

# **Understanding the Process of Leadership Identity Development in Japanese College Students**

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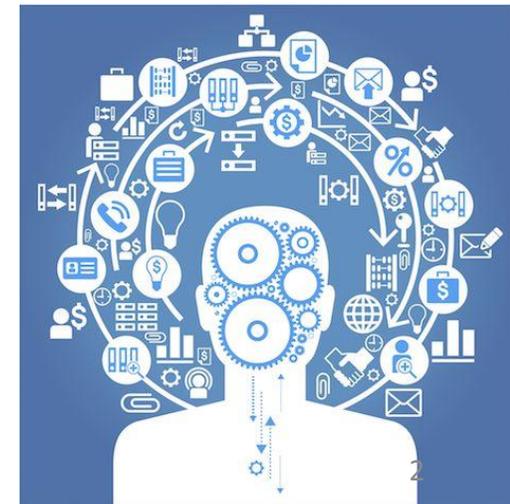
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# Presentation Outline

1. Background
2. Purpose of the Study
3. Leadership Identity Development Grounded Theory and Model (LID Study)
4. Present Study done on Japanese Students
5. Findings
6. Conclusion and Limitations



# 1. Background

- Empirical studies on leadership development are limited in Japan
- Exploring the processes of leadership identity development in Japanese college students will help to identify effective leadership development strategies



## 2. Purpose of the Study

- ① To understand the processes the Japanese college students and the recent college graduates experienced in creating leadership identity
- ② To understand how this leadership identity develops over time
- ③ To identify similarities and differences of the developmental processes of leadership identities between the students in the prior study and the present study
- ④ To identify strategies that help to form leadership identities in college education

# 3. Leadership Identity Development Grounded Theory and Model (LID Study)

What is “Leadership Identity”:

“the cumulative confidence in one’s ability to intentionally engage with others to accomplish group objectives “ (Komives et al., 2005 ).



