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A person does not wake up one day as a leader (Van Linden & Fertman, 1998). In alignment with this belief, youth leadership development has been facilitated through sports-based youth development (SBYD) programs in dynamic manners.

As one of the longest-running SBYD programs, the Youth Leader Corps (YLC) program has been dedicated to youth leadership development based on the fourth level (helping and leading others) of Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) model. The YLC program provides youth experiential learning opportunities to cultivate leadership competencies through cross-age teaching and become responsible. The existing studies on the YLC program were a crucial cornerstone to understanding the impact of participating in the YLC program on youth leaders' commitment, individual growth, and leadership development. However, there is a dearth of empirical evidence on how youth leadership identity development occurs throughout the YLC program. Therefore, the purpose of this study is to explore a process of youth leadership identity development, factors influencing leadership identity development, and its impact on youth leaders' lives.

Youth leaders (n=12), program staff (n=2), and a program director (n=1) were recruited through purposive and theoretical sampling. Each participant was asked to participate in an in-depth interview via Zoom. With the use of the constructivist grounded theory approach (Charmaz, 2014), this study generated a theoretical framework of youth leadership identity development through an SBYD program. The theoretical framework illustrates an integrative process of how youth leaders understand leadership and construct leadership perspectives through experiential learning embedded within the YLC program. The findings are as follows.

Youth leaders initially participated in the YLC program with different leadership views. Their leadership identity was developed through five stages: (a) navigating the YLC program; (b) mirroring leadership; (c) exploiting/positioning leadership strategies; (d) internalizing responsible leadership; and (e) cultivating leadership perspective embedded in the YLC program. Second, influential factors affecting leadership identity development revealed (a) internal factors: self-confidence and leadership goals/roles expectation and (b) external factors: peer teaching leadership, program director's empowerment, multicultural population, randomized young children, group discussion/sharing feedback, personal weekly journal writing, and utilizing TPSR values in sport and physical activity (PA). Lastly, leadership perspectives cultivated through the YLC program capitalized on in their lives: being an active and good influential person, pursuing shared leadership, and being adaptable. They sought continuous leadership learning in professional career settings.

This study shed light on a holistic dimension of how leadership opportunities, experiences, and practice play a crucial role in shaping leadership identity. The framework that emerged will provide fundamental guidance and strategies for SBYD practitioners in implementing leadership development programming.

YOUTH LEADERSHIP IDENTITY DEVELOPMENT THROUGH A SPORTS-BASED YOUTH DEVELOPMENT PROGRAM

by

Geumran Seo

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Approved by

Dr. Thomas Martinek
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DEDICATION

This dissertation is dedicated to my family, my mentors, and anyone who have supported me during my academic journey.

APPROVAL PAGE

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CHAPTER I: INTRODUCTION

> A person does not wake up one day as a leader. (Van Linden & Fertman, 1998, p. 11)

Positive youth development (PYD) is an integral component that navigates youth to be proactive and prepared for healthy adulthood. In PYD, youth leadership is framed as a vehicle for providing intervention or prevention strategies for youth development (Kress, 2006). Scholars indicated that leadership experiences during adolescence enable youth to develop positive individual growth, foster competencies, and thrive in their community (Buzinde et al., 2018; Edelman et al., 2004).

Scholars conceptualized youth leadership in a broad range, including behaviors, skills, attitude, or relational processes. For example, Van Linden and Fertman (1998) regarded youth leadership as a critical quality to be acquired in the adolescent period. They suggested that youth leaders need to possess appropriate leadership information, leadership attitude, communication, decision making, and stress management skills. Edelman et al. (2004) note that youth leadership encompasses not only helping others and affecting the opinion and behavior of other people but also requiring youth to participate actively in the community and influence positive community change. National Collaborative on Workforce and Disability for Youth (NCWD/Youth) also defined that youth leadership is related to internal ability (e.g., analyzing strengths and weaknesses, goal settings) and external one (e.g., guiding and influencing other's behavior and opinion). However, the definition of youth leadership remains elusive since scholars used youth leaders without specific definition, focused on adult leadership, or defined it operationally based on their purpose (Klau, 2006; MacNeil, 2006; Mortensen et al., 2014).

With an emphasis on the importance of youth leadership in the adolescent period, scholars put forth that youth leadership can be developed through hands-on experiences such as experiential learning, mentorship, and formal education (Boyd, 2001; Van Linden & Fertman, 1998). Many scholars contended that these experiences enable youth to understand better and to practice leadership. It also fosters potential leadership capacity and various leadership skills (e.g., decision making, planning skills, organization, communication, problem-solving, empowerment, time management, cooperation). Engaging youth in leadership development opportunities prepares for active citizens who can contribute to a stable community in the future (Kempster, 2006; MacNeil, 2000; Metzger, 2007). For example, community-based youth leadership experiences offer youth opportunities to take leadership roles by interacting with adults. Youth learn how to take responsibility, address community issues, and suggest strategies for a better community. Youth also are allowed to feel a sense of belonging, responsibility, and an obligation to an organization. This leadership experience motivates youth to be deeply interested in their community (O'Brien & Kohlmeier, 2003; Sacks, 2009).

Despite these benefits, however, all youth are not allowed to experience leadership. It might be because youth are not interested in leadership or certain youth are allowed to be leaders. Some also encounter a lack of information or resources about leadership activities or experience opportunities. Their surrounding environment interrupts all youth to explore leadership competencies and receive developmental opportunities in their lives (Martinek & Hellison, 2009; Van Linden & Fertman, 1998). To promote youth development positively, several scholars paid attention to initiate youth leadership programs in sports and PA contexts (Gould & Voelker, 2012; Intrator & Siegel, 2010; Jacobs et al., 2014; Martinek & Hellison, 2009).

Youth leadership development in sports and PA contexts can be categorized mainly into two aspects: leadership development through sports participation and leadership development through sports-based youth development (SBYD) programs. The former believes that participating in team sports enables youth to learn leadership skills such as communication, team building, decision making, and building relationships with peers. Those leadership skills are closed related to leadership situations structured in team sports (e.g., competitive and winning moments). Youth leadership in team sports tends to focus on a captain's leadership skills and qualities to create team performance, instead of all youth sports players (Gould & Carson, 2008; Gould & Voelker, 2010; Wright & Côté, 2003). On the other hand, the latter are intentionally designed for all youth to take an opportunity of leadership development through cross-age teaching or caring for and helping others embedded in SBYD programs. Several SBYD programs have specifically contributed to facilitating leadership development utilizing Don Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) model. The TPSR model consists of five levels of responsibility: respect for other's rights and feelings; effort; self-direction; caring and leading others; and transferring responsibility outside the gym.

SBYD programs (e.g., Project Coach, Project Leadership, Youth Leadership Corps) focusing on cultivating youth leadership development commonly encompass similar characteristics: (a) sports and PA are utilized as a tool to promote leadership development rather than directly participating in sports; (b) program directors empower youth to take responsible roles (e.g., teaching sports or PA through cross-age teaching); (c) programs run through a partnership between a university and local communities; and (d) some of them are academically and socially challenged youth in disadvantaged communities. While providing practical information on program implementation, however, most SBYD programs did not reveal

empirical evidence on youth leadership development and leadership effectiveness through SBYD programs.

Among SBYD programs focusing on youth leadership, the YLC program has researched youth leadership in three ways. The first looked at youth leaders' commitment to the YLC program (Martinek & Schilling, 2003; Schilling et al., 2007). Schilling et al. (2007) reported that sustainable program participation was influenced by positive factors influencing program commitment included program environment (program effect and opportunities for personal growth), program structure (role-related experiences, program content), personal characteristics, and relationships with staff and peers. On the other hand, barriers included repetitive program structure, conflict with peers, and personality.

