that occur in the lived human world (Glanville, 1999). Drawing from the early works of Husserl, (van Manen, 1990) identified the phenomenology of perception as the study of essences which “tries to give a direct description of our experience as it is, without taking account of its psychological origin and the causal explanations which the scientist, the historian or the sociologist may be able to provide” (p. vii). Data collection and analysis gave me the opportunity to examine the experienced phenomena of the practice of leadership for the participants in this study (Merleau-Ponty, 1962).

This study investigated the meaning within the activities of these young leaders based on their personal experiences and interpretations. Phenomenology is particularly useful in HRD research and practice as the focus of this methodology is “on the complexity and wholeness of the human experience” (Patton, 1990). This study explored the essence of the lived experiences of participants who took part in practice activities so as to understand the participant’s perception of the world of leadership practice and the emergence of a leader’s identity for the individual. In other words, the purpose of this phenomenological research was to understand what it was like to practice being a leader on the part of the participant.

A three stage semi-structured interview protocol targeted three different levels of inquiry. The interview relationship was controlled so as to become comfortable in the relationship without distorting the data collection process or exploiting the participant (Siedman, 2006). The first interview captured the participant’s experience in the practice setting. The second interview investigated more in depth experience of being a leader within the context of practice, asking the participant to reconstruct the detailed experience. Lastly, the third interview explored the meaning of the experience of practice for the individual. This phenomenological study is an interpretive research method which looks for meaning in the lived experiences of young adults who have participated in multiple forms of leadership practice situations during their years in high school.



## **RESEARCH SAMPLE**

Purposeful sampling was utilized to obtain participants for this study.

Participants were from the eastern region of Texas, between the ages of 18 and 20 years old, and had held some type of leadership position in an organization, club, or team during their senior years of high school. The age range of 18 to 20 years of age was selected so as to capture the meaning of the leadership experiences for the participants in close proximity to the occurrence of their high school participation.

The research sample consisted of five female and five male participants. The five female participants were from the same high school with an age distribution of two 18 year olds, two 19 year olds, and one 20 year old. Three of the five male participants were from the same high school. The remaining two male participants were each from a different high school. Age distribution for the male participants was two 18 year olds, one 19 year old, and two 20 year olds.

Participants were recruited through personal knowledge of their achievements and the use of gatekeepers. All ten participants were enrolled in four year universities. Six contacts were made to obtain the five female participants. I personally knew four of the five participants. The fifth participant was obtained through a referral of one of the other four female participants.

Male participants were by far harder to obtain. Of the five male participants agreeing to participate in the study, I personally knew only one of the participants prior to the study. Personal e-mails to potential participants based on a combination of personal knowledge of high school involvement and through the use of gatekeepers were

sent to recruit participants. A total of fourteen e-mails or gatekeeper solicitations were sent to male candidates fitting the required demographics of this study. Three other e-mails were sent to two professors at a university in east Texas and an educational development program coordinator in an attempt to obtain participants. Two candidates excused themselves as they were preparing to leave for college. One candidate refused participation after a follow-up e-mail. One candidate committed and then never followed through to participate. Other candidates merely ignored the request. The final two participants were acquired through a gatekeeper connection. Table 1 provides participant information including age, ethnicity, the venue of practice, the leadership position held as a senior in high school, how the position was obtained, prior experience with the venue of practice, and the current college classification.

The experiences of the ten participants with leadership in high school represented fourteen different venues of practice. Figure 1 is a diagram of the different venues represented in the study as well as participants representing each venue. There were multiple participants representing some venues. For instance, two male participants and one female participant were drum majors representing each of the three different high schools in this study. All three of the bands performed in the military marching style. In addition, two of the female participants held leadership positions in the same freshman mentor development program at the same high school. One of these participants was also president of the choir organization. One male and one female participant were student council presidents. Other organizations represented by the participants include drill team, NHS, Spanish Club, basketball, swim, cross-country, and soccer teams, youth and

| Name | Age | M/F | Ethnicity        | Venue of Practice  | Position Senior Year  | Position Attainment  | Position Prior Years   | College Class |
|------|-----|-----|------------------|--|---|--|--|---------------|
| Ava  | 20  | F   | Caucasian        | Drill Team<br>Church Youth   | Captain<br>Informal participation   | Tryout<br>Volunteer  | Member<br>Informal participation   | Junior        |
| Ben  | 18  | M   | Hispanic         | Cross Country<br>Spanish Club<br>NHS   | Senior Captain<br>Treasurer<br>Treasurer  | Informal<br>Election<br>Election   | Underclassman<br>N/A<br>Inducted Junior year   | Freshman      |
| Beth | 19  | F   | Caucasian        | Band   | Co-Drum Major   | Tryout   | Majorette  | Sophomore     |
| Bob  | 19  | M   | Caucasian        | Swim   | Senior Captain MVP  | Appointment  | Team Member  | Sophomore     |
| Chip | 20  | M   | Caucasian        | Band   | Co-Drum Major   | Tryout   | Section Leader   | Junior        |
| Joan | 19  | F   | African American | Basketball<br>Student Council<br>Church<br>Mentor Program  | Co-Captain<br>President<br>Informal participation<br>Executive Mentor   | Appointment<br>Election<br>Volunteer<br>Application                            | Team Member<br>2 <sup>nd</sup> VP, VP<br>Informal participation<br>N/A                           | Sophomore     |
| Kip  | 20  | M   | Caucasian        | Band<br>Church Youth<br>Leadership Conf.<br>NHS<br>Senior Class<br>Student Council<br>Youth & Gov. | Drum Major<br>Informal participation<br>Founder<br>President<br>Vice President<br>President<br>Vice President | Tryout<br>Volunteer<br>Founder<br>Election<br>Election<br>Election<br>Election | Section Leader<br>Informal participation<br>Founder<br>Member<br>N/A<br>Member<br>Vice President | Junior        |
| Lisa | 18  | F   | Caucasian        | Choir<br>Mentor Program<br>Church Youth  | President<br>Executive Mentor<br>Informal participation   | Election<br>Application<br>Volunteer   | Section Leader<br>Executive Mentor<br>Informal participation                                     | Freshman      |
| Lyn  | 18  | F   |                  | Mentor Program   | Lead Executive<br>Mentor  | Application  | Executive Mentor   | Freshman      |
| Tim  | 18  | M   | Caucasian        | Soccer   | Co-Captain  | Appointment<br>& Team Input  | Team member<br>JV Captain  | Freshman      |

Table 1. Participant Table

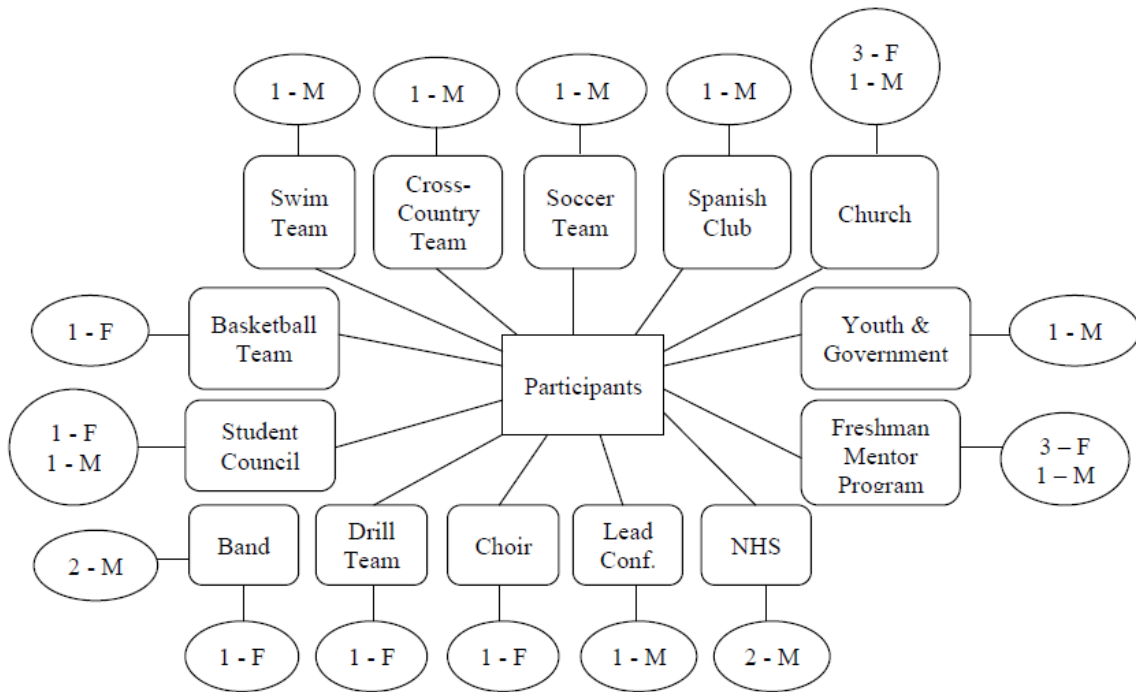


Figure 1. Diagram of Participant Venues

government, and Leadcon. Even though there was no official title associated with duties, one male and two female participants mentioned informal leader responsibilities associated with church youth groups. One female participant also described being called upon by her church to take an active role in different church wide events.

## DATA COLLECTION

An interview protocol utilizing three stages targeting three different levels of inquiry was used for this study. Participants were contacted following the IRB's approval of the study. Appendix A contains the IRB letter of approval while Appendix B contains the approved Informed Consent form executed by all participants. To make the

participants feel more at ease with the interview process, I explained the informed consent form and provided a brief description of qualitative research as early participants seemed to be concerned about the accuracy of their responses. Participants were assured that there was no right or wrong answer to the posed questions. The interviews were conducted in a manner so that listening was a priority while allowing the participant to respond without interruption (Seidman, 2006).

I recorded and transcribed each of the three semi-structured interviews within a two week span of time for each participant. Each interview ranged from 20 to 40 minutes per session. The interviews provided the opportunity to capture the lived experiences of the participants within the context of their practice (Gibson & Hanes, 2003). Pseudonyms are used in this study to identify participants in lieu of individual names so as to protect the confidentiality of the participants' data.

The interview questions were developed during the proposal phase of this study with the intent being to prompt the participants to discuss their personal experiences with leadership in their practice venues. Appendix C contains the interview protocol questions used in this study. The first interview focused on the participant's experience within the specific practice venue with questions of "Describe for me your last experience of practice" and "What was it like to be part of practice?" Probes were used to encourage the participants to describe their relational experiences as well as roles and responsibilities associated with the venues of practice. The second interview explored more in depth the experience of being a leader, focusing on the details of the experience with questions of "What is it like to be a leader?" and "Describe for me the personal

experience that you have had that helped you develop the perception of yourself as a leader.” The third interview explored the meaning of the experience with questions of “What does it mean to you to be a leader?” and “In what ways did the experience of practice help you see yourself as a leader?” The second and third interviews began with follow-up questions generated from review of previous transcripts. Clarification was exploratory and avoided leading questions so as not to interject my own personal experiences (Lincoln & Guba, 1985; Seidman, 2006).

The three interview protocol seemed well suited for the participants as the participants were given a preview of the questions that would be explored in the subsequent interviews. This information provided the participants with the opportunity to reflect on their experiences prior to the next interview. The interviews were conducted in quiet locations so as to maintain confidentiality and minimize distractions for the participants. Some of the interviews were conducted in a study room at the public library while others were conducted in the departmental offices of my university. The private settings insured that the participants could freely reflect on their responses. Participants were given the opportunity to pause and formulate responses during the interviews when necessary.

Seidman (2006) recommended a three-level approach to listening: listen to what is said; listen to the inner voice of the participant to ask for clarification; and look for cues from the participant related to energy level and interview progress. By the third interview, some of the participants seemed to have reached saturation with respect to responding to the questions with new information. Some participants conveyed a feeling

that they were repeating themselves from what had been shared in the earlier interviews as evidenced by remarks such as “what we talked about last time” (Ava).

## **DATA ANALYSIS**

I transcribed each interview prior to the beginning of the next so as to ask clarifying follow up questions at the next interview. Following the completion of each transcription, the interview was manually separated into units of data and categorized based on the topic and theme associated with each unit of data. Themes and categories emerged as each interview was examined. Each interview was initially reviewed three times: once during transcription, once to unitize the data, and once to categorize the units to identify patterns. Categories were added as necessary to reflect the contributions of individual participants.

Upon completion of the eighth participant’s interviews, data was entered into Nvivo software to further examine units, categories, and themes. The process permitted me to go through the transcripts once again to reflect and examine the data while coding the data to Nvivo. Data of the final two participants were entered upon completion of their interviews. As data was examined, consolidation of similar categories occurred within themes. The Nvivo software was used to organize data, search for specific words that participants used to describe experiences, and identify the frequency of used words. Categories of data were individually examined to synthesize the data and capture the emergent themes from the data. As synthesis and examination occurred, the initial theme categories were combined into the major themes related to the experiences of the

participants emerging from the data including relating with others, leading by example, developing leader authenticity, and the motivation to lead.

**Trustworthiness, authenticity, and credibility.** Unlike quantitative research which strives to achieve validity and reliability, I worked to establish trustworthiness, authenticity, and credibility (Creswell, 2009; Lincoln & Guba, 1985; Seidman, 2006). I interacted with the data and manually verified themes throughout the course of collecting data from all ten of the participants looking for a point of data saturation. Journaling during the process helped organize thoughts and categorize emergent themes during the process. Member checks were used to confirm that I captured the meaning of the participants during the interviews.

To improve the quality of this study, I refrained from judgment within the interview process and bracketed my assumptions and biases through the journaling process so as to fully acknowledge my positionality (Merriam, 2009). The interviews were conducted so as to allow the participant to respond without interruption (Seidman, 2006). I invoked Seidman (2006) three-level approach to listening: listen to what is said; listen to the inner voice of the participant to ask for clarification; and look for cues from the participant related to energy level and interview progress. Clarification was exploratory so as to avoid leading questions or interjecting my own personal experiences (Lincoln & Guba, 1985; Seidman, 2006). Through data analysis, I worked to explicate the meaning from the lived experiences of the participants.

***Reflexive journal.*** Because I was a direct part of the instrumentation of the data collection process, journaling was used through the data collection and analysis process



to identify biases, personal perspectives, and assumptions (Lincoln & Guba, 1985; Merriam, 2009). The logs helped identify personal thoughts and the evolution of understanding during the process to lend trustworthiness to the research process. The process added clarity and insight to the categorization of the units of data and the emergence of themes over the course of the data collection and periods of writing.

***Member checks.*** To strengthen the trustworthiness of the data, the three transcribed interviews were returned by e-mail to each participant at the conclusion of the transcription process for verification of accuracy. The member check was to insure that the participant's meaning and contextual representations were captured accurately captured during the interview process (Creswell, 2009; Lincoln & Guba, 1985; Merriam, 2009). The ten participants responded affirmatively that the transcriptions were accurate and reflected intended meaning of the interviews.

***Confidentiality of data.*** To protect the confidentiality of the data, the interviews were transcribed by me. Pseudonyms were assigned to the participants as well as to the authority figures that may have been mentioned by the participants. School or program identifying information was removed from the data to maintain the highest degree of confidentiality for the participants.

## CHAPTER IV

### ANALYSIS AND FINDINGS

Analyzing the leadership experiences of 18 to 20 year olds within different venues of practice to understand how these experiences shaped their leader identity development meant first understanding how the participants were situated within each respective venue of practice. As a result, this chapter begins with an overview of the organizations' structures. The remainder of the chapter contains the leadership story of each participant providing more detail regarding the participant's acquisition of the role as leader as well as a description of the venue, what leadership meant to the participant, and the appearance of actions as a leader. Major findings that emerged from the experiences of the participants as they fulfilled the duties of their leadership positions are then explored. The chapter closes with an analysis of each of the major findings which include relating with others, leading by example, developing leader authenticity, and the motivation to lead.

#### **ORGANIZATION STRUCTURES**

The structural dimensions of organizations provided a framework within which levels of authority and duties of positions emerge. Participants in a large majority of the venues of practice were part of vertically complex organizations. Nine of the fourteen organizations were highly structured with hierarchical configurations. These organizations were governed by full slates of officers as well as predefined levels of

authority and responsibility due to the number of members in the organizations. The basketball, cross-country, soccer, swim teams, and church youth groups were structurally smaller with less than 30 team members each and guided by the captains or leaders without the formal complex layers of the hierarchy of organizations.

In contrast to the smaller groups, the three bands performed with 98, 130, and 175 members and were organized by sections according to instrument. Each instrument section was led by a section leader. As previously mentioned, two of the drum majors were section leaders prior to becoming drum major while the third drum major was a majorette in high school as well as drum major in the eighth grade. The largest band also had a separate set of club officers that were included in making some decisions related to selection of band competition venues and was called upon to network with band members. Similarly, the drill team's 50 girls were led by a captain and four lieutenants with smaller squads reporting to each officer.

The structured hierarchies helped the performance driven organizations improve communication and facilitate preparation for the organizations' performances. One drum major described the role of section leader as being the direct path of communication to band members. Each section leader had 25 to 30 people and provided feedback to drum majors about band performance problems:

They [section leaders] talk to each and everyone [band members] every single day because they all sit together and they all...in band they interact and so it would be good to get their feedback because they say well you know 'Last chair Susie just isn't making it to the yard line...she says she's not passing to her

classes. We might need to switch her out.’ They would help us be the eyes and ears inside the band and help us know what to go tell the band director because we didn't always have all the answers and they would help a lot. (Beth)

The organizational structures in the service-based venues carried a full complement of officers to lead members. For example, the student councils were governed by a slate of guiding officers as well as representatives from each of the classes in the high school who came into the positions through the election process. The freshman mentor program was also highly structured as there were multiple layers of mentors who were assigned specific duties and responsibilities:

The mentor program originally had executives and mentors; but the high school decided to put a lead executive on top of that. There were three of us. We were in charge of making sure that our executive mentors had been taken care of and we had a lot more contact with the administration just to help define and route where people should go...I had five executives with me. (Lyn)

At the top of the established bureaucratic hierarchy, the student leaders reported directly to the adult authority figures responsible for the organizations. Some organizations represented in this study such as band and drill team had long histories of established performance outcomes and expectations. The two organizations with the shortest histories were the freshman mentor program and Leadcon as they had been in existence less than four years. Table 2 provides a summary of participant information.

| Participant Information Summary |     |                                   |  |   |
|---------------------------------|-----|-----------------------------------|--|---|
| Name                            | Age | Ethnicity                         | Venue of Practice  | Position<br>Senior Year   |
| Ava                             | 20  | Caucasian                         | Drill Team<br>Church Youth   | Captain<br>Informal participation   |
| Ben                             | 18  | Hispanic                          | Cross Country<br>Spanish Club<br>NHS   | Senior Captain<br>Treasurer<br>Treasurer  |
| Beth                            | 19  | Caucasian                         | Band   | Co-Drum Major   |
| Bob                             | 19  | Caucasian                         | Swim   | Senior Captain MVP  |
| Chip                            | 20  | Caucasian                         | Band   | Co-Drum Major   |
| Joan                            | 19  | African<br>American               | Basketball<br>Student Council<br>Church<br>Mentor Program  | Co-Captain<br>President<br>Informal participation<br>Executive Mentor   |
| Kip                             | 20  | Caucasian                         | Band<br>Church Youth<br>Leadership Conf.<br>NHS<br>Senior Class<br>Student Council<br>Youth & Gov. | Drum Major<br>Informal participation<br>Founder<br>President<br>Vice President<br>President<br>Vice President |
| Lisa                            | 18  | Caucasian                         | Choir<br>Mentor Program<br>Church Youth  | President<br>Executive Mentor<br>Informal participation   |
| Lyn                             | 18  | African<br>American/<br>Caucasian | Mentor Program   | Lead Executive<br>Mentor  |
| Tim                             | 18  | Caucasian                         | Soccer   | Co-Captain  |

*Table 2.* Summary of participant information (See Table 1 for additional details)

## **AVA’S STORY**

Ava was a 20 year old junior in college who was captain of the fifty member drill team that began over forty years ago. She knew she wanted to be captain to wear the gold hat of the position at the tender age of six. When asked what she wanted to be when she grew up, her response was “I want my job to be captain of the drill team. I want to

wear a gold hat.” Her overachieving parents helped make her dreams a reality. Drill team was an extreme commitment for Ava as other obligations “usually went behind drill team practice.” Ava began dance lessons at a very young age and credits the drill team experience as shaping her to be a leader “more than anything else I've done in my life.”

In elementary school she could name girls from her studio who were captains as she began to realize that there was more to the job. “As I started to get older I started to realize it’s not just a hat. They didn’t just give it to her because she looks pretty under it.” Ava began to observe that the leaders at the studio did things differently like paying more attention than the other girls. As she moved into “middle school it became more of a leadership thing.” She came to understand that that it was a hard job. Having two close friends who were captains prior to her year made her see that the hat she desired to wear “was a heavy hat.” Joining drill team in the ninth grade, Ava grew to love the organization and worked very hard to personally prepare to tryout to be the leader.

Ava worked diligently for years improving her personal performance to earn the role of drill team captain. Personal discipline to prepare for the role of leader entailed continuing to take dance through her junior year in high school to develop technical skills that helped her achieve her personal goal. Ava loved leading and being captain gave her the opportunity to “influence an organization that I really loved that I had always looked up to so it was a big deal to me.”

**The venue.** Ava was one of two girls trying out for captain at the end of her junior year. The process began in early spring as she was declared an officer candidate

(OC) which was labor intensive as she was required to stay late for spring show dance rehearsals and support the spring show production by picking up trash and painting props. The process was also stressful because “girls are just catty...when I was trying out you had girls telling you ‘you’re only going to make it because of this’ or ‘this girl is going to make it because of that’ that’s just how we are as humans. The tryout process itself included a written questionnaire, learning two dances plus “the traditional strut that they do before the football game.” Interviews are also conducted on the day of the tryout.

Because the drill team is highly structured with positions based on seniority, attaining the role of captain meant that Ava went in the span of twenty four hours “from your opinion doesn’t matter to you’re in charge.” Ava’s director called her on Sunday after the Saturday tryouts and told her that she would be teaching the JV drill hopefuls a dance the next day to fulfill their tryout requirements scheduled that week. It was a quick transition and “kind of awkward for me to be honest with you because you go from where you’re standing in line with these girls in the back row not saying anything to where literally you are in a day standing in front.” Ava described the organization as weird in that “before you’re an officer you’re expected not to give your input at all and then all of a sudden you become an officer. So immediately you’re supposed to lead.” Her two friends who were captains previous years stepped in to mentor her through the process.

Drill team was a huge time commitment for Ava. Practices began at 7:00 in the morning and then went through first period of the school day. After school practices at

least twice a week ran for at least two hours. Extra practice time was required to prepare for special events and shows. Extra work was required to prepare for the Friday night football game performances as she had to work with the drum majors and band director on the speed of the music for the performance and then practice with the band on the field. "If I could relive just one day of high school, it would be a Friday of my senior year...when I became an officer it was just pretty much every day something that we had to do."

Ava's characterization of her relationship with the director was that of a friendship; however, she said that it was hard working that closely with an adult at times. Difficulty arose when Ava was uncertain as to how to handle issues where there was disagreement. "Sometimes that's hard working so closely with an adult...it's kind of like they're your friend but then they're also an adult I can remember that would be...hard because then sometime she would turn but I'm the director, I'm the adult." While this was a true statement, Ava found it difficult to balance the relationship "because you never knew on what day you were going to catch her."

The officers took a very active role in leading the team. "I feel like a lot of people don't realize how much work those officers do...There were times that I did the whole practice and I never saw an adult ever. She was there but I did the whole practice." Ava felt as if she "was having to bear this weight of an adult when I was really only a student." The officer line was expected to do everything related to running the drill team which included "having to take on this adult role among your peers."



**What is leadership to Ava?** Leadership for Ava meant following the rules, maintaining image, demonstrating integrity, setting a good example, working hard, and being able to make decisions even when facing disagreement from others. Leadership entailed treating others fairly not only due to their physical differences but also due to behaviors that may be beyond their control. “You think ‘gosh, why do you have to be so hard to deal with? But you still have to treat them fairly.’” Responsibility came with the leadership position because before having the position, “you can just kind of roll your eyes and shrug.” Following the rules of the drill team organization and the moral code of her family enabled her to practice leadership with integrity and maintain actions that were “above reproach. I was never going to have anybody ever question what I was doing simply because I wanted them to act that way. So I didn't want them say well, you don't act that way.”

Ava associated leadership with hard work as she dedicated many hours to preparation and performance. She saw the captain's position and gold hat as achieving the goal “I had worked so hard for.” Describing her role as a leader, Ava explained she felt that at all of the “sacrifices I've made paid off.”

**Who is Ava as a leader?** Ava was involved in every aspect of leading the drill team. Through her commitment to the team she “could see the obvious results of the hard work.” Leading the team, Ava was responsible for planning and facilitating practice as she remembered that was “the first time that I really felt all that responsibility because if I didn't have anything to teach when I showed up, we had fifty girls I mean this huge gym of people with nothing to do.” She took creative control of performances

as she could to avoid doing the same dances since she was a sophomore. One show was an entirely new production that involved every girl on the team. Ava was responsible for the choreography of the dance routines for some performances as she really enjoyed this activity. “I enjoyed putting the girls in formations and making sure they knew the dance and making sure they didn’t have any problems.” Ava stated that she probably chose to take on more responsibility than was necessary as drill team captain “just because I wanted it done my way.”

Because Ava and the other officers were not close friends prior to obtaining the positions, Ava took steps to become friends to develop team cohesion. The officers spent time together outside the practice gym in each others’ homes or taking part in some other activity. Ava felt that the friendship of the officers conveyed to the rest of the drill team that they were united. “If we ever had problems because we were friends and cared about each other, we discussed them behind the team not where they could see...the fact that we spent so much time together outside of the gym made a difference.”

Ava took seriously the heavy burden of compliance with the strict, zero tolerance code of conduct policy for the drill team members. She felt strongly she had to maintain integrity in the event she had to address violations of other members. She screened her activities and acted within the rules so she could be a good example for the drill team girls as well as the girls she led at her church. “I was always careful you know before we would have dances and things like that I just chose where I went very carefully.”

Ava’s responsibility as drill team captain was to facilitate practice as efficiently as possible for fifty drill team members. Because she and the other officers were charged

with conducting practice with minimal to no director supervision, keeping the attention of the team members who had taken dance with her and were friends was difficult. Ava described approaching drill team members as friends to overcome a talking issue in practice:

You don't realize how hard we've worked to prepare this practice. I was up learning dances on the Internet doing all this stuff so I could come here and teach you today and I don't want a reward for it, but please don't talk because I can't get through it if you're talking and it's super frustrating to me because I don't think you're listening to me. When I said that to them it kind of just got on their level like we're friends you know that that seemed to help and that was kind of towards the beginning like probably the Fall and that was a defining moment in my leadership.

Ava also used relational techniques to address performance issues with some of the drill team members. She realized some of the members did not know the dances. She and another officer sat down with them and said "we want you to be in this dance so bad what can we do to help you? and really just taking more of a friend approach than a dictator approach." Similarly, Ava sought counsel from her parents about how to work through a tough situation with her officer line. The difficulty came from an interaction between member seniority, skill level, choreography, and performance expectations. Ava choreographed a dance with a difficulty level that was beyond the skill level of her fellow officers. Her fellow officers were upset, but Ava was able to work through the issue by explaining that they were still important to the team, even though a higher

degree of skill was required for that particular dance and “that was a huge learning experience for me.”

Ava did not want to leave high school behind. She remembered writing a résumé in a business class and a girl telling her “nobody cares if you were the captain of your drill team. Nobody cares anymore. It doesn't matter anymore. It just like rocked my world.” The college experience did not strip Ava of her confidence or what she learned being a leader. If she is given a position of authority, she has no problem stepping into that role. “I'm generally pretty soft-spoken and when I became captain I realized this about myself...I can be a leader when I'm given the position.” Ava stated that she learned many lessons from her role and reflects that she would probably have done some things differently because of what she knows now.

### **BEN'S STORY**

Ben was an 18 year old college freshman who participated in three different venues where he served as a senior leader on the cross-country team and as the treasurer of the Spanish club and NHS. Ben opted not to participate in activities his freshman year as he was unsure of how hard high school was going to be; as a consequence, he did not begin participating in cross-country until his sophomore year. His GPA qualified him for NHS his junior and senior years. He joined Spanish club his senior year. Ben was committed to personal excellence and concerned about balancing his workload to maintain grades and his position on the varsity cross-country team.

Ben was elected by his peers in both the Spanish club and NHS to hold the office of treasurer. Ben provided details of the election process in the Spanish club. "I told them I would like to be the treasurer that should work out for me. And I just wrote my name and I told people and I guess people voted for me because I became the treasurer." Captains of the cross-country team were no longer named after Ben's sophomore year. The position caused arguments and division "that just made everything bad and not family like." Even though there were no captains, seniors were "expected to do really well because you're an upperclassman." Unlike other leaders in this study, Ben described holding no other leadership positions prior to high school. Similarly, Ben did not discuss relationships that encouraged him to seek leader positions.

During his junior year, Ben was also an executive mentor for the school's freshman mentor program. However, Ben declined to participate in the mentor program his junior year as he decided that the time demands of the position detracted from his ability to maintain grade performance his senior year.

It was really really fun, but it was the time consumption of the program that was just way too much. It was basically you get out one class every week to go and listen to the activity, the person that's gonna tell you what do you have to do for the program for that week and I just couldn't do it. It was cutting into my class time...I was a senior and I was taking a lot of AP classes so I wouldn't have time.

While Ben indicated that the mentor program worked because the freshmen started making better grades, he disagreed with how this occurred. Ben expressed concern

that the school spent \$40,000 to purchase the program and felt that the same end result could have been achieved forging informal relationships between the freshmen and seniors.

To this day I think it's a great program. I just think they spent way too much money and way too much time on it. I just think that they should stop doing that and just instead of doing the whole mentor program they should just have like a senior freshman sit down thing instead of the program...I don't think it was because of the activities I think it was more because of people actually sitting down like upperclassmen and telling them they actually cared it was like 'Well, you're not doing well. Let's talk about this. What are you having trouble with?'

Ben also described a difference of opinion with the selection process for some freshman incentive rewards.