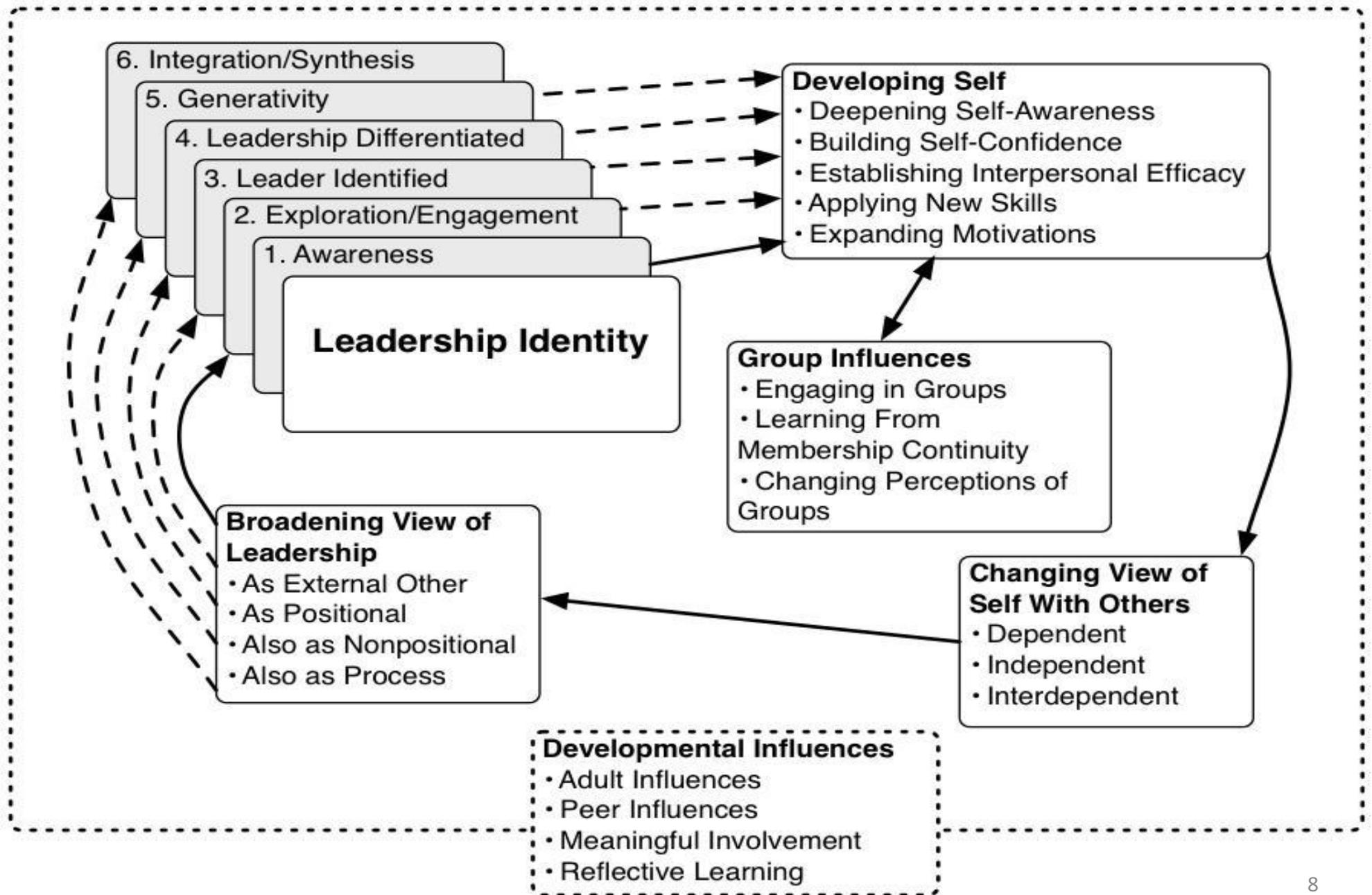
# 3. LID Study

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

# 3. LID Study

- Participants: 13 diverse students
- Nominated using **purposeful sampling**
  - ✓ being ethical and inclusive.
  - ✓ empower others
  - ✓ identify common vision and goals for a group or public.
  - ✓ involve and collaborate
- 3 interviews (1-2 hours each)
- Life narrative and model building





# 3. LID Study

- 6 stages of development
- Stages 1-5 are followed by a transition
- Each stage explores:
  - Developing self
  - Group Influences
  - Developmental Influences
  - Changing views of self with others
  - Changing views of leadership