The second story explored the impact of the YLC program on youth leaders' lives and resiliency. Meléndez (2011) identified that former youth leaders learned the TPSR values of helping others and leadership through the program. The TPSR values (e.g., respect, helping others) and life skills (e.g., being reflective, teamwork, and goal setting) had significant roles in their lives. Talbert (2015) investigated that leadership experiences based on TPSR values influenced high school students' resilient attitudes, including personal expectations, the pursuit of opportunities for personal growth, and relationships with others. More recently, Pratt (2019) identified that the TPSR values learned in the YLC program helped them to understand cultural differences, build supportive relationships with others, and foster a sense of empowerment.

The third focused on youth leadership development through the YLC program. Martinek and Hellison (2009) created stages of youth leadership development based on the fourth level (i.e., helping and leading others) of the TPSR model: (a) taking responsibility; (b) leadership awareness; (c) cross-age leadership; and (d) self-actualized leadership.

The synthesis of the literature on the YLC program provides a crucial cornerstone to understand how the TPSR values learned through the YLC program impacted youth leaders' individual growth, their lives, and leadership development. However, the previous studies on the YLC program paid less attention to a process of how youth leaders understand leadership, internalize leadership values, and apply them to their lives.

In an attempt to understand a process of leadership development, scholars investigated leadership identity in dynamic manners. Leadership identity forms and develops by individual values, experiences, and perceptions in a leadership activity (Oyserman, 2004). The underlying assumption is leadership experiences or practice that an individual perceives themselves as a leader in the process. Leadership identity also functions as a motivating force for thinking and behaving as a leader and being involved in continuous leadership development opportunities (Day & Harrison, 2007). This improves leadership knowledge, capacity, and skill development (Lord & Hall, 2005). As such, the relationship between leadership experiences and leadership identity development can be in the process of mutual relationships.

However, leadership identity formation and development do not occur automatically. Komives et al. (2006) identified that the process of leadership identity development is accompanied by various factors, including broadening self-views on leadership, improving psychological aspects (e.g., confidence, efficacy, motivation), and relationships with others (e.g., adults, peers). Furthermore, feedback and reflective learning in leadership experiences have a significant impact on how an individual thinks of themselves as a leader (Hernez-Broome & Hughes, 2004). Contextual factors such as the culture of the group and the nature of the leadership program shape leadership identity (Lord & Hall, 2005; Murphy & Johnson, 2011).

To understand the individual perception of leadership development over time, Komives et al. (2006) generated a leadership identity development (LID) model. The LID model demonstrates a process of personal leadership identity formation and development over time. However, this model has limitations to be applied in youth leadership or a specific context since the LID model was developed based on retrospective perspectives of the life experience of college students (Komives et al., 2006). Previous studies pointed out that the LID model consisted of a complex developmental process (Hall, 2015) and did not consider various social identities, including gender, ethnicity, and race (Kaya, 2017; Odom et al., 2012; Poole, 2017).

Given that the LID model does not consist of developmental stages and factors occurring in the context of an SBYD program, applying the LID model into the current study might be an inappropriate framework for explaining a process of youth leadership identity formation and development through the YLC program. Instead of applying the LID model, this study utilized the LID model to gain an initial perspective of factors influencing leadership identity. This guided the current study to take a further step to understand the process of youth leadership identity development through the YLC program. Expanding existing studies on the YLC program will provide meaningful information to youth leadership practitioners who consider effective youth leadership development in the SBYD program.

Purpose of the Study

This study aimed to explore a process of how youth develop as leaders and understand leadership through the YLC program. It is important to understand youth leadership identity development through the YLC program by generating a theoretical framework illustrating a growth process as a leader, factors influencing growth, and its impact on youth leaders' lives.

The research questions are as follows:

a. How does youth leadership identity form and develop through the Youth Leader Corps experience?
b. What factors do influence leadership identity development through the Youth Leader Corps experience?
c. How does leadership identity development impact youth leaders' lives after completing the Youth Leader Corps experience?

Definition of Terms

a. Cross-Age Teaching: Cross-age teaching considers youth as a teacher for pre-teens or younger children in educational settings. As a strategy of youth leadership development, SBYD programs (e.g., Youth Leader Corps, Project Coach) provide middle and high school students with opportunities to take responsibility for teaching younger children (Cutforth & Martinek, 2000; Cutforth & Puckett, 1999).
b. Leadership: Leadership is defined as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3).
c. Leadership Identity: Identity is defined by answering the question, "Who am I?" O'Connor and Day (2007) described leadership identity as "who am I in relation to leadership?" (p. 66). In this study, leadership identity refers to how a youth becomes a leader and perceives leadership through the YLC program.
d. Leadership identity development: This is defined as "developmental processes experienced by individuals that lead to self-conceptualization as a leader" (Mckenzie, 2015, p. 7). In this study, leadership identity development is how to construct and develop self-awareness of leadership through leadership experiences.

e. Positive youth development (PYD): PYD is a part of the positive psychology movement, which focuses on asset-based youth development. This perspective regards youth as resources to be developed rather than a problem to be solved. In this context, PYD through sport is "intended to facilitate youth development via experiences and processes that enable participants in adult-supervised programs to gain transferable personal and social life skills, along with physical competencies. These skills and competency outcomes will enable participants in youth sports programs to thrive and contribute to their communities, both now and in the future" (Holt et al., 2016, p. 231).

f. Sports-based youth development (SBYD): As an out-of-school program, the SBYD program facilitates youth's life skills development by using sport or PA. The ultimate goal of the SBYD program promotes healthy youth who contribute to society (Perkins & Noam, 2007).

g. Teaching Personal and Social Responsibility model (TPSR): The TPSR model is a value-based curriculum model that fosters personal and social responsibility through sport and PA (Hellison, 2011).

h. Youth Leader Corps (YLC): As an extended program of Project Effort, this program provides Middle College high school students in the local community with opportunities to experience leadership and foster potential leadership capability through cross-age teaching.

Significance of the Study

As one of the longest-running of SBYD programs, the YLC program provides youth in a local community with a leadership opportunity through cross-age teaching. This program

approach to youth leadership is helping others, which is the fourth responsibility level of the TPSR model. The YLC program believes that helping others prevents youth from having a superior sense of power which may lead to judging their peers. It also intrinsically motivates youth to take leadership roles. For these reasons, the YLC program emphasizes helping others to foster a sense of responsibility so that youth can be caring and compassionate leaders (Martinek & Hellison, 2009). Despite existing literature of youth leadership through the YLC program, there is still a dearth of empirical research on the process of how youth grow as a leader over time, what factors influence their leadership identity development, and how leadership identity development impacts lives.

This study expanded the existing theoretical knowledge of youth leadership development. With a constructivist grounded theory approach, this study generated a framework for youth leadership identity development through the SBYD program called the YLC program. Youth leaders' experiences and perspectives provided meaningful information on how they appreciated the leadership and developed leadership perspectives through the YLC program. Lord and Hall (2005) and Sacks (2009) contended that leadership identity development should be explored to understand youth leadership development. Understanding youth leadership development through a lens of identity development provided what strategies and practices shaped youth leadership development. It contributed to the theoretical literature on youth leadership development and provided practical implications for practitioners (e.g., administrators, policymakers, scholars) to implement youth leadership development through SBYD programming.