**The venue.** For Ben, running on the cross-country team meant he had to make sure he was running well to keep one of the seven coveted spots on the varsity squad. Ben worked on conditioning and described how he worked hard and practiced to become better at running because "the more you practiced, the better you got. So my junior year I was better and then my senior year was just my peak and I got to do everything that upperclassmen could do."

Cross-country practice occurred before and after school and on Saturdays. Because cross-country was an individual sport as well as a team sport, Ben felt pressure to maintain athletic conditioning so that 'some underclassman's not taking your spot.'" Faster individual times meant better team performance. "My senior year I just made a

plan where I would just get out of school go home and just to homework until like ten o'clock and then take a shower and go to sleep which worked out pretty well but it was not fun.”

As the Spanish club treasurer, Ben was consumed with fundraising as the organization's goal was to earn money to send members to a festival in San Antonio. Ben recounted that the prior year's officers left a negative balance in the budget as some students failed to turn in money for shirts purchased. Much to Ben's relief Mr. Lutz, club sponsor, covered the deficit so Ben's group was able to focus on earning money to support the current year's trip. The Spanish club officer meetings focused on developing ideas for fundraisers and deciding when and how to raise the money to get them to San Antonio.

Ben explained that members in NHS had known each other for many years in school and that he was one of the few Hispanics in the organization. Ben described the role of NHS treasurer as that of a figurehead with no meaningful challenge associated with the position as the advisors managed the financial resources.

We were more focused on community service...so it was mostly the name...the treasurer didn't do like the budget thing not as much as the Spanish club. It was a lot of fun and I got a lot of service hours so it was great for my college application.

**What is leadership to Ben?** Leadership for Ben involved great responsibility and status. Ben characterized leadership as carrying great responsibility. Practicing leadership meant that the leader position comes with the responsibility “to not only

worry about your own problems you have to worry about what goes on with them as well.”

Ben had great admiration for the Spanish advisor and teacher, Mr. Lutz, as well as the cross-country coaches. “I just felt like I really connected with him with Mr. Lutz I don't know why it was just we could talk about anything. Who knows why but I don't know I can just relate to him. He's really intelligent.” Mr. Lutz provided Ben with a selfless example of caring kindness regarding past due club funds and provided an opportunity for Ben to assist other students in the Spanish class. Close relationships also developed with the coaches because the coaches worked out with the team so they could relate to what he was experiencing. Ben admired the coaches because:

They were really really good. Like the guy coach he was extremely extremely good like he went to college for running and he's extremely fast so it was just...it felt really good to just keep up with him your senior year.

Through Ben's eyes, these role models had achieved status within their fields as they demonstrated intelligence or physical prowess by being better than others. When asked about his own view of himself as a leader, Ben explained, “I'm just another person in the team trying to make everything better so yeah...it's just leader...sounds I don't know way too I don't know it's just hubris. It's too prideful.”

**Who is Ben as a leader?** Ben described himself with relational leader attributes and as someone who liked to organize and take action. He was a team player, though reluctant to think of himself as a leader, and recalled fondly the experiences of service as treasurer in two organizations. Ben recounted his experience:



It was really fun now that I remember. It's just remembering right now is like 'oh my God, yeah, I went through all of that. I was the treasurer.' It's just remembering things 'Oh well, that's nice.'... Well, like I wouldn't think of myself, like I don't think of myself as a leader but I guess other people kind of see me as one...I guess I can relate to people that's maybe because why they see me as a leader because I can relate to them. I'm nice I'm really nice and if something needs to get done, I'm like well 'O.K. let's just do this.' Just take charge and get this thing done and over with. Discussion is just not my thing. Still with these reinforcing experiences and displayed helping behaviors, Ben was reluctant to think of himself as a leader.

Even though I do like to take charge and whatnot I just don't like the simple fact of being called leader...just not my thing...it's just [being a] leader comes with responsibility and I have enough responsibility you know already so more responsibility is just something that if I choose not to do, like if I don't have to do it I won't do it.

Ben did choose to accept responsibility as the treasurer of the Spanish club. One of the fundraisers that Ben supervised was the candy sale. Ben was concerned with people taking the candy but not returning the money following the sale as the Spanish club had many members. Ben organized a team to help him with the collection effort.

I would have to go around and collect the money but I got a group of people that I could trust and...just told them 'Can y'all help me out and just go to rooms and I'll give you a name and you go to them and ask them if they have the money and

if so just go turn it into Mr. Lutz?' People actually went along with it and it went fine. It actually worked out really really well. I wasn't expecting it to but it did.

Ben displayed characteristics of striving for excellence and trying to improve both academically and as part of cross-country. Ben identified himself as not only a contributing member of the varsity team but also as a senior.

It [cross-country] was an individual sport if you think of it but at the end it was more of a team...you're doing o.k. your team doesn't have to be good. But once you get to like varsity then you're trying to win the meet and that's your goal you just like think of your teammates...you can't let 'em down.

The competition for the seven spots on the varsity team was intense because if a varsity member was not running well, he could be bumped by a junior varsity member who was having a good week. Even though the changes in personnel were for the good of the team, Ben described how arguments in the locker room ensued. Ben credits the close relationships between team members as being the key to working through difficult periods. The amount of time the team spent in practice encouraged the formation of strong friendships between team members that he maintains at the collegiate level.

As a senior leader, Ben was expected to take part in the development of the younger team members. The team was like a family and "you have to take care of your little freshmen and underclassmen and make sure they're doing O.K." Upperclassmen shared performance tips with him when he was new to the team; consequently, he also provided advice on what to eat and drink before races and helped underclassmen develop good running strategies to improve performance.

Ben reported using his skills working on college group projects. “I just take the lead and start telling people what to do which may sound bossy but I just want to get things finished and I feel that if I take control that things are gonna go faster, they usually do.” Ben credits the mentor program with teaching him “a way to be bossy without sounding mean or being mean or being looked at as being mean.”

### **BETH’S STORY**

Beth was a 19 year old college sophomore who was a senior drum major. Beth described the role as “the highest honor you can ever be given.” She attributed her involvement in band to the development of an attitude of perseverance and the ability to make good life choices. Beth was passionate about her role as leader as she worked to treat others consistently and lead as she would want to be led.

To obtain the role of drum major, Beth competed in a rigorous tryout process where she performed for a panel of impartial judges comprised of band directors not affiliated with her school. She shared the status of drum major with a friend with whom she prepared for the position. Candidates had to excel at marching because as a drum major “you have leadership abilities but you know they want someone who is also the best marcher. You don’t have to be the best player.”

Beth grew up immersed in the culture of band as her dad was employed as a band director. The objectivity of the selection process bolstered Beth’s sense of confidence as a leader as this reinforced to her that she deserved the role of drum major despite the

negative comments of some people that said she acquired the position because of her dad. Addressing the self-doubt, Beth explained:

I just felt like I needed to prove to them that I was just as good as my co-drum major because we had all made it. I wanted to show that I actually deserved it that I wasn't the weakest link. And so it pushed me to be a better leader.

Beth observed her dad's interactions with other band leaders from an early age as she grew to know "the ins and outs of the things that made it work and that made the band the way they were." Through the years, Beth maintained the identity of daddy's little girl as she worked "to be the best leader he ever had. And as I was practicing the marching skills...he just pushed me so much further." She earned the role of drum major in eighth grade and chose the path of majorette in high school to continue involvement in the band beginning her freshman year.

**The venue.** Band provided a highly structured, regimented platform where Beth practiced leadership under the supervision of the band director. The controlled environment supported maximizing the time allotted to prepare the band for public performances. Daily practices before and after school required the commitment of hours of time to perfect the Friday night shows. The award winning band had a long tradition of performance excellence which carried with it a sense of pressure for Beth to match or exceed expectations. The pressure of performing with excellence was present in this venue as Beth felt the need "to live up to what they'd done in the past or...try and be better than what they've done."

A day in the life of band began at 7:00 a.m. as drum majors had to be the first people on the field to position the 175 band members for practice. Members were closely monitored as no talking was allowed so as not to waste time. The long hours of practice and hard work led to the “serious business” of Friday’s public display of the drill learned that week. Beth expressed a great sense of accomplishment and pride when she blew the whistle to lead the band on to the field. “All that we’d worked for that week was over in eight minutes; but it was the best eight minutes of your life.”

**What is leadership to Beth?** Leadership as described by Beth is a life style that is grounded in good decisions. Leading involved making good decisions as Beth felt a sense of responsibility to be a good role model for others. The leader maintains a very high, public profile and is always a leader, even when not wearing the uniform. Being in a leadership position for Beth meant that when you saw people in the hallways:

You would have to make sure you knew their name and you were personable with them because if you don’t say hi back, they’re going to say ‘Well, that girl, she’s snooty. She’s not nice. I’m not going to respect her.’

It was important to Beth that she portrayed an image of authenticity in her role as she was cognizant that many people were watching her. “You didn’t want to it to be pretend you always wanted to be exactly who you were but who you were needed to be that leader.”

For Beth, leadership was hard work, required action to get the job done, and provided validation as a leader. She credits the role of drum major as developing within her the perseverance, self-confidence, and self-esteem to “just know that I can do it. I

know that I'm capable of doing it and I have the work ethic to be able to do it." The rigorous band practice schedule physically challenged Beth but "in the end you don't remember all the sweat. You don't remember 'Oh my gosh my feet were hurting on Monday.' I remember those performances and those good memories that I had." Success in band taught Beth that she could be a leader in other venues. When presented with leadership opportunities Beth recalled you "don't try and teach eight minutes of drill the first night of rehearsal. Don't try and do everything at once."

**Who is Beth as a leader?** When Beth leads, she leads by example, is in control, takes action, cares for others, and treats the followers with fairness. She enjoyed being in the leader position and "somebody that people look up to...when you are doing everything that you're doing. Leaders have to lead by example." Beth's time as drum major provided her with the opportunity "to be a role model and a leader. So I mean deep down it helped me and it made me just feel good inside and feel wanted."

The leader in control appeared as Beth wanting to do everything herself so as to insure that things were done her way.

So I would rather do it myself and know that it'll get done right than maybe say 'Oh well my friend so-and-so could do it instead.' No I'll just get it done because it helps me know that like it will be done right and so that's why I'm always drawn to being in the leadership position because I know...well not done right but it will be done my way. The way that I like it so it kind of makes me feel like well I wouldn't have to go behind them and redo it if they don't do it the way I like it. So I just tend to be in control of it...the situation. I think that all stems

from being in control of the band as the drum major and being in control of a lot of other things that I've just always done.

The desire to control provided a challenge for Beth as she shared duties with her co-drum major. Addressing how she shared duties, Beth recounted that she was the more outspoken, head strong one of the two; however, she recognized that she learned to:

Work with others and not always have it just be my way...I realized that we were co-drum majors and I can't do everything by myself...it taught me how to work better with others and I don't have to do everything that other people actually can help you with stuff.

Even in the informal setting, Beth's personality of dominance and control emerged as she explained she is the one that usually had the idea for the outing or planned the activity with her group of friends.

Beth connected her role model development to early experiences of taking care of younger brothers and pushing them along to keep them on track after her parents divorced. Beth assumed the role of mothering band members in preparation for Friday night football performances to "make sure the kids know what time to be in the band hall. Make sure that they've touched all parts of their uniform...And so it was mothering more or less."

Because of the highly structured, regimented nature of the band, part of Beth's job as drum major was to help enforce order among the members during band practices and performances. She described interactions with band members who were also her peers as "very fun sometimes and sometimes they were not so fun because you had to be to

in the leadership role to discipline them sometime and tell them you know you can't talk to your best friend that is standing right there." There were times when she had to remind members when it was:

Time to get down to business and be serious...so sometimes they'd be like you're my friend you don't need to talk to me like that. And so it was hard sometimes to know how hard you could be on them and how hard you couldn't be on them. You couldn't play favorites...so I really had to watch myself and try and be fair with my peers and treat them like I knew I would want to be treated by a leader that was in my position. You gotta be nice but not too nice. If you're too nice, they're not gonna come back at fourth-quarter.

Beth came to understand the importance of inclusion and the contribution that all members make. "You have to remember that everybody helps...everybody helps you get to your end goal, even if they are just last chair or even if they are just a freshman that just marches and doesn't even play their horn. They still help you get there."

The relationships with band members that Beth was able to foster affirmed and validated her experiences as a successful leader while interacting with the band members at the band camp's alumni night.

I went back and they were just like 'Oh Beth, we love you so much. We miss you.' And that was fun...seeing the freshman from start to finish from the day they step on the field as never marching before...and seeing how far they progressed and how much more independent they are and how much more



confident they are of themselves, not only in band but in everything...and just knowing that you helped that a little bit.

She enjoyed being asked to help with the development of a drum major candidate as she continued to be a positive role model for the next generation.

I taught a girl drum major lessons this year and it made me so happy that she even thought to ask me not because...I'm not that great or anything but you know it was like I helped her become who she is becoming and so it's kind of like a club. You're a drum major and then you see the next ones and the next ones you help them and mentor them and so it's just a good lifelong experience...it's really enjoyable.

As Beth transitioned to college, she realized that she no longer carried the title of drum major nor did she have the circle of her friends or her reputation. Making the transition to university life where no one knew her, she had to "find new people to be the leader of. My first year in college was really an eye opener because I had always been somewhere where they knew that's the band director's daughter or she's a drum major." Carrying the identity of leader, she was confident as she volunteered for duties in her new organization and reassured herself that "I can do this. I've done other really hard things before."

### **BOB'S STORY**

Bob was a 19 year old college sophomore who was a senior leader of the swim team and most valuable player (MVP). He was also a mentor with the freshman mentor

program at his school. In his role as mentor, he was responsible for communicating content lessons to a group of freshmen over the course of the year. He did not mention this position as a role of leadership; however, exposure to the content of the program may have had an influence on his development as he delivered the lessons of content to the freshmen.

Bob loved the swim team and wanted it to be successful. “Whenever you love something you want it to be the best it can be. You want it to become your own.” Bob described how the coach depended on him as he “looked to people who could perform well in an out of the pool and academically.” Bob explained that the coach carefully selected his leaders as the coach knew “I had the guts to stand up and lead people and some other fast people didn't...like Billy was great in the pool and could beat everyone but coach didn't really look toward him.”

**The venue.** Swim practice was after school with the coach directing practice. “We'd complain and gripe. But we would always just grind through the sets.” He described the coach as an intense athlete who worked out with the team. Because Bob learned that the coach did not “really care about freshman,” Bob was “terrified of him” and “wouldn't say five words to him in one practice” the first year. Over the course of that year, Bob managed to befriend the coach and “talk about politics or anything. And from that day on, he would look at me and he saw the potential in me.”

There was no official captain position as the coach suspended this designation due to divisiveness the position caused within team. Bob joined the swim team his freshman year in high school and was motivated to overcome his “kind of shy and not

very outgoing” demeanor. He developed swimming skills which were the foundation for his selection as most valuable player of the team his senior year; however, over the course of the high school years, Bob recounted how he began to emerge as a leader to fill a void on the team. After his freshman year, “All the seniors were leaving and I had to step up to the plate” because the juniors that year lacked leadership to guide the team. “As the seniors started to phase themselves out and leave [during] that transition period is whenever I started just feeling there’s not a team anymore.” Bob felt that the coach knew that the team needed leaders to keep it united.

He would just kind of look at me and say ‘We need a leader’ but he would never tell me to be one...coach would just kind of like stare at the person he thought would be the best leader and he would just give us you know that look ‘You know someone should really do that’ ...so it's mental once you step up you're forever going to step up and it becomes your role in the team.

Describing the roles of three senior leaders on the team, Bob explained that each leader took on a different role for the team which often coincided with the person’s temperament. He described himself as “the stern guy to keep everyone in line.” The funny guy would come in and make the team members laugh “whenever I was too mean.” The third senior would “poke fun at me whenever I was being too serious.”

Bob was responsible for showing up to practice every day with that “fiery attitude to just hit it and go hard every day. Coach could say swim fast but in the end he can’t make us swim fast. You have to do it yourself.” While Bob was a team member, his individual athleticism helped him develop the speed he needed to swim faster to

compete individually and anchor the relay events. As senior leader, he had to physically train as well as motivate others to train because they collectively pursued team success in meets with other schools.

The coach transferred his intensity and dedication to the swim team. At the swim meets the swim team walked into the pool venue in complete silence as “coach taught us to always be intense about what we were doing.” Other teams would go to meets and “be goofy, weird just all sorts of weird.” Prior to the start of the meet, the coach would have them form a circle right before the meet they perform the pre-meet ritual and recite the team’s creed, chant, and “just get us all just fired up” to swim.

Bob explained that coach “didn’t just come out and tell you things” he used “hidden message type things and just the music he would play” during workouts. Bob saw that the coach led by example which in turn would “make you learn to be a better leader.” For instance, the team creed was modeled after the Marine’s creed. When creating team t-shirts, the coach would painstakingly select a quote to embody unity and sacrifice for the team and family. Bob remembered “no one goes against the family. He never treated it like a joke he never treated it something less than it was and that's what really made it good for me.”

**What is leadership to Bob?** Leadership for Bob was multi-dimensional and included components of meeting the needs of the organization, power, and social awareness. Leadership for Bob occurs when the person sees a void or gap and steps up to fill the vacancy. As this process unfolds, power and social awareness for Bob as the leader appear. The leader who “steps up to the plate obviously was the most qualified to

become a leader and to lead.” Bob equated stepping up to the plate to being the duty of a leader if “there's ever an absence of leadership you step in to fill the void if you see a problem and no one's fixing it you step up and fix it. You be the first to volunteer.”

Bob explained that some natural born leaders never learn to step up for various reasons. “They never had the confidence to step up to the plate they're too afraid they're going to fail. They're too afraid the people are not going to like them.” Bob explained how the team “hated coach during practice but at the same time you loved coach so you don't have to be liked all the time but you have to be respected that's the biggest thing, earning respect and not abusing the power.” Summing up his perception of the practice of leadership, Bob explained from his experience, a leader was someone who either:

Got a promotion to a manager or just got a lot of money and didn't know really what to do with it and so you don't know the leaders until they actually have power. He can be the nicest guy as an employee but once they become a manager they can be just the biggest prick you've ever met. No one will like them and nothing will get done.

Bob observed as a freshman that there were different types of individuals on the team who interacted with team members and received different results. Bob considered his senior mentor the nice guy. The team mean guy was the “example that said don't be that mean and then there was the other guy he was too nice no one ever listens to him. And so you had to find the right balance in between those two.” Bob came to idolize the nice guy and learned to “give it your all no matter what happens...I told him that he was actually my hero.”

Bob observed that not everyone in his group who tried was successful at practicing leadership and described who became a leader as “hit or miss.” Bob expressed that Paul wanted “to be a leader so bad but he never could. So I mean he was just the kind of guy that stepped up and never got anything from it...He didn't understand how to manage different people.” For Bob leading team members was “just observing other leaders and trying to be like them and kind of adding my own personal flair to it.”

**Who is Bob as a leader?** Bob learned from others to be a role model and leader of the team. Bob remembered the coach’s subtle challenge to meet athletic performance goals during meets. When meeting with the coach before a race, the coach would give him the “look” and say “this one’s going to be slow and the other two are gonna do all right...but you have to step up to the plate now and so it's like, O.K. I will step up and do my job.”

Bob saw the coach’s stance toward freshmen as potentially a de-motivating factor that could encourage the freshmen to “become apathetic and just not care...so they needed the upper classmen there to push them.” Bob excused the coach’s position by suggesting that there were 30 on the team but only one of him. The job fell to other team members to “push those ones that couldn’t do it by themselves.”

Identifying himself as one of the best motivators on the team, Bob said at swim meets he would take it upon himself to fire up the team after the effects of the pre-meet rituals faded. Bob estimated the passion generated from the pre-meet hype would last about half an hour. He would go cheer for others at their races saying “What’s the motto today, gentlemen?” ‘I don’t know, swim fast’ I’d say, ‘No, it’s kick ass.’ Sorry if that’s a

little bit crude but it's the crude humor...the little bit of hazing that made you really love the team." Bob explained his use of hazing with team members as he built relationships. "I wouldn't do it to the extent that other people did...I mean I would haze the freshmen occasionally." Bob credited his treatment of the freshmen as being the foundation of lifelong friendships. He described his approach as "not just being the absolute meanest you can be all the time but being mean and being intense when the time is right."

Applying what he learned as he moved through the ranks of leadership, Bob came to realize the limits of his effectiveness with some team members as he recounted that he had "the power to make those freshmen's life literally a living hell; but you choose when to use that and when not to use that. I picked a few guys that could take it." Understanding the need to adjust his interaction style, Bob indicated "the ones that couldn't take it, you were nice to them but you had to learn to manage everyone differently." Realizing that he was unable to build relationships with everyone, Bob involved other teammates to reach out to those with whom he could not connect saying "hey, to talk to them and make them feel at home."

The desire to help teammates began in Bob's sophomore year in his effort to build team unity. "Even though I wasn't the fastest at that point even though I wasn't one of the loudest I still tried to help my teammates out." As the gap in team leadership became apparent, Bob just "started to get better and take more roles in my class." He limited his influence to people in his year of school as "you can't boss anyone older than you, it's just weird. So I took more responsibility in my class as we moved up."

Bob described behavioral changes as he grew into his role. "I guess more people

just would look at me and...when they started paying more attention, I started having to act better and so the more attention I got the more of a leader I became.” As a role model and leader, Bob described that he needed to avoid setting a bad example and refrain from bad behaviors that were contrary to the expectations of his coach and counterproductive to strengthening the team. The coach threatened to cut Bob and two teammates from the team after seeing a picture of them at a party if they involved underclassmen or if the underclassmen found out. “So it scared me enough not to ever want to do that again.”

Bob worked to build relationships and inspire others to love the team as he did. Bob was challenged by the ones who “don't want to listen to take you seriously.” Being undeterred, “you're not a leader for the glory. You do it for yourself and you do for the team.”

### **CHIP'S STORY**

Chip was a 20 year old college junior who was high school drum major. He began playing a musical instrument in junior high and held the position of section leader over his musical career. While this was his first real leadership role, somehow he always felt like “I was sometimes a leader and wanted to do those kinds of things but I had never had the real official chance to be a part of it and see if I could be successful at it.” Being a leader brought Chip great enjoyment and satisfaction and allowed him to “be in a position to learn how to lead other people.” Chip was driven to do his part to help the band grow and demonstrate performance excellence so that people would think “This is one of the best bands in the whole state and could compete at national levels.”



As he contemplated trying out for the role, Chip recognized he could contribute to the band by helping others improve marching skills. He wanted his contribution to be more than just playing because he knew his “playing wasn't all that great so I thought you know I'm really good at marching I really enjoy marching I can be the drum major and I can help all these other people march.”

He earned the position of drum major through a competitive application process and shared the role of senior drum major with his friend. During the tryout process, Chip was subjected to a questionnaire, interview, and spontaneous drill exercise. The drill requirement was not designed to see how much candidates could remember but was more about what would happen if the person forgot a part of the performance. “It was really to weed out people who when they got flustered and got to the point where they forgot...it was more about the seeing how you would handle if something were to go wrong.”

The co-drum majors knew each other really well as they shared classes and were friends since junior high. When they began working together “it came very naturally...we saw eye to eye on most of those things so there were no major conflicts.” Their functioning relationship taught him the importance of working together and how different views could be detrimental to an organization's performance. The drum majors sometime had differing views but were willing to compromise. “It really helped to teach me how to compromise and work things out and be able to put things aside for the better of the organization as a whole.”

**The venue.** Preparation for band performance began over the summer as they planned for the year and held the drum major clinic, band camp, and four to five hour practices Monday through Friday prior to the start of school. Band practice in the Fall was conducted before and after school. During the regimented practices, the drum majors were in charge of keeping order for the 130 member band and “being another set of eyes for the director...because he can't keep his eyes on every last member and see every little mistake.” The director and drum majors worked to “make use of every minute that you can get.”

While practicing, Chip was responsible for making sure that everyone knew the marching maneuvers learned over the summer. Fall practices were used to re-teach to those who may have forgotten or insert changes to make improvements. The drum majors were responsible for “reminding them what we learned and how it’s supposed to be and correcting those behaviors and those maneuvers” to make sure the band performed uniformly.

The fun of the performances on game days at the end of a long week of practice was the real payoff for Chip.

As a drum major that was the most exciting part because you are standing there in front of this great band in front of a whole stadium full of people and you are in charge of leading because at that point the directors are off the field it’s just the two drum majors and the rest of the band and if we didn't blow the whistle we didn't do anything. It’s a very cool feeling when you're down on the field and you

call everybody to attention to start and the crowd gets quiet because they're ready to see. It's really a great feeling.

The performance events reinforced the control of the position and affirmed Chip's position of authority. Performance success before family and cheering crowds validated his performance as a leader.

**What is leadership to Chip?** Chip's relationship with the band director seemed to play a big part in shaping his ideas of leadership. The position of drum major carried with it enforcement duties to insure compliance with norms of the band. Enforcement came with authority and credibility sanctioned by the band director. Chip also connected leadership with taking action, challenging members to improve the organization, and setting an example.

Chip described a collaborative relationship with his band director that helped him see accountability in leadership. The relationship helped him see that as a leader "sometimes there's other people that you have to answer to...you're a leader in some ways and he is a leader in another way so we have to figure out how we're going to make that relationship work." Chip's description of his connection to his director seemed to be more of a supportive working relationship than a deeper personal relationship experienced by other participants. In recalling the relationship, Chip indicated that the band director made sure that the band members knew that the drum majors had his blessing of authority and their actions should be respected by members of the band. When the drum majors identified issues that needed to be addressed, the director would "listen to what we would say 'All right, I'll have a talk with that person' and he really

supported us and helped us and listened to our opinions he didn't just ask for our opinions and do nothing about it.”

Chip recounted that the band was in a rebuilding phase in an attempt to once again achieve performance excellence. The band director pushed to get them to “play harder music, do more complex drills...we were on a very good streak of doing very well.” The band program was well known in the area and had a reputation of outstanding performances. “Everybody still talks about us when we go to competition... I wanted to help grow the band and make it successful to the point that you know you go to state and competitions.”

For Chip, leadership is demonstrated by setting a positive example for members, helping them to grow and make improvements to the organization. Being a positive example provides an opportunity for others to see how things can work in a better way. The leader should “really want to help everybody else within an organization whoever you’re leading and really make that organization the best that it can be and just be a representative of that organization as a whole.”

**Who is Chip as a leader?** As a leader, Chip involved himself to make a difference, be a role model, and help others. The role of leader also provided Chip with the opportunity to come to know the influence of power through the enforcement of rules, to motivate and encourage, and to become more aware of others. The experience also showed him that there needs to be a separation between the leader and the followers. Validation as a leader came from recognition and feedback on successful performances.

Chip summarized his main responsibility to the band members as being one of role model who was there with the members and responsive to their needs. “You know we weren’t supposed to be the mean evil rulers of the band that were like evil dictators or something saying ‘I’m in charge. You do what I have to say.’... You’re still one of them.” Some band members were sometimes less than enthusiastic about participating in the regimented practices. In his role as leader, Chip was responsible for motivating and encouraging those who might not be excited to be at practice.

We were very encouraging. It was a competition about yelling and being excited and running and getting there quickly and getting in your spot...the sooner we get out there and get going we’re going to be able to learn this and if we learn it well enough you get to go home early you don’t have to stay all night.

It was important to obtain the full cooperation of the organization members to make the most of the practice time to learn the maneuvers. Chip identified instances where his positional authority was challenged by some band members who would not listen. “They were just going to act up or goof off. So then you kind of did have to be the evil mean one in their eyes...you can't just do whatever you feel like because then nothing will get done.” He learned to work with those who “have a problem with authority and learning how to resolve those issues to where you can still lead them and maybe you're doing it in a way that they don't even realize you're leading.”

Friend relationships for Chip were complicated by the responsibility of enforcing expected behaviors of the members to maintain the band community. Chip was

concerned that his friendships might give implied permission to circumvent rules because he wanted to avoid treating band members differently.

There were times some of those people you had to get onto might've been closer friends...you couldn't really show favorites and so you had to separate what happens on the field and what happens inside and other classes. I might yell at them outside because you're acting up it's because it's part of my responsibilities as leading this band. Everybody's equal nobody's superior just because they are friends with the drum major. So you had to be able to separate the two worlds.

Chip internalized his role as leader and saw his reputation and actions being a reflection of him as well as his organization. He explained that he:

Couldn't go and act all crazy and wild and disrespectful because that would reflect badly back onto the band as a whole and so you had to make sure you kept your grades up you had to be passing all those kinds of things to perform in the first place and then just act the way you acted during the rest of the time that you weren't bullying other people or band members or anything like that you still had to be a figure to represent the band to the outside community.

Chip credits the role of drum major as fulfilling his desire to be in charge of projects after high school and the need to organize efforts to accomplish tasks. When working on projects, Chip explained:

Sometimes you just sit back and nobody really wants to step up and get things organized and your work tends to suffer because it's not being done in an orderly manner and getting everything worked out properly and so I never liked being in

that situation because I felt very awkward...So I really felt in those kind of situations I can step up and be the leader of the group and help everybody get organized so we can really focus in on what our work is and be successful at it and get a good grade or do good at competition things like that...I can't just sit back and let it just kind of go as it may. It needs to be guided and pushed along and I guess my personality in that way really leads to that because I'm sometimes very pushy sometimes overly pushy in trying to get things moving and organized.

### **JOAN'S STORY**

Joan was a 19 year old going into her sophomore year at college. She was captain of the girls' basketball team, president of the student council, and an executive mentor with the freshman mentor program. Her position with the mentor program was not confirmed until after the completion of data collection; as a consequence, the influence of her participation in that program may appear indirectly through the other two venues of practice.

Basketball was a passion of Joan's that had grown through playing the sport since she was five years old. This athlete was technically skilled on the court as evidenced by the fact that she had been a member of the varsity squad since her freshman year. The position of captain was appointed by the coach her senior year. Her passion challenged her to be dedicated to the sport "because I feel like if you're going to half do it, why do it?" Even before she held the position of team captain:

There was always a sense of leadership there; but I guess for the procedures they had to use, it was always the upperclassman to be the captain. But there would still be times like maybe on the court or in practice the captain or upperclassman may come to me and ask me what can we do in this situation or ‘Hey can you talk to so-and-so because she’s having these sort of problems’ and stuff like that.