# 4. Present Study

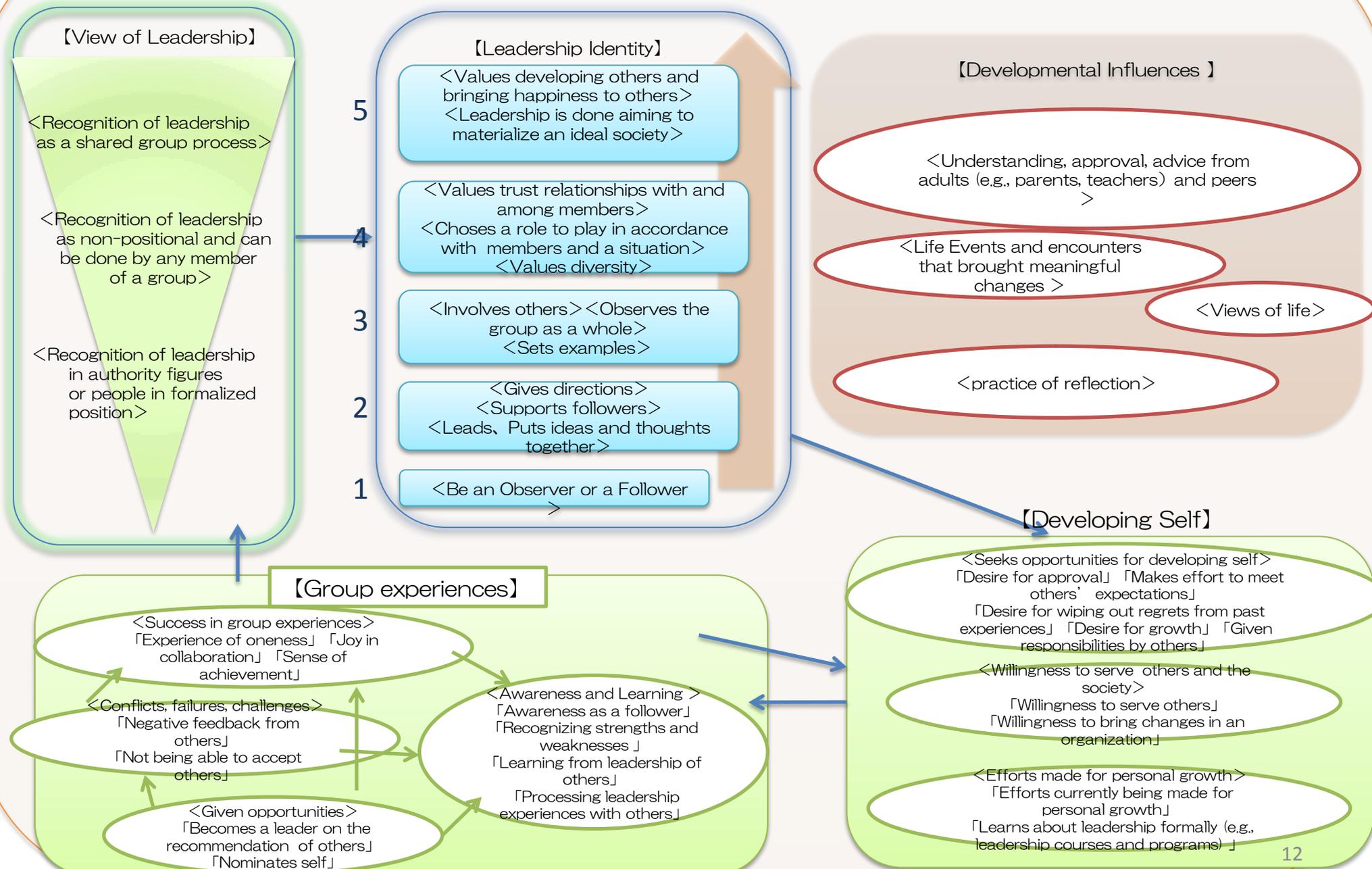
## done on Japanese Students

- Participants: 12 Japanese students (5 female students and 7 male students, 8 undergraduate students and 4 recent college graduates)
- Activities students involved in:
  - club activities
  - peer support organization
  - organizing various campus projects
- Nominated using **purposeful sampling**
- three interviews (1-2 hours each)
- Life narrative and model building

# 5. Findings

- 5 stages of development
- Stages 1-4 are followed by a transition
- Each stage explores:
  - Developmental Influences
  - Developing self
  - Group experiences
  - Changing views of leadership

# Illustration of the theory



# 5. Findings: Comparison / Stage 1

Prior Study	Present Study
<p>&lt;Awareness&gt;</p> <ul style="list-style-type: none"> <li>• Dependent</li> </ul>	<ul style="list-style-type: none"> <li>• depend on leaders               <ul style="list-style-type: none"> <li>— “If he spent more time with us, our team could’ve been a lot better”</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Students are uninvolved or inactive followers</li> </ul>	<ul style="list-style-type: none"> <li>• Observer or follower</li> <li>• Blindly follow the leader</li> </ul>
<ul style="list-style-type: none"> <li>• Recognition of leadership in national figures and other authority figures</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of leadership in surrounding environment</li> <li>• Recognize leadership in authority figures or people in formalized position</li> </ul>
<ul style="list-style-type: none"> <li>• “I am not a leader”, I do not have the capacity to influence others</li> </ul>	<ul style="list-style-type: none"> <li>• “I do not have a talent for becoming a leader”</li> <li>• Leaders are charismatic</li> </ul>
<ul style="list-style-type: none"> <li>• Seek friendships</li> <li>• Seek affirmation</li> </ul>	<ul style="list-style-type: none"> <li>• Join groups with various reasons. Parents have big influence</li> </ul>