Scholars pointed out that leadership studies tended to conduct during the short-term intervention and focus on temporary outcomes (Komives et al., 2005). It would be challenging to explore how the SBYD program impacts leadership identity development on youth's lives from a

longitudinal perspective. Mortensen et al. (2014) indicated that youth's perspectives would be crucial to understand what aspects of an SBYD program resonates with leadership development and how program participation influenced their lives. As a retrospective view, this study explored youth leaders' experiences and perceptions of their leadership identity development over time through the YLC program. It provided practical strategies for the education of youth leadership development through SBYD programming.

This study acknowledges that sport and PA is a vehicle or a hook to facilitate positive youth development. However, previous studies overlooked how youth leaders utilize sport and PA in their leadership development. Martinek and Hellison (2009) indicated that sport and PA have enormous potential in teaching leadership skills. Sport and PA provide youth with a "natural opportunity to interact with others," "leadership moments to respond to spontaneous circumstances," and "enjoyable and comfort zone" of being a leader (pp. 8–9). Given that youth leaders were Middle College students or high school students who did not have a background in sports pedagogy or professional sports, there is a need to explore how using sport and PA contribute to youth leadership identity development.

Assumptions

a. It was assumed that using multiple resources (e.g., interview with a program director and staff and weekly reflection notes) would be sufficient to explore youth's experiences and perspectives on leadership identity development.
b. It was assumed that all study participants understood the purpose of this study and would respond to the interview questions.
c. During the interview process, it was assumed that study participants would respond to the interview questions honestly.

Limitations

a. This study focused on youth leaders participating in a specific SBYD program called the YLC program. Although all research participants were involved in the same program, individuals might have different experiences and perspectives on leadership identity development. This might limit the generalizability of findings to other populations or settings (Patton, 2015).

b. From the retrospective views, this study explored youth leaders' experiences and perceptions of their leadership identity development over time through the YLC program. While some may precisely recall what leadership experiences they had, what leadership skills were fostered, and what factors influenced leadership identity development, others might not remember their experiences in detail. Additionally, youth leaders might be exposed to other social factors (e.g., family, friends, social media) out of the YLC program. It could be a limitation to identify specific moments influencing leadership identity development in the YLC program.

c. Youth leaders might have leadership characteristics or competencies through previous leadership experiences or relevant activities before the YLC program. These might influence leadership identity formation and development than those who do not have leadership experiences. It might be difficult to distinguish a specific moment of leadership identity development between the YLC program and past program participation.

CHAPTER II: LITERATURE REVIEW

Positive Youth Development

Positive youth development (PYD) is part of the positive psychology movement that focuses on asset-based youth development. This perspective regards youth as resources to be developed rather than a problem to be solved. Youth development takes place in different settings, including family, school, community, and organizations. The PYD perspective has been changed depending on the social-cultural phenomenon. In the period between the 1950s and the 1970s, youth problems, including juvenile crime, school failure, pregnancy, substance abuse, and antisocial behavior, accelerated. To address those issues, the federal government of the US implemented prevention programs that alleviated problematic youth behaviors (Catalano et al., 2016). However, this problem-solving approach was not productively resolving prevalent youth problems in the community. Prevention programs did not focus on the causes and processes of the issues but instead concentrated on the consequences of the issues. This approach also did not consider how youth prepare to be involved in society (Benson, 2002). Since then, the intervention of prevention programs has focused on identifying predictors and processes of the youth problems (Catalano et al., 2016). They investigated social factors (e.g., significant others, environmental factors) and psychological aspects (e.g., youth's social, emotional, behavioral, and cognitive factors) to address youth behavior problems. The changing demographics (e.g., working parents, single-parent) inspired practitioners or researchers to change the direction of after-school programs through which youth cultivate potential capacity and ability. In the 1980-1990s, perspectives on youth development changed from a deficit-oriented approach to asset-based youth development. This approach emphasized that youth have potential for positive development. As one of PYD programs, out-of-school programs (e.g., Boys and Girls Clubs,

YMCA, 4-H, Boy and Girl Scouts, and 21st Century Community Learning Centers) dedicated youth to cultivate life skills and potential competencies that was not covered in school settings.

With increasing interest in PYD in society, SBYD programs have dramatically increased at the local, community, and national levels. SBYD programs (e.g., school-, after school-, community-based program) have provided youth with opportunities to develop life skills (e.g., responsibility, moral development, and leadership), academic achievement, and career preparation. The programs also have contributed to promoting healthy youth who contribute to society (Perkins & Noam, 2007).

Youth Development Frameworks and Models

Frameworks and models provide outline, structure, and factors to guide a phenomenon in the social world. In SBYD, frameworks and models play a critical role in effectively facilitating and evaluating PYD programs. They also provide practitioners with specific guidelines on how to promote holistic youth development in different contexts.

PYD Models

The 40 developmental assets model (Benson, 2002, 2006) is a theoretical framework that includes protecting high-risk behaviors, enhancing positive behaviors, and developing resiliency to overcome a difficult situation. The 40 developmental assets model is comprised of twenty internal assets and twenty external assets. The internal assets are associated with individual beliefs and values, which consist of positive identity, social competencies, positive values, and commitment to learning. The external assets include support, empowerment, constructive use of time, and boundaries and expectations. This occurs when adults provide youth with experiences of opportunity and relationship. Benson and colleagues (Benson et al., 2011; Scales et al., 2000) demonstrated that youth with developmental assets are less likely to engage in anti-social

behaviors and school problems. However, youth sports programs cannot foster all 40 assets but can cultivate several potential assets (Fraser-Thomas et al., 2005).

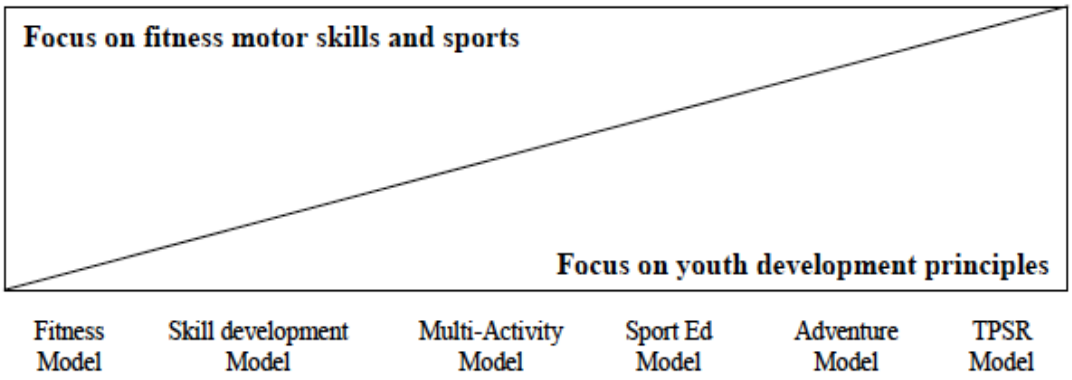
The Five C's Model (Lerner et al., 2012) has been the most dominant framework of PYD. This framework was initially developed to evaluate 4-H (i.e., heart, hands, head, and health) programs, which is the nation's largest youth development organization. This program helps youth gain life skills that make their lives and communities better (Geldhof et al., 2015). The Five Cs model stresses that the Five "Cs" denote positive development as follows: Competence is an ability to navigate various contexts and make use of resources; Character is capabilities that youth understand social and cultural norms and internalize proper behavior; Connection is an essential factor that you have a good relationship with peer, family, school, and community. This connection enables youth to recognize as a necessary member of their community; Confidence is an ability to overcome hindrance and thrive in their community. Youth improve self-efficacy while successfully navigating their context.; and Caring is a sense of empathy and sympathy for others. Furthermore, the 'Sixth C' of contribution to community emerges when youth develop a high level of all Five Cs. Scholars stress that PYD programs need to consider personal strengths, good interaction with others, and contextual to effectively foster the Five C's (Lerner et al., 2012).