**The venue.** Joan shared the role of basketball team captain with a best friend with whom she had played basketball since they were very young. Each knew what the other was thinking and they trusted each other. Joan explained the situation influenced how they worked together. “If she was there at the moment and she felt like she needed to take care of it, she would or if I felt like I needed to or if I felt like I needed her help I would ask her.” Joan explained that even though they were best friends, they had to remember to keep our “business and personal lives separated and so like when it was time to be on the basketball court and handle things that needed to be handled in practice we couldn’t goof around and joke like we wanted to.” Similarly, Joan had been friends with members of the student council since elementary so “when it was time for a meeting we couldn’t joke like we were in the hallway. So it was just a matter of knowing when we could play and when we could not play.”

Joan was elected to student council her freshman year and the role of second vice president. She was vice president sophomore and junior years before being elected to the position of president of the student body her senior year. Joan was tasked with running meetings as president, verifying that secretary and treasurer reports were properly submitted and filed, representing the school at special events the student council hosted,



and developing proposals for the administration in order to obtain permission to implement programs.

Joan had been part of student government all four years of high school and knew all underclassmen except the freshmen. Each class had a full slate of officers and then an elected group of officers represented the entire student body. Leading the student council sometimes meant taking on the role of trainer to support younger members of the council during the monthly meetings. Since these groups met simultaneously, Joan would help facilitate the freshman class meeting to train members and develop teams to effectively execute the duties:

We held our meeting together in the gym and we would be in our sections so each class was doing something. I would have to teach the freshmen ‘This is how you need to open up’ ‘Try this icebreaker.’ Half the time freshman wouldn't want to listen so it was like you have to be patient with it and so it was constantly...how do I say this...it was always I had to be there with the freshman so that's how I got to know them because they needed my assistance to learn what they needed to do so if they wanted to continue to be on student council.

**What is leadership to Joan?** Leadership for Joan was built on relationships. Through a relationship of mutual respect with coaches and advisors, she learned that the foundation of friendship “made it easier to communicate, if I was having trouble in my personal life or something... I knew I could count on them or if they needed anything they could count on me.” Having respect for the other person “makes the leadership process a little bit easier.” Describing future strategies for leading, Joan conveyed that

she learned that personal relationships between leaders and followers can strengthen bonds of trust between parties. Joan suggested that leaders should show followers “you’re down to earth and you’re friendly and you’re not some person that’s trying to run them and if you can talk to them and be down-to-earth that they will be more willing to listen to the ideas that you present.”

Joan views being a leader as a privilege and is humbled by the respect that people convey to her when they trust her and see her as dependable. “I know that I have the capabilities of being a leader and for others to see that in me makes me know that I must be doing some things right.” Leader behavior was encouraged from a young age as she was often asked to lead devotions or prayers in church. As she grew older, the requests continued to come so that by the time she was in middle school she was “often asked to do things that dealt with maybe a head position.” Even though Joan had been told she was a leader from a young age, she questioned her selection as a young leader.

A lot of people tell me that I was born to be a leader and I think that a lot of that comes from my mother and so I kind of feel like I just grew up under good parental guidance and so from that being involved in so many things young I interacted with a lot of people. Why me? Why not anybody else? But as I got older, I began to see like my momma always told me that I stuck out from others my age and so I found it to be quite special that people could trust me and I don't like to let people down.

Joan sees that leadership can be challenging as well as a learning experience.

You might have some people that look up to you. Some you may know of some you may not but with that said you always had eyes watching you regardless so you have to watch your actions and that's when it can be challenging. All in all it's great because you have the opportunity to help others. You also give yourself the chance to learn from others. Sometimes as a leader you have to put people before yourself because when you're leading you're...you're over like a body of people so you have to make the decisions that are going to affect everybody and not just one person.

**Who is Joan as a leader?** When leading others, Joan is a role model, an inspiring motivator, aware of her actions and the actions of others, accountable, inclusive of the opinions of others, an initiator of proposals, a helper, and reflective. She used her ability and passion to inspire her fellow teammates. "So when it comes down to the game and wanting to win like I know what needed to be said and what needed to be done to get the best results out of my teammates." Joan used the dream of achieving a championship as a motivating tool to inspire the basketball team to excellence. "Anybody would like to have the title of a champion behind their name...so that's our motivation, we want to be champions."

Joan let her passion for people guide her encouragement of others by displaying enthusiasm and doing her best regardless of the venue. "I like helping wherever I can and I felt like if younger peers can see me doing what's right then eventually maybe it can encourage them and motivate them to do what's right as well." She worked to be a positive role model and gave one hundred percent in practice even when she was tired

and did not feel like practicing so that “a negative vibe would not rub off on any other players because of her position.” Joan recognized that her example for underclassmen began in the classroom “because if we didn’t have good grades we could not play. So as far as that, I tried to keep my grades up and that way if one of my teammates needed help in a class, I could help.” Joan always tried to be a positive example. Sometimes in practice, the team wanted to play instead of doing “what we were told. Coach put me in charge of running the drills that needed to be done and so I guess that my teammates saw if Joan can do it, then so can we.”

Joan liked to help others and saw this attitude as being a positive example for younger peers who might be encouraged or motivated by her actions. She was always willing to help others and felt good when others “depend on me and trust me enough to help...the fact that the coach trusted me to get practice started without him having to be there helped me know that I had the capability of leading.” The trust of her coach reinforced her level of confidence and served as validation that she could handle the responsibilities of the position. She was personally accountable for her actions and “I knew that if I didn't get practice started on time or in the way that he wanted it done that not only I would get in trouble but the whole team. And then of course with that the whole team would probably be upset with me.” On the court, Joan assumed the role of coach as she and her co-captain were in charge of the actions and attitudes on the court. “So basically we were just in charge of making sure everything ran smoothly and offer encouragement to the other teammates.”

As part of student government, Joan learned to negotiate different types of relationships as she was accountable to the administration as well as the student body. She learned to develop alternate proposals and to anticipate questions that the principal might pose as her plan A may not always be approved as drafted. “I learned that in any situation you should always have a plan B.”

Joan understood the importance of including a variety of opinions in the decision making process as she “would usually present the main ideas and then ask for other opinions to correct it or to improve it.” One event she tried to get reinstated was the Candle Light pep rally that was banned junior year. She worked with the officers to develop a list of pros and cons for having the event as well as a list of precautions that would be taken to avoid problems of the past for presentation to the principal. “Even though he disapproved and didn't allow us to have it, we came up with doing something we called Senior Sunrise-Sunset.”

Through her experiences, Joan realized that she needed understand herself as well as others as she came to realize other worked differently. “It was challenging to be patient and understanding of others.” Joan came to know that she would get agitated if things were not done as she thought they should be; however, she understood the importance maintaining respectful interactions to accomplish the desired goals. In instances where opinions differed, Joan learned to listen to the opinions of others to work toward compromise.

Joan’s view of her success as a leader included her deep faith and relationship with God. “A lot of times people seek advice from that, outside of student council and

basketball.” Joan was still being asked to serve in her faith community. People continue to reach out to her and tell her how she impacted their lives. Joan explained she feels “good that I was able to impact somebody, but at the same time when I look back on the experience as the captain and president, I feel like I could've done some things differently...and maybe we could've gotten better results.”

### **KIP’S STORY**

Kip was a 20 year old college junior who held multiple leadership roles in high school. He was drum major, NHS president, student council president, senior class vice president, youth and government vice president, founder of the Leadcon program, and leader of his church youth group. The smaller high school afforded him the opportunity to be involved in many different venues. Kip was elected to his position in each of the venues by a majority vote except the drum major and church youth group role. The drum major role was acquired through a tryout process while he was a volunteer for the church youth group. Kip described his ascension to the leadership positions as “working my way up the ranks. By the time I was a senior in high school I was drum major and president or vice president of basically every organization on campus.”

Kip shared that he had always had a desire to lead. He recalled having to relinquish his governorship of the fifth grade classroom to a successor and subsequently having the successor impeached. “I didn't like the way was doing things so we impeached him and I became governor again.” He set his sights on the role of drum major in the seventh grade as the drum majors that year really impressed him and

inspired him to strive to attain that role. In a leadership class exploring values, Kip's best friend told him that his number one value was acknowledgement. At first Kip denied the value but "then I got to thinking about it, it was I like to be acknowledged."

**The venue.** The leadership program, Leadcon, was founded based on a discussion between Kip, then a high school sophomore, and the sponsor, Ms. Bell. In the conversation, they discussed the leadership of school organizations. A brainstorming session about the definition of leadership and what leadership meant to the organizations ended with Kip approaching the school's principal about sponsoring a leadership conference to develop the high school organization leaders. Dr. Doss instructed Kip to develop a proposal and submit it to him for possible funding. The proposal garnered the support of the principal. "He gave us \$700 and I planned it all just the entire conference by myself...it wasn't that big a deal but as a sophomore in high school I was just under so much pressure." Kip described the relationship with Dr. Doss as having evolved over the course of his four years in high school.

As Kip progressed through high school, attaining the title gave way to finding ways to make meaningful contributions in the positions he held. "Through Leadcon and through hearing about leadership through that first leadership conference, I really saw what leadership could do." Changes within organizations became apparent after implementing the leadership training through Leadcon. "The people who were now getting elected into these positions...saw what leadership could do. The level of commitment and effort and success that these organizations had was just awesome."

Prior band experience for Kip began with playing in the sixth grade and holding the position of section leader. He attributes successful attainment of the drum major position to “the combination of the interview and my passion that I brought into the interview and just my desire for the band to be successful and just my love for the organization.” He recalled that his band director challenged his understanding of leadership as he viewed the student’s ability to lead “as an oxymoron.” Although he acquiesced and agreed with the director at first, he came to a different realization as he learned more about leadership and he challenged that notion. “A student can be a superb leader especially at the same level as their peers.” Kip considered Mr. Barnes a friend as they had known each other since sixth grade. Mr. Barnes gave him authority “but I think a lot of times, he second guessed the decisions.” Mr. Barnes set the expectations and then “it was me reporting to him and saying this is done, what now?”

Band practice involved long hours which began in two weeks of summer band camp. Extended practices of two to three hour rehearsals at least one night a week were the norm during the marching season. “Friday night that was the highlight of my week every single week...It was just craziness but everybody knew what they were supposed to be doing...at pep rallies on Fridays, we’d march down the hallways of the school.” Kip had a great sense of pride whenever the band performed. “This is my band this is what we represent it was a really a prideful moment for me.”

Kip was also president for student council and NHS. Student council involved raising funds to support service projects that were focused toward the school community such as teacher appreciation week and a bonfire initiative to improve school spirit.



Leadcon was sponsored through the student council. NHS was included administrative work to monitor student eligibility as well as fund raising. NHS was best known for sponsoring an annual blood drive in which they competed with a neighboring school to see who could obtain the most donations.

**What is leadership to Kip?** Leadership for Kip was about “changing the status quo” as he saw the leader’s purpose as guiding a group of people to accomplish change. Kip described a transformation of his personal definition of leadership as his earlier interactions “with my followers was trying to inspire and to motivate them. My current definition of leadership is one who changes the status quo without change why do you need a leader there's nothing to lead if there is no change.” Kip’s view of leadership was shaped by a motivational speaker who challenged youth at a conference Kip attended with the notion that “if you’re not here to change the world you’re not really leading.”

Kip also explained that leadership appeared to him as situational because his style “differed depending on who I was leading and like the feel of the organization.” Foundational competencies for Kip which were developed through Leadcon included utilizing time management to be productive and acting with integrity. He came to see delegation was an essential part of leadership and necessary as he gave up control “over little nitpicky things that somebody else can do. I learned to practice maximum downward delegation.”

**Who is Kip as a leader?** Kip was originally driven to become a leader because of the status of the positions. “I think a lot of that was “hey get this title. Be this person.” Then when I have finally had the title and I was “Okay I’m president now what?” It was

“What am I doing?” Kip’s developmental experiences through Leadcon and personal passion for learning about leadership gave him the skills to successfully pursue ambitious goals within the context of the organizations to which he belonged his senior year.

One of his major goals was to become proficient in leadership in order to speak at Leadcon. Kip described himself as “a little narcissistic” his sophomore as he recounted the formation of Leadcon. Kip came to the realization that he just thought he “knew what leadership was you know ‘I’m a leader, I can do this.’ I was very confident in my abilities but I wasn’t prepared to teach leadership or to speak in front of anybody. I just didn’t have that capability.” As a result, “the first year we did it, I focused on logistics.” Juniors and seniors approached Kip after that first conference and said “Dude, this is awesome. This is a great experience for us...it was so much fun today.” This understanding fueled a desire to begin “learning about leadership and reading about it on my own and by the time the second conference rolled around ‘Hey, I want to speak. I want to speak at this thing.’ This is mine. I want to do it.” Ms. Bell pushed him to learn about leadership with “you have to give this forty five minute talk you’d better have your stuff down.”

Kip explained the lesson he learned about the importance of integrity and trust based on consequences from an inappropriate choice that he made. Kip learned the lesson of integrity after being confronted by fellow students for fabricating a lie to miss a student council meeting his junior year. His mentor and teacher, Ms. Bell, was extremely upset with Kip. He described the action on his part as “just stupid. I thought it was not a

big deal...It was the fact that I lied about it to an organization that I was going to take over. I lied to my friends...that's [a lack of] integrity at its finest."

Kip learned that he was deficient in the art of delegation his first year with Leadcon. The first year of the conference there were about forty attendees. Managing logistics included location, lunch plans, etc. "That first year I did not delegate and I was swamped." The second Kip admitted that he "was bad at it because I had a vision...and I didn't trust anybody with that vision. It's like this is my baby ... just leave me alone. I'll do it. My way's best. Your way's good, my way's better." By the time he was a senior, he was able to successfully practice delegation in his position. Kip recounted being NHS president and leading the annual blood drive as "cool because a lot of it I was able to delegate. It turned out really well.

Kip described the complication of leading his friends as drum major. Behavior problems appeared as "a lot of times they'd want to act a certain way or not do something." Kip explained that he had to be "a leader. I had to be a leader before I was a friend." One of the first things I told them guys I love ya'll. Ya'll are re my band. I'm going to do everything I can for you and more importantly ya'll are my friends; but when we're in the band hall or on the field when we're all in the stadium I'm your drum major first and then I'm your friend.

Kip developed an attitude of living a life with integrity. "If I did well while nobody was looking if I had good character while nobody else was looking that's going to transpose over to when other people are looking." Kip cited his father as instrumental in helping shape him as a leader as "he's big you know just do it. Just do the stuff that

you have to get done because that's part of being a man. So I was big on that and just doing things the right way.” Kip also elaborated on the influence of his faith in God and how he had grown to see that his leader abilities were God given. Kip’s faith led him to see that his ability to lead was a blessing as he thought “that was God working in my life to put me to where I am today.”

When Kip moved into college, he set his sights on taking a path that could lead to becoming student body president at his chosen university; however, he but was cut from the process in the fourth round of interviews. Kip described a disappointing experience but an attitude of resilience as he adjusted to the unforeseen change in his plans. “Oh timeout timeout you're gonna cut me? Did you see my resume?” It was such a humbling experience just to say ‘hey there are 50,000 students here and every single one of them is almost just as smart as you.’”

Kip was validated in his role as leader through relationships with his siblings who followed in his steps in Leadcon. He relishes the opportunity to return as an invited speaker and is honored to have Dr. Doss take notes while he speaks and agree with Kip’s observations related to the school. Kip found humility in the trust that others placed in him to hold his positions of leader. “We did it the way I led them to and it was successful.”

## **LISA’S STORY**

Lisa was 18 years old and entering her first year of college. She served as choir president and was also selected as an executive mentor for the freshman mentor program

her junior and senior years. This is the same freshman mentor program in which other study participants were involved. To receive this role, Lisa submitted an application and was selected by administration.

Having been involved in choir all four years of high school, Lisa obtained the role of choir president through a member election process where she received a majority of votes from her fellow choir members. The choir director also selected her as section leader her sophomore and junior years as he wanted someone “who was a good leader who could listen and pick out what was wrong and determine what was right” but could also communicate with other choir members without causing conflict. Lisa was also an informal leader of younger girls at her church. Lisa explained that she’s “always known that I was a leader. I mean just by my personality I’m a very outgoing bossy person.” Her experiences have shown her the complexity of leadership and taught her that leading also includes being a good role model as well as leading with humility and integrity.

**The venue.** The choir president’s job was much less demanding than the executive mentor position. One of the duties as choir president was to serve as the media representative when publicizing events. In addition to being president, Lisa was also the office aide to the choir director, lead vocalist in a quartet, and stage manager for their formal productions. “One of my main responsibilities for the spring show was backstage stuff for the choir and just organizing telling who to go when, who to be quiet.” For the quartet, Lisa played the role of organizer and designed props and selected costuming for their performances. She was in charge of “making sure everyone was up-to-date on stuff and practices...and outside of school stuff I helped organize that.”

As executive mentor, Lisa was charged with planning activities as well as general assemblies and celebrations for the freshmen as well as serving as “a motivator and an encourager” for her mentors. Lisa described the time commitment to the freshman mentor program as extensive. The program preparation began in the summer when:

The executive mentors met from 8:00 to 3:00 for a week did training for preparing for the year and then for a few days closer to the beginning of school that's when we...got to meet the mentors that we would be in charge of over the year. Then throughout the year we met twice a week one week out of a month.

Some mentors participated in the program merely to add a line item to a résumé. It was difficult to help mentors become better if they “didn’t want to be there, they just wanted to get it over with and have it look good on their résumé.” For those mentors it did not “matter how well you did it just matters that you did it.” Commitment to the purpose of the program was lacking for some as demonstrated by Lisa having a mentor removed from her team who was setting a bad example. Lisa described personal growth for the mentors who were engaged in the program as well as the development of lasting relationships with those in her group. “Most of them definitely grew individually and as a leader and there are several that I'm still friends with.”

**What is leadership to Lisa?** Leadership for Lisa was practiced with selfless humility and integrity through leaders who set examples. Practicing leadership meant “setting an example.” Lisa explained that while leaders may possess the credentials to hold a particular position, credibility of the leader may be at stake if ego causes leadership to be about the individual and not the group. The leader must keep the

interests “of the group in mind and not your particular interests” while practicing “selflessness and humility just learning that everything's not about you.”

Lisa identified the presence of positive and negative leaders who influence a willing group of followers. She suggested that leaders must be aware that even when not in an official “leadership position, it's important for you to always make sure you're doing what you should do because people are always looking at you.” Lisa explained “people will remember you not how you necessarily handled things when they were good but how you handled when they were bad.”

A successful leader for Lisa is someone with integrity who people want to emulate. “I don't want to be a leader that everybody's like “Oh yeah, she's really good at telling people what to do but I wouldn't want to be her.” Lisa challenged herself to do “what can I do to be a better person so that other people look at me and say I want that. I want to be that. I admire her. I look up to her.”

**Who is Lisa as a leader?** Lisa embraced the idea that as a leader she must set a good example for others. Through her relationships, she learned to be tactful and practiced patience, humility, and respect. She viewed herself as a work in progress and was developing self-reflection to promote personal growth.

Lisa fully accepted her responsibility as a leader to “set a good example and be the right kind of person that people should follow.” The high profile of her positions placed her at the top of her organizations where “just by nature everybody looks to you.” She recognized the commitment she was making to the role model as it meant having to personally change to be the person of integrity she wanted to portray.

I had to change a few things because I didn't always say the right things. I didn't always talk nicely about everybody and if I'm doing those kinds of things that's encouraging other people to do those kinds of things and that's not building up good leaders...it definitely made me a better person because when you're put into a position like that it definitely makes you do a lot of like self-reflection.

As a mentor, Lisa was encouraged to develop personal relationships with people within their organizations. Lisa explained working to get to know one of the mentors in her group and to understand how she could personally encourage this mentor because of the difficulties going on in her life. That relationship "opened up doors for me to spread kindness with her because I knew there were certain things she struggled with throughout the year." Getting to know her mentors helped her learn where they needed encouragement.

Lisa explained the opportunity she had to be a coach and encourage the mentors within her group. The mentors were the individuals who were directly responsible for interacting with the freshmen and building those relationships. She described the mentors' jobs as hard because "the freshmen weren't always responsive. I know it was hard for them because sometimes they just felt like they weren't succeeding in what they were trying to do but that was beyond their control." Coaching the mentors meant to "encourage them when it got hard and share with them situations that I had been in" and provide them with how she would handle a similar situation.

Lisa also realized that the development of personal relationships extended to her church life as she came to know that she was leading young girls through her life.



“Nobody had appointed me as a leader but just because of my nature and my outgoingness my ability to be outgoing and my ability to reach out to others and develop that relationship they looked up to me.” In choir, Lisa recognized the contribution that a strong bond between fellow quartet members could have to make a better vocal performance. “There was one member that we didn't like and so we are all trying to make ourselves a little bit better at that but it was just like bonding stuff...that we did outside school.”

The choir president position provided the opportunity to form and maintain relationships within the organization. Specifically, the relationship with the choir director taught her both positive and negative aspects of how to interact with people. “He’s a great person and he has really helped me a lot with my teaching...and giving me really helpful information but as my coach he often was very...instead of constructive criticism he was just critical.”

Lisa’s involvement with the mentor program taught her that different people have different perspectives and that it is important to step back and analyze the situation before becoming upset and instinctively reacting. Interacting with freshmen challenged her patience; however, she learned from the interactions with the choir director “how to be gentle...because if you're not gentle with them and you are forceful with them their automatic instinct is to fight back.”

Obtaining the position of choir president humbled Lisa because she “felt like everybody gave me so much respect and I just didn't feel like worthy of that I guess and so that was kind of a thing that I struggled with for a while was learning how

to...because I think humility is really important.” Addressing interactions with others, Lisa discussed the importance of earning the respect of others and drew a distinction between liking someone and respecting someone as she felt that you can respect without necessarily liking a person. “It's important for me to earn respect...it's important to me what people think of me in that manner. It is important that I do what's right and what's honest and I do things of integrity.”

While she leads with character, Lisa confessed that she is a “perfectionist. If I don't delegate it all gets done my way and I know that it's done right.” Delegating to others had to be accompanied by a great deal of trust on Lisa's part. “I have to be O.K. if it doesn't work out completely and make the best of it and that's something that as an executive mentor that I really had to learn how to do.” She learned the benefits of delegation and that the mentors needed those experiences to “grow because out of their failure they can learn how to become more successful.”

Part of Lisa's issue with giving up control through delegation was due to seeing herself as bossy. She traced the roots of this behavior to early childhood as she directed play with dolls. “Just like even from then I'm just very authoritative and I guess bossy has a negative connotation I'm really working on being more authoritative rather than bossy because bossy can be rude.” Lisa thought it was important to balance authority of the position with humility.

Like other participants, Lisa found difficulty with leading older peers. Being a junior in charge of seniors was difficult. “I felt like...it's hard as someone younger to be in charge over someone that's older than you and for both parties it's a struggle.” The

older mentors did not want to listen or accept advice from Lisa “even though I’m younger, I’m pretty wise for my years.” She struggled as she “didn’t always know how to get my point across so that it was still effective. If they didn’t listen I just kind of gave up.”

### **LYN’S STORY**

Lyn was 18 years old and entering her first year of college. Lyn was a lead executive mentor in the freshman mentor program. She was a two year veteran of the program, having served as one of three lead executive mentors her junior and senior years. Mentors were selected by the administration through an application process. She was passionate about the program and committed to making a difference in the lives of the freshmen. Lyn held the highest position in the mentor program of study those participants who were part of the mentor program.

**The venue.** The mentor program was purchased by Lyn’s school to help improve the retention and graduation rates of high school students. The program was administered by students and supervised by administrators and teachers. The hierarchy included the lead executive mentors, the executive mentors, and the mentors who were responsible for interacting with the freshmen. The lead executives were given a great amount of responsibility as they served as “connectors with administration and the students.” In that role, she shared responsibility with two other lead executives to plan events such as assemblies for the freshmen and teach the lessons of the program to other levels of mentors.

Lyn explained the program as being designed to provide foundational skills that could be used by students entering high school to achieve academic success. The lessons included study tactics, ways to manage stress, and how to make good choices. “A lot of the problem that we see is kids just don't care about school and they don't want to be there.” We were there to help “encourage them to pass their classes.”

Being a leader in the program was personal for Lyn as she remembered not having a strong support system as a freshman. Lyn’s high school had a population of approximately 2,000 students, making it difficult to develop friends. “Sometimes you don’t have the same classes as your friend and then you don’t have any friends and so then you try to develop friends and they may not be the right friends.” The mentors from the program were tasked with establishing relationships with the freshmen to be their friends and “hold them accountable for their actions.”

Lyn and her co-executives divided up the work tasks to organize and prepare for events and assemblies. “We were in charge of making sure that our executive mentors had been taken care of and we had a lot more contact with the administration just to help define and route where people should go.” She shared lead executive duties the first year with two lead executives who shared her passion for the program and support from the administrators was strong. The second year was more challenging as the other lead executives had “different personalities than me and so it was hard for us to communicate well with each other.”

Lyn’s relationships with the administrators and sponsors of the freshman mentor program spanned two academic years as she was one of the original leaders of the

program. She saw the relationship with the administrators change over the two year period as the administrators seemed more excited and apt to be involved the first year of the program. A lack of communication and cooperation presented challenges that strained her personally and threatened the effectiveness of the program because “the administration did not put as much effort in as I felt should've been done.” She found it difficult to remain positive as “you don't want to gossip or backtalk you want to be a diligent servant for both sides. And it was really hard where there was a lack of communication.”

Lyn felt the shift in support from administration as she saw a change in behavior enforcement. Inappropriate behaviors by mentors were setting negative examples for the freshmen and were not adequately addressed by the administrative figures. She indicated that she trusted the administrators at first; however, the second year the responsibility of enforcement was “more my responsibility. They would either do nothing or I would end up having to talk to them [mentors] about it which was very hard because I didn't feel like it was my place to.”

**What is leadership to Lyn?** Leadership for Lyn meant taking responsibility and “holding a higher standard for yourself so that others can hold themselves to that same standard.” Someone who practices leadership will step out with confidence to do whatever it is “because you know it's the right thing to do or because you know it's what you feel you should do.” A leader’s full commitment to whatever he or she is being asked to lead is essential. When making a commitment to something “commit to it. I

mean that's such a big word. People are depending on you as a team. Your team is depending on you. Every person is vital to make it work."

**Who is Lyn as a leader?** Lyn saw her primary role as a leader as being a role model who has integrity and is committed to the development of others. She took her responsibility as role model seriously as she was constantly looking to improve so that she could be a better example for others. She held herself to a higher standard to provide a good example for "my executives or my mentors and everything that I did whether it was in class or in school work or at work if they saw me, I wanted to make sure that I still had that friendly personality."

Lyn found great importance in "making sure what I say is lining up with what I do." She explained that being a leader is a challenge as it tests the character of the person.

You can say that you have integrity and you can say that you have patience but when it's tested that's what it really shows. I mean are you going to put your happy face on and be nice to this person even though they've aggravated you? Are you going to be the example? People are watching you whether you know it or not and that's really how you define whether you have true character not. If the people that are seeing you are seeing what you say stand up for.

Making the mentor program a priority was something that Lyn realized she was going to have to do once she "realized it was going to get tough it's like O.K. I'm either going to give this one hundred percent or not." This commitment made Lyn put the mentor program first in her school life. Lyn was fully committed to the success of the

mentors for whom she was responsible. She was always looking for ways to help “someone develop whatever they need help on.” Lyn connected the measure of her success as a leader to her commitment to her team as she worked to make sure “that was a priority for me because if...I'm gonna stay with it I'm going to be in it to have a successful team.”

Lyn worked with the program representatives to learn the program lessons to communicate them with the school's mentors who in turn shared the lesson with the freshmen. Lesson content included “a game and introduction and then a set of questions that would kind of relate to the game and then they would talk it out. So pretty much a game, instruction and talking it out.” Lyn explained that she took the example provided by the program representatives and then taught it in her own way. The lessons were presented to the executive team with high energy so Lyn “would try to reciprocate that to my group because I knew that would go well with them. They would understand it more if it was not just oh, I'm missing class.”

The purpose of the program was to enhance the lives of the freshmen. In the end, the lives of some of the mentors were changed as well. Lyn found it very rewarding to see that the investment she made in the program helped the mentors develop lifelong skills. She spoke with pride of one mentor that she had known since first grade that was shy and “it was hard for him to talk to people and for him to be a mentor was a huge thing. He's brilliant but socially it wasn't easy for him.” At the end of his second year, he was “talking to the kids with a lot more confidence. I thought that was so cool.”

Like other high school leaders in this study, Lyn discussed the struggles that she sometimes faced leading peers. “Sometimes it is hard because when you have someone that is your age that has leadership over you that can bring a lot of...just a little bit of tension.” The situation would be diffused as people would “make a joke out of it like, ‘O.K., boss lady’ and that would kind of bother me but you can’t let them have that power...O.K., whatever.” Lyn felt that those who were chosen for the executive positions were well qualified for their positions and were seen by others as deserving of the positions that “they were picked for the right reasons and it was evident to everyone that they were good for the position.”

Lyn sometimes searched for confidence to fulfill the duties of the position. The initial excitement of attaining the title gave way to the reality of the associated responsibility. There were periods where her confidence was tested as she found “it was scary because sometimes the responsibilities I had I didn’t believe in myself. I didn’t believe I could do it at all.” Once she attained the lead executive position she became concerned with being judged.

It was really exciting because at first you are put on a pedestal and you’re kind of just like ‘Yeah!’ But as I went through the year I realized how terrifying it really was once I figured out the discipline I had to have, the level of commitment I had put myself in, it was absolutely terrifying because if I didn’t do one hundred percent I was afraid that someone was going to judge me as a bad leader and that was last thing I ever wanted was that someone would think “Well she didn’t do



this full out then I don't have to do it full out." I wanted to be one hundred percent.

While Lyn explained that she and the other executives encouraged one another through the difficult times, her greatest source of consolation was her mom and her faith. Lyn's mom served as her sounding board and encourager during the hardest parts of the year. "She'd remind me of the good things about it and that there are people...there are mentors that really care about the kids...there would just be some days you would go in and feel like no one wanted to be there." Her mom was her biggest fan and provided early validation that supported her daughter as a leader. "My mom's always said that I'm a leader. The more I think about, the more I realize like...I don't think that a lot of people are told that. From age 3 my mom has always praised...you're leading your brother."