# 5. Findings: Comparison / Stage 2

Prior Study	Present Study
<p>&lt;Exploration / Engagement&gt;</p> <ul style="list-style-type: none"> <li>• Dependent</li> </ul>	<ul style="list-style-type: none"> <li>• When fails to lead, seek external factors such as members and situations put in</li> </ul>
<ul style="list-style-type: none"> <li>• Taking on responsibilities</li> <li>• Active member</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming to recognize responsibilities being put</li> </ul>
<ul style="list-style-type: none"> <li>• Getting involved in a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Getting involved in different activities autonomously rather than forced or recommended by others</li> </ul>
<ul style="list-style-type: none"> <li>• Starting to see the need for change</li> <li>• Identify personal strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Try to lead by Giving directions and pulling things together, but fail in many cases</li> <li>• Identify personal strengths and weaknesses</li> </ul>
<ul style="list-style-type: none"> <li>• Affirmation of adults</li> </ul>	<ul style="list-style-type: none"> <li>• Affirmation of adults</li> <li>• Make effort to meet expectations of adults</li> </ul>
<ul style="list-style-type: none"> <li>• Development of personal skills and abilities</li> <li>• Building confidence</li> </ul>	

# 5. Findings: Comparison / Stage 3

Prior Study	Present Study
<p>&lt;Leader Identified&gt;</p> <ul style="list-style-type: none"> <li>• Dependent/Independent</li> </ul>	
<ul style="list-style-type: none"> <li>• Narrowed activities, personally meaningful</li> <li>• Trying on new roles in activities and groups</li> </ul>	<ul style="list-style-type: none"> <li>• Take on more responsibilities in narrowed activities</li> </ul>
<ul style="list-style-type: none"> <li>• I see myself as a leader (position driven)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of seeing the collective whole —“I have to do my best as a leader, but also care about other members and the group as a whole”</li> <li>• Sets examples</li> </ul>
<ul style="list-style-type: none"> <li>• Organize to get tasks done</li> </ul>	<ul style="list-style-type: none"> <li>• Involves others for achieving goals</li> </ul>
<ul style="list-style-type: none"> <li>• Rely on older mentors and guides</li> </ul>	<ul style="list-style-type: none"> <li>• Learns from behaviors of older members</li> </ul>
<ul style="list-style-type: none"> <li>• Identifying skills needed</li> </ul>	<ul style="list-style-type: none"> <li>• Seek for leadership learning opportunities in order to acquire needed skills</li> </ul>

# 5. Findings: Comparison / Stage 4

Prior Study	Present Study
<p>&lt;Leadership differentiated&gt;</p> <ul style="list-style-type: none"> <li>• Interdependent</li> </ul>	
<ul style="list-style-type: none"> <li>• New belief that leadership can come from anywhere in the group (non positional)</li> <li>• Let go control</li> </ul>	<ul style="list-style-type: none"> <li>• Belief that Leadership can come from any members of a group</li> <li>• Let go control</li> <li>• Chose roles to play in accordance with members and a situation</li> </ul>
<ul style="list-style-type: none"> <li>• joining with others in shared tasks/ goals from positional or non-positional group roles</li> <li>• Learn to trust and value others &amp; their involvement</li> <li>• Seeing the collective whole; the big picture</li> </ul>	<ul style="list-style-type: none"> <li>• Belief that good relationships bring better group outcome</li> <li>• Value trust relationships with and among members</li> </ul>
<ul style="list-style-type: none"> <li>• Openness to other perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Value diversity —”Decisions made without any arguments resulted from differences of individual opinions are not good decision”</li> </ul>
<ul style="list-style-type: none"> <li>• Learn group and team skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continue seeking for learning opportunities</li> </ul>