PA Curriculum Models

It has been acknowledged that youth cannot automatically acquire values through sport and PA. To effectively facilitate youth development programs through sports, missions and strategies should be structured based on sport and PA programs. Scholars developed PA curriculum models, which illustrate how to construct educational content and teaching strategies. Below is a spectrum of PA curricular models that indicate a range from a physical-oriented to a

valued-based approach. The curriculum models have been widely used in the context of sports pedagogy.

Figure 1. PA Curriculum Models (Meléndez, 2011; Talbert, 2015)



The fitness model (Hubbard, 1991) is designed to help youth improve health and fitness levels. Youth are taught how PA connects to health. The skill development model (Ennis & Chen, 1993) emphasizes the improvement of fitness, motor skills development, and mastery of sport. The multi-activity model was developed to provide experiential opportunities to participate in various sports and PA. These models prioritize sports and fitness skills and performance rather than value-based youth development.

The sport educational model provides youth with authentic, affluent, and enjoyable sports experiences by integrating cooperative group activity and peer teaching instead of motor skills-oriented teaching. The sport education model focuses on fostering "competent (knowledgeable), literate (understanding sports practices), and enthusiastic sportsperson (protecting and enhancing sport cultures)" (Siedentop, 2002, p. 411). This model includes six core components: seasons, team affiliation, formal competition, competitive events leading to a winner, culminating events, the importance of record-keeping, and festivity (joyous nature of team competition). For

example, a coach empowers youth to make a decision and to lead followers. Youth take a role to play sport and PA and take responsibility for each role.

Unlike focusing on sports skills or performance, the adventure model (Meyer & Wenger, 1998) and the Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2011) pay attention to a value-based PA approach to facilitate PYD. The adventure model is designed for a purposeful exposure to adventurous PA such as challenge courses and an outdoor rope course. This model makes a difficult or challenging situation that all team members should address by achieving a common goal. Youth foster teamwork or team cohesion by doing adventurous PA (Kulinna, 2008). Focusing on the traditional pedagogy approach to enhance intrapersonal (e.g., self-concept, confidence) and interpersonal relationships (e.g., communication, trust, cooperation, team building), this model emphasizes an ecological approach to facilitate holistic youth development.

The TPSR model (Hellison, 2011) is designed to foster social and personal responsibility for youth through sport and PA. This model is focused initially on teaching responsible values to underserved and at-risk youth to address their problems. The ultimate purpose of this model helps youth incorporate responsible values into their life such as the classroom, community, and home. This enables youth to take responsibility for personal and social well-being and contribute to their community. To effectively guide practitioners to implement the TPSR model, Hellison (2011) created core components and a lesson format of the TPSR model. The TPSR model consists of five cumulative levels of personal and social responsibility as follows: "(a) level one: respect the rights and feelings of others (e.g., self-control, right to peaceful conflict resolution); (b) level two: effort (e.g., self-motivation, getting along with others); (c) level three: self-direction (e.g., goal-setting, on-task independence); (d) level four: helping others (e.g., caring

and compassion, a sense of responsiveness); and (e) level five: transfer out of the gym (e.g., using learned values in an individual life, being a positive role model for others)" (Hellison, 2011, p. 21).

Table 1. The Components of the TPSR Model (Hellison, 2011, p. 21)

Levels	Components
Level one: Respecting the rights and feelings of others	Self-control Right to peaceful conflict resolution Right to be included and to have cooperative peers
Level two: Effort and cooperation	Self-motivation Exploration of effort and new tasks Getting along with others
Level three: Self-direction	On-task independence Goal-setting progression Courage to resist peer pressure
Level four: Helping others and leadership	Caring and compassion Sensitivity and responsiveness Inner strength
Level five: Transfer outside of the gym	Trying these ideas in other areas of life Being a positive role model for others, especially younger kids

Being a personally and socially responsible person does not automatically take place at once. The driving force of the TPSR model is derived from a positive relationship, empowerment, self-reflection, and transference of responsible values. A positive relationship helps to build a supportive relationship among program directors, staff, and participants. Empowerment encourages youth to actively engage in the program by making a choice, leading a discussion, and sharing an opinion. This enables them to take responsibility for their actions and attitudes. Self-reflection enables them to evaluate a daily activity and find a better way to be responsible persons. Transference guides youth to apply to responsible values out of the gym (Hellison, 2011). The extent to which the progression of personal and social responsibility

improves depends on the personal characteristics and past experiences at the starting point. For example, some youth might begin with level two; others start with level three. Some youth progress to each cumulative level, whereas others do not or might even retreat to a lower level.

To effectively implement the TPSR model, Hellison (2011) created a daily format that gives program participants opportunities to engage in discussion and self-evaluation related to responsibilities. Table 2 outlines the daily program format of the TPSR model and its components. The format consists of five processes: relational time have a conversation with a program director, instructors, staff, and participants by playing informal activities; awareness talks demonstrate responsibility levels and the objectives of the program; PA plans embed TPSR values in physical activities; group meetings share daily experiences and help participants to figure out better ways for positive development with program directors, staff, and program participants at the end of the program; and reflection time focuses on the evaluation of youth leaders' responsible behavior and attitude through writing down reflection notes. They also prepare for the next activity.

Table 2. The Daily Program Format of the TPSR Model (Hellison, 2011)

Program format	Components
Relational time	Self-control Right to peaceful conflict resolution Right to be included and to have cooperative peers
Awareness talk	Self-motivation Exploration of effort and new tasks Getting along with others
PA plan	Setting goals of PA Integrating physical skills and responsible values
Group meeting	Evaluating daily activities with program directors and staff Sharing experiences and suggesting better solutions
Reflection time	Evaluating responsible behavior and attitude

While the TPSR model is comprised of a specific lesson format and teaching strategies, practitioners make an adaption to apply the model to their context and purpose. With the adaption of the TPSR model, they have sustained the spirit and core values of the TPSR model (Martinek & Hellison, 2016). The TPSR model-based sport and PA programs have been expanded in different contexts.

Hellison and Walsh (2002) reviewed 26 studies that evaluated how the TPSR model was used since its inception. This study identified that 20 of 26 studies were conducted during out-of-school time (before or after school, lunchtime, and summer season). On the other hand, a few studies employed the TPSR model during physical education. This indicated that the TPSR model focused on out-of-school time as the initial time of using the TPSR model. With the increasing interest of scholars and practitioners, the TPSR model has been widely implemented in different contexts (Beale, 2016; Cryan & Martinek, 2017; Hellison, 2011; McCarthy et al., 2016). More recently, Martinek and Hellison (2016) summarized that the implementation of the TPSR model was categorized into community-based and school-based programs. The former emphasized the importance of an environmental condition around youth. This approach implicitly connotes that community plays a crucial role in how youth foster values and dispositions for their lives. Community programs guided by the TPSR model provide youth with an opportunity to interact with adult mentors and become involved in community services. The latter has used the TPSR model to help at-risk or underserved youth receive guidance through a partnership with local schools and universities. These are representative examples of Youth Leader Corps (YLC), Project Leadership, Kinesiology Career Club (KCC), and Get Rady.

The TPSR model has been implemented around the world, including New Zealand (Gordon et al., 2012), South Korea (Lee, 2012; Lee & Choi, 2015), and Spain (Carbonell, 2012).