Lyn explained how feedback reinforced her confidence as a leader even in situations where she did not carry the official designation as leader. Positive feedback from others about her actions validated and affirmed to her how she was performing her role as leader. These encounters showed her that others noticed that she was doing a good job. "I'll just be talking to a group of people or just something completely just me doing what I do...then going back later and someone saying wow that was awesome!"

Lyn saw personal growth as a leader through her experience with the mentor program. She observed how she was making a difference and how not everyone was doing things as she was. She conquered her fear to make her feel that she was qualified and "deserved the title of leader."

## **TIM'S STORY**

Tim was a 19 year old college freshman who was a captain of the high school soccer team. Tim, a self-described “competitive guy”, played baseball before switching to soccer in seventh grade and continues to play club soccer at the collegiate level. Tim was captain of the junior varsity squad his sophomore year and played on the varsity his junior and senior years. Soccer became his passion as he developed expert playing skills and a love for the sport. The switch to soccer was “probably one of the greatest decisions I’ve made.” Tim was a mentor in the freshman mentor program his junior and senior years. While Tim did not consider his role to be one of leadership, he was exposed to the same program content as he was responsible for communicating lessons to the freshmen in his group.

**The venue.** The coaches considered input from other players in reaching their final decision to name Tim as one of four team captains. Tim explained that he “didn't really try to be captain...I had a leader mentality...I like to work hard but I'm vocal about it too.” Tim was close to both coaches and analogized the relationship with the goalie coach as that between a father and son. Workouts for soccer involved two and one-half hours a day of practice after school. The workout routine varied depending on the time of the year but always started with the leaders leading stretching. Off-season was more running and conditioning in the hot Texas heat while during the season “we more just practiced on the ball, worked on techniques.”

There were three other captains. Two of the guys were quiet and respected as leaders of the team. Tim explained they “were real quiet guys but everyone knew they

were leaders just because of the work they put in it.” The third guy had a difficult time as he lost the respect of the other players. “He was too confrontational and started to lose playing time, which made it harder for him to voice opinions and people to listen to him because they viewed themselves as better players than him and wouldn't listen to his critiques.” Tim assumed the role of the vocal captain because the personalities of the other captains “didn't really fit the talking role so I kind of stood up.”

The captains each took responsibility for the area of the field where they played. Tim indicated that the captains were not assigned specific responsibilities other than leading other team members by example. “We were really role models to the team because all through my four years the guys he picked as captains were hard-working guys that were good guys on and off the field they wouldn't cause any trouble in school.”

Soccer provided Tim with the opportunity to develop relationships with “a good group of guys...that I probably wouldn't have otherwise made... just [soccer] put me around a lot of guys that I normally wouldn't have been around and we found out we have a whole lot more in common.” Tim still considers the guys from the soccer team his best friends as they spent many hours like a family “hanging out at each other's houses on the weekends we were going out as a team...some of the best memories I have from high school...the jokes...I mean we laughed.”

**What is leadership to Tim?** Leadership for Tim was about leading by example, intelligence, working hard, and building relationships on respect. Tim reflected on his admiration for his role model who was the senior goalie captain his freshman year. “I remember always thinking freshman year I need to be like him.” The senior goalie

personally welcomed Tim to the team and told him “we're all one big family here especially the goalkeepers. He said if you need anything just let us know and so that kind of really warmed on me and gave me a sense of relief as a freshman.” When it became Tim’s turn to be leader, he “remembered the leadership qualities that I looked up to” when he was a freshman. He explained that he wanted to display those same leadership characteristics when he was a senior as he observed when he was a freshman as he “needed to be that guy that they admire.”

Tim described his role model as a quiet leader and really good at the goalie position as he “always did his best and gave one hundred percent and he was just a real team player.” The senior goalie impressed Tim with the way that he interacted with other players. “I never saw him get down on someone during a game...he was really just a good guy.” As a younger player, Tim developed a great respect for his role model as he looked up to him and saw how others were able to rely on him:

Because I'm sure his defenders knew if they messed up that he'd be right there behind them and I'm sure if his players knew that if they messed up in the classroom or outside in real life that he'd be there for them and so that's what I wanted to do.

**Who is Tim as a leader?** As a leader, Tim worked hard to maintain personal performance and earn the respect of his teammates. He believed in leading by example and acknowledged the benefits of building strong relationships to strengthen teams. Explaining the importance of respect in relationships, Tim had learned “it's not always what you know it’s who you know...you should respect everyone that you come in

contact with because you never know if they could help you out later in life you know with a job.”

He liked to be the hero and wanted to be seen as dependable. Tim worked really hard the summer before his senior year “not just because I wanted to be captain just because I wanted us to do well” because the team lost by one goal to the team who advanced to the state competition his junior year. Tim explained that he “really worked hard and wanted everyone else to work hard.”

Tim felt a great sense of relief when “they named the captains just because I worked so hard for it...as it was something that I’d wanted to be since my freshman year.” He was drawn to the status of the position as he recounted he wanted the armband signifying the position for:

The other team to see that I'm the captain to see that I can kind of conduct [the team] and I wanted the team to see that I'm there for them when need be and so it was just really something that I looked forward to and something that I wanted to be able to say that I was.

Tim held the dual role of leader and athlete and described his role as a leader of the soccer team as well as his personal commitment to perform to the best of his ability. There was always pressure to perform as he felt he had to be “a harder worker because I didn't want to look like a hypocrite in front of everyone so I mean I knew I had to work harder than the guy beside me.” As the leader, “I knew if I was running bad or if I was playing poor I wouldn't be able to confront somebody about them slacking off so I knew I never could slack off or no one would respect my work.”

Following the steps of his mentor, Tim reached out to the underclassmen and told them “if y’all need anything I’m here for you.” He recognized his competitive nature because of his long involvement with athletics which produced his need “to have a say in everything that’s going on and I like to try and help guys around me in order so we can win.” Tim was concerned that his teammates knew he was there for them on and off the field as soccer represented a mechanism to keep some of the players in school. “Because I knew there was a bigger picture behind the game. Soccer really kept some of them in school. I wanted to make sure they were really enjoying their time there enjoying staying in school.”

Tim explained that he liked to play the role of coach as he saw himself as a tactician who liked to analyze the games and the actions of other players. “I would take my notes and I would relay my notes to the guys like which players had which tendencies on the other team.” His position as goalie on the field gave him full view of the entire field “so by nature I’m supposed to be the most vocal one. I’m basically the quarterback of the team and I’m supposed to be the most vocal one telling them what I see.” When leading the team, Tim “tried to be the friendly figure that would sway someone into doing what they wanted to do without being so confrontational about it.” Tim worked to stay positive “because if you can notice someone did something wrong they can notice it too so there’s no real reason to point it out to ‘em they feel bad about it.”

Tim used pregame speeches to motivate and inspire action on the part of his fellow soccer players. He “wasn’t the guy that would get in the middle of the circle and

start yelling around and pushing guys and getting pumped up.” Tim developed a reputation of “never shutting up” as he shared information that he had learned from watching game films. This transformation occurred for Tim over the course of his high school career as he described himself as “normally pretty shy.” He saw the expectations created for him by the goalie position as the goalie is “the voice of the field.” Tim explained that he was instrumental in helping the team to play well as he had to talk and “to be the commander behind it all.”

Seven or eight of the team members were really good friends, having played together since seventh grade; however, the group of fourteen seniors on the squad lacked a cohesive bond at the beginning of the year. The coach pulled Tim aside one day and asked him to work on getting the seniors together and “talk as a group and not resent each other because there were four guys on the team really they just goofed around I thought too much.” He worked to know them better “and see where they were coming from.” Tim organized team dinners to improve the relationships and was excited that he made a contribution to that endeavor. “I organized the things and so that helped me see the picture’s bigger than me...it's bigger than my ego even though I may not like them at the surface I can at least try and see where they’re coming from.”

Tim understood the importance of being aware of the personalities of others on the team as he performed the role of team mediator. Some of the players were passionate and sometimes disputes would arise between teammates. “During the game, tensions get flared and so during half time I’d say ‘Hey come talk to me for a little bit’ because you have two guys going at it and it's a team sport for reason.”

Tim felt that his work ethic and commitment to the team gave him credibility with other players because he noted “if I’m slacking off then no one's going to respect what I have to say whether it's in the game or it’s off the field or whether it’s in off-season.” He explained that he noticed during the year that he would have to differentiate for team members when he was joking around and when he was being serious in a game situation. “That kind of made me realize that like in order to be a leader you can't...you can’t always be the jokester but you do have to be a team guy...you have to be able to get along with everyone.”

Tim explained that the experience with soccer made him always want to “step up and be the leader because I don't like people to do things for me I like to have a say in the way things are going that way if things don't work out well I can't complain.” He wants to be seen as dependable and the person on whom others rely in any situation.

## **EMERGING THEMES ANALYSIS**

The purpose of this phenomenological study was to understand the leadership experiences of rural east Texas student leaders in different high school venues and how these experiences shaped the development of leader identities in 18 to 20 year olds. Four central themes emerged from data related to the meaning of the contextual experiences which provided the opportunities for the identities of the leaders to emerge. Participants in this study engaged in relationships with others, led by example, developed leader authenticity, and were motivated to lead. The following sections analyze each of the themes and describe how the participants came to see themselves as leaders as they



experienced each of the themes in the different venues of practice. Table 3 provides an overview of the themes that emerge from the data collected in this study.

| Emerging Theme Analysis Summary  |
|--|
| Relating with others <ul style="list-style-type: none"> <li>• Authority figures</li> <li>• Officer peer relationships</li> <li>• Organization members</li> </ul>   |
| Leading by example   |
| Developing leader authenticity   |
| Motivation to lead <ul style="list-style-type: none"> <li>• Achieving the role of leader</li> <li>• Achieving, controlling, and exercising power               <ul style="list-style-type: none"> <li>• The presence of power</li> </ul> </li> <li>• Motivation to lead after high school</li> </ul> |

*Table 3.* Summary of Emerging Themes

The first analyzed theme involves the relationships that the participants formed as leaders in their organizations. The relationships included those with adult leaders of the organizations, peers or co-captains, and members of the organizations. The second theme to be analyzed is leading by example as the participants identified this as their principle purpose for being leaders. The analysis of leading by example provides insight into how the participants learned to lead by example and how they fulfilled this responsibility as leaders. The third theme of developing leader authenticity identifies the emerging dimensions of integrity, consistency of actions, trust, responsibility, accountability, respect, and fairness that participants mentioned over the course of the

interviews. These dimensions reflect the character identity development of the participants as they led their organizations. The fourth theme explores the role that motivation played in the identity development of the participants. The analysis of motivation includes drivers of internal motivation, socially constructed motivation, and the participant's motivation to lead beyond high school.

**Relating with others.** Participants formed and maintained multiple relationships as they practiced leadership across the different venues. Due to the nature of the participants' positions, interacting with others consumed much of their time. They built working relationships with authority figures, peers, and organization members.

**Authority figures.** The activities in each of the venues were supervised by an authority figure who was a coach, sponsor, director, advisor, or school administrator. The authority figures defined the roles of the participants by assigning discrete responsibilities and setting specific expectations. In a sense, the student leaders became junior directors, coaches or administrators for their organizations. The relationships between the authority figures and the student leaders provided the student leaders with opportunities to develop leader skills while actively practicing being a leader. Preparation for performance for participants in the venues sports, band, and drill team venues was highly structured and organized, closely scheduled, and subject to eligibility requirements. This preparation included lengthy commitments of time and extensive direct interactions with the coach or directors. Preparation for performance for the other venues also included compliance with eligibility requirements but involved planning, goal setting, preparation of presentations for assemblies or events, gaining approval from

administrators to implement changes or programs for the student body, administrative duties, fund raising, and formal skill development associated with the freshman mentor and Leadcon programs.

The depth of the relationship seemed to depend on the amount of time that the participants spent with the authority figure as well as the willingness of the authority figure to foster those relationships. Authority figures delegated responsibilities to participants based on the needs of the organizations and their own personal perceptions of the students as leaders. The participants assumed the authority of the positions and worked to develop good working relationships with the members of their organizations. For instance, Chip's band director:

Really pushed the band saying 'These are your drum majors. They're in charge when you're on the field. You need to pay attention to them. Respect them. Listen to what they say. They're not just nobodies that you don't have to listen to. You do have to listen to them.'

The hours of time spent to prepare for performances as well as the participation of some coaches in workouts provided a platform for the student leaders to get to know the authority figures and develop strong relationships. For example, the time that Tim spent on the soccer field enabled him to develop close relationships with both coaches; however, he analogized the relationship with the goalie coach as that of one between a father and son.

We both had a good sense of humor we both liked to joke around when we could but he was a hard-nosed coach so when he wanted to crack the whip he cracked

the whip and I think that kind of...developed my leadership skills as well as you need to be able to joke and have good time but I mean when he wanted to work he'd make you work and if you weren't then you'd be in big trouble but it was a real good relationship father-son even I really look up to him.

Relationships between the authority figures and student leaders evolved in different ways. Bob's relationship with the swim coach changed as he gained the trust of the coach as they became friends and could "talk about politics or anything." Bob grew to love the swim team, developing competence and skill as an athlete. Bob described how his coach engaged team members to be leaders on the swim team:

There would be instances obviously you would see there was a void [on the team]...that missing piece. Coach would just kind of like stare at the person he thought would be the best leader and he would just give us you know that look 'You know someone should really do that' and then you would either A step up or B step down. And so it's mental once you step up you're forever going to step up and it becomes your role in the team.

Ben also characterized his relationship with his cross-country coaches as a friendship and admired them deeply because the cross-country coaches actually worked out with the team.

With my coaches it was more of a friend thing you don't look at them as coaches you look at them as friends because you spend like basically so many hours with them you spend so much time with them you just build that close relationship. You know their family you know their kids... the guy coach he was extremely

extremely good like he went to college for running and he's extremely fast so it was just...it felt really good to just keep up with him your senior year being able to keep up with him...just talking to him even though you weren't able to talk because you were trying to breathe and he was just talking to you were just dying while he was just easing off and you were like 'Oh my God he's so good.' But yeah since they actually get to do the workouts with you it was like yeah, they understand my pain they know what I'm going through.

Similarly, Ben developed a close relationship with the Spanish advisor and teacher. "I just felt like I really connected with him with him. I don't know why it was just we could talk about anything. Who knows why but I don't know I can just relate to him. He's really intelligent."

Ava also spent hours on end practicing to perfect drill team performances. Earning her spot at the top of a very hierarchical organization based on member seniority her senior year provided her the opportunity to develop a close relationship with the director. Ava characterized the relationship as a friendship and described the depth of responsibility that came with the position. Having danced all of her life, she was highly skilled in the technical aspects of dance. The director trusted her to conduct practice; and Ava was motivated to develop her skills to choreograph routines for production shows. Ava described encounters that caused her to question the relationship as the director would sometimes invoke her position of authority to veto Ava's decisions and actions without definitive explanation.

I can remember that [the relationship] would be hard sometimes. What if you didn't agree with the decision they had made what do you do then? My friend's sister is a drill team director and just from taking dance my whole life I have lots of friends that are older that are drill team directors and so not every drill team is like this but our director...for me it was kind of like my friend. I've hung out in the drill team room all day and she would bring me lunch and that sort of thing but yet it was hard because then sometime she would turn 'But I'm the director, I'm the adult.'

Joan as basketball team captain and student council president described relationships of mutual respect with both her coaches and student council advisor. She was personally motivated to assume responsibility for tasks or duties required by her leaders. For instance, Joan indicated that a good relationship with the student council advisor helped her be prepared to perform at the state student council convention so she would know "things that I needed to do to make sure it was done when she wasn't around." Joan learned in her role as student body president that it is always a good idea to have a backup plan.

Once we had our goals set and got ideas down, I would write like an outline of questions I may need to ask or questions they would ask so I would have the answers to them. I would also give like an alternative option just in case the one we came up with was not going to be approved.

Kip developed a close working relationship with the new high school principal his freshman year that consisted of Kip developing proposals to ask for permission and money to fund and develop projects. Kip described that relationship as evolving where:

Most of the time I got what I wanted and then like as we got to know each other and as we got to spend more time together I think he really respected who I became like now when I go back to speak at Leadcon, he takes notes on what I have to say.

In contrast, Lyn's experience with the authority figures proved to be the most difficult of the participants. Lyn did not lose her passion for the program and desire to be successful in her role but found it difficult to maintain a positive attitude as she dealt with inconsistent behaviors she experienced with the administrators.

I felt like my junior year it was much easier because I had two other lead executives who were very involved and really still had the same passion I did for it and was willing to go beyond and so...The administration because it was the first year they were more than willing. It was a gung ho kind of thing. My second year was the biggest challenge. I had two other lead executives that weren't really involved. I mean they were involved, but it was a different kind of involvement. They had different personalities than me and so it was hard for us to communicate well with each other and the administration did not put as much effort in as I felt should've been done. So for a while it was feeling like I was the only one who could be that communicator because of the other two lead executives who were in it. But then it was even harder because the administration

wouldn't really cooperate. So I felt that was the most difficult and trying to stay positive through the whole thing. You know you don't want to gossip or backtalk you want to be a diligent servant for both sides [authority figures and mentors]. And it was really hard where there was a lack of communication.

Lisa explained that her relationship with the choir director taught her how not to treat people. She recounted that he had been a great resource as she moves into her choir teaching profession. "He taught me a lot of what to do but he also taught me a lot of what not to do... he was not always gentle with his words."

***Officer peer relationships.*** Participants often shared leadership as co-captain with peers who were friends. Others who were elected to fill an office such as that of president were friends with the other officers. For instance, Ava credited the cohesiveness of her officer line with the relationships they built outside of the practice gym.

So after every single game they came to my house or I went to their house that was something that really built cohesion. We were cohesive outside practice so when we showed up in practice you know we were all friends and so the team saw that we were united. I can remember when I was a member of the team we had a couple of officer groups that it was obvious that they weren't united on an issue. And they'd be standing on the stage teaching and it's obvious that these two don't agree with these three or they don't like what the captain's doing. With my group if we ever had those problems because we were friends and because we cared about each other, we discussed them behind the team not where they



could see. I definitely think the fact that we spent so much time together outside of the gym made a difference.

Joan described pre-existing relationships with fellow student council officers and the basketball team co-captain as well as other members of the organizations to which she belonged that dated back to elementary school.

When it was time to be on the basketball court and handle things that needed to be handled in practice we couldn't goof around and joke like we wanted to outside like may be at home or in the hallway or sort of things... And so it was like when it was time for a [student council] meeting we couldn't joke like we were in the hallway.

Bob and Tim described the closeness of the team leaders and how each senior leader took on a different role for the team which often coincided with the person's temperament. Bob explained his relationship with other swim team seniors:

We had a well-defined group of seniors there and they all filled a different position. Like I guess I was more the stern guy to keep everyone in line. We had a guy there and he was the funny guy. Whenever I was too mean, he would come in and make them laugh. When they needed someone else to talk to, we had the other guy who would poke fun at me whenever I was being too serious.

Tim expressed a similar arrangement where he shared responsibilities with his co-captains who were on the quiet side. Tim took the vocal role on the team because of the personalities of the other captains. "Everyone knew they were leaders just because of the work they put in it."

Ben summed up the NHS as being an organization where he had known the people:

For years because we've been in the same classes but yeah it was basically just going from one class to the meeting all together and then coming back and we were in another class and that was it the same students so wasn't really nothing new it was just, okay we've known each other we can actually work together.

***Organization members.*** Relationships with organization members varied as different organizations set different expectations for the leaders regarding interactions with members. Organization structures and expected outcomes sometimes framed the development of these relationships. Tim and Bob spoke of developing lifelong friends from their experiences. The familiarity and camaraderie created bonds where the friends shared jokes, laughed, had fun, and enjoyed each other's company. "It was about becoming a leader and looking out for the team but also about becoming lifelong friends for me" (Bob). Tim related his experience on the soccer team:

I mean we laughed...we joked around a lot...a good group of guys but...just it gave me a lot of good friends that I probably wouldn't have otherwise made...[the experience] put me around a lot of guys that I normally wouldn't have been around with and we found out we have a whole lot more in common so it was really good.

Some participants described being challenged by the duty of leading their friends, especially those who were responsible for enforcing behavioral expectations of team members. Being placed in the position of student director with authority over

fellow classmates and friends presented challenges for participants. Participants were caught between organization performance and maintaining relationships. The specific behavioral expectations emerged during the regimented practices and performances of the band, basketball, drill, swim, and soccer teams. Leaders found themselves correcting member behaviors that conflicted with the established norms of the organizations.

While the participants carried the authority of their positions to enforce the behavioral expectations, the coaches and directors were the ultimate authority figures for enforcement. The regimented practices to prepare for performances were highly structured and timed to insure the most efficient use of the limited practice periods. To maximize productivity, it was important to obtain the full cooperation of the organization members to make the most of the practice time.

Being drum major was Chip's first real opportunity to practice being a leader. Chip explained that despite the band director's support, there were instances where members still "didn't really see you as the leader sometimes or they might still see you as leader but just the way they behave they just weren't going to listen anyways and they were just going to act up or goof off." Chip was also concerned that his friendship status might make it difficult from him to enforce the rules that he was bound by his position to uphold. Correcting behaviors of friends proved problematic as sometimes some friends justified their actions by thinking:

Well I'm friends with the drum majors so they're not going to call me out on anything so I have a little more leeway and that was part of it you couldn't really show favorites and so you had to separate what happens on the field and what

happens inside and other classes that I might yell at them outside because you're acting up it's because it's part of my responsibilities as leading this band and I have to maintain a certain community that everybody's equal nobody's superior just because they are friends with the drum major. So you had to be able to separate the two worlds. (Chip)

Chip's leader experience identified for him the need to strike a balance between the official position as leader and being a team member because sometimes he felt it necessary to be strict with members while other times he could be "their leader and you can still do fun things and enjoy the time that you're having."

Kip who was also a drum major but had more leadership experience than Chip concurred that the friendship status did complicate the relationships with band members; however, he used direct communication to identify the requirements of his role and make sure that his friends knew that their relationships were important to him.

I was leading my friends. A lot of times they'd want to act a certain way or not do something. As a leader I had to be a leader before I was a friend. And so when I became drum major my senior year in high school I...one of the first things I told them 'Guys I love ya'll. Ya'll are my band. I'm going to do everything I can for you and more importantly ya'll are my friends; but when we're in the band hall or on the drill field when we're all in the stadium I'm your drum major first and then I'm your friend.'

Beth likened her disciplinary interactions with band members to a mother/child relationship where:

It's always a never-ending...it's almost like when they're with you, you're like their momma. You gotta be nice but not too nice. If you're too nice, they're not gonna come back at fourth-quarter 'Oh I won't get in trouble for being four minutes late.' Four minutes is a big deal. They [football team, crowd] want us. The football team needs you and so you have to make them [band members] respect you. But you also can't be too mean.

Ava described the transition from dance team member to drill team captain her senior year:

The drill team is really structured by seniority and so when I was a junior and then the girls that were sophomores who were new members on the team and I was in my second year on the team you know those were all of my close friends that I hung out with and things like that and then when I became the captain those relationships kind of switched and so they were still my friends but when we were in practice, I wasn't in line laughing and talking with them anymore.

As the leader of a fifty girl team, Ava used interpersonal skills to address performance issues when dancers were not performing to expectations. Ava described approaching drill team members as friends to overcome the talking problem that was prevalent in practice:

[I] just got on their level like we're friends you know that seemed to help and that was kind of towards the beginning like probably the Fall and that was a defining moment in my leadership... I can remember that it was very intimidating even towards the end when you look out and there's 50 of your

peers staring at you. You know that's intimidating and so it took me like probably into my Fall semester to really get to where I was comfortable leading them. And then by the end of the year it was almost like you were too bossy because you're so used to bossing people around.

Some participants expressed that the age of the members they were leading was sometimes a factor. This was particularly challenging for the leaders when they held positions of leadership prior to their senior years. Even though he identified a swim team senior member that he wanted to emulate when he was a freshman, Bob felt he had to limit his sphere of influence to his fellow classmates. Age was a factor as Bob felt uncomfortable using influence with upper classmen when he was in the lower grades. The age differential impressed upon Bob that "You can't boss anyone older than you, it's just weird. And so I took more responsibility in my class as we moved up." Bob built relationships with people his own age but was still challenged by those who chose not to take him seriously.

Lyn shared Bob's concerns regarding age in the structured freshman mentor program. The tension was relieved by making light of her direction; but some members were resistance to Lyn's positional authority and guidance.

Sometimes it is hard because when you have someone that is your age that has leadership over you that can bring a lot of...just a little bit of tension. Some people don't feel right about it. So sometimes that would be just like a concern with people and they would be like just make it joke out of it like, 'O.K., boss lady' and that would kind of bother me.

Likewise, Lisa was placed in the same situation as an executive mentor of the program where she was directly responsible for senior mentors during her junior year.

I was in charge of people that were older than me and so that was a really big struggle because like they didn't necessarily want to listen to me or take my advice because even though I'm younger I'm pretty wise for my years and so there were a lot of things that I'd already experienced a lot of things that I had already learned that they didn't know and I wanted so badly to share those things with them and tell them how to improve because I was younger they didn't take those things into account and so that was pretty difficult and I didn't necessarily always handle the situation... just because I was new and I didn't always know how to get my point across so that it was still effective. If they didn't listen I just kind of gave up.

**Leading by example.** The high profile positions in all venues placed the participants on public display and made their actions subject to scrutiny by others. When asked to describe their roles as leaders, the participants explained that their main responsibilities were to lead by example. The student leaders followed in the footsteps of other leaders, learning how to conduct themselves and what to do from observing those who previously held the positions. Early involvement in the venues provided multiple years to watch different leaders. Long histories with the organizations gave the participants the opportunities to be leaders of their junior varsity squads, bands, or classrooms. This early involvement enabled participants to observe the behaviors of others and determine whether they wanted to continue with the programs, dedicate time

to personal preparation, and pursue the leadership roles as they aged. Once the participants became leaders their senior years, they shouldered the responsibility of being the role models for the next generation. For each position in each of the venues, participants were aware of the responsibility to be a positive role model and positive example for the good of the organization.

For instance, Ben conveyed that he was the recipient of knowledge to improve his cross-country running that the upperclassmen shared with him as a freshman. When Ben became a senior, he described the team as a family and recounted “you have to take care of your little freshmen and underclassmen and make sure they’re doing O.K.” Tim revered his senior mentor and developed a need to be like him.

I need to be as big as him as smart as he is I need to be as good as he is and so he was a captain too. I mean it really gave me a role model and that’s when it came to my junior and senior year and I was like well I want these guys down here to be saying I want to be as big as he is. I want to be as athletic as he is. I want to be as smart as he is and anything else. So it was really my freshman year when I saw the leadership qualities in the older guys. Then when it was my turn to be that leader I remembered the leadership qualities that I looked up to and I said okay well if I admire that then they’ll admire that too. So I needed to be that guy that they admired. So even as a freshman I could see what it took to be a leader on the team and I could see what guys expected because I had good leaders ahead of me.

Bob also had a strong relationship with his senior mentor:



When I was a freshman, he taught me to just give it your all no matter what happens. And I told him once I graduated that he was actually my hero back in high school. I would pick out those guys on the team to look up to and I wanted to become that guy by the time I was a senior.

Beth gained satisfaction from being seen as a leader and having others look up to her as she carried out the traditions of the band in her own way.

It just really made me feel good to be a leader and be somebody that people look up to and be a role model and be something that you know people look to when you are doing everything that you're doing. Leaders have to lead by example and you know carry on traditions and everything that it stood for. As a leader it was very exciting to be put in that position. And it was a learning experience in itself but I enjoyed being taught by people that had already been in that leader position. My stepsister was in the same position a year before me and so I had learned from her and saw what she did and said okay I want to do it that way or I don't want to do it that way.

Joan also understood that her example for others began in the classroom because athletes who were failing classes were ineligible to play. She adopted characteristics of the coach on the basketball court and assumed responsibility for making sure everything ran smoothly during the game situations.

I tried to keep my grades up and that way if one of my teammates needed help in a class, I could help. In practice I tried to always lead by example. Like a lot of times when we would practice you know it was kind of like a playtime or we

don't want to really do what we were told. So with that being said, a lot of times the coach put me in charge of running the drills that needed to be done and so I guess that my teammates saw 'O.K. if Joan can do it, then so can we.'

There was a desire on the part of the leaders be a positive example regardless of where they were observed in their daily lives.

I wanted to be better so that they could be better. So holding myself to that standard so I would be a good example to my executives or my mentors and everything that I did whether it was in class or in school work or at work if they saw me, I wanted to make sure that I still had that friendly personality. Even though I'm actually friendly anyway so like it wasn't too hard; but being a leader by being an example and also just if I felt like something wasn't right in a situation or if I feel like something could have used some work or a change.

(Lyn)

Similarly, Lisa felt that:

People are going to follow they just need the right person to follow. So I feel like as a leader it's my responsibility to set a good example and be the right kind of person that people should follow and set a good example just in everything just in like your thoughts and the way that you view life and the world and things like that because I think that's gonna make people remember you not how you necessarily handled things when they were good but how you handled when they're bad is when people look to you for being a leader.

Ava closely screened her social activities based on what she learned from older team members:

Older girls that I took dance with I could just remember them talking about you know how important it was to follow all the rules and not be crazy on the weekends and to not take part in that stuff because drill team was always... whenever I was on it was always so big on you act a certain way and there's no tolerance for acting another way and so that's something I always took very seriously and for other reasons because of my parents and I was also a leader in my church but with drill team whenever we would leave especially in my senior year I was always careful you know before we would have dances and things like that I just chose where I went very carefully.

In contrast, Bob learned that setting a bad example can have disastrous consequences for leaders. A decision on Bob's part to attend a party where alcohol was served led to pictures being published on a social media website.

Coach actually found a picture of us... the three of us at a party my junior summer and he pulled us in he said 'If you bring any of the underclassmen to any of these parties or if they find out about this you're off the team.' And the picture, it was just us there it wasn't us doing anything besides one of us which wasn't me we weren't doing anything we were just there to hang out with people. But the fact that he made us responsible for our actions and he said... I mean we love our team and he just said if it happens again you're off. So it scared me enough not to ever want to do that again.