# 5. Findings: Comparison / Stage 5

Prior Study	Present Study
<p>&lt;Generativity&gt;</p> <ul style="list-style-type: none"> <li>• Interdependent</li> </ul>	
<ul style="list-style-type: none"> <li>• Active commitment to a personal passion</li> <li>• Thinking about leadership sustainability within groups and organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership is done aiming for sustainability of the group and materialization of an ideal society —“I am not merely interested in developing our organization. I am aiming to transform this university to a place where all the students will be proud of”</li> </ul>
<ul style="list-style-type: none"> <li>• Accepting responsibility for the development of others</li> <li>• Promotes team learning</li> <li>• Sharing responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Values developing others and bringing happiness to others —“ I want to expand the possibilities of members. It will enrich their college life”</li> </ul>
<ul style="list-style-type: none"> <li>• View leadership as group process</li> </ul>	<ul style="list-style-type: none"> <li>• View leadership as group process</li> </ul>
<ul style="list-style-type: none"> <li>• Reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective practice</li> </ul>
<ul style="list-style-type: none"> <li>• Look for meaning in peer relationships</li> </ul>	

# 5. Findings: Comparison / Stage 6

Prior Study	Present Study
<p data-bbox="126 429 629 472">&lt;Integration/Synthesis&gt;</p> <ul data-bbox="126 486 1011 986" style="list-style-type: none"><li data-bbox="126 486 488 529">• Interdependent</li><li data-bbox="126 544 975 644">• Commitment to life long learning growth as a leader</li><li data-bbox="126 658 1011 758">• I can influence change from any within the organization</li><li data-bbox="126 772 934 872">• Leave things better than when I found them</li><li data-bbox="126 886 857 929">• Can influence in multiple contexts</li><li data-bbox="126 943 675 986">• Role modeling for others</li></ul>	

# 5. Findings / Similarities

- Participants in the prior and the present studies have gone through similar processes of leadership identity development:
  - shifted from hierarchical, leader-centric view to collaborative relational process
  - Each stage explores “developmental influences”, “developing self”, “Group experiences”, “Changing views of leadership”.
  - the leadership identity development of many participants was guided/influenced by parents, mentors, teachers, senior members
  - experienced crisis or significant challenges before or during the key transition

# 5. Findings / Differences

- Only 5 stages of identity development were identified in the present study.
- Transitional stages were not identified in the present study.
- The number of the changes occur in view of leadership is different.
- Race is the critical factor among students of color
- Diversity was valued by the participants in both studies but the diversity faced by the Japanese participants were limited to Japanese in most cases.

# 5. Findings

- 4 participants who seemed to have progressed to stage 5 had:
  - experiences of starting new projects or establishing organizations with their own personal passions
  - Learned leadership formally (e.g., leadership courses and programs)
  - continuously observed and reflected on their behaviors



## Possible effective interventions for developing leadership identity

- Provide opportunities to reflect on self to identify own passion
- Accept the developments
- Introduce appropriate leadership learning opportunities for each individual
- Teach importance of reflection and how it can be done.
- Facilitate reflection by playing a role of mentor

# 6. Conclusions and Limitations

- Many similarities between the processes of leadership identity development of the prior and the present study
  - leadership development strategies in the U.S applicable?
- Only 5 stages were identified in the present study
  - Are leadership Identities of Japanese students less developed? If so, what are the factors?

# 6. Conclusions and Limitations

- The degree of how much influence each element appeared in developmental stages had can not be identified
- The influences of personal traits such as characteristics and temperaments have on leadership identity development is not known
- Limit on generalization