International scholars have implemented the TPSR model in the field of sport and PA to address youth problems (e.g., violence, drug, and school maladjustment, and dropping out of school) and help to foster responsible people. New Zealand has used the TPSR model as a national curriculum in high schools. It has contributed to developing physical education programs in the school. While the TPSR model was initiated in the United States, a few international scholars pointed out that internationally implementing the TPSR model needs to consider cultural contexts. For instance, Korean culture has been influenced by Confucianism, which emphasizes hierarchical human relationships and interpersonal harmony. Under these circumstances, physical educators in South Korea have authority and power in using a top-down approach. This causes students to obey teachers. This cultural context is influenced by using core values of the TPSR model, such as respect and self-direction (Lee, 2012; Lee & Choi, 2015). The implementation of the TPSR model needs to be adapted based on cultural differences.

Sport-based Youth Development (SBYD)

Coakley (2016) asserted that society has a belief that "sports participation produced positive development among youth became a taken-for-granted cultural truth" (p. 21). This belief is deeply rooted in that sport plays a critical role in PYD for many decades. Scholars believe that sports serve as a vehicle that entices youth to engage in positive development. Sport participation has an impact on fostering physical, psychological, and social assets needed to be well-rounded. For example, sports have been used for youth's health promotion as well as building health knowledge. Youth sport participation boosts self-esteem, self-regulation, and self-confidence. Côté et al. (2009) noted that youth who engage in sports were exposed to specific socialization experiences such as interpersonal skills, pro-social behavior, a healthy identity, diverse peer groups. Sports participation also provides youth with an opportunity to foster various life skills

such as leadership, responsibility, and social and emotional learning. Petitpas et al. (2005) categorized PYD through sports into four dimensions: Intervention programs designed for those who faced behavioral problems or substance abuse. This helps at-risk youth release negative emotion by providing an opportunity to interact with adults, youth sports programs as prevention provides youth with an activity that prevents them from negative behavior, sports skills development program highlights physical fitness and task-oriented performance, and life skills development focuses on teaching various life skills.

Perkins and Noam (2007) defined SBYD programs as out-of-school programs that use sports or PA to facilitate life skills development. Unlike traditional approaches to improving sports performance, SBYD programs highlighting sports can be used as a vehicle to facilitate value-based youth development (Jones et al., 2017). However, scholars argue that mere participation in the SBYD program does not lead to positive youth development. They highlight that the structure and context of SBYD programs were important in determining whether participation leads to positive developmental experiences or outcomes (Mahoney & Stattin, 2000).

Perkins and Noam (2007) suggested features of the best practice for SBYD programs. This is derived from the National Research Council Institute of Medicine (NRCIM), which involves eight characteristics that community-based youth development programs should consider facilitating PYD: physical and psychological safety is a fundamental precondition for PYD. The physical place should be free from threats, violence, and bullying peers. SBYD programs should be well-maintained and equipped with appropriate facilities; appropriate structure enables youth development programs to have clear goals and expectations. SBYD programs consider individual demographic features and cultural contexts; supportive

relationships enable youth to establish good interaction with program directors and staff in SBYD programs. This relationship offers constructive feedback on behavior and skill mastery; opportunities to belong provides that SBYD programs engage in the community. Community engagement provides youth with an opportunity for decision-making, empowerment, and cooperative activities; positive social norms create a culture for positive behavior and attitude such as sportsmanship; support for efficacy provides youth with an opportunity to overcome challenges and enhance self-efficacy. This enables youth to address personal issues by themselves; opportunities for skill-building are a critical strategy in an SBYD program. SBYD programs create an intentional environment that fosters diverse life skills, and collaboration with community settings offers affluent developmental contexts. The following presented strategies and practices implemented to facilitate youth development positively.

The First Tee

This program is a national organization that provides professional development opportunities to empower local chapters or school programs to implement programs (Weiss et al., 2013). The mission of this program is "to impact the lives of youth—people by providing educational programs that build character, instill life-enhancing values, and promote healthy choices through the game of golf" (p. 217). The curriculum is based on nine core values, including honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment. For example, youth learn courtesy through handshaking with competitors. They acquire sportsmanship by practicing respectful behavior and attitude toward peers (Weiss et al., 2013). To effectively implement this program, coaches are given curriculum manuals that include guidance for teaching core values and planning lessons. The coaches help

youth understand how to transfer life skills to different settings. They motivate youth to reflect on how to foster and improve life skills in a positive way.

Weiss et al. (2013) evaluated The First Tee program through systematic processes. Weiss et al. (2013) assessed the program curriculum, teaching methods used to help build life skills, and the ways of transferring values to different contexts. This study used focus groups and individual interviews with youth, coaches, and parents/guardians. Youth were asked to describe their learning and transfer of life skills in and out of the context of golf. Coaches were asked to demonstrate their philosophy and give examples of teaching strategies to deliver life skills. This study also drew on parental perspectives of what life skills the youth learned and how they used life skills in other settings such as home, school, and community. This study found that this program contributed to promoting life skills, including interpersonal skills (e.g., having a conversation, respecting others) and self-management skills (e.g., having a positive attitude, handling frustration and negative emotion). The youth also successfully transferred the life skills in interacting with others, taking academic tests, and resolving conflict. As a subsequent study, Weiss et al. (2016) analyzed the effectiveness of First Tee by comparing youth in other organized activities on life skills transfer and developmental outcomes. Findings revealed that youth in First Tee had higher scores on the transference of life skills (e.g., meeting and greeting, self-management, conflict resolution, appreciating diversity, helping others) than a comparison group. Given this, First Tee contributed to teaching transference of life skills and developing continuous development.

Project Effort

This SBYD program operates at the University of North Carolina Greensboro (UNCG). Unlike general youth sports programs focusing on sports skills development, this program fosters

personal and social responsibility among underserved and at-risk youth through sport and PA. This helps youth cope with behavioral problems, promote resiliency, and explore a vision for the future. While operating for 27 years, Project Effort has changed over time. In the past, this program operated two sports clubs at elementary and middle school and a mentoring program. Program participants participated in various sports and PA such as basketball, volleyball, tennis, soccer, and fencing. In the sports club of the middle school, they participated in certain sports activities such as basketball and martial arts. The mentoring program included graduate students who taught youth how to set goals and transfer responsibility to their lives. They also helped youth address feelings of helplessness and acquired a sense of optimism (Martinek et al., 1999). The Project Effort program has currently taught sports or PA and life skills to refugee children from the local community centers.

Martinek et al. (1999) investigated the influence of Project Effort on grade point average (GPA), reprimands, and the number of office referrals. While program participation influenced a slight increase in GPA, the number of reprimands and office referrals remarkably decreased. Youth also made an effort to be actively involved in class and to improve their behavior. Martinek et al. (2001) also explored how underserved youth participating in Project Effort applied responsible values to their classrooms. Even if they struggled with using the values of goal setting and caring for others in the classroom, youth improved efforts and self-control in the classroom.

Get Ready

This program has been operated by John McCarthy and his graduate students at Boston University. The Get Ready program focuses on teaching transferable life skills to youth (ninth-12th grades). This program consists of exercises for 50 minutes and reflection time for 10

minutes based on the framework of the TPSR model. In relational time, coaches intentionally engage youth to build rapport while warming up. In awareness talk, youth complete a checklist that records what life skills they practiced since the last program. Coaches and youth discuss how to practice life skills after the last program and during the program. Youth plan daily workouts from a menu and start the exercise with coaches. They have a reflection time to record the workout and life skills used during the workout. With the help of the coach, they are encouraged to transfer life skills outside of the gym. After the reflective writing, everyone has an opportunity to share their thoughts or ideas. This program emphasizes youth-centered learning, empowerment, positive relationship with others, caring for others, and leadership. To effectively facilitate this program, coaches are asked to learn the TPSR model-based teaching strategies and participate in a seven-module professional development program that practices competence and program strategies.