**Developing leader authenticity.** The leadership experiences provided participants with opportunities to form relationships and set examples for organization members. Participants drew upon personal values and character attributes to guide their social construction of the relationships with followers. Integrity, consistency of actions, trust, responsibility, accountability, respect, and fairness were present as participants reflected on what it meant to be leaders. The patterns that emerged imply a foundation of authenticity in these developing leaders as they worked to act consistently and behave with integrity. Further, many of the leaders in these high profile positions mentioned of the importance of trust and respect in relationships.

The positions the participants held made them recognizable figures in their schools and communities. Holding the role of captain, president, or executive placed participants in the spotlight and taught them to be cognizant of their actions. Being a leader for Joan meant that “eventually you might have some people that look up to you. Some you may know of some you may not but with that you always had eyes watching you.” Holding the position for these leaders meant their actions were scrutinized and judged. For Lyn:

People are watching you whether you know it or not and that's really how you define whether you have true character not. The people that are seeing you are seeing what you say stand up for so... I was afraid that someone was going to judge me as a bad leader and that was last thing I ever wanted was that someone would think ‘Well she didn’t do this full out then I don’t have to do it full out.’ I wanted to be one hundred percent.

In the same way, Lisa emphasized the importance acting consistently in all areas of her life:

I really had to watch the things that I said and the things that I did publicly because as a leader you're placed into a position I mean just by nature everybody looks to you...I had to change a few things because I didn't always say the right things. I didn't always talk nicely about everybody and if I'm doing those kinds of things that's encouraging other people to do those kinds of things and that's not building up good leaders and so in my life that meant that I had to change a few things and it definitely made me a better person ...because I don't want to be a leader that everybody's like 'Oh yeah, she's really good at telling people what to do but I wouldn't want to be her.'

Leaders wanted to demonstrate integrity to earn the trust of the followers through their actions. Ava recalled:

Being captain of the drill team kind of went out into all areas of my life because I took that really seriously and that's something my whole officer line took really seriously just that we were not...we were gonna be above reproach and I was never going to have anybody ever question what I was doing simply because I wanted them to act that way and so I didn't want them say 'Well, you don't act that way.' I wanted there to be no question as to the way that I acted.

Kip learned a valuable lesson of integrity that could have had disastrous consequences and could have cost him the trust of his followers his senior year.

It was my junior year in Student Council and they were going out for a dinner... and I had said I was going to be there and I said I had the SAT the next day and I also wanted to out with another group of friends. So I said 'Oh well, Bill's uncle is in town' Bill and I came up with this 'Bill's uncle is in town and he wants to take us out to dinner.' And we ended up going out with this group of friends before the SAT. So we skipped out and some friends saw us at the restaurant we went to and you know they talked and I've never seen Ms. Beckham more upset with me in my entire life and it was just a stupid thing. I thought it was not a big deal. I'm missing a dinner for lock-in. It was the fact that I lied about it. I lied to an organization that I was going to take over. I lied to my friends. And right there...that's [a lack of] integrity at its finest.

Trust, responsibility, and accountability went hand in hand for Joan as her coach trusted her with the responsibility to start practice, and she held herself accountable for team satisfaction.

The coach trusted me to get practice started without him necessarily having to be there helped me know that I had the capability of leading and being responsible and having responsibilities as a leader. Because I knew that if I didn't get practice started on time or in the way that he wanted it done that not only I would get in trouble but the whole team. And then of course with that the whole team would probably be upset with me. So just having such responsibilities on my shoulders helped me stay in order and get the things I needed to get done.

Accountability and responsibility for Tim occurred as he followed through with taking measures to strengthen the team.

Then coach pulled me aside one day and said ‘Hey I want you to do this because I don't know if any of the other captains can because they don't really talk much’ he said ‘I want you to get all the seniors together not all the seniors but all the varsity players’ and said ‘I want all y'all to talk as a group and y'all not resent each other’ because there were four guys on the team really that they just goofed around I thought too much laughed too much didn't try hard enough and so I really kind of had to see where they were coming from and so I think that was my biggest challenge was being able to let that all go and accept them for hey I mean they're good players and they're good guys they just...they like to make things what I thought a little bit too much fun but in their eyes I'm sure they saw it differently and so it was really difficult to just blend them all in especially the guys that came in late I mean there were a few seniors that had only been in the program for two years and so I think that was probably the most difficult was getting the whole team together and being in charge of that really.

Tim saw his duty as working really hard so that people could see he was fulfilling his responsibility to the team. “If I come out here and I'm not busting my butt how do I expect anyone else to?”

Similarly, concern for the longevity of the team and his swim coach's subtle suggestions encouraged Bob to mentally want to volunteer and assume responsibility for the development of the team. Bob saw his responsibility as supplementing the coach's

influence by motivating others on the team to perform their best. Bob saw his duty as a leader as taking accountability to fill the void in the absence of leadership. “If you see a problem and no one’s fixing it you step up and fix it. You be the first to volunteer.”

Lyn expressed that being the leader means taking responsibility and having confidence to lead in different circumstances, even when the best direction may be unpopular.

Being a leader means that you’re willing to take the responsibility of whatever you have been chosen responsible for. Being a leader means not necessarily always following the crowd...or being willing to do whatever it is...even if it’s different or weird or out of the norm but leading and having confidence in it and stepping out doing what you believe or doing what you're supposed to do because you know it's the right thing to do or because you know it's what you feel you should do.

Participants expressed different understandings of respect. Drum majors Chip and Beth displayed friendly actions both on and off the field to garner the respect of band members.

You would have to carry your leadership throughout the day because you’ll see people in the hallways that say, ‘Hi drum major, hi and they would say hi’ and you would have to make sure you knew their name and you were personable with them because if you don’t say hi back, they're going to say ‘Well, that girl, she’s snooty. She’s not nice. I'm not going to respect her.’ And you wanted them to respect you on and off the football field. So it was a sense of you had to always



have on your best face. And you didn't want to it to be pretend you always wanted to be exactly who you were. (Beth)

If they see you as just another person they have more respect for you whereas they might view a leader who doesn't interact and feels superior to them they might stray away and say you know 'Well he just thinks he's so special because he's in a leadership role. I'm not going to listen to him because he doesn't know what it's like.' (Chip)

Tim earned respect through his work ethic and performance as well as how he treated the underclassmen.

I mean I knew if I was running bad or if I was playing poor I wouldn't be able to confront somebody about them slacking off so I knew I never could slack off or no one would respect my work for it. So it really just kind of made me a harder worker because I didn't want to look like a hypocrite in front of everyone so I mean I knew I had to work harder than the guy beside me...I think they all liked me and they all respected me as a player and a person as well and I mean I like that the most. Just cause I think that's really a big deal just to have their respect as people and I've always been taught it's not always what you know it's who you meet so I try and always be the best people person I can and I think I left that impression on them...I think soccer showed me that you're not always going to agree with the people in charge but you have to at least respect that.

Joan had experience in many different leadership roles and had come to understand the value of respect in relationships:

Working with different people also different age groups and such things are challenging because you have to be respectful of everybody that you come in contact with as well as understanding. Of course everybody has a different opinion that you have to be mindful and respectful of.

Joan described her relationship with the basketball coaches as one of mutual respect that “made it easier to communicate if I was having trouble with something like my personal life or something, it was easier to communicate with them because I dealt with them or I was around them often at school.” Joan internalized what she learned from her coaches for her personal leadership development.

I feel that if you show any body that you're leading or that you might be over that you're down to earth and you're friendly and you're not some person that's trying to run them and you can talk to them and be down-to-earth that they will be more willing to listen to the ideas that you present them as well. They'll be more willing to trust you as well. So I just feel like if you can build more of like a friendship but still have enough respect or display yourself where they will have enough respect for you that it makes the whole leadership process little bit easier.

While Ben saw differences of opinions come from different life styles, he maintained that it was important in relationships to maintain mutual respect:

By just understanding that people have different views and different lifestyles. So if you're wanting to change someone it's not gonna happen...I learned that some people have different opinions and that's basically it you gotta respect their

opinion and the same way they respect my opinion if they don't then you know oh well.

For Lisa:

It's important for me to earn respect but I understand that some people just don't go well together and if you don't like me that's okay but if I've earned their respect...respect me. And so like it's important to me what people think of me in that manner that is important that I do what's right and what's honest and I do things of integrity...In order for you to be an effective leader it's important that you develop deeper emotional relationships and that you develop trust with people because it's a lot...as a follower sometimes it's easier for me to follow people when I trust them.

Fairness was also important to participants as Ava and Beth voiced concerns about treating others equitably. They wanted to be perceived as unbiased as fairness was important when there were behavioral issues. Ava was passionate about treating people with hidden or obvious differences fairly:

Yeah, obviously this girl's a different color than this girl. And so for me that was always easy...but what's hard is to treat people fairly that are hard to deal with you know it's not just something that's out of their control...you still have to treat them fairly. So that was something that I learned a lot about my senior year because before you're a leader you can just kind of roll your eyes and shrug and so my senior year I really had to reflect on that.

Beth came to understand that everyone made a contribution to the band and that as a leader she needed to treat others as she would want to be treated.

You have to remember that everybody helps...everybody helps you get to your end goal, even if they are just last chair or even if they are just a freshman that just marches and doesn't even play their horn. They still help you get there.

Because without them there would be a hole and so it definitely taught me that everybody matters and everybody is put here...put in the band put wherever in the situation for a reason even if I just don't see it right then. You know if I'm like 'Gosh they're just talking so much and they are so annoying. They just need to stop' Well they could be the person that helped us do whatever. And so it definitely taught me that...not to take anybody for granted and to remember that everybody is there for a reason and that they're all definitely worth it and they should be treated like I would want to be treated.

**Motivation to lead.** The participants are in the early stages of forming leader identities and developing personal styles of leadership. Given the participants' academic status as NHS members, these individuals could be considered intrinsically motivated to achieve academic excellence. This study is a snapshot of the participants' experiences with leadership in high school and examines the role that each participant was motivated for some reason to actively pursue. Some participants prepared for their roles for many years while others physically trained throughout high school to achieve their statuses. Participants were also motivated through interactions with others to excel in their positions. Understanding the foundations of motivation within the context of the lives of

these participants provides insight into their development to serve as leaders in different venues in the future.

The general theme of this section examines the sources of the motivation that led the participants to be leaders. Sub-themes describe how participants were motivated by achieving the role; by experiencing success and validation; and by controlling and exercising power. These individuals possessed internal motives that drove them to achieve their roles as leaders. Success in the venues validated the performance of the participants as leaders. As high achievers, some participants expressed the tendency to exercise control within the venue. Similarly, the presence of power emerged from some of the data. The motivation to lead continued for some participants beyond high school and provides insight into the continued pursuit of identity development for the leaders.

*Achieving the role of leader.* Participants demonstrated personal achievement as they acquired the roles of leaders through tryouts, elections, or appointments by a coach or director. The leaders were highly skilled and validated in their roles as they accomplished personal goals and achieved both personal and organization success. The participants were motivated to pursue their roles as leaders despite knowing that they would be required to make intensive commitments to their organizations during their senior years. Chip's experience as drum major was typical for all three of the drum majors in this study.

About a month before school actually started we started full band rehearsals and those were about four or five hours Monday through Friday for the whole month beginning and then after that when school started we had band class everyday

that we would go out and march every morning as well as on Monday evenings after school we had band practice that lasted about four hours every Monday until about October or November whenever football season ended or marching contest ended whichever came first. And then we also had every Friday went to games and participated there.

For Ben in cross-country:

You have to be really good at it because as an upperclassman you have to be better than the underclassmen so you just have to struggle and do really well. Grades and you just gotta balance practice with grades and class because basically for me it was just wake up just get ready go to school go to practice after that it's all class then after class you just go home and do homework till like ten take a shower go sleep and then do the thing all over again.

Ava's competing to win the role of drill team captain was the culmination of years of preparation and the fulfillment of a lifelong dream. When Ava earned the gold hat of the captain to lead the drill team, she became leader of an organization that had a forty year history of performance.

I was in the first grade and when they asked me what I wanted to be when I grew up I was like 'Oh I want my job to be you know Captain of the drill team' 'I want to wear a gold hat' and so for me that was something that always kind of shaped my view of drill team. I don't know it was just something that was always a huge goal for me. It was definitely the biggest thing that I was involved in when I was in high school because my whole life you know that took second to drill

team...All I cared about was drill team and so it was just different and so for the first time it was like 'O.K. I know all the hours I put in, I know all the sacrifices I've made and it's paid off.' And it's just...there were things I had watched other girls do that I really liked and things that I would think 'Why are we doing this?' And so it gave me a chance to kind of put my influence on an organization that I really loved that I had always looked up to so is a big deal to me.

Beth's selection as drum major by an independent panel of judges affirmed to her that she deserved the position. Beth sometimes struggled with public perception of her status as drum major because of the fact that she was the band director's daughter.

In the beginning people said 'Well, she only made it because her dad was a band director.' And then I just felt like I needed to prove to them that I was just as good as my co-drum majors because we had all made it and I deserved it. I wanted to show that I actually deserved it that I wasn't the weakest link. And so it pushed me to be a better leader and it just pushed me you know it pushed me to be the best that I could be instead of saying 'Oh I already know that. I don't need to practice on that...that's easy.' It pushed me to say well I want to be the best, so I need to continue to practice and to continue to always make the best decisions because if I don't...who knows they might say 'She only made because of her dad.'

Lyn's selection as executive mentor confirmed for her that she deserved the position of leader.

I think everyone knew that whoever the lead executives were that they deserved that position and they could hold it to a high standard and we're the ones that could do it well. I think they did a great job with it too. They were picked for the right reasons and it was evident to everyone that they were good for the position...seeing myself accomplish whatever it is that I had a fear of before made me feel like I had accomplished the title or deserve the title of leader.

Tim associated being hard working as meeting one of the requirements to be a soccer team captain and was validated when he was chosen to be a captain.

It was really relieving whenever they named the captains just because I worked so hard for it and I kind of knew I was going to be but ... [it was] something that I'd wanted to be since my freshman year just because I saw the way he [senior mentor] conducted himself and I said 'I want that armband on me. I want them to... I want the other team to see that I'm the captain to see that I can kind of conduct [the team] and I want the team to see that I'm there for them...so it was just really something that I looked forward to and something that I wanted to be able to say that I was.

Kip took advantage of multiple opportunities prior to his senior year to be a leader and develop his leadership skills. Describing the process, Kip recounted working his "way up the ranks. By the time I was a senior in high school I was drum major and president or vice president of basically every organization on campus." Kip initially was drawn to hold the title in the organizations to which he belonged and explained his experience with student council:



The girl who was president she was a two-term president her junior and senior year and she was leaving and nobody wanted to step up and did it so, 'I will gladly do it. I don't like where student council is.' We were doing good things but we could be doing so much more. Let me step up. I like the title and really that's a lot of it...is glory and praise ...a lack of humility on my part in high school. But I liked the title I wanted to do more for my school and I wanted to push student council to its limits.

*Achieving success and validation as leaders.* Each of the participants experienced success during their time as leaders in the different venues. For example, overcoming the challenges of hard work was a common descriptor that participants in the competitive venues used to label their time in practicing for performance. The drum major's position for Beth required a dedicated work ethic that physically challenged her; but as she reflected on her experience, it was the achievement and reinforcement of the performance as well as the emotional connection with the venue that created fond memories for her.

It was all worth it whenever you're performing or whenever you would make Sweepstakes as a band or when you would go to competition and do well or anytime that you had to put your game face on and games made it...the perks of it made the hard work worth it. The games and performances is what sticks out most. It's what makes you just go, 'Oh yeah that was fun.' In the end you don't remember all the sweat. You don't remember 'Oh my gosh my feet were hurting on Monday.' You don't remember that in the long run. I don't remember when

my feet hurt. I remember those performances and those good memories that I had.

Chip's status as the drum major gave him the opportunity to help build the band's reputation to be one of the best in the state and nation. He saw his role as integral to the band's success and took pride in making a contribution. Chip's view of his role as leader was to guide the organization to success.

We would line up on the field for the drill. As a drum major that was the most exciting part because you are standing there in front of this great band in front of a whole stadium full of people and you are in charge of leading because at that point the directors are off the field it's just the two drum majors and the rest of the band and if we didn't blow the whistle we didn't do anything. So that was...it's a very cool feeling when you're down on the field and you call everybody to attention to start and the crowd gets quiet because they're ready to see. It's really great feeling. One thing that our school was known for even at away games we had some of the biggest crowds at even away games our fans were very loyal.

Lyn found validation and personal satisfaction in seeing the growth and development in others. She was fully invested in the success of the freshman mentor program and understood her responsibility to help others grow in their roles as mentors so they could help the freshmen. She spoke with pride of the mentors she coached who became better leaders as a result of her actions. She was validated by the growth and development that she saw in individuals during her two years with the program.

It was really cool to see teenagers enjoying helping people that you probably wouldn't even know. I think through it all seeing people transform as far as their confidence level and speaking in front of a group of people. I have this one kid particularly in my head. I've known him since like first grade and known that he's been shy and it is hard for him to talk to people and for him to be a mentor was a huge thing. He's brilliant but socially it wasn't easy for him and he was in the program for both years and by the end of my senior year that last one just having this mental image of him talking to the kids with a lot more confidence and never seeing that...I thought that was so cool.

Even though Ben was a senior member of the cross-country team, his position as leader was challenged on a weekly basis because improved individual performance produced better team performance. Ben was motivated to continue his physical conditioning so as to retain his position on the varsity cross-country team. He was responsible for helping underclassmen be better runners; however, he viewed himself as just "another person in the team trying to make everything better." In his role as Spanish club treasurer, Ben achieved success when he recruited other members to help collect fundraiser money:

So I got a group of people and just told them "Well it's just me. Can y'all help me out and just go to rooms and give you a name and you go to them and ask them if they have the money and if so just go turn it into Mr. Lutz?" which he was the one dealing with keeping the money. And that's what I did. People

actually went along with it and it went fine. It actually worked out really really well. I wasn't expecting it to but it did.

Even though Ben was elected to the position of NHS treasurer, the experience as NHS treasurer failed to provide any positive validation for Ben as there were no responsibilities associated with the position.

The [NHS] advisors were taking care of the budget because we weren't doing much to raise money we were more focused on community service so we didn't get paid for the service. As I was saying, maybe the school provided the money, I'm not sure because once I got there we already had money for parties and whatnot but you know I pretty much just went in there like they told us the budget is O.K. So it was mostly the name and that was it the treasurer because we didn't ...the treasurer didn't do like the budget thing not as much as the Spanish club.

In contrast, Kip's early involvement in different venues and specifically the development of the Leadcon leadership program as a sophomore provided him with early validation and confidence to continue his development as a leader throughout high school. Strong supportive relationships with authority figures played a significant role in Kip's motivation to lead as Kip was affirmed through successfully completing projects.

If I needed to do anything I went through Dr. Doss. A lot of the people at school made fun of our relationship and said if they wanted to do something... get Kip to ask him and he'll say yes. 'Oh that's not how it works guys.' So just the relationship we had and being able to have my stuff taken care of...before I go

and ask for funding or before I go and ask for permission, he needed to have a plan. He needed to know what was happening and after he got that he was find. He said ‘This is in your hands but because you provided me with this information, I’ll allow you to have it.’

***Achieving, controlling, and exercising power.*** The leaders holding the top spots in these venues had achieved status, established themselves as positional leaders, and were fulfilling the expectations of the coaches and advisors. Some participants expressed difficulty relinquishing control of projects to others. As an example, Kip readily admitted that the first year of Leadcon he did not know how to delegate. As a leader with specific ideas and the need to achieve, he maintained control of the event to insure that his vision for was fulfilled.

That first year I did not delegate and I was swamped so the next year I practiced delegation I was bad at it because I had a vision and my mindset of what I wanted to be and I didn't trust anybody with that vision at all. And so it's like this is my baby...just leave me alone. I'll do it. My way's best. Your way's good, my way's better. So that's really just what it was just focusing on the logistics of it making sure that we had the funds there, what snacks are we going to put on the table and who's going to speak and for how long and setting up schedules and times and just making sure everything fit together smoothly.

After discussions with his advisor, one of the topics for the second year of Leadcon was teaching the leaders to delegate. By his senior year, Kip had acquired the requisite skills

to delegate and was comfortable in his role as leader. He was able to rely on others to accomplish goals of the organizations that he led.

Beth also wanted to control events so that the outcomes would be to her liking. She easily admitted that she had a take control personality more so than her co-drum major and conveyed that others even in non-structured, informal activities would usually follow her lead. Beth recognized that she could ask for help but that behavior seemed to be more the exception than the normal rule.

I do enjoy being a leader but I just know that I can do it I know that I'm capable of doing it and I have the work ethic to be able to do it and so I would rather do it myself and know that it'll get done right sometimes then maybe say 'Oh well my friend so-and-so could do it instead.' No I'll just get it done because it helps me know that it will be done right and so that's why I'm always drawn to being in the leadership position because I know...well not done right but it will be done my way. The way that I like it so it kind of makes me feel like well I wouldn't have to go behind them and redo it if they don't do it the way I like it. So I just tend to be in control of it...the situation. I think that all stems from being in control of the band as the drum major and being in control of a lot of other things that I've just always done.

Tim articulated a desire to control because he just knew:

I wanted to be in charge. I knew I wanted a say in anything...The nature of my position it's really you can be a hero one day or you can be run out of town the

next and I really like to have that in my hands. I like to be able to step up and I like to be the hero and I like to be the person that everyone relies on.

Similarly, Lisa in her role as executive mentor declared herself to be a perfectionist. Expressing the need to make sure that projects “get done my way,” Lisa explained the opportunity for growth that she had learning to delegate. She came to see the benefit of sharing experiences with others.

I really had to learn how to do that because there were a lot of times there were a lot of activities that if I did it myself the mentors weren't gonna grow. So I really had to learn it's not all about it going my way. They need to do these experiences and do these projects as well so that they can grow because out of their failure they can learn how to become more successful.

Many of the participants liked to lead because the experience gave them autonomy and put them in control of the groups to which they belonged. Enjoyment came from the activity of leading as Ava found that she “loved to lead. I enjoyed facilitating the practice. I enjoyed putting the girls in formations and making sure they knew the dance and making sure they didn't have any problems and that was enjoyable to me.” However, Ava's tendency to overachieve played out with her taking on more responsibility than may have been required:

For me and my friend the year ahead of us, we kind of liked being in control because I kind of saw it as if she's [director] gonna let me, I'd rather just do it my way than her do it in a way I don't like. But you know the girl behind me and the girl two above me they were just more whatever she wanted to do. And so just a

lot of that... I probably took on a lot more duties than I really had to because I just wanted it to be the way I wanted it to be and she was good with it.

Joan also described a desire for situational control; yet, she recognized the importance of hearing different ideas and using persuasion to change opinions.

I've learned that not everybody acts the same way and not everybody is brought up the same way and with that being said it's like different encounters like I said working with different people a certain way that I think it should be done or some way that I think it should not be done...others may not have been taught that way. So that's when it comes to being patient and understanding that 'Hey, they were brought up this way so they see it this way.' Then that's when I feel like it's my responsibility to sit down with the person and say 'Hey, can we look at it from this way?' if I feel that it's better or also listen to their opinions as to why they may think it's better and try to meet or compromise in that situation.

*The presence of power.* Having encountered several different authority figures across different organizations, Kip observed through interactions with the band director a difference in the distribution of "the amount of power that he gave us as students but also as leaders." Power was not necessarily the first source of motivation for any of the leaders in this study; however, it did appear in the actions of a few of the participants. For instance, power seemed to motivate Chip to take charge of situations:

I didn't just feel at ease with just being with the group because it never it just seemed too chaotic that there needed to be some structure to it and I've always felt that I'm a very structured person when it comes to things like that and so I



always felt that the group could benefit from me stepping up and that just kind of progressed throughout the years and it led to me wanting to become a drum major so I could help structure the band and lead it and organize those kind of things and it is just been a kind of slow progression of building on that kind of idea that I don't want...I can't just sit back and let it just kind of go as it may. It needs to be guided and pushed along and I guess my personality in that way really leads to that because I'm sometimes very pushy sometimes overly pushy in trying to get things moving and organized but that's just how I am and so it fits naturally into that kind of role. So I've sought out those roles and how I can make that work and how I can make my skills and personality work into a certain kind of position and usually it works well with leadership roles for that reason.

Bob possessed definite views about leadership and power and observed that power came through achieving status when someone ascended to the position of leader. Power needed to be controlled and managed with the leader taking care “not to abuse the power.” Bob explained:

You don't know the leaders until they actually have power. You can be the nicest guy as an employee but once they become a manager they can be just the biggest prick you've ever met. And no one will like them and nothing will get done. For me I had the power to make those freshmen's life literally a living hell. But you choose when to use that and when not to use that. I mean I picked a few guys I would mess with them but they could take it. The ones that couldn't take it, you were nice to them but you had to learn to manage everyone differently. There's

not a blanket way of managing everyone. You have to know their strengths and weaknesses, their personality. And that's what I think it is. Not just being the absolute meanest you can be all the time but being mean and being intense when the time is right.

Bob expressed his love of the swim team and desire of wanting it to be successful. He claimed the team as his own and pointed out that “you're not a leader for the glory. You do it for yourself and you do for the team.”

The positional authority of the leaders was sometimes challenged by some members who would not listen or take them seriously. Chip lamented that some individuals have a problem interacting with people in a position of authority:

So it really showed me how you have to be able to work being in charge of other people because some people don't respond well to someone being in charge of them. They don't like authority and things like that. So being able to work with them taught me how to interact with those kinds of people who aren't necessarily the biggest fans or have a problem with authority and learning how to resolve those issues to where you can still lead them and maybe you're doing it in a way that they don't even realize you're leading them is just another level of development in a leader.

***Motivation to lead after high school.*** The positions of leadership in high school provided participants with skills that they transferred to other settings in their lives. Joan continued to be called upon to lead in her church and community as she has “people call me for different things in the community that my family might be involved in or the

church. So I feel like if I keep a positive reputation that people will trust me enough to call on me.” Several of the participants spoke of applying their skills when working on group projects in the collegiate setting. Beth moved to college and had confidence to join an organization and take on new leadership roles.

So when I moved to college, it was hard because there weren't as many people that I knew that I could do that with. And that was kind of what was ingrained in me because I was always the one who planned the party or planned you know 'O.K. we're going to go to the movies or we're gonna do this or whatever' and so I was always the leader of everything. I had to find new people to be the leader of...It could possibly let me you know become the banquet chairman and not because that had anything to do with my role as a drum major but because I was a leader there and so I know that I can lead other people to whatever I set my mind to because I set my mind to be a leader well I did set my mind to be a leader as a drum major so I could set my mind to be leader anywhere else. And so it's shown me that I'm drawn more towards volunteering to be the leader in other things too is what it seemed to show me.

Kip with his long list of accomplishments and experiences had difficulty with his transition to college in that he fell short of obtaining the position he wanted in an organization.

I made it to the fourth round of interviews and I got cut. And I was like 'Oh timeout timeout you're gonna cut me really did you see my resume?' It was such a humbling experience...so I took a step back and did what I love. I tried out for

the pep band. I'm in that band now and leadership really isn't so much a part of that band but then I got involved with the election commission.

Kip found resilience and continued to follow his passion to study leadership, is active in church ministry, and has been invited to speak at past Leadcon events.

When faced with projects in college courses, participants drew upon their prior experiences to help them be successful. Chip feels the need to actively engage to guide the group.

Whenever I have group projects now for anything I just take the lead and start telling people what to do which may sound bossy but I just want to get things finished and I feel just that if I take control that things are gonna go faster they usually do just because instead of planning what you are gonna do well we're gonna do this we're gonna do that you just start doing it once you start doing it you can just add to what you already have that's basically what it is.

Likewise, Tim reflected how he implemented leadership in the classroom.

Even for a group project or anything I just like to step up and be the leader because I don't like people to do things for me I like to have a say in the way things are going that way if things don't work out well I can't complain about it because you know I was in charge of it and I just don't like to leave my fate in other people's hands really.

Ben also invoked what he learned to help with college projects. "I just take the lead and start telling people what to do which may sound bossy but I just want to get

things finished and I feel just that if I take control that things are gonna go faster;”

however, Ben was reluctant to assume the title of leader. Being a leader for Ben meant:

Even though I do like to take charge and whatnot I just don't like the simple fact of being called leader. It's like O.K. I'm just another person in the team trying to make everything better so yeah it's just leader...sounds I don't know way too I don't know it's just hubris...it's too prideful...just not my thing...uhhh leader...it's just leader comes with responsibility and I have enough responsibility you know already so more responsibility is just something that if I choose not to do...like if I don't have to do it I won't do it.

Ava, drill team captain, expressed:

For me I enjoyed leading but I'm different in that I'm kind of quiet and so in a room full of people I probably won't step up and take over where my mom's very much like that. She just takes over and I don't do that. I most of the time will stand back until somebody gives me the role of taking over and then I'm totally comfortable with that role but it kind of has to be allotted to me if that makes sense because I always...it's funny because I don't ever want to step on anybody's toes but yet when I was actually a leader in the drill team I never had that feeling. I think that's because it had been given to me. You know somebody had said 'Ava, we want you to get up and do this. We feel like you'd be best for this job.' And so I enjoyed leading just like I told you there were lots of things that I took control over I probably didn't even have to take control over just because I

wanted it done my way and just in life in general I'm not going to take over unless somebody gives that role to me but I enjoy leading.

## **SUMMARY OF ANALYSIS AND FINDINGS**

The stories of the participants provide insight into the foundational experiences the leaders encountered that helped their identities as leaders. Four predominant themes emerge from the data that lend understanding to how the identity of the leaders emerged through this process. First, influential relationships with authority figures, peers, and organization members provided participants with the opportunity to learn to lead and then lead as they served in their leadership positions. The leaders led by example as they learned through observation and experience through practicing leadership. The leaders incorporated characteristics of authenticity as they led and demonstrated that being perceived as a leader of character was important for their organizations as well as leading others. The participants' underlying motivation to lead reinforced the identity development of the leaders as the success and validation of their experiences provided the confidence to repeat the leader behaviors.

