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# Leadership Identity Development of LGBT-Identifying Students

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# LEADERSHIP IDENTITY DEVELOPMENT OF LGBT-IDENTIFYING COLLEGE STUDENTS

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## PURPOSE

The study addressed the question, “What affects the leadership identity development of LGBT student leaders at a Catholic university?”

Each participant described intersections of LGBT identity and leadership identity and also identified positive and negative influences to their identity development and perceptions of leadership.

## METHODS

LGBT students were identified by staff who work directly with students and student groups. Student participants were also given the opportunity to identify possible participants. Individual semi-structured interviews were conducted in a grounded theory approach. Each interview was transcribed verbatim and then coded for themes.

## PARTICIPANTS

- Nine LGBT students, each of whom is involved in on- and off-campus activities in varying degrees
- Three participants identified as bisexual, two participants identified as gay, one participant identified as lesbian, one participant identified as gender-queer, one participant identified as queer/gender-fluid, and one identified as pansexual

## SELECT REFERENCES

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## ACKNOWLEDGEMENTS

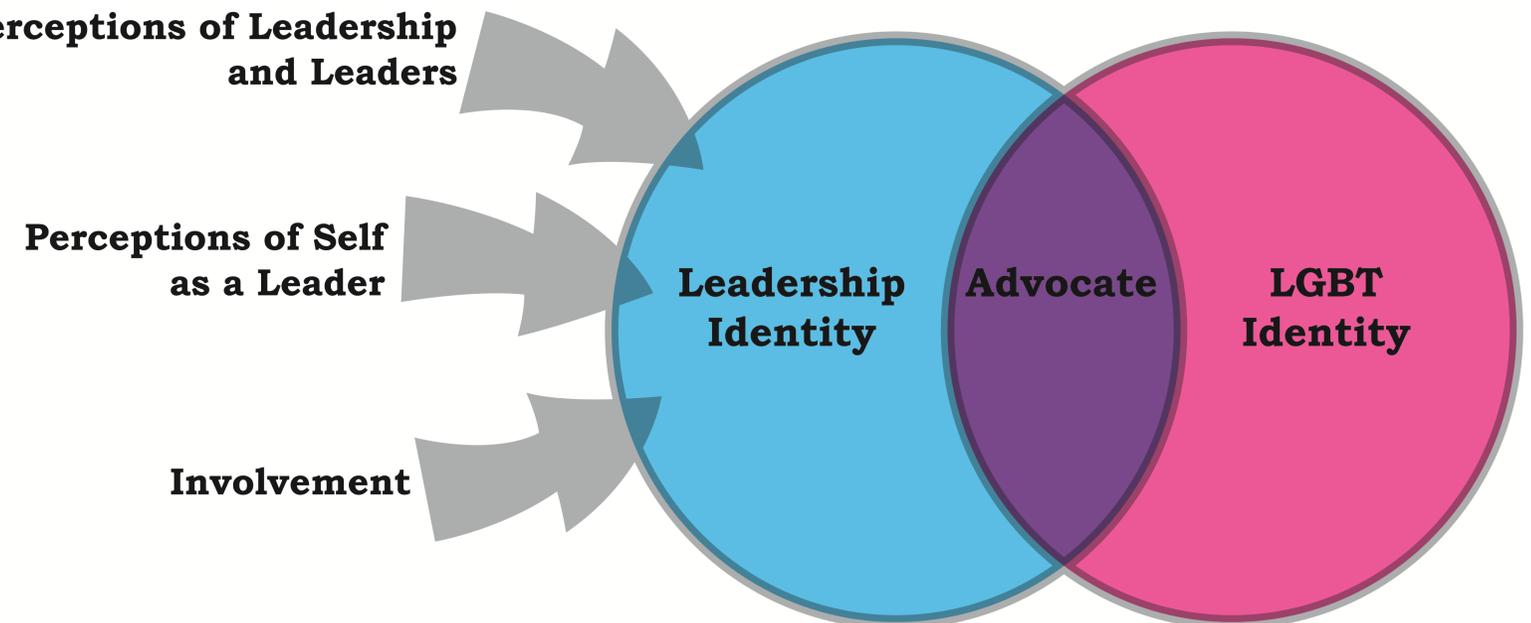
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## FINDINGS

Perceptions of Leadership and Leaders

Perceptions of Self as a Leader

Involvement



## IMPLICATIONS

- It is important that we provide resources for students who are questioning in order to aid their development.
- Creating a campus environment which LGBT students perceive as welcoming to them is important in getting them involved as well as providing a positive perception of leaders on campus.

## FUTURE RESEARCH

- Identify and interview more participants
- Conduct follow-up interviews with each participant
- Develop study to look at particular constructs within LGBT identities (e.g. sexual orientation vs. gender identity)
- Incorporate queer theory