Beyond the Ball

The program has served in the North Lawndale and Little Village neighborhoods of Chicago. Amy and Rob created this program to provide a safe place for youth in the neighborhood. They have made an effort to develop a community through a basketball program based on the TPSR model. In the program, community youth can become leaders in their community and improve their lives by changing negative community norms. Former participants involved in community building serve as staff or board members of Beyond the Ball and hold jobs in their community (Jacobs, Castañeda, & Castañeda, 2016).

Those SBYD programs consist of a well-organized program objective or curriculum to help youth foster various life skills and transfer them into their lives. Interestingly, several programs such as Get Ready and Beyond the Ball provided youth a chance to cultivate and

develop leadership but did not show how to utilize leadership as a value of youth development. It seems that SBYD practitioners recognized leadership as one of the life skills without a clear definition of leadership and a detailed description of teaching leadership strategies.

Leadership

Northouse (2010) illustrated a historical transition in the definition of leadership. In the early 1990s, leadership was conceptualized from specific personalities or characteristics. Scholars focused on the trait theory of leadership that leaders are born, not made. This approach was based on the belief that leaders should possess certain leadership qualities and attributes, which are distinguished from non-leaders. The approach focused on identifying specific traits and characteristics possessed by social and political leaders. However, skeptical perspectives on trait theory emerged due to a lack of exact measurement of personality traits and an equivocal association between traits and leadership.

In the mid-1990s, going beyond focusing on leaders' personality, leadership was regarded as behavior (what leaders do), a relationship (develops common goals), and effectiveness (ability influencing group). Seeman (1960) defined leadership as an "act by persons with influence other persons in a shared direction" (p. 53). During this period, the interest in trait-based leadership gradually evolved into leadership behavior. In leadership behavior theory, scholars argued that a leader's behavior functions as a predictor of leadership effectiveness. The behavior approach focused on what leaders do and how they behave in groups (Northouse, 2010). This underscores that leadership is socially constructed through experiences, practice, and training in different settings. A leader uses positive and negative reinforcement to motivate followers and influence their behavior.

By the mid to late 1990s, approaches to leadership focused on the reciprocal process between leaders and followers. For example, Burns (1978) defined "leadership as a reciprocal process of mobilizing by persons with certain motives, values, economic, political, and other resources in a context of competition and conflict to mutually held by both leader and followers" (p. 425). Yukl (1998) defined "leadership as the process of influencing others to understand and agree about what needs be done and how to do it, and the process of facilitating individual and collective effort to accomplish shared objectives" (p. 8). This transition demonstrates that the conceptualization of leadership shifted from trait-oriented leadership toward relationship-centered leadership.

With an increasing interest in leadership over time, scholars conceptualized leadership in different ways. MacNeil (2006) conceptualized that leadership is a "relational process combining ability (knowledge, skills, talents) with authority (voice, influence, decision making power) to positively influence and impact diverse individuals, organizations, and communities" (p. 29). Emphasizing leadership includes four components: process, influence, group, and shared goals, Northouse (2010) defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5).

Leadership Styles

A leadership style represents a leader's manner or approach when providing direction, leading others, and managing a group of people. Scholars researched numerous characteristic patterns of leadership and identified different leadership styles. Scholars generally focused on transactional and transformational leadership among diverse leadership styles such as authoritarian, democratic, and delegative leadership.

Transactional leadership is based on social exchange theory in which a leader offers rewards or incentives in exchange for goal achievement. A leader punishes low-quality work and negative outcomes or rewards for productive and positive outcomes. The followers acknowledge what leaders are required to do and what they will be rewarded in exchange for completing tasks. The exchange aspects of transactional leadership commonly take place in various settings such as school and business. Transactional leadership highlights specific leadership skills needed to complete particular tasks. This compensation structure motivates group members to perform effectively. Transactional leadership tends to maintain the status quo and existent system rather than changing the future, which causes a current system to hinder creative ideas or developmental suggestions.

On the other hand, transformational leadership is a process in which leaders and followers are involved with each other. Leaders and followers motivate each other to achieve common goals in the organization. They reciprocally transform their action. Unlike transactional leadership, transformational leadership pays attention to the interests of all group members. This enhances well-being among group members (Burns, 1978). Warrilow (2012) suggested four aspects of transformational leadership style: (a) idealized influence: leaders act as role models for the followers by suggesting a clear mission and values; (b) inspirational motivation: leaders show enthusiasm and confidence. Leaders inspire followers to achieve common goals sharing a vision and optimistic view towards the future; (c) intellectual stimulation: leaders encourage followers to question current problems and suggest intellect and creative ways; and (d) individual attention: leaders pay attention to each followers' needs and help their understanding of individual contributions to their group.

Table 3. Characteristics of Transactional Leadership and Transformational Leadership (Adapted from Van Linden & Fertman, 1998, pp. 18–19)

Transactional leadership	Transformational leadership
Reward and punishment to achieve goals	Fairness and justices with a higher moral value to achieve goals
Focusing on performance outcomes. Values issue and solution identification	Focusing on the importance of process. Values the participation and contribution of others
Motivate followers by appealing to a leader's self-interest	Motive followers by paying attention to group members' interests
Focusing on correcting behavior and attitude in followers to improve productive outcomes	Considering creative and constructive ideas to solve problems
Using principles and standards as a guideline in a decision making	Considering the various points of view and accepting followers' thoughts in decision-making

Youth Leadership

In the field of PYD, youth leadership is framed as a vehicle for providing intervention or prevention strategies for youth development (Buzinde et al., 2018). The proponents of youth leadership development believe that adolescence is an ideal period to foster potential leadership skills and competencies. Scholars asserted that leadership competencies help youth cope with difficulties and navigate their lives in the future. Experiencing leadership development also makes them facilitate individual growth and thrive in their community.

While scholars and practitioners have been interested in youth leadership, however, there is no consensus on the concept of youth leadership, especially in sports and PA settings. As a primary cause, scholars pointed out that academic discourses on leadership heavily centers on adult leadership. A frame of adult leadership (e.g., theory, practice) has been employed in understanding youth leadership. Adult leadership tended to focus on certain types of leadership

positions and qualities, such as educational administrators, managers, and business contexts. Applying adult leadership outline to youth leadership might be inappropriate due to different ages, experiences, and developmental levels (Klau, 2006; MacNeil, 2006; McNae, 2010). Under the circumstance, Gould and Voelker (2012) brought up the necessity of youth leadership research such as theory and measures.

In the youth context, leadership is regarded as one of the life skills that facilitate PYD (Gould & Voelker, 2012). Without conceptualizing youth leadership, the concept of youth leadership is often used interchangeably with youth voice, youth empowerment, youth civic engagement, youth decision making, and youth development (Klau, 2006). For instance, Van Linden and Fertman (1998) viewed youth leadership as capabilities or skills including communication skills, emotional control, stress-management, and organization ability. They asserted that youth leaders need to entail appropriate qualities such as understanding and helping others in an ethical and socially responsible way. Martinek and Hellision (2009) regarded youth leadership as helping others, which is the fourth responsibility level of the TPSR model. In the YLC program, the program director has implemented 'helping and leading others' as a core value. He believed that the core value would help youth intrinsically take care of others and to be responsible people. Gould and Voelker (2010) conceptualized youth leadership as "a complex process that involves the effort of an individual to help groups identify and achieve personal and group goals" (p. 2). As such, youth leadership was used based on scholars' and practitioners' philosophy in a broad range.