## CHAPTER V

### DISCUSSION, PRACTICE IMPLICATIONS, FUTURE RESEARCH, AND CONCLUSIONS

The purpose of this study was to understand how experiences of 18 to 20 year old participants with leadership in different high school venues shaped the development of the identity of these emergent leaders. This study contributes to the field as it includes participants who were student leaders in not only the sports venues of basketball, soccer, swim, and cross-country but also band, choir, drill team, NHS, student council, Spanish club, youth and government, two leadership development programs, and church youth groups. All participants excelled academically while holding their positions of leadership and were members of their organizations prior to becoming leaders their senior years. Ben, Ava, Lisa, Joan, and Kip gained experience across multiple venues of practice. Each of the participants except for Lyn practiced leadership in at least one other venue. Participants were provided the opportunity to practice leadership as defined within the context of the different venues. Participants internalized experiences and developed perceptions of themselves as leaders with skills that are transferable to new venues of practice.

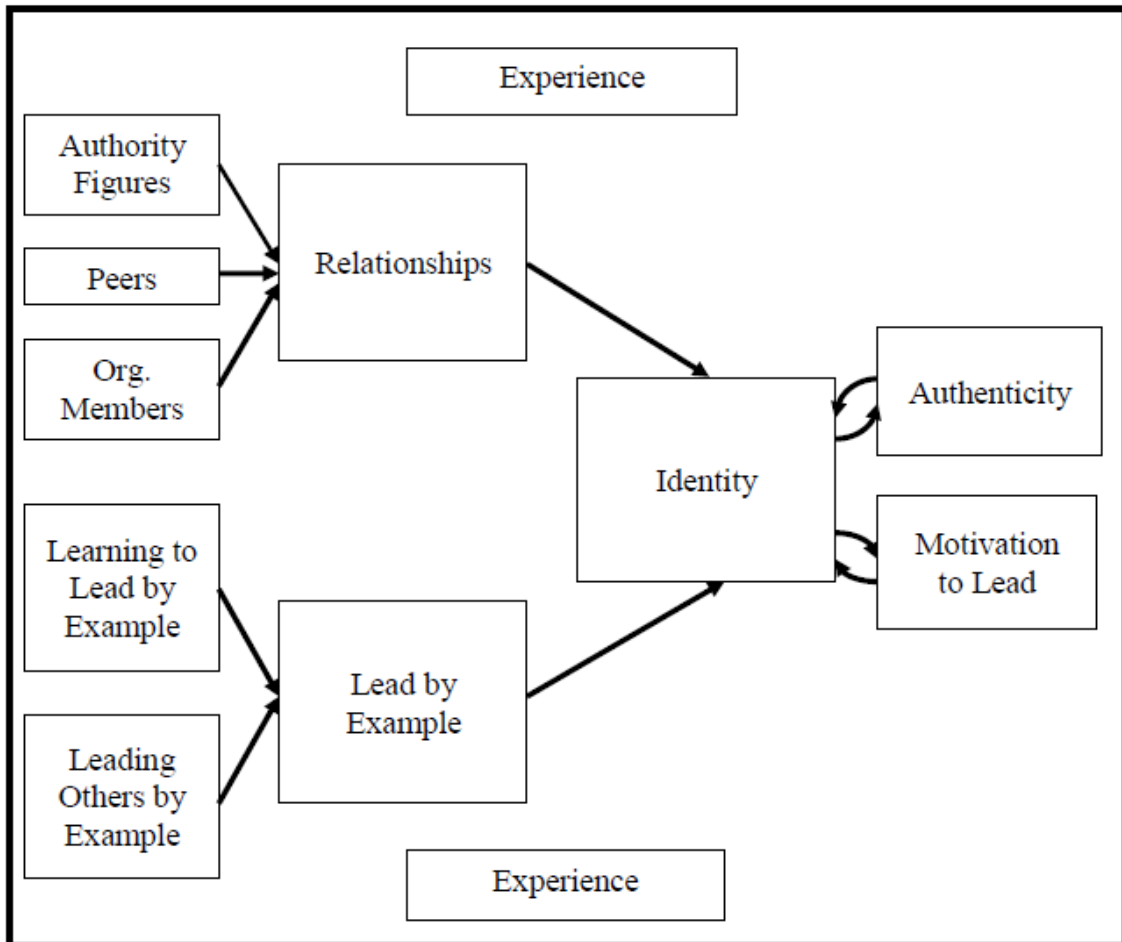
Learning to be leaders in the venues of practice began no later than the sophomore year in high school for the participants. The path to leadership began early for some participants as Ava reported an ambition of wanting to “wear the gold hat” of captain as early as first grade. Beth observed her Dad’s meetings with drum majors when

she was eight years old. Joan and Lyn's moms affirmed to their daughters from a very young age the leader characteristics they observed. Participants learned to lead through observation as they followed the example of others within the context of the organization's rules. Student leaders claimed the titles and positions of authority as they developed self-awareness and built interpersonal competencies through the relationships that they forged and maintained as they learned to lead others by example (Day, 2001).

Figure 2 presents a graphic summary of the dynamic process of identity development that occurred for these participants. This model suggests that multiple relationships and leading by example were integral in shaping the leader identities of participants represented by this study. Affirming and validating relational experiences helped shape the identities of the leaders. As the participants saw themselves as leaders and experienced success, they were motivated to behave with authenticity and lead in other situations. As the leader identities of the participants were affirmed and validated through their relationships and experiences, participants gained confidence to lead in new situations. Because they identified themselves as leaders, they were motivated to lead in new venues. The more experiences participants had the more willing they were to repeat the behavior; as a consequence, authenticity and the motivation to lead are represented as reinforcing actions for identity development.

As leaders, participants wanted to insure they displayed leader characteristics that aligned with the goals of the organizations and were consistent with their personal values. Participants drew upon personal values and characteristics to display authentic leader behaviors. The authentic behaviors were reinforced for the participants within the





*Figure 2. Model of Identity Development for Leaders who Lead by Example*

venues as the leaders fulfilled the expectations of their positions. The leaders described their primary responsibility as being role models for the next generation of leaders. Fulfilling this role continued the cycle of leading by example. The remainder of this chapter provides further description of this model within the context of the experiences of the participants in this study.

## **RELATIONSHIPS AND LEADER IDENTITY**

Figure 2 depicts relationships with authority figures, peers, and organization members as playing a central role in the development of the leaders' identities. Interactive relationships established parameters that shaped how the participants viewed themselves as leaders. A transformative process occurred as participants moved from the ranks of membership to leaders in the venues as the title and expectations of performance set them apart from those who were previously teammates. Relationships with authority figures, co-leading peers, and organization members provided opportunities for the participants to develop working relationships in order to achieve goals of the organizations they led.

Each of these three types of relationships presented different identity development opportunities for the participants as they practiced leadership. The relationships with the authority figures simulated the relationships with a supervisor or manager in the workplace as authority figures delegated responsibilities to the student leaders. The co-leaders/peer relationships provided an opportunity to develop working relationships with colleagues and share leadership responsibilities while the relationships with organization members presented opportunities to develop skills as leaders who were responsible for followers.

**Authority figures.** Participants for the most part described very positive relationships with authority figures that were characterized as friendships or familial relationships. The closeness of the relationships contributed to the development of a high degree of trust between the participants and the authority figures. Through the

experiences, the authority figures came to see they could trust the student leaders to fulfill their duties; as a result, the delegation of duties to the participants was based on the perception of the authority figure's view of the capabilities of the student leader (Northouse, 2007).

Participants functioned in controlled hierarchical environments which confirmed the findings of Komives et al. (2005) that students entering college view leadership as hierarchical. Participants in this study practiced leadership in structured environments and learned to function in hierarchies. The authority figures in this study directly influenced the student leaders' leadership practice experience.

Authority figures served as role models for the participants (Larson et al., 2002). Strong relationships developed within the different venues where participants spent more time with the authority figures. In contrast, negativity occurred in some relationships creating a source of tension and stress for a few of the student leaders. The difficulty in the relationships stemmed from inconsistencies between the student leaders' expectations for support from the authority figures and the actions of the authority figures. Inconsistencies between authority figure and the student leaders is not uncommon as research related to leader development in sport team captains suggested that there may be a wide disparity in the way that coaches develop leadership skills in their team captains (Voelker et al., 2011; Gould, Voelker, & Griffes, 2013). Likewise, differences exist in the ways persons in authority interact with and influence the student leaders (Chelladurai, 2011).

The interactive nature of leadership created opportunities for examining the quality of the relationships between the leader and followers. The quality of the relationship lends understanding as to how participants might be validated in their leadership roles. The disparities in the quality of relationships between the authority figures and student leaders might be explained by the leader-member exchange (LMX) theory of leadership as this theory suggested that higher quality relationships have a positive influence on organization commitment and encourage greater participation on the part of the members (Northouse, 2007).

Participants who were part of the higher quality dyadic relationships expressed admiration and respect for the authority figures. Higher quality relationships are characterized as having better communication with “mutual trust, respect, and commitment” (Northouse, 2007, p. 159). The quality of the dyadic relationship between the authority figure and student leader was directly influenced by the student leader’s competence and skill, trust of the authority figure, and the motivation on the part of the student leader to assume more responsibility (Liden & Graen, 1980). For example, when Lyn’s perception of support from the administrators changed, the quality of the dyadic relationship fell as Lyn lost trust in the actions of the authority figures. Lyn remained committed to the organization and was motivated to lead but the perceived lack of support introduced stress into the dynamic situation. On the other hand, Bob actively maintained a higher quality dyadic relationship with his coach, responding to the coach’s indirect encouragement to become a leader. In Bob’s case, “once you step up you’re forever going to step up and it becomes your role in the team.” The high-quality

relationships produced a strong commitment to each other as well as mutual loyalty and commitment to achieve the goals of the organization (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012).

Ava's relationship with the drill team director provides an example of a high quality relationship that experienced periods of difficulty as the director sometimes resorted to playing the "but I'm the director" card. The director provided Ava with extensive autonomy as captain which is analogous to the leader empowering a subordinate to take action. Ava assumed responsibilities that included running practice, choreographing dances, and making decisions that impacted the team. Ava interpreted the relationship with the director as one of friendship and assumed that her actions would be supported. Instead of the director being open to working to mutually resolve issues of disagreement, Ava perceived that the director invoked the rules of authority and hierarchical structures to determine the outcome (Jago & Vroom, 1977). This resolution model is in contrast to how Ava expressed that she and fellow officers, who were friends, worked to collaboratively bring issues of disagreement to resolution.

Authority figures in sports venues looked to the student leaders to inspire and motivate organization members as they provided student leaders with the latitude to give pre-game or pre-meet speeches to the teams in order to instill the desire for optimum performance on the part of the members. Inspiring others provided participants with the ability to practice a component of transformational leadership (Burns, 1978; Kouzes & Posner, 2007; Northouse, 2007). The student leaders who inspired stepped into the role

and spoke as the expert, knowing what to say to get teammates pumped up and ready to participate.

**Officer peer relationships.** Peer relationships with fellow officers were important as they gave participants the opportunity to work collaboratively with others to lead their teams. McLaughlin (2000) argued that using collaboration skills can strengthen the organization's performance. The leaders organized themselves and assumed roles based on their personalities. They relied on each other to fulfill duties for the organizations. The co-leaders used their strengths to connect with organization members to build the teams. Even though trait theory is described as leader focused (Northouse, 2007), these student leaders divvied up responsibilities based on observed personalities as they saw that certain members of the leadership team were more effective at interacting with some organization members. The student leaders who were able to effectively work together with peers to achieve success demonstrated an ability to be able to work collaboratively with others to accomplish goals.

Being able to work in a collaborative or shared manner is important in the light of the greater complexity that occurs in organizations today (Schneider & Somers, 2006; Uhl-Bien et al., 2007). Unfortunately, the foundation of the strong friendly relationships was not always enough to convince the leaders to relinquish control of the completion of projects, making it difficult for participants to delegate responsibilities. Leaders who had more experience across different venues and had been exposed to formal leadership development seemed to find it easier to share responsibilities.

**Organization members.** The participants had the opportunity to not only be the members in dyadic relationships with the authority figures but to also be the leader in dyadic relationships with members of their organizations. These relationships gave the student leaders the opportunity to develop interpersonal skills and connect emotionally with others (Riggio & Lee, 2007). Some organization members resisted which personally challenged the participants. Even though the authority of the position was shored up by the director or coach, sometimes organization members challenged the leaders as participants recounted difficulties leading friends or people of the same age. These challenges sometimes created tension and conflict which provided another dimension of growth for participants (Larson et al., 2005).

Interactions with different organization members presented participants with various situations within which to develop awareness of others as they worked to build and motivate their teams to accomplish organizational goals. Effectively interacting with others permitted the leaders to build relationships which are important to relational models of leadership such as transformational leadership and servant leadership (Komives et al., 2007; Northouse, 2007). Further, the interpersonal skills developed through these relationships provide a foundation that may help participants navigate future interactions with diverse groups of people (Larson et al., 2002).

**Identity through relationships.** Relationships reinforced the participants' identities as leaders. An initial change in identity occurred for the participants as they assumed the title and roles as leaders. Sub-identities were activated through the different social contexts that they encountered (Day & Harrison, 2007; Markus & Wurf, 1987).

For example, as the subordinate or follower of the authority figure, participants were required to meet expectations to achieve performance objectives of the organization. As the co-leader and peer, participants shared duties and worked collaboratively to lead the team. As the leader of organization members, participants developed identities as leaders as they changed their status from organization member to leader.

Even though the overwhelming majority of participants claimed the title of leader, the challenge for the participants was to have the followers see the participants as leaders and understand the roles the leaders were to fulfill. In a study by Gould et al. (2013), the challenge of interacting with friends and peers was also identified by coaches as problematic for student leaders. In contrast, some participants in my study described how they were able to successfully claim a leader's identity with organization members as they learned more about leading in their positions and used their social skills to establish relationships (Komives et al., 2005). For instance, Joan played the role of informal leader in her earlier years of high school as older team members asked her to intervene with athletes who were struggling on the team. "There would still be times like maybe on the court or in practice the captain or upperclassman may come to me and asked me what can we do in this situation" (Joan).

### **LEADING BY EXAMPLE AND LEADER IDENTITY**

The significance of leading by example was explained by all ten participants. The model in Figure 2 reflects that participants were not only responsible for leading others by example but they also learned to lead from the example of others. The role models



they selected to emulate were older, experienced, and displayed the characteristics, attributes, or behaviors that the participants thought would help them be successful when they became the leaders. The observations of the participants facilitated learning as they attended to the actions of exemplary models, which is consistent with the principles of social learning theory (Bandura, 1977). Participants actively encoded and rehearsed what they saw in order to convert the observed behavior into action their senior years. As the leaders successfully performed these learned behaviors, their actions were reinforced through interactions with others.

For example, the coach's actions reinforced Joan as a leader as he relied on her to achieve his objective of having a productive practice. Positive reinforcement of Joan's behavior helped her internalize the expected model behavior of a basketball captain. In contrast, the threat of punishment convinced Bob that setting a bad example should be avoided if he wanted to remain on the team. Participants were cognitively aware of the influence their actions would have on others who observed them in their positions of leadership as they led by example.

The role of the authority figures in insuring that leaders set a good example reinforced the major role that the authority figures play in the development of the emerging leaders. The authority figures and the senior mentors provided guidance to the new leaders as they developed an understanding of how they were to perform as leaders. The bridge between the instruction of the authority figures and the development of the new leaders may be conceptualized through Vygotsky's (1978) zone of proximal development. Through collaboration facilitated by skilled individuals, learning occurred

that makes it possible for the emerging leaders to eventually perform the function of leadership on their own (Au, 2007).

Participants worked within their organizations to translate what they learned into actionable leadership in order to set an example to develop the next generation of organization leaders. The leaders viewed leadership as requiring action to be the example for others to follow. Setting an example required that the leaders learn to correctly demonstrate expected behaviors as other members of the organizations watched. Kouzes and Posner (2007) described setting the example as being part of modeling the way for others.

Participants were required to lead by example from their positional roles as student leaders. The experiences served as part of the dynamic process where there was interaction between the individual, the environment, and the relationships created within the context of the organizations (Day & Harrison, 2007; Komives et al., 2005; Komives et al., 2006). Successfully fulfilling the expectations of the position as defined by the authority figure validated and affirmed the participant's ability to lead in the position (Avolio, 2011).

The experiences permitted the participants to be immersed in cultures of their organizations as they embodied the reputations of their organizations. These leaders were fully invested in their organizations as they learned in their roles (Hansen & Larson, 2007). Utilizing personal values and characteristics of authenticity, the leaders learned to fulfill the responsibility of being role models for other members of the organizations. Their identities as leader and role models followed them beyond the

practice venues into the halls of the school and the community at large. Some participants were motivated to lead in venues after high school and reflected upon other leadership opportunities were presented to them because of the success they had experienced in their high school venues. The new opportunities and experiences reinforced the development of the identities of these individuals as leaders (Day & Lance, 2004). Engagement in the positions of leadership gave them confidence to seek new opportunities to lead.

### **DEVELOPING LEADER AUTHENTICITY AND LEADER IDENTITY**

The third part of the model in Figure 2 supports the presence of authentic attributes and characteristics identified by these participants. The model displays a reciprocal connection between identity and authenticity as the more the participants successfully practiced authentic behaviors, the more these behaviors reinforced the identity of the participants as leaders of integrity and character. Participants described deeper meaning associated with the positions of leadership that they held.

Glimpses of attributes connected to authentic leadership emerged as participants described the meaning that they found in leading their organizations (Avolio, 2011; Avolio & Gardner, 2005; Clarke, 2011; DeLellis, 2000; Gardner & Avolio, 1998; Hughes, Ginnett, & Curphy, 2009; Jones & George, 1998; Northouse, 2007; Shamir & Eilam, 2005). Authentic actions were present as participants were concerned with whether their behaviors observed by others were consistent with the words they espoused (Kouzes & Posner, 2007). Participants in these high profile positions explained

the importance of trust, respect, accountability, integrity, credibility, responsibility, and fairness from their points of view. Attributes of authenticity were representative of underlying character values that the participants held as part of their personal identities as they reflected on life lessons taught by their families and faith. As participants described the place of these attributes in their lives as leaders, they demonstrated an awareness of the important role that these attributes play in leading teams of people.

Consistency between words and actions for the leaders was paramount as they worked to maintain not only their reputations but the reputations of their organizations. They were purpose driven and wanted to be perceived as genuine because there was a general feeling among the participants that they were always being observed. They wanted to be seen as worthy to carry out the duties of their positions by performing actions that were consistent with their personal values. An authentic leader is said to practice leadership that is not fake, to lead with conviction for the cause and purpose, to remain true to personal values, and to base actions on values and beliefs while maintaining a high degree of integrity (Shamir & Eilam, 2005).

Participants identified trust and respect as foundational to relationships so that the leaders and followers could work together to achieve organizational objectives. Trust was present in all types of relationships for the participants. Authority figures trusted the leaders to fulfill their duties while followers trusted leaders to treat them fairly and do what was best for the team. Jones and George (1998) proposed that unconditional trust within an organization produced synergy that creates advantages for organizations when supervisors and subordinates are able to develop strong interpersonal relationships.

The concept of respect appeared in leadership literature and was considered to be foundational to relational theories of leadership such as LMX (Graen & Uhl-Bien, 1995) and servant leadership (Clarke, 2011). Respect as a dimension of authenticity emerged from the data and was described from two different perspectives. Some participants who were involved with the freshman mentor development program explained respect as an attribute that needed to be present to establish an effective working relationship. For these participants, it was important that the leader treat others with fairness and ethical character as described by Clarke (2011). Liking the person was not synonymous with respecting the person. The presence of respect was mutually given and received in the relationships according to these participants. In contrast, Beth and Chip who were not a part of the freshman mentor initiative associated earning respect with developing personal relationships with band members so that they would be liked and respected. For all participants, respect was to be earned which implied proving worthiness to another (Clarke, 2011). Regardless of how acquired, participants implied that the absence of respect would make achieving organization outcomes more challenging.

The participants identified attributes of authenticity as necessary to the fulfillment of their roles as leaders. The presence of the attributes was evident as the leaders conveyed deep understandings of what it meant to be a leader. The leaders recognized their interconnection with others and that their positions placed them within a social system to interact with others (Day & Harrison, 2007; Gecas, 1982). The leaders internalized the meaning of the authentic attributes and interacted with others based on their parameters and beliefs. Participants brought their values of character to their venues

of practice. Further, participant self-awareness was formed and influenced through early experiences within the context of family as positive feedback reinforced their development as leaders (Shavelson, Hubner, & Stanton, 1976).

## **MOTIVATION TO LEAD AND LEADER IDENTITY**

Like developing authenticity, the motivation to lead for the participants is depicted in Figure 2 as a reciprocal relationship with identity. This reinforcing relationship suggests that as participants are motivated to lead, they are validated in those roles and identities as leaders. As participants come to identify themselves as leaders, they may be motivated to seek new roles as leaders.

Participants were motivated to lead their organizations as they all pursued attainment of their positions. Development of the motive to lead began very early for some participants who trained many years to earn the positions and represent their organizations (McClelland, Atkinson, Clark, & Lowell, 1953). For other participants, diligent pursuit of the role occurred through participation with the organization during high school. Murphy and Johnson (2011) identified the motivation to lead as one part of the dynamic process that shapes the identity development of leaders. Achievement was a strong motivator while undertones of power were present for some participants.

**Achievement.** The motive to achieve and lead for participants in this study was evident as all participants attained and fulfilled their roles while maintaining the highest standards of academic excellence. These achievement-oriented individuals worked to meet personal goals, assumed responsibility, took risks, and incorporated feedback as

they pursued their goals (Delbecq, House, Sully de Luque, & Quigley, 2013; House & Aditya, 1997). Understanding this need for achievement is important as Gottfried, Gottfried, Reichard, Guerin, Oliver, and Riggio (2011) found that the motivation to lead in adulthood may be connected to early years of academic intrinsic motivation.

Participants described personal change that occurred as they practiced leadership in their respective organizations. The drive of the individual to attain the role of leader is cited as part of the desire of the person to intentionally participate and be involved in a process where personal change may occur (Banaji & Prentice, 1994; Baumeister & Vohs, 2003). The participants changed from team members to leaders and were validated and affirmed as leaders by personal success as well as the success of their organizations. Feedback served to reinforce the performance of the leaders as they worked to improve (Ericsson et al., 1993). Positive experiences that created positive emotional response provided opportunity to reinforce both the leader's identity development as well as the individual's motive to continue to pursue success associated with leadership in other venues (Day & Lance, 2004; Izard & Eisenberger, 1994; McClelland, 1985; McClelland et al., 1953).

The participants who were high in achievement motive liked to maintain control within their venues of practice. Some demonstrated difficulty with delegating responsibilities to others or sharing responsibility with co-leaders. The attitude of the leaders was consistent with findings of Rauch and Frese (2007) as many of the leaders expressed a desire to maintain control rather than delegate responsibilities to others. Winter (1973) associated the need for control with the person's need to act with

autonomy. As a consequence, the desire of the leaders to control events in this study may be motivated by his or her efforts to practice autonomy and achieve desired outcomes. Participants with more leader experiences were beginning to learn to delegate and see how the experiences helped others grow as leaders.

**Status and power.** Achieving the high profile positions the leaders provided status and authority to the participants in this study. The statuses of the individuals were validated whether they led people on the field or in a meeting. The continued successful replication of the behaviors continued to reinforce the individuals as leaders of their organizations (Day & Lance, 2004). The structural hierarchies placed participants at the top of the organizations, providing power and authority with the position that was not available to the participants until their senior years. Winning the position through competitive tryouts, election by their peers, or selection by their coaches represented to others that these individuals were deemed worthy and qualified to lead the organizations for the upcoming year. Some of the structured venues provided opportunities for participants to practice authoritarian behaviors which satisfied the need for power. The leaders exercised power and were required to adhere to strict performance guidelines and monitor the behaviors of organization members (House & Howell, 1992).

Participants who displayed or implied the presence of the power motive were focused on the collective good and performance of the organization. For example, Bob used power to build relationships but recognized that all swimmers would not respond positively to his tactics. This is consistent with the notion that the person with a high need for power must demonstrate constraint of dominating behaviors so as to avoid



being caught up in self-importance to the detriment of the organization (Delbecq, 2013; Pearce & Manz, 2011). Delbecq et al. (2013) reinforced the importance of the moral exercise of power when examining the relationship between power and leadership because left unchecked the need for power may have a negative influence on the leader's effectiveness.

***Participants and the five bases of power.*** While participants in this study achieved status and power because of the positions that they held, interactions with authority figures and organization members presented opportunities for the emergence of social power through the interactive relationships. French and Raven (1959) described five types of social power that were present in the interactions found in this study. Positional power was delegated by the director or coach while the leaders gained personal power as they interacted with their followers (Northouse, 2007).

The conferred position of authority established the student leader's place at the top of the social system of the particular organization (Gecas, 1982). Each of the authority figures ran his or her organization according to rules and norms of performance for the venue. The distinctive part for these student leaders was that they acquired the legitimate power of the position but not the reward or coercive power as these powers were usually maintained by the directors or coaches. Some participants were given enforcement authority as they were responsible for keeping order to facilitate practice which placed a strain on relationships with peers and friends.

Personal power on the other hand accrued to the leaders through the followers' perceptions. For instance, referent power came to the leaders as evidenced by them being

liked by their followers. Expert power was also present as the followers acknowledged the leader's competence to hold the positions (Northouse, 2007). The position and expert performance provided legitimate power and authority within the venue but did not guarantee personal power as participants were sometimes challenged by followers. The participants were reinforced and validated through these mechanisms of social power through their positions and the personal power that accrued from their acceptance in the positions.

**Personal intention and social situations.** Another source of motivation for participant appeared as a result of the social behaviors and experiences that influenced participants to lead. Some participants simply enjoyed leading. Chan and Drasgow (2001) described this phenomenon as an affective-identity dimension where individuals see the qualities of leadership within themselves and like to lead. The positive experiences encountered in the venue reinforced the development of their identities as leaders (Lord, Hannah, & Jennings, 2011).

Chan and Drasgow (2001) also argued that leaders evaluated the cost of leading before taking a role of leadership. The cost to the leaders in this study of fulfilling their roles came in the form sacrifices for their organizations. These sacrifices included committing time for practice and performances, being a role model whether inside or outside the venue of practice, and negotiating new relationships with their friends whom they were now leading (Chan & Drasgow, 2001). Participants knew the commitments required of those who held the positions but chose to pursue the leadership roles anyway. Gould et al. (2013) confirmed similar issues facing captains of sports teams in their

study. Rewards for the sacrifices and performances came to the participants as they were recognized as leaders of their respective organizations. Participants recollected great satisfaction associated with the achievements that they accomplished during their time as leaders.

### **THE LEADER'S IDENTITY**

Validated experiences with supportive feedback fed the identity development of these participants as leaders. The leaders began their senior years at different levels of development with some leaders having more experience than others. During the year, the leaders were exposed to different contextual factors through the different venues that set various expectations for the individuals. In each of the venues, the leaders encountered relationships and were expected to lead by example. As identity of the leaders emerged, participants described grounding themselves in authentic values of leadership as they were motivated to assume new roles as leaders. The positive experiences reinforced the perceptions of themselves as leaders.

The identity of the leaders appeared in three different ways for the ten participants in this study. Eight of the ten participants were prepared to seek or had already attained new roles as leaders in their collegiate lives. These individuals saw that the skills they acquired during their senior years could help them secure new roles and provide them with the confidence they needed to be successful in a new venue.

The second variation of leader identity belonged to Ben who declined to claim the identity of a leader. Ben was one of the participants who had very little leadership experience prior to his senior year in high school and did not view himself as a leader.

Even though I do like to take charge and whatnot I just don't like the simple fact of being called leader it's like okay I'm just another person in the team trying to make everything better so yeah it's just leader...sounds I don't know way too... it's just hubris...it's too prideful... just not my thing. (Ben)

Ben spoke with admiration of his cross-country coaches and the Spanish club advisor but did not speak of any particular events where he was validated in his roles as leader.

Shertzer and Schuh (2004) found in some instances that encouragement by teachers is important for students to seek leadership roles.

Ben indicated that he does step forward and take charge of groups in college to accomplish tasks but viewed himself from a collectivist position as just one of the team. Ben's attitude toward being a leader is consistent with findings of Lerner et al. (2005) where leading does not mean that the individual will feel like a leader. Even though Ben rejects the title of leader, he does call upon what he learned in his positions to help with new projects.

One possible explanation for Ben's refusal to embrace the title of leader may be associated with the influence of his cultural background. As a Hispanic, Ben's cultural collectivist view may provide a foundation for his positionality toward his unwillingness to identify himself as a leader. While the focus of this study was not to specifically examine the influence of the culture on the participant's identity development as leaders,

the dynamic nature of identity development warrants recognition of the potential influence of cultural differences.

The third variation of leader identity development belonged to Ava, the drill team captain. Ava earned her position as drill team captain through a rigorous competitive tryout process and was affirmed and validated as a success in the position. Even with all of the positive reinforcement, Ava indicated:

It's given me a lot of confidence. It helped me to be a little bit more outspoken because I'd been... I'm generally pretty soft-spoken and when I became captain I realized this about myself...I can be a leader when I'm given the position.

While leader identity is present, other factors appear to be interfering with Ava's desire to volunteer for roles as she is inclined to wait for official authority before leading.

Three noteworthy encounters may have helped shape Ava's perceptions as a leader. First, the drill team was based on seniority. Prior to obtaining the position of captain as a senior, Ava recounted that her opinion did not matter. Ava earned her position and became very comfortable in her role as leader; but she did not step into the role until she was asked. Second, her relationship with the director was somewhat difficult at times which might account for some of the reluctance to volunteer. When the director declared that she was the adult to override Ava's decisions, this action of authority may have suggested to Ava that it is better to wait for authority than be overruled.

Third, after Ava entered college, she was told that it no longer mattered that she was a drill team captain. Ava was shocked that her experience as leader was completely

discounted, and she suppressed those memories of the leadership experience until the series of interview for this study. Ava further indicated that drill team is not something that she talks about with others who are not part of the dance community. The experiences that Ava had produced skills that were very pertinent to leadership such as relational skills, coaching, decision making, and the ability to cast a vision which are transferable to other settings.

Identity development as a dynamic process is supported by commonality and the individual differences that appear throughout this study. Level and type of experiences shaped how these participants came to see themselves as leaders. Consequently, the findings of this study provide new insights to be considered when making improvements to leadership development initiatives as well as new lines of research to be explored as we continue to develop our understanding of this topic.