There has been debate as to whether leadership is innate or made over the last several decades. While arguing that leadership is closely associated with individual personality, some contend that leadership can be developed through experiences and practice (Martinek &

Hellison, 2009; Van Linden & Fertman, 1998). Leadership development is a process of individual leadership growth that fosters leadership capacity and skills through relevant experiences (Van Linden & Fertman, 1998). This is considered as an integration strategy by helping an individual understand how to foster their potential competency, establish a relationship with others, build commitments, and utilize their efforts (Day, 2000).

Developmental leadership experiences have a crucial impact on increasing self-efficacy, confidence, and career aspirations. Continuous leadership development through experiences inspires youth to engage in leadership activities in different ways (Hoyt & Kennedy, 2008). However, leadership development cannot automatically take place. Martinek and Hellison (2009) contended that youth leadership could be developed through numerous avenues. They indicated that trial and error enable youth leaders to reflect on leadership experiences. They went on to say that role model's behaviors and attitudes (e.g., coaches, teachers, parents) play a critical role in enhancing leadership development. A well-organized education also offers a leadership opportunity to cultivate leadership competencies. These elements can contribute to accumulating leadership experiences and influencing leadership development.

Additionally, youth leadership programs need to consider multiple components: (a) empowerment instructs youth to understand how to behave and how to influence group members. Adults create an inclusive environment where youth interactively engage in leadership experiences. For example, youth are given tasks to plan, implement, evaluate leadership programs, which provide them to experience leadership and gain developmental leadership opportunities (Nevarez et al., 2013); (b) well-trained adults effectively teach leadership behavior, attitude, and skills. For effective leadership education, scholars assert that practitioners (e.g., program director, coach, instructor, staff) should be trained to foster potential youth leadership

skills and capacity (Fiscus, 2003); (c) feedback from others (e.g., peers, adults, coach, program director) is developmental support to foster leadership potential. Feedback includes information on how to solve challenges or to find better ways in leadership positions. This enables an individual to think of how to perceive themselves as a leader and to understand what they adjust to being improved (Avolio, 2005; Day, 2000); and (e) community engagement provides youth with an opportunity to facilitate leadership experiences in different contexts (Mawson, 2011). Community-based leadership experiences provide youth with a chance to interact with others and to observe the behaviors or attitudes of others. Through experiential learning, youth understand the myriad viewpoints associated with community issues through experiential learning (Karnes & Stephens, 1999).

Youth Leadership in Sport

Several scholars paid attention to youth leadership development through sports and PA when it came to youth leadership. They believe that sports and PA are vehicles to foster youth leadership (Gould & Voelker, 2012; Intrator & Siegel, 2010; Jacobs et al., 2014; Martinek & Hellison, 2009). Martinek and Hellison (2009) argued that sports and PA have tremendous potential to experience leadership and foster leadership capacity. First, the context of sport and PA provides youth with a natural opportunity to interact with others and to lead peers. Second, sports and PA provide youth leaders with leadership moments that deal with spontaneous situations (e.g., making a specific rule, undertaking a team). Lastly, sports and PA render youth opportunities for enjoyment. The comfortable environment helps youth to cultivate leadership.

Youth leadership development in sport settings can be categorized into two aspects: (a) leadership development through sports participation and (b) leadership development through SBYD programs. The former believes that participation in sports teams provides youth with

opportunities to work together, communicate with each other, resolve problems, overcome challenges, and lead winning moments. This environment enables youth to develop leadership capacity such as communication, team building, decision making, and building positive relationships with peers. Leadership skills acquisition also increases intrinsic motivation, self-awareness, and confidence to deal with challenges (Gould & Carson, 2008; Gould & Voelker, 2010; Wright & Côté, 2003). Studies found that youth with leadership capacity contribute to enhancing team performance and achieving common goals. Especially, students-athletes who were trained in leadership possess communication ability, problem-solving, and helping others. This leads to an atmosphere of cohesion or teamwork (Loughead & Hardy, 2005; Price & Weiss, 2011). In other words, the environment structured in team sports had a significant impact on fostering leadership capacity. However, this perspective tends to confine youth leaders' or captains' leadership in team sports rather than all team members.

On the other hand, the latter represents that SBYD programs are intentionally designed for youth to provide a leadership opportunity. In this case, youth teach sport and PA to young children instead of participating in them. SBYD programs focusing on leadership use cross-age teaching that empowers youth to take responsibility for teaching sport and life skills to young children. Cross-age teaching is an essential component for fostering leadership capacity since it empowers youth to take on responsibilities for teaching sports and helping others (Cutforth & Martinek, 2000).

Youth Leadership Development Through SBYD Programs

Project Leadership

This program focused on teaching leadership skills to at-risk youth through sport and PA. The program was created at Northern Illinois University (NIU), where two professors, Paul

Wright and Jenn Jacobs, designed an after-school program for academically and socially challenged students. Based on Hellison's (2011) TPSR model, program coaches empowered youth to take responsibility for using sports equipment, selecting a team leader, and adapting game rules. This program provided youth with an opportunity to transfer leadership skills learned in the program to community settings. For leadership practice, this program engaged youth in community activities such as overnight summer leadership programs, food drives, and school fitness nights. These opportunities enabled youth to apply teamwork and problem-solving to their lives. This helped them understand how to get involved in the community and what to do (Jacobs et al., 2014). Currently, it is no longer in operation.

Project Coach

Project Coach is a youth development program that fosters personal development and leadership skills in Holyoke and Springfield, Massachusetts. Smith College professors Don Siegel and Sam Intrator provided disadvantaged youth with an opportunity to be sports coaches for elementary school children (Intrator & Siegel, 2008). In Project Coach, youth coaches learn how to be sports coaches and how to be involved in teamwork. As youth coaches, they develop leadership skills such as communication, self-motivation, and organization. Program directors believe that leading young children helps youth build self-esteem and problem-solving ability. Youth can identify their challenges and obstacles and address them with leadership skills in their lives. This program has sustained solid relationships with local schools and community organizations. This partnership enables them to employ existing recourses and capacity. This program also engages various stakeholders interested in developing underserved youth and communities (Intrator & Siegel, 2008).

Youth Leader Corps (YLC)

This program has been operating at the University of North Carolina Greensboro (UNCG) for approximately 27 years. As an after-school youth development program, this program is designed to cultivate youth leadership skills. The YLC program has two main objectives: First, youth leaders have an opportunity to experience leadership and develop potential leadership. Second, youth leaders teach responsibility values to young children through sports and PA (Martinek & Hellison, 2016). The leaders teach refugee children from local communities such as elementary schools, middle schools, community centers, and the Boy and Girls clubs (Martinek & Hellison, 2016). The youth leaders are UNCG Middle College students and local high school students. In the YLC program, youth leaders take responsibility for organizing lesson plans and teaching PA based on the TPSR model (Martinek & Schilling, 2003; Martinek et al., 2006).

Taken together, these SBYD programs encompass characteristics as follows: (a) they perceive youth as a potential resource to be developed; (b) sports and PA are utilized as a tool to promote youth leadership development, rather than directly participating in sports; (c) they operate based on youth-centered programs; (d) they run through a partnership between a university and local communities; and (e) some of them are geared toward academically and socially challenged youth in disadvantaged communities. This shows that SBYD programs' structure and environment are constructed to provide youth leadership opportunities and activities.

Despite increased interest in leadership development through SBYD programs, there has been a dearth of empirical research on youth leadership development. Among SBYD programs focusing on youth leadership, the YLC program has conducted in-depth research on youth

leadership in three ways. The first looked at youth leaders' commitment to the YLC program (Martinek & Schilling, 2003; Schilling et al., 2007). Schilling et al. (2007) investigated factors affecting how youth leaders sustained participation in the YLC program. Findings revealed that positive factors influencing program commitment included program environment, program structure, and relationships with staff and peers. On the other hand, hindrances for commitment entailed repetitive program structure, conflict with peers, and differing personalities.

The second story investigated how the YLC program influenced youth leaders' lives and resiliency. Project Effort was originally designed for those who were at-risk youth to address behavioral problems, dropping out of schools, and failing grades. The program consisted of two sports clubs, a mentoring program, and the YLC program. The leaders in the YLC program were mostly former participants in the sports clubs (Martinek et al., 1999). In this context, Meléndez (2011) investigated what TPSR values former youth leaders gained through Project Effort and the YLC program and how they guided their lives. Results revealed that former youth leaders learned TPSR values of helping others and leadership through the program. They mentioned that the TPSR values (e.g., respect, helping others) and life skills (e.g., being reflective, teamwork, and goal setting) had significant roles in their lives. Talbert (2015) explored how leadership experiences based on TPSR values influence high school students' resiliency attitudes, including personal expectations, the pursuit of opportunities for personal growth, and relationships with others. This study used a multi-case study design to understand youth leaders' resilience experiences through the YLC program. Findings revealed that youth leaders improved self-worth and social competence and had good interactions with the children in the program. However, a few youth leaders faced barriers while pursuing an opportunity for personal growth. More recently, Pratt (2019) examined how former youth leaders used the TPSR values to address race

and cultural issues in their lives. This study found that the TPSR values learned in the YLC program enabled former youth leaders to develop the capability, including understanding cultural differences, building supportive relationships, and empowerment. These capabilities had a continuous impact on their current lives.

The third focused on youth leadership development through the YLC program. Martinek and Hellison (2009) developed stages of youth leadership development based on the fourth level (i.e., helping and leading others) of the TPSR model. This framework suggested stages of how youth could develop leadership through the YLC program but did not investigate youth leaders' self-awareness of leadership development.

While the existing studies provide important information about understanding youth leadership development through the YLC program, they paid less attention to a process of how youth leaders understand leadership and identify themselves as a leader. They also overlooked a description of what leadership experiences influenced leadership identity transition and how the developed leadership identity impacted former youth leaders' lives.

Youth Leadership Identity Development

Leadership identity refers to the extent to which an individual identifies as a leader and perceives leader roles in the organization (Day et al., 2008). Van Linden and Fertman (1998) contended that adolescence is a crucial period for identity formation and development. In adolescence, youth think of who they are and how they fit into the social world. They are aware of personalities, tendencies, and social relations, and how youth define themselves.

According to Gee (2000), "identity is being recognized as a certain kind of person in a given context. Identity can be changed from moment to moment in the interaction, change from context to context, and, of course, be ambiguous or unstable" (p. 99). Devos and Banaji (2003)

stated that identity is shaped by a variety of factors such as experiences, practices, self-consciousness, and introspection that emerged within a specific social context. When exposed to those factors, an individual adapts to demands in the organization and attempt to situate personal identity into the context. To compromise personal identity in a certain context, an individual entails intrinsic conflict and power inequality in a group or organization. This identity transition to new environments causes tensions between an extent identity and pursuing identity. As such, identity is constructed through a process of identity negotiation in a group or organization. Such identity is formed or developed as a sub-identity through a complex process (Oyserman, 2004).

With this perspective, an individual identity can be shifted through leadership experiences or practices. For instance, youth identify as a leader while taking leadership roles in a given context. Leadership experiences might enable youth to identify others as a leader as well. Such self-awareness or self-consciousness can contribute to creating or developing a leadership identity as one of the personal identities.

Several studies revealed that an evolving self-conceptualization of oneself as a leader not only increases leaders' motivation to lead others but also to become actively involved in a leadership activity. Their identity toward leadership was shaped by interacting with group members or leading others. Leadership identity is socially constructed through reciprocal relationships between leaders and others (DeRue & Ashford, 2010).

To understand leadership development, scholars have concentrated on leadership identity transition. They believe that identity is a central instrument of leadership, which has a pivotal impact on the process of leadership development (Aas & Vavik, 2015; Miscenko et al., 2017; Moorosi, 2014). Lord and Hall (2005) stated that leadership development is regarded as the process of fitting between individual identity and leadership experiences. Leadership identity

formation and development can be shaped by personality, individual experiences, social interaction, feedback from others, social norms, and culture in a group or organization. This can be divided into internal factors (e.g., self-confidence, motivation, self-awareness) and external factors (e.g., past experiences, contexts). When developing leadership identity, leaders actively motivate themselves to pursue continuous leadership development of leadership capacity or leadership skills.

With this belief, scholars explored leadership development through the lens of leadership identity (Aas & Vavik, 2015; Bailey et al., 2017; DeRue & Ashford, 2010; Lord & Hall, 2005; Miscenko et al., 2017; Odom et al., 2012; Poole, 2017). Bailey et al. (2017) investigated the impact of the leadership program on youth leadership identity development. Results indicated that the leadership program led young children to identify themselves as a leader. Moorosi (2014) examined the process of how leaders' identity was constructed through leadership development programs. Through intersectional analysis, findings revealed that leadership identity development was influenced by personal background and contexts including gender, race, or social class. Poole (2017) explored leadership identity development in female intercollegiate students. Working with peers enables youth to overcome challenging activities and to improve self-efficacy and self-perceptions. The research found that undergraduate students develop leadership capacity during their college years. Universities provide undergraduate students with opportunities to do teamwork through group projects and become involved in leadership training or workshops. These leadership activities create a situation where students might face challenges, address problems, and establish relationships with peers. This helped them enhance leadership skills and abilities, which form and develop leadership identity.

In this study, the researcher investigates youth leadership development through the lens of leadership identity in the YLC program. The YLC program provides youth with an opportunity to experience and practice leadership through cross-age teaching. At the beginning of the YLC program, they might think, “Who am I as a leader?” While involved in the YLC program, their perceptions of leadership might be changed over time. For example, they might struggle with taking leadership roles given in the YLC program. Youth leaders might form and develop a leadership perspective while engaging in leadership experiences. As an SBYD program, the YLC program provides an educational environment that shapes the construction of leadership identity. Perceptions and experiences of youth leaders provide meaningful information with youth leadership programming in the field of SBYD.

Youth Leadership Models

While pointing out a shortage of youth leadership frameworks or models regarding youth leadership, scholars generated youth leadership models in different ways. This section presents what core values of the model are, what components of each model consist of, and how they have been applied in empirical research.

Youth Leadership Development Model

This model (Table 4) focuses on leadership skills and leadership behaviors in each stage, which demonstrates how youth behaves regardless of settings (Van Linden & Fertman, 1998). The youth leadership development model consists of three stages: (a) awareness: youth recognize their leadership potential ability. Youth tend not to view themselves as a leader. It is a critical stage that enables youth to think outside of the box that leadership as a being the boss. Youth begins to understand leadership and expand their view on leadership; (b) interaction: youth expand their leadership potential and build confidence. Youth develop knowledge of leadership

through experiences. They balance what leadership skills maintain and what leadership abilities to be developed; and (c) mastery: youth internalize leadership knowledge and collaborate it with their behavior. Van Linden and Fertman (1998) emphasized that youth should learn behavioral, cognitive, and emotional skills to lead others. These skills