## **IMPLICATIONS FOR PRACTICE**

This phenomenological study probed the meaning that participants drew from their experiences as leaders to understand how this meaning shaped their developing leader identities. This study provides a deeper understanding of how the experiences shape the identity of the emerging leaders and how they came to see themselves as leaders. The findings of this study highlight several implications for practice that might be used to provide guidance for professionals who develop programs for emerging leaders in both the workplace and the academic community. A summary of implication

categories and associated actions is included in Table 4. The remainder of this section provides a detailed description of each of the categories.

| Category of Practice Implication   | Action  |
|--|---|
| 1. Learning from example and relationships with others.  | <ul style="list-style-type: none"> <li>• Provide training for authority figures and mentors to strengthen learning experiences for new leaders.</li> <li>• Provide structured mentor programs for emergent leaders in the workplace.</li> </ul> |
| 2. Learning to lead in hierarchical and needing to control may limit leader effectiveness in complex environments. | <ul style="list-style-type: none"> <li>• Develop new leaders to operate in complex organizations and teach to delegate.</li> </ul>  |
| 3. Leading older organization members challenged leaders.  | <ul style="list-style-type: none"> <li>• Develop awareness of diversity and provide interpersonal skills to effectively lead in these situations.</li> </ul>  |
| 4. Leading and personal culture.   | <ul style="list-style-type: none"> <li>• Develop an understanding of the role of cultural perspectives in leader development initiatives.</li> </ul>  |
| 5. Developing values of character and authenticity.  | <ul style="list-style-type: none"> <li>• Include character development in leader development programs.</li> </ul>   |
| 6. Improving the quality of leadership experiences   | <ul style="list-style-type: none"> <li>• Insure leadership experiences provide practice that includes developmental opportunities such as goal setting and decision making.</li> </ul>  |
| 7. Learning to reflect.  | <ul style="list-style-type: none"> <li>• Teach emergent leaders to reflect on experiences and find meaning.</li> </ul>  |

*Table 4.* Summary of Implications for Practice

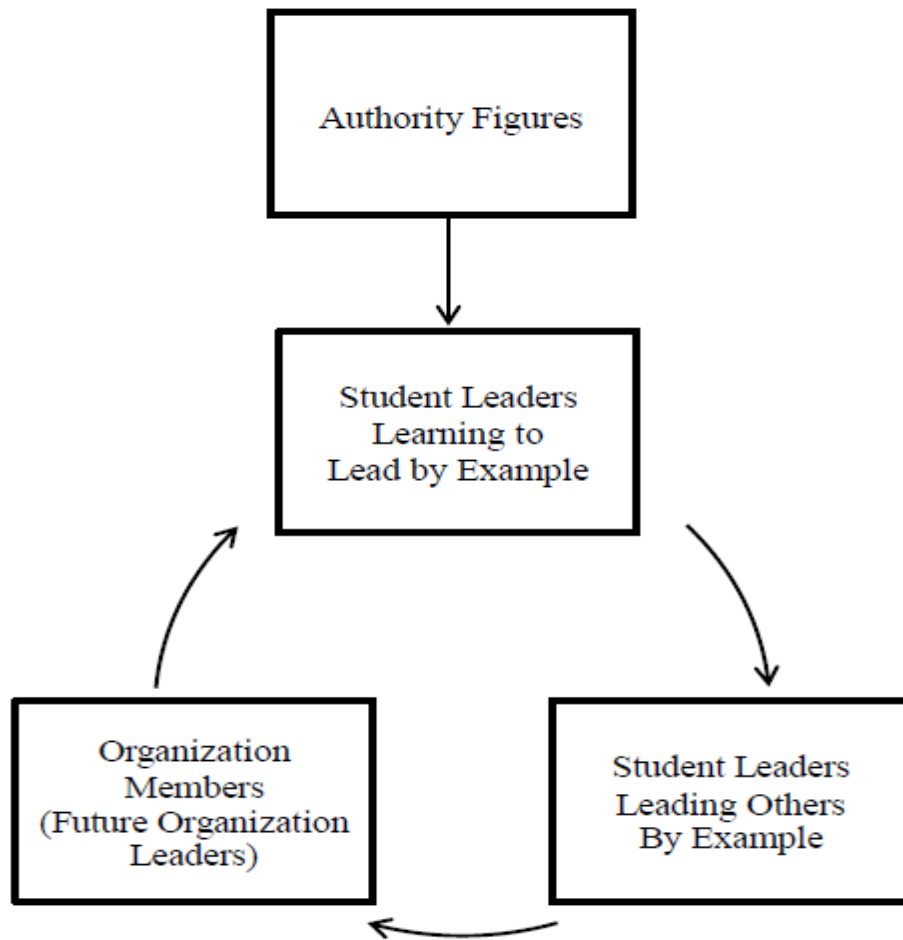
**Learning from example and relationships with others.** Relationships were important to the development of the identity of the student leaders as the relationships provided the experience of practicing leadership. They learned from observing others

who held their positions and from the direction of the authority figures. The authority figures were significant guides in the process of the participants developing their leader identities. Since the student leaders learned through observation, the presence of the authority figures in the venue and the authority figures' approach to managing expectations in the venue played a critical role in developing the identities of these emerging leaders.

Participants in this study learned from example and used authority figures and older experts as role models to develop desired behaviors. The quality of the relationships encountered by participants varied due to the way that expectations and role fulfillment were established by the authority figures. Similarly, Gould et al. (2013) reported that coaches were not necessarily equipped to adequately develop their captains into leaders.

Two implications arise that can be addressed through improvements to methods of emergent leader development. First, because new leaders learn from examples so that they may in turn lead by example, attention needs to be given to strengthening the development of authority figures and mentors who learned to lead through following the example of others. Figure 3 is a graphic display of how this cyclical process occurred within the organizations represented in this study. The opportunity exists to develop initiatives that help authority figures understand the need to better define the relationships boundaries with the student leaders, how the student leaders develop identities as leaders, the issues faced by the student leaders, and how implementing changes in their programs might strengthen the development of their leaders.





*Figure 3. Cycle of Learning to Lead*

The second implication is for continued leader development within the workplace for these emergent leaders. New leaders in this study learned through observing others and will continue to look for examples to follow as they continue to develop their leader identities and move into the world of work. Consequently, developing a mentor program for emergent leaders in the workplace may strengthen the pool of future organizational leaders.

Specifically, learning to lead from example for the participants emphasizes the need for mentor programs in the workplace. With the exception of the lessons and development opportunities presented to the participants who were a part of the freshman mentor program and Leadcon, participants learned from watching others to execute their duties of leadership. As a result, emergent leaders moving into the workplace will continue to look people for examples of how to perform. Mentor programs should provide emergent leaders with opportunities to practice leadership and develop confidence to assume more roles as they build their identities as leaders. While Ibarra et al. (2010) suggested that executive program provide a safe place for new identities to develop, mentor programs should also provide experiences and validate the identities of these individuals as leaders may strengthen the confidence and identity of these leaders. Stronger identities for emerging leaders may mean that they will seek more new leader opportunities.

**Learning to lead in hierarchical and needing to control may limit leader effectiveness in complex environments.** Another implication from this study is the influence of the hierarchical structures within which the participants operated. Some of the experiences prepared students to operate primarily within hierarchies which were structured with distinctive lines of authority. The structures taught position and authority which may be necessary within the confines of some of the venues represented in this study due to the objectives the organizations were trying to achieve. While the new leader's view of leadership as hierarchical was consistent with findings of Komives et al. (2005), other literature suggested that complex organizations and an ever changing

environment in today's workplace require a different type of leadership (Aubrey, Godfrey, & Harris, 2013; Schneider, & Somers, 2006; Uhl-Bien, Marion, & McKelvey, 2007). Even though new leaders may become adept at operating within structured hierarchies, it is important that leaders also develop the ability to function in complex environments. As a result, practitioners need to understand the foundational premise from which new leaders view leadership within organizations and how this experience shaped the identity of the leaders.

Some new leaders demonstrated a continued need for the assignment of positional authority in order to be willing to pursue roles of leadership. While the identity and confidence of the leader may be present, the emerging leader may for some reason not feel inclined to voluntarily assume the role of leader; however, these individuals may lead with confidence if given the role of leader. Other leaders may refuse to claim the title of leader but are effective in their efforts to create change. These leaders have a presence and make a difference but may not necessarily be willing to own the title of leader (Marion & Uhl-Bien, 2001; Schneider & Somers, 2006). Being able to collaborate in teams within complex environments may be particularly pertinent in the coming years. Consequently, developmental opportunities need to prepare the emerging leaders that have been entrenched in hierarchical leadership to learn to operate in complex environments and understand that leadership occurs at different levels of organizations.

Another similar area of concern that appeared in the data was that many of the high achievers demonstrated a desire to control and micro-manage initiatives and

projects within their organizations. Leading complex organizations requires leaders who can adapt to emergent structures that enable innovation (Marion & Uhl-Bien, 2001). Participants who were exposed to the development programs were showing signs of their ability to adapt to changing environments as they understood that it was important to develop others as leaders to continue the cycle of leader development within the organization (See Figure 3). Development initiatives for new leaders should include specific techniques to help them understand and practice delegation. Because one of the exemplary practices of leaders is to enable others to act (Kouzes & Posner, 2007), an absence of this knowledge may inhibit organizational effectiveness as well as limit the individual's potential growth as a leader.

**Leading older organization members challenged leaders.** Another implication that emerges from the data is associated with the challenges faced by the leaders as they gained experience leading members who were the same age or older. Age differences between leaders and members caused awkwardness for the participants that challenged the development of their leader identities. These situations provided opportunities to experience circumstances the leaders might confront in their future careers. A multi-generational work force may present challenges for these emerging leaders as leading peers who were the same age or older presented challenges for the participants. Given the age diversity of the workforce, participants may be called upon to lead multiple generations in the workplace in the near future.

The hierarchies of some of the organizations supported the age dilemma as the participants could not officially become leaders of these organizations until they were

seniors. Two of the more experienced leaders who had successfully gained the respect and trust of older organization members held both formal and informal positions of leadership prior to their senior years. In addition, participants who had taken part in the formal programs seemed to be more socially aware of the role of respect in relationships but still identified the age factor as an issue. Becoming more skilled at social interactions with different groups of people may provide additional confidence for young leaders and help them see themselves as more effective leaders. The ability to develop trust and respect as well as other people skills could improve leader effectiveness (Riggio & Lee, 2007; Scandura & Lankau, 1996). An emphasis in the development of new leaders that treats all people with respect may improve the leader's long term ability to lead a diverse workforce.

**Leading and personal culture.** An implication related to culture emerges from this study based on Ben's reaction to accepting the title of leader. Ben self-identified with the Hispanic culture and was willing to perform the organizing and directing functions in a group setting; yet, he was unwilling to take on the responsibility of leading individuals. As a result, practitioners need to be aware of how non-Western centric cultures respond to leadership opportunities. House (2004) argued that there are variations in what constitutes effective behaviors of a leader across cultures. In other words, people from different cultural backgrounds such as Ben, who comes from a traditionally collectivistic culture, may have a different view of what it means to be a leader. Individuals who do not self-identify as leaders may have the qualities to lead;

however, they may not choose to claim the title or to identify themselves as an official leader of a team or group.

These individuals may still be effective leaders even though they do not self-identify as leaders. For instance in Ben's case, his actions demonstrated his ability to lead a group; yet, he rejected owning the title. As noted earlier, complexity in organizations provides opportunities for leaders throughout the organizations who have different strengths and who are able to work together and collaborate in different situations.

**Developing values of character and authenticity.** One other area to foster continued development for new leaders is the in growth as an authentic leader. A majority of the participants expressed the importance of possessing dimensions of authenticity as they wanted to lead with integrity, develop trust, act with fairness, accept accountability, and earn respect. All participants who mentioned the importance of respect in the leader-follower relationship indicated that respect needed to be earned; however, leaders who were not a part of the leader development initiatives felt that they had to be viewed as nice and approachable to earn the respect of their followers. Other participants indicated that being liked was not necessarily foundational to being respected by people with whom they interacted. The ability to understand this distinction may be due to the formal exposure of curriculum and presentations that made a distinction in this concept for participants.

The dimension of respect has only recently been isolated to understand how it occurs in the relationships between leaders and followers (Clarke, 2011). This study

identified differences in understanding of the concept that would be carried over into the workplace. Practitioners should identify specific interventions that develop respect and encourage the continued development of the dimensions of authenticity in emerging leaders so as to improve social interactions and strengthen ethical behaviors of leaders.

**Improving the quality of leadership experiences.** The high achieving participants were driven to action in their roles as leaders. As they led by example, served as junior coaches and directors, developed proposals, and planned events, the participants spent their time performing what might be considered by some as more manager functions than leader functions (Hughes et al., 2009). For instance, delegation of duties and responsibilities by the authority figures to the student leaders varied which is consistent with the findings of Gould et al. (2013). Experience with goal setting, decision making, and casting a vision for the organization was rarely described except by a few of the participants. This lack of meaningful engagement for young leaders was also observed by MacNeil (2006).

The experiences in this study did provide participants with opportunities to perform actions as they were required to lead by example; however, the lack of some leadership experience may inhibit the effectiveness of the new leaders in the workplace. Marion and Uhl-Bien (2001) argue that leaders need to be able to operate in complex adaptive systems and manage the dynamic interactive systems which might include non-traditional leader functions. In other words, leaders need to be well rounded to operate in non-linear, complex environments. Developmental opportunities for new leaders should

include initiatives that provide meaningful experiences that involve establishing vision and goals, practice at making decisions and operating in complex environments.

**Learning to reflect.** During the process of data collection, it became apparent that only a few of the participants had reflected on their experiences to internalize how the experiences related to their development as leaders. As they reflected on their experiences, self-awareness emerged as some participants indicated that they might have done some things differently to achieve better results. Other participants, who readily admitted they had not thought about the leader experiences, had visible moments of clarity while reflecting on their experiences during the interviews. Since Conger and Benjamin (1999) confirm the importance of reflection in assessing the transformation of participants in development programs, new development opportunities for emergent leaders should be structured so as to include components of reflection throughout the developmental process. Reflection will provide the opportunity for individuals to internalize their actions to see themselves as leaders and reinforce their development as leaders (Murphy & Johnson, 2011).

## **FUTURE RESEARCH**

Several lines of future research emerge from this study related to the development of the leader's identity. The new avenues of research seek to further explore the influences of factors on leader identity development as well as further the understanding of this dynamic topic. A summary of the future research agenda is included as Table 5.



| Summary of Future Research Directions   |
|---|
| 1. What factors limit the development opportunities of emergent leaders?  |
| 2. Are some leadership roles viewed as not providing meaningful leader development? For instance, are leader skills acquired through some experiences viewed as ineffective or unimportant?   |
| 3. What role does culture and ethnicity play in the development of emerging leaders? What is the source of concern for new leaders regarding the age of followers? Are there perceived gender differences in developmental opportunities? |
| 4. How might development programs foster authenticity in student leaders?   |
| 5. Are there significant developmental differences between student leaders in different venues of practice?   |

*Table 5.* Summary of Future Research Directions

**Limitations of development opportunities.** While authority figures may be experts within the venue of practice, they, too, more than likely learned to lead by example. Gaps in development of participants may be directly related to gaps in the leader development of the authority figures (Gould et al., 2013). Because of the significant role that authority figures played in the lives of the participants, one new line of research might include a study pairing authority figures and the student leaders within the venues to develop an understanding of the interactions and the gaps that exist which limit the roles as developmental opportunities for the student leaders (MacNeil, 2006).

For instance, Kip recounted how his band director described student leadership as “an oxymoron...when I first heard that I wasn't challenging that thought. ‘You’re right, students can’t lead properly. They don't know how to lead.’ As I learned leadership, I challenged that... that is not true at all.” One explanation for this phenomenon may be that authority figures may personally have difficulty delegating control to the student leaders and reserve decision making and organizational goal

setting for themselves. However, participation in these activities can enhance the developmental experience of emerging leaders as Chip described how being a part of the goal setting process added meaning to his experience as drum major.

We all sat down as a group with the other squad leaders and other drum major and the directors and we thought of what kind of goals what are our goals that we want for the band to shoot for and so being a part of that process and coming up with the goals and helping achieve those goals and then being able to see what goals we actually did make really made it worth it to me because I didn't feel like I was just a band member who someone else came and said 'Here's these goals' and the I just did my part and we all lived happily ever after made our goals. I felt like I was...I really had a strong position in the whole process throughout the whole year of developing and reaching those goals.

**Differences in leader development opportunities.** Another area of research might include examining whether some roles of emerging leaders are stigmatized and discounted as not providing meaningful developmental opportunities for leaders. Specifically, Ava, the drill team captain, felt that her experience as a leader was judged irrelevant when she was told by another female early in her college career that “nobody cares if you were the captain of your drill team. Nobody cares anymore. It doesn't matter anymore. I know it...it just like rocked my world.” Ava's experience provided her with multiple opportunities to learn to lead and develop skills that were transferable to the workplace. A study to examine whether her experience with the individual was an

isolated incident or whether there are general distinctions and stereotypes that exist regarding the quality of leadership experiences across different venues.

**Issues of diversity in leader development.** Given that emerging leaders will be faced with different types of diversity in the workforce (Larson et al., 2002), future qualitative studies might be performed to find deeper meaning and identify the source of the age concern expressed by the young leaders in this study. Quantitative studies might also be performed to identify the prevalence of the issue of age in leaders who have been in the workforce for a longer period of time. Similarly, based on the findings in this study, future studies might be conducted related to ethnic differences and identity development so as to provide insight into perceptions of leader development from a variety of different cultural backgrounds.

Similarly, Ava was also reluctant to volunteer for leadership roles but was willing to accept roles of positional authority that were given to her. She identified herself as a leader but was only motivated to lead when given the position of authority. While a few male and female participants indicated they would volunteer for leader positions in the future, a study to examine whether gender differences are predictive of leaders volunteering to step into the role of leadership since gender was not a part of this study. Volunteering to take on the role of leader may be viewed as a risk by some new leaders as they step beyond their comfort zone to take on new responsibilities (Reio, 2007).

**Authenticity development in student leaders.** Participants in the high profile positions demonstrated a desire to protect their personal reputations as well as the image

of the organizations they represented. Their actions were a reflection of their personal character as well as their organizations. Always in the spotlight, the participants displayed concern for being perceived as being authentic in their actions as they led by example. They wanted to be perceived as being leaders of integrity and fairness. They were accountable and responsible to the authority figures as well as the members of their organizations. Understanding of the foundation and appearance of authenticity in young leaders should be studied in the future as this may be linked to future ethical leadership behaviors (Clarke, 2011). Another aspect of authenticity that might be studied is the development of respect in new leaders, given the differing views of the construct in this study.

**Developmental differences between student leaders in different venues of practice.** Limited research of non-sport venues of leadership practice makes this area ripe for future exploration. While this study drew participants who were leaders in non-sport venues, the qualitative nature of this study examined the meaning attributed to the experiences by the participants. Future comparative quantitative studies might be performed that examine the differences between the venues of practice to determine whether there are significant differences between leaders who practice in the different venues. In addition, since this study was limited to one particular rural area of one region in Texas, future studies could include participants from other rural areas or urban areas. Studies with participants who practiced leadership in other organizations not represented in this study would also make meaningful contributions to this line of study.

## CONCLUSIONS

Identity development is an outcome based on the experiences the participants had in the venues where they practiced leadership. A variety of factors played a part in the emergence of the identity of these leaders. As a result, this study adds to the literature in several ways.

First, participants from a wide array of venues were included in this study as prior research has been primarily limited to research of sports teams. One significant contribution of this study of the experiences of these participants is the exploration of the role of relationships played in the development of leader identity for the student leaders. Relationships affirmed, validated, and challenged the leaders in this study as shown in Figure 2. Participants came to see themselves as leaders through the relationships they built in the positions they held. The dynamic nature of the relationships provided the opportunity for the leaders to develop skills that are transferable to the workplace, including how to effectively interact with diverse groups of people.

Another contribution of this study is the development of an understanding of how the student leaders learned to lead. The leaders in this study learned through observing others as they developed their own leadership styles. The new leaders continued the cycle of leader development within their organizations by learning to lead and leading others by example as shown in Figure 3.

There were instances where affirmation and validation were not enough to encourage participants to volunteer for future leadership roles. However, even the participants who were not willing to volunteer for future leadership positions possessed

the foundational skills to lead with the skills they learned through the cycle of leader development in their organizations. Factors such as culture, the quality of the relationships with the authority figures, the individual's motive, or the developmental contexts of the experiences may have contributed to the differences in leader identity development for these participants. The leaders demonstrated commitment to their organizations as they internalized organizational values in order to model the expected behaviors by the time they became leaders. Specifically, the leaders were immersed in their organizations so they were ready to assume the duties and responsibilities of their positions as they acquired their leadership roles.

This study contributes to the understanding of character development in student leaders as emerging leaders in high profile positions understood and demonstrated the value of authentic leader behaviors. The experiences placed the participants in various situations where they called upon personal character values to guide their actions within their organizations. For instance, the student leaders made conscious decisions to lead with integrity, be accountable for their actions, and treat others with fairness. The leaders were concerned with being perceived by those they led as being leaders of character and principle. As they successfully fulfilled their roles as leaders, the participants continued to perform the behaviors of authenticity. The presence of principles of character as part of the identity of emergent leaders may mean that these leaders will retain these authentic behaviors as they transition to the workplace.

Another contribution of this study demonstrates that new leaders struggle with delegating responsibilities or duties to others within their organizations. Because

participants were strongly motivated to lead due to their desire for achievement, the positions gave them status and made them responsible for organization outcomes. The status and responsibility made some participants reluctant to relinquish control of projects. As a consequence, new leaders need to understand the importance of delegation and be coached to become comfortable with the process of delegating and helping develop future leaders. The absence of the ability to delegate makes sustainability of the organizations difficult as the current leaders are responsible for developing the next generation of leaders to perpetuate the organization's cycle of leader development.

The final contribution of this study identifies a gap in the knowledge of the participants related to operating in complex organizations as more complex environments require individuals to be able to work collaboratively (Schneider & Somers, 2006; Uhl-Bien et al., 2007). While the hierarchical structures and learning from others to lead by example are foundational to the emerging leader, additional development may be necessary to prepare the leaders for challenges they may face if they join complex organizations upon entering the workforce. In other words, the emergent leaders who learn to lead within the confines of a structure hierarchy may have difficulty making the transition to an organization that requires an ability to be adaptive and innovative (Uhl-Bien et al., 2007). Understanding this gap gives program and curriculum developers the opportunity to introduce the concept of organization complexity to strengthen developmental opportunities for emerging leaders.

The findings in this study add to the understanding of identity development as an interactive dynamic process. Based on these findings, leader identity development

occurred through the experiences for the participants in this study. For these leaders, interaction with different individuals and groups affirmed the participants in their roles as they led by example. The process of leading by example affirmed the leaders' identities. Leader authenticity and the motivation to lead intersected with the relationships as participants learned to lead by example and came to identify themselves as leaders.



## REFERENCES

- Anderson, J., & Kim, E. (2009). Youth leadership development: Perceptions and preferences of urban students enrolled in a comprehensive agriculture program. *Journal of Agricultural Education, 50*(1), 8-20. doi: 10.5032/jae.2009.01008
- Ardichvili, A., & Manderscheid, S. V. (2008). Emerging practices in leadership development. *Advances in Developing Human Resources, 10*(5), 619-631. doi: 10.1177/1523422308321718
- Au, W. (2007). Vygotsky and Lenin on learning: The parallel structures of individual and social development. *Science & Society, 71*(3), 273-298. doi: 10.1521/viso.2007.71.3.273
- Aubrey, C., Godfrey, R., & Harris, A. (2013). How do they manage? An investigation of early childhood leadership. *Educational Management Administration & Leadership, 41*(1), 5-29. doi: 10.1177/1741143212462702
- Avolio, B., & Gardner, W. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly, 16*(3), 315-338. doi:10.1016/j.leaqua.2005.03.001
- Avolio, B., & Vogelgesang, G. (2011). Beginnings matter in genuine leadership development. In S. E. Murphy, & R. J. Reichard (Eds.), *Early development and leadership: Building the next generation of leaders* (pp. 179-204). New York, NY: Psychology Press/Routledge.
- Banaji, M. R., & Prentice, D. A. (1994). The self in social contexts. *Annual Review of Psychology, 45*(1), 297-332. doi: 10.1146/annurev.ps.45.020194.001501

- Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.
- Baumeister, R. F., & Vohs, K. D. (2003). Self-regulation and the executive function of the self. In M. R. Leary, & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 197–217). New York: The Guilford Press.
- Benjamin, B., & O'Reilly, C. (2011). Becoming a leader: Early career challenges faced by MBA graduates. *Academy of Management Learning & Education, 10*(3), 452-472.
- Bornstein, M. H. (1989). Sensitive periods in development: Structural characteristics and causal interpretations. *Psychological Bulletin, 105*(2), 179-197. doi: 10.1037/0033-2909.105.2.179
- Bosak, J., & Sczesny, S. (2008). Am I the right candidate? Self-ascribed fit of women and men to a leadership position. *Sex Roles, 58*(9), 682-688. doi: 10.1007/s11199-007-9380-4
- Brungardt, C. (1997). The making of leaders: A review of the research in leadership development and education. *Journal of Leadership & Organizational Studies, 3*(3), 81-95. doi: 10.1177/107179199700300309
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Byham, W. (1999). Executive help wanted, inquire within: The leadership dearth is the real dilemma. *Employment Relations Today, 26*(3), 17-27.
- Callahan, J., Whitener, J. K., & Sandlin, J. (2007). The art of creating leaders: Popular culture artifacts as pathways for development *Advances in Developing Human Resources, 9*(2), 146-165. doi: 10.1177/1523422306298856

- Carden, L. L., & Callahan, J. L. (2007). Creating leaders or loyalists? Conflicting identities in a leadership development programme. *Human Resource Development International*, *10*(2), 169-186. doi: 10.1080/13678860701347099
- Chan, K., & Drasgow, F. (2001). Toward a theory of individual differences and leadership: Understanding the motivation to lead. *Journal of Applied Psychology*, *86*(3), 481-498. doi: 10.1037//021-9010.86.3.481
- Chaudhuri, S., & Ghosh, R. (2012). Reverse mentoring: A social exchange tool for keeping the boomers engaged and millenials committed. *Human Resource Development Review*, *11*(1), 55-76. doi: 10.1177/1534484311417562
- Chelladurai, P. (2011). Participation in sport and leader development. In S. E. Murphy, & R. J. Reichard (Eds.), *Early development and leadership: Building the next generation of leaders* (pp. 95-113). New York, NY: Psychology Press/Routledge.
- Clarke, N. (2011). An integrated conceptual model of respect in leadership. *The Leadership Quarterly*, *22*(2), 316-327. doi:10.1016/j.leaqua.2011.02.007
- Coakley, J. (2011). Youth sports. *Journal of Sport & Social Issues*, *35*(3), 306-324. doi: 10.1177/0193723511417311
- Conger, J., & Benjamin, B. (1999). *Building leaders: How successful companies develop the next generation*. San Francisco, CA: Jossey-Bass.
- Conger, J. (2004). Developing leadership capability: What's inside the black box? *Academy of Management Executive*, *18*(3), 136-2004. doi: 10.5465/AME.2004.14776188

- Conner, J., & Marquardt, M. J. (1999). Developing leaders for a global consumer products company. *Advances in Developing Human Resources, 1*(4), 22-37. doi: 10.1177/152342239900100404
- Cress, C., Astin, H., Zimmerman-Oster, K., & Burkhardt, J. (2001). Developmental outcomes of college students' involvement in leadership activities. *Journal of College Student Development, 42*(1), 15-27.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Cummins, R. L. (2007). Can modern media inform leadership education and development? *Advances in Developing Human Resources, 9*(2), 143-145. doi: 10.1177/1523422306298855
- Darling, N., Caldwell, L. L., & Smith, R. (2005). Participation in school-based extracurricular activities and adolescent adjustment. *Journal of Leisure Research, 37*(1), 51-76. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.proquest.com/docview/201200893?accountid=7082>
- Day, D. V. (2001). Leadership development: A review in context. *The Leadership Quarterly, 11*(4), 581-613. doi: DOI: 10.1016/S1048-9843(00)00061-8
- Day, D. V. (2011). Integrative perspectives on longitudinal investigations of leader development: From childhood through adulthood. *The Leadership Quarterly, 22*(3), 561-571. doi: 10.1016/j.leaqua.2011.04.012

- Day, D. V., Harrison, M., & Halpin, S. (2009). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. New York: Routledge.
- Day, D. V., & Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. *Human Resource Management Review, 17*(4), 360-373. doi: 10.1016/j.hrmr.2007.08.007
- Day, D. V., & Lance, C. E. (2004). Understanding the development of leadership complexity through latent growth modeling. In D. V. Day, S. Zaccaro & S. Halpin (Eds.), *Leader development for transforming organizations: Growing leaders for tomorrow* (pp. 41-69). Mahwah, NJ: Erlbaum.
- Delbecq, A., House, R., de Luque, M. S., & Quigley, N. (2013). Implicit motives, leadership, and follower outcomes: An empirical test of CEOs. *Journal of Leadership & Organizational Studies, 20*(1), 7-24. doi:10.1177/1548051812467207
- DeLellis, A. (2000). Clarifying the concept of respect: Implications for leadership. *Journal of Leadership & Organizational Studies, 7*(2), 35-49. doi: 10.1177/107179190000700203
- DeMoulin, D. F. (2002). Examining the impact of extra-curricular activities in the personal development of 149 high school seniors. *Journal of Instructional Psychology, 29*(4), 297-304. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=8586904&site=ehost-live>

- Dulebohn, J., Bommer, W., Liden, R., Brouer, R., & Ferris, G. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. *Journal of Management*, 38(6), 1715-1759. doi:10.1177/0149206311415280
- Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extra curricular involvement matters? *Journal of Adolescent Research*, 14(1), 10-43. doi: 10.1177/0743558499141003
- Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues*, 59(4), 865-889. doi: 10.1046/j.0022-4537.2003.00095.x
- Eisner, S. (2010). Grave new world? Workplace skills for today's college graduates. *American Journal of Business Education*, 3(9), 27-50. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.proquest.com/docview/757196324?accountid=7082>
- Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12. Retrieved from <http://jstor.org/stable/1132065>
- Elkins, S. L. (2003). Transformational learning in leadership and management positions. *Human Resource Development Quarterly*, 14(3), 351-358. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=11056451&site=ehost-live>

- Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist*, 49(8), 725-747. doi: 10.1037/0003-066X.49.8.725
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363-406. doi: 10.1037/0033-295X.100.3.363
- Erikson, E. (1968). *Identity: Youth and crisis*. New York, NY: W. W. Norton & Company, Inc.
- Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75(2), 159-210. Retrieved from <http://www.jstor.org.lib-ezproxy.tamu.edu:2048/stable/3516048>
- Fine, G. (1987). *With the boys: Little league baseball and preadolescent culture*. Chicago, IL: The University of Chicago Press.
- Fleishman, E., Mumford, M., Zaccaro, S., Levin, K., Korotkin, A., & Hein, M. (1991). Taxonomic efforts in the description of leader behavior: A synthesis and functional interpretation. *The Leadership Quarterly*, 2(4), 245-287. doi: <http://dx.doi.org/10.1016/j.lbr.2011.03.031>
- Fredricks, J. A., Alfed-Liro, C., Hruda, L., Eccles, J. S., Patrick, H., & Ryan, A. (2002). A qualitative exploration of adolescents' commitment to athletics and the arts. *Journal of Adolescent Research*, 17(1), 68-97. doi: 10.1177/0743558402171004

- Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male-sex-typed domains. *Developmental Psychology, 38*(4), 519-533.
- Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology, 42*(4), 698-698-713. doi: 10.1037/0012-1649.42.4.698
- French, J. R., & Raven, B. (1959). The bases of social power. *Studies in social power, 150*, 167.
- Frey, J. H., & Eitzen, D. S. (1991). Sport and society. *Annual Review of Sociology, 17*(1), 503-522. Retrieved from <http://www.jstor.org/stable/2083352>
- Gardner, W., & Avolio, B. (1998). The charismatic relationship: A dramaturgical perspective. *Academy of Management Review, 23*(1), 32–58. doi: 10.5465/AMR.1998.192958
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). “Can you see the real me?” A self-based model of authentic leader and follower development. *The Leadership Quarterly, 16*(3), 343-372. doi: 10.1016/j.leaqua.2005.03.003
- Gecas, V. (1982). The self-concept. *Annual Review of Sociology, 8*, 1-33. doi: 10.1146/annurev.so.08.080182.000245
- George, J. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*(8), 1027-1055. doi: 10.1177/0018726700538001



- Germain, M. (2011). Formal mentoring relationships and attachment theory: Implications for human resource development. *Human Resource Development Review, 10*(2), 123-150. doi: 10.1177/1534484310397019
- Gibson, S. K., & Hanes, L. A. (2003). The contribution of phenomenology to HRD research. *Human Resource Development Review, 2*(2), 181-205. doi: 10.1177/1534484303002002005
- Gilley, J. W., Shelton, P. M., & Gilley, A. (2011). Developmental leadership. *Advances in Developing Human Resources, 13*(3), 386-405. doi: 10.1177/1523422311424264
- Glanville, J. L. (1999). Political socialization or selection? Adolescent extracurricular participation and political.. *Social Science Quarterly, 80*(2), 279-290. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=2171753&site=ehost-live>
- Gordon, C. (1976). Development of evaluated role identities. *Annual Review of Sociology, 2*, 405-433. doi: 10.1146/annurev.so.02.080176.002201
- Gottfried, A. E., Gottfried, A. W., Reichard, R., Guerin, D., Oliver, P. & Riggio, R. (2011). Motivational roots of leadership: A longitudinal study from childhood through adulthood. *The Leadership Quarterly, 22*(3), 510-519. doi: <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>

- Gould, D., Voelker, D., & Griffes, K. (2013). Best coaching practices for developing team captains. *The Sport Psychologist*, 27(1), 13-26. Retrieved from Human Kinetics Publishers, Inc.
- Graen, G., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219-247. doi: <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>
- Guerin, D. W., Oliver, P. H., Gottfried, A. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: Temperamental approach/withdrawal and extraversion. *The Leadership Quarterly*, 22(3), 482-494. doi: [10.1016/j.leaqua.2011.04.006](http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.leaqua.2011.04.006)
- Hancock, D., Dyk, P., & Jones, K. (2012). Adolescent involvement in extracurricular activities: Influences on leadership skills. *Journal of Leadership Education*, 11(1), 84-101. Retrieved from <http://www.leadershipeducators.org/JOLE11-1>
- Hannah, S. T., & Avolio, B. J. (2010). Ready or not: How do we accelerate the developmental readiness of leaders? *Journal of Organizational Behavior*, 31(8), 1181-1187. doi: [10.1002/job.675](http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1002/job.675)
- Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of Self-Reported developmental experiences. *Journal of Research on Adolescence*, 13(1), 25-55. Retrieved from

<http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9079534&site=ehost-live>

- Hansen, D. M., & Larson, R. W. (2007). Amplifiers of developmental and negative experiences in organized activities: Dosage, motivation, lead roles, and adult-youth ratios. *Journal of Applied Developmental Psychology, 28*(4), 360-374. doi: 10.1016/j.appdev.2007.04.006
- Hansen, D. M., Skorupski, W. P., & Arrington, T. L. (2010). Differences in developmental experiences for commonly used categories of organized youth activities. *Journal of Applied Developmental Psychology, 31*(6), 413-421. doi: 10.1016/j.appdev.2010.07.001
- Heath, S. B. (2001). Three's not a crowd: Plans, roles, and focus in the arts. *Educational Researcher, 30*(7), 10-17. Retrieved from <http://www.jstor.org/lib-ezproxy.tamu.edu:2048/stable/3594410>
- Heifetz, R. (2006). Foreword. *New Directions for Youth Development, 2006*(109), 1-2. doi: 10.1002/yd.149
- Hertneky, R. (2012). Composing our lives--as women and as leaders. *Advances in Developing Human Resources, 14*(2), 140-155. doi: 10.1177/1523422311436303
- Hill, R. B., Kuchinke, K. P., & Zinser, R. (2013). Guest editorial: (Re)connecting workforce education and human resource development. *Human Resource Development Review, 12*(1), 3-10. doi: 10.1177/1534484312468424

- Higginson, N. (2010). Preparing the next generation for the family business: Relational factors and knowledge transfer in mother-to-daughter succession. *Journal of Management & Marketing Research*, 4, 1-18. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=49040192&site=ehost-live>
- Holton, E. F., & Lynham, S. A. (2000). Performance-driven leadership development. *Advances in Developing Human Resources*, 2(2), 1-17. doi: 10.1177/152342230000200202
- Horrocks, A., & Callahan, J. L. (2006). The role of emotion and narrative in the reciprocal construction of identity. *Human Resource Development International*, 9(1), 69-83. doi: 10.1080/13678860600563382
- House, R. (2004). Illustrative examples of GLOBE findings. In R. House, P. Hanges, M. Javidan, P. Dorfman, and V. Gupton (Eds.) *Culture, leadership, and organizations: The GLOBE study of 62 societies* (pp. 3-8). Thousand Oaks, CA: Sage Publications, Inc.
- House, R., & Aditya, R. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23(3), 409-473. doi:10.1177/014920639702300306
- House, R. J., & Howell, J. M. (1992). Personality and charismatic leadership. *Leadership Quarterly*, 3(2), 81-108. doi: <http://dx.doi.org/10.1016/j.lbr.2011.03.031>
- Hughes, R., Ginnett, R., & Curphy, G. (2009). *Leadership: Enhancing the lessons of experience* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill Irwin.

- Ibarra, H., & Petriglieri, J. (2010). Identity work and play. *Journal of Organizational Change Management*, 23(1), 10-285. doi: 10.1108/09534811011017180
- Ibarra, H., Snook, S. A., & Ramo, L. (2010). Identity-based leader development. In R. Khurana, & N. Noria (Eds.), *Handbook of leadership theory and practice* (pp. 657-678). Boston, MA: Harvard Business Press.
- Izard, C. & Eisenberger, R. (1994). Motivation, emotional basis. In V. Ramachandran (Ed.) *Encyclopedia of Human Behavior* (Vol. 3, pp. 219-228). New York, NY: Academic Press.
- Jago, A., & Vroom, V. (1977). Hierarchical level and leadership style. *Organizational Behavior and Human Performance*, 18(1), 131-145. doi: <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>
- Johnson, H. H. (2008). Mental models and transformative learning: The key to leadership development? *Human Resource Development Quarterly*, 19(1), 85-89. doi: 10.1002/hrdq.1227
- Jones, G., & George, J. (1998). The experience and evolution of trust: Implications for cooperation and teamwork. *Academy of Management Review*, 23(3), 531-546. doi: 10.5465/AMR.1998.926625
- Kets de Vries, M. F. R., & Korotov, K. (2007). Creating transformational executive education programs. *Academy of Management Learning & Education*, 6(3), 375-387. doi: 10.5465/AMLE.2007.26361627
- Komives, S., Lucas, N., & McMahon, T. (2007). *Exploring leadership: For college students who want to make a difference*. San Francisco, CA: Jossey-Bass.

- Komives, S., Mainella, F., Longerbeam, S., Osteen, L., & Owen, J. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development, 47*(4), 401-418.
- Komives, S., Owen, J., Longerbeam, S., Mainella, F., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development, 46*(6), 593-611.
- Kouzes, J., & Posner, B. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
- Kress, C. A. (2006). Youth leadership and youth development: Connections and questions. *New Directions for Youth Development, 2006*(109), 45-56. doi: 10.1002/yd.154
- Larson, R. W., Hansen, D. M., & Moneta, G. (2006). Differing profiles of developmental experiences across types of organized youth activities. *Developmental Psychology, 42*(5), 849-863. doi: 10.1037/0012-1649.42.5.849
- Larson, R., Walker, K., & Pearce, N. (2005). A comparison of youth-driven and adult-driven youth programs: Balancing inputs from youth and adults. *Journal of Community Psychology, 33*(1), 57-74. doi: 10.1002/jcop.20035
- Larson, R., Wilson, S., Brown, B. B., Furstenberg, J., Frank F., & Verma, S. (2002). Changes in adolescents' interpersonal experiences: Are they being prepared for adult relationships in the twenty-first century? *Journal of Research on Adolescence, 12*(1), 31-68. Retrieved from <http://lib->

[ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6316212&site=ehost-live](http://ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6316212&site=ehost-live)

- Leonard, H. S., & Lang, F. (2010). Leadership development via action learning. *Advances in Developing Human Resources, 12*(2), 225-240. doi: 10.1177/1523422310367800
- Lerner, R. M. (1982). Children and adolescents as producers of their own development. *Developmental Review, 2*(4), 342-370. doi: 10.1016/0273-2297(82)90018-1
- Lerner, R. M. (1991). Changing organism-context relations as the basic process of development: A developmental contextual perspective. *Developmental Psychology, 27*(1), 27-32. doi: 10.1037/0012-1649.27.1.27
- Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71*(1), 11. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3061019&site=ehost-live>
- Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., . . . von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents. *The Journal of Early Adolescence, 25*(1), 17-71. doi: 10.1177/0272431604272461

- Liden, R., & Graen, G. (1980). Generalizability of the vertical dyad linkage model of leadership. *The Academy of Management Journal*, 23(3), 451-465. doi: <http://www.jstor.org.lib-ezproxy.tamu.edu:2048/stable/255511>
- Ligon, G. S., Hunter, S. T., & Mumford, M. D. (2008). Development of outstanding leadership: A life narrative approach. *The Leadership Quarterly*, 19(3), 312-334. doi: 10.1016/j.leaqua.2008.03.005
- Ligon, G. S., Wallace, J. H., & Osburn, H. K. (2011). Experiential development and mentoring processes for leaders for innovation. *Advances in Developing Human Resources*, 13(3), 297-317. doi: 10.1177/1523422311424708
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lord, R. G., Brown, D. J., & Freiberg, S. J. (1999). Understanding the dynamics of leadership: The role of follower self-concepts in the leader/follower relationship. *Organizational Behavior and Human Decision Processes*, 78(3), 167-203. doi: 10.1006/obhd.1999.2832
- Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16(4), 591-615. doi: 10.1016/j.leaqua.2005.06.003
- Lord, R., Hannah, S., & Jennings, P. (2011). A framework for understanding leadership and individual requisite complexity. *Organizational Psychology Review*, 1(2), 104-127. doi: 10.1177/2041386610384757



- MacNeil, C. A. (2006). Bridging generations: Applying “adult” leadership theories to youth leadership development. *New Directions for Youth Development*, 2006(109), 27-43. doi: 10.1002/yd.153
- MacNeil, C. A., & McClean, J. (2006). Moving from “youth leadership development” to “youth in governance”: Learning leadership by doing leadership. *New Directions for Youth Development*, 2006(109), 99-106. doi: 10.1002/yd.157
- Madsen, S. R. (2009). *Developing leadership*. Lanham, MD: United Press of America, Inc.
- Mahoney, J. L., Cairns, B. D., & Farmer, T. W. (2003). Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of Educational Psychology*, 95(2), 409-418. doi: 10.1037/0022-0663.95.2.409
- Mahoney, J., & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of Adolescence*, 23(2), 113-127. doi: <http://dx.doi.org/10.1016/j.jbbr.2011.03.031>
- Manderscheid, S. (2008). New leader assimilation: An intervention for leaders in transition. *Advances in Developing Human Resources*, 10(5), 686-702. doi: 10.1177/1523422308322269
- Marcia, J. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology* (pp. 159-187). New York, NY: John Wiley & Sons.
- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38(1), 229-337.

- Martinek, T., & Hellison, D. (2009). *Youth leadership in sport and physical education*. New York, NY: Palgrave Macmillan.
- McCall Jr., M. W. (2004). Leadership development through experience. *Academy of Management Executive*, 18(3), 127-130. doi: 10.5465/AME.2004.14776183
- McEntire, L. E., & Greene-Shortridge, T. M. (2011). Recruiting and selecting leaders for innovation. *Advances in Developing Human Resources*, 13(3), 266-278. doi: 10.1177/1523422311424712
- McGuire, D., Garavan, T., O'Donnell, D., & Watson, S. (2007). Metaperspectives and HRD: Lessons for research and practice. *Advances in Developing Human Resources*, 9(1), 120-139. doi: 10.1177/1523422306294500
- McLaughlin, M. (2000). *Community counts: How youth organizations matter for youth development*. Washington DC: Public Education Network.
- McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist*, 40(7), 812-825. doi: <http://dx.doi.org/10.1037/0003-066X.40.7.812>
- McClelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1953). *The achievement motive*. New York: Appleton-Century-Crofts, Inc.
- Merleau-Ponty, M. (1962). *Phenomenology of perception* (C. Smith Trans.). London: Routledge & Kegan Paul.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

- Mumford, M. D., & Gibson, C. (2011). Developing leadership for creative efforts. *Advances in Developing Human Resources, 13*(3), 243-247. doi: 10.1177/1523422311425003
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly, 11*(1), 11-35. doi: 10.1016/S1048-9843(99)00041-7
- Murphy, S. E. (2011). Providing a foundation for leadership development. In S. E. Murphy, & R. J. Reichard (Eds.), *Early development and leadership: Building the next generation of leaders* (pp. 3-37). New York, NY: Psychology Press/Routledge.
- Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly, 22*(3), 459-470. doi: 10.1016/j.leaqua.2011.04.004
- Nesbit, P. (2012). The role of self-reflection, emotional management of feedback, and self-regulation processes in self-directed leadership development. *Human Resource Development Review, 11*(2), 203-226. doi: 10.1177/1534484312439196
- Northouse, P. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage Publications, Inc.

- Pearce, C., & Manz, C. (2011). Leadership centrality and corporate social ir-responsibility (CSIR): The potential ameliorating effects of self and shared leadership on CSIR. *Journal of Business Ethics, 102*(4), 563-579. doi: 10.1007/s10551-011-0828-7
- Plakhotnik, M. S., Rocco, T. S., & Roberts, N. A. (2011). Development review integrative literature review: Increasing retention and success of first-time managers: A model of three integral processes for the transition to management. *Human Resource Development Review, 10*(1), 26-45. doi: 10.1177/1534484310386752
- Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners' personality traits, business creation, and success. *European Journal of Work and Organizational Psychology, 16*(4), 353-385. doi: 10.1080/13594320701595438
- Reio, Jr., T. G. (2007). Exploring the links between adult education and human resource development: Learning, risk-taking, and democratic discourse. *New Horizons in Adult Education and Human Resource Development, 21*(1/2), 5-12. Retrieved from <http://education.fiu.edu/newhorizons>
- Ricketts, J., & Rudd, R. (2002). A comprehensive leadership education model to train, teach, and develop leadership in youth. *Journal of Career and Technical Education, 19*(1), 7-17. Retrieved from <http://scholar.lib.vt.edu/ejournals/JCTE/v19n1/pdf/ricketts.pdf>

- Riggio, R., & Lee, J. (2007). Emotional and interpersonal competencies and leader development. *Human Resource Management Review*, 17(4), 418-426. doi: <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>
- Ringo, T., & MacDonald, R. (2008). *Unlocking the DNA of the adaptable work force: The global human capital study 2008*. Somers, NY: IBM.
- Rodriguez, D., Wigfield, A., & Eccles, J. S. (2003). Changing competence perceptions, changing values: Implications for youth sport. *Journal of Applied Sport Psychology*, 15(1), 67-81. Retrieved from <http://www.taylorandfrancis.com>
- Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? answers from research and practice. *Applied Developmental Science*, 7(2), 94-111. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9353434&site=ehost-live>
- Scandura, T., & Lankau, M. (1996). Developing diverse leaders: A leader-member exchange approach. *The Leadership Quarterly*, 7(2), 243-263. <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>
- Schneider, M. (2002). A stakeholder model of organizational leadership. *Organization Science*, 13(2), 209-220.
- Schneider, M., & Somers, M. (2006). Organizations as complex adaptive systems: Implications of complexity theory for leadership research. *The Leadership Quarterly*, 17(4), 351-365. doi: <http://dx.doi.org.lib-ezproxy.tamu.edu:2048/10.1016/j.bbr.2011.03.031>

- Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York: Teachers College Press.
- Shamir, B. (2011). Leadership takes time: Some implications of (not) taking time seriously in leadership research. *The Leadership Quarterly*, 22(2), 307-315. doi: 10.1016/j.leaqua.2011.02.006
- Shamir, B., & Eilam, G. (2005). What's your story? A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16(3), 395-417. doi:10.1016/j.leaqua.2005.03.005
- Shavelson, R., Hubner, J., & Stanton, G. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 46(3), 407-441. doi: <http://www.jstor.org/stable/1170010> .
- Shertzer, J., & Schuh, J. (2004). College student perceptions of leadership: Empowering and constraining beliefs. *NASPA Journal*, 42(1), 111-131.
- Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. *Human Resource Development Review*, doi: 10.1177/1534484312438211
- Smoll, F., & Smith, R. (1989). Leadership behaviors in sport: A theoretical model and research paradigm. *Journal of Applied Social Psychology*, 19(18), 1522-1551. doi: 10.1111/j.1559-1816.1989.tb01462.x
- Spady, W. G. (1970). Lament for the letterman: Effects of peer status and extracurricular activities on goals and achievement. *American Journal of Sociology*, 75(4), 680-702. Retrieved from <http://www.jstor.org/stable/2775909>

- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18(4), 298-318. doi:10.1016/j.leaqua.2007.04.002
- van Knippenberg, D. (2003). Intergroup relations in organizations. In M. West, D. Tjosvold & K. Smith (Eds.), *International handbook of organizational teamwork and cooperative working* (pp. 381-399). England: John Wiley & Sons, Ltd.
- van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, 15(6), 825-856. doi: 10.1016/j.leaqua.2004.09.002
- van Linden, J., & Fertman, C. (1998). *Youth leadership: A guide to understanding leadership development in adolescents*. San Francisco, CA: Jossey-Bass Inc.
- van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: The State University of New York.
- Voelker, D. K., Gould, D., & Crawford, M. J. (2011). Understanding the experience of high school sport captains. *The Sport Psychologist*, 25(1), 47-66. Retrieved from Retrieved from Human Kinetics Publishers, Inc.
- Vygotsky, L. 1978. Interaction between Learning and Development. In M. Gole, V. John-Steiner, S. Scribner and E. Souberman (Eds.). *Mind in Society: The Development of Higher Psychological Processes* (pp. 79-91). Cambridge, MA: Harvard University Press.

- Waples, E., Friedrich, T., & Shelton, P. (2011). Closing comments on 'leading for innovation': We've only just begun. *Advances in Developing Human Resources*, *13*(3), 406-413. doi: 10.1177/1523422311424719
- Warhurst, R. P. (2012). Leadership development as identity formation: Middle managers' leadership learning from MBA study. *Human Resource Development International*, *15*(4), 471-487. doi: 10.1080/13678868.2012.706428
- Watkins, K. E., Lysø, I., & deMarrais, K. (2011). Evaluating executive leadership programs: A theory of change approach. *Advances in Developing Human Resources*, *13*(2), 208-239. doi: 10.1177/1523422311415643
- Weinberger, L. (1998). Commonly held theories of human resource development. *Human Resource Development International*, *1*(1), 75-93. doi: 10.1080/13678869800000009
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University.
- Wenson, J. E. (2010). After-coaching leadership skills and their impact on direct reports: Recommendations for organizations. *Human Resource Development International*, *13*(5), 607-616. doi: 10.1080/13678868.2010.520485
- Williams, H. M., Parker, S. K., & Turner, N. (2007). Perceived dissimilarity and perspective taking within work teams. *Group & Organization Management*, *32*(5), 569-597. doi: 10.1177/1059601106293769



- Wingenbach, G., & Kahler, A. (1997). Self-perceived youth leadership and life skills of Iowa FFA members. *Journal of Agricultural Education*, 38(3), 18-27. doi: 10.5032/jae.1997.03018
- Winnicott, D. (1989). *Psychoanalytic explorations*. London: Karnac Books.
- Winter, D. G. (1973). *The power motive*. New York, NY: Macmillan Publishing Co., Inc.
- Wolf, J., & Heath, S. (1999). When resolution comes in sages: How drama makes good use of conflict. In B. J. Wagner (Ed.), *Building moral communities through educational drama* (pp. 91-112). Samford, CT: Ablex.
- Wright, A., & Côté, J. (2003). A retrospective analysis of leadership development through sport. *Sport Psychologist*, 17(3), 268-291. Retrieved from <http://www.humankinetics.com/>
- Yeo, R. K., & Nation, U. E. (2010). Optimizing the action in action learning: Urgent problems, diversified group membership, and commitment to action. *Advances in Developing Human Resources*, 12(2), 181-204. doi: 10.1177/1523422310367882
- Young, A. M. (2009). Frustration-instigated career decisions: A theoretical exploration of the role of frustration in career decisions. *Human Resource Development Review*, 8(3), 281-299. doi: 10.1177/1534484309337209
- Yukl, G. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

- Zacharatos, A., Barling, J., & Kelloway, E. K. (2000). Development and effects of transformational leadership in adolescents. *The Leadership Quarterly*, *11*(2), 211-226. doi: 10.1016/S1048-9843(00)00041-2
- Zeldin, S. (2004). Youth as agents of adult and community development. *Applied Developmental Science*, *8*(2), 75-90. Retrieved from <http://lib-ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=12726177&site=ehost-live>
- Zheng, W., Khoury, A. E., & Grobmeier, C. (2010). How do leadership and context matter in R&D team innovation? A multiple case study. *Human Resource Development International*, *13*(3), 265-283. doi: 10.1080/13678868.2010.483816

## APPENDIX A

TEXAS A&M UNIVERSITY

DIVISION OF RESEARCH - OFFICE OF RESEARCH COMPLIANCE AND BIOSAFETY

1186 TAMU, General Services Complex  
College Station, TX 77843-1186  
750 Agronomy Road, #3501

979.458.1467  
FAX 979.862.3176

<http://researchcompliance.tamu.edu>

---

Human Subjects Protection Program

Institutional Review Board

---

**APPROVAL DATE:** 14-Jun-2012

### MEMORANDUM

**TO:** CALLAHAN, JAMIE L  
**FROM:** Office of Research Compliance  
Institutional Review Board  
**SUBJECT:** Initial Review

---

**Protocol Number:** 2012-0332  
**Title:** Leader Identity Development: Understanding Adolescent Practice Experiences of Future Organizational Leaders  
**Review Category:** Expedited  
**Approval Period:** 14-Jun-2012 To 13-Jun-2013

---

### Approval determination was based on the following Code of Federal Regulations:

Eligible for Expedite Approval (45 CFR 46.110): Identification of the subjects or their responses (or the remaining procedures involving identification of subjects or their responses) will NOT reasonably place them at risk of criminal or civil liability or be damaging to the their financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

-----  
Criteria for Approval has been met (45 CFR 46.111) - The criteria for approval listed in 45 CFR 46.111 have been met (or if previously met, have not changed).

-----  
(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

-----  
(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies.

(Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b) (3). This listing refers only to research that is not exempt.)

---

**Provisions:**

---

**Comments:**

---

This research project has been approved. As principal investigator, you assume the following responsibilities

1. **Continuing Review:** The protocol must be renewed each year in order to continue with the research project. A Continuing Review along with required documents must be submitted 45 days before the end of the approval period. Failure to do so may result in processing delays and/or non-renewal.
2. **Completion Report:** Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB Office.
3. **Adverse Events:** Adverse events must be reported to the IRB Office immediately.
4. **Amendments:** Changes to the protocol must be requested by submitting an Amendment to the IRB Office for review. The Amendment must be approved by the IRB before being implemented.
5. **Informed Consent:** Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived as noted above.

This electronic document provides notification of the review results by the Institutional Review Board.

## APPENDIX B

---

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM  
CONSENT FORM

---

**Project Title:** Leader Identity Development: Understanding Adolescent Practice Experiences of Future Organizational Leaders

You are invited to take part in a research study being conducted by Jamie Callahan and Katherine Yeager, researchers from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

**Why Is This Study Being Done?**

The purpose of this study is to explore the perceptions of the leadership experiences which shape the development of leader identities among 18 to 20 year olds living in the eastern region of rural Texas.

**Why Am I Being Asked To Be In This Study?**

You are being asked to be in this study because you held an officer's position in an organization, a team, or a club during your years in high school.

**How Many People Will Be Asked To Be In This Study?**

Ten people (participants) will be invited to participate in this study locally.

**What Are the Alternatives to being in this study?**

No, the alternative to being in the study is not to participate.

**What Will I Be Asked To Do In This Study?**

You will be asked to describe and reflect upon your experiences of leadership during your time of participation with your organization, team, or club. Your participation in this study will last up to three hours over a two week period and will include three meetings. Each of the recorded interviews will last approximately 45 to 60 minutes and be conducted at 3 or 4 days apart. You will be asked to review the transcript of the interview for accuracy.

**Will Photos, Video or Audio Recordings Be Made Of Me during the Study?**

The researchers will make an audio recording during the study so that data can be collected. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

\_\_\_\_\_ I give my permission for audio to be made of me during my participation in this research study.

\_\_\_\_\_ I do not give my permission for audio to be made of me during my participation in this research study.

**Are There Any Risks To Me?**

The things that you will be doing are no more/greater than risks than you would come across in everyday life. Information collected through the interviews will be kept confidential and you will

Version Date:

Page 1 of 3

|  |                                       |                |
|--|---------------------------------------|----------------|
| Texas A&M University IRB Approval<br>IRB Protocol #2012-0332 | From: 06/14/2012<br>Authorized by: SD | To: 06/13/2013 |
|--|---------------------------------------|----------------|

**TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM**

**CONSENT FORM**

not be personally identified by name in this study. A pseudonym will be used for identification purposes.

Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to. Information about individuals and/or organizations that may be able to help you with these problems will be given to you.

**Will There Be Any Costs To Me?**

Aside from your time, there are no costs for taking part in the study.

**Will I Be Paid To Be In This Study?**

You will not be paid for being in this study.

**Will Information From This Study Be Kept Private?**

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Jamie Callahan and Katherine Yeager will have access to the records.

Information about you will be stored in locked file cabinet and computer files protected with a password. This consent form will be filed securely in an official area.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

**We may be legally obligated to disclose information under the Texas Public Information Act.** Information about you and related to this study will be kept confidential to the extent permitted or required by law. The Texas Public Information Act provides a mechanism for the public to request public information in Texas A&M University's possession, which may include information about you and/or information related to this study. If Texas A&M University receives a request for public information relating to this study, the university will seek to withhold information about you and/or this study to the extent such information may be considered confidential by law and to the extent legally permitted and authorized by the Texas Attorney General's Office to do so.

**Who may I Contact for More Information?**

You may contact the Principal Investigator, Jamie Callahan, Associate Professor, to tell her about a concern or complaint about this research at (979) 458-3584 or [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu). You may also contact the co-investigator, Katherine Yeager, at (936) 414-2386 or [tx3aggies@tamu.edu](mailto:tx3aggies@tamu.edu)

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or [irb@tamu.edu](mailto:irb@tamu.edu).

Version Date:

Page 2 of 3

|   |                                       |                |
|---|---------------------------------------|----------------|
| <b>Texas A&amp;M University IRB Approval</b><br>IRB Protocol #2012-0332 | From: 06/14/2012<br>Authorized by: SD | To: 06/13/2013 |
|---|---------------------------------------|----------------|

**TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM**

**CONSENT FORM**

**What if I Change My Mind About Participating?**

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time.

**STATEMENT OF CONSENT**

**I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.**

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**INVESTIGATOR'S AFFIDAVIT:**

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

\_\_\_\_\_  
Signature of Presenter

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

|  |                   |                |
|--|-------------------|----------------|
| <b>Texas A&amp;M University IRB Approval</b> | From: 06/14/2012  | To: 06/13/2013 |
| IRB Protocol #2012-0332                      | Authorized by: SD |                |

Version Date:

Page 3 of 3

## APPENDIX C

### INTERVIEW PROTOCOL

Interview No. 1 - The first interview will capture the participant's experience in the practice setting.

1. Tell me about your last experience of PRACTICE.
2. What was it like to be part of PRACTICE?

Interview No. 2 - The second interview will investigate more in depth experience of being a leader within the context of practice, asking the participant to reconstruct the detailed experience.

1. What is it like to be a leader?
2. Tell me about the personal experience that you have had that helped you develop the perception of yourself as a leader.

Interview No. 3 - Lastly, the third interview will explore the meaning of the experience of practice for the individual.

1. What does it mean to you to be a leader?
2. In what ways did the experience of PRACTICE help you see yourself as a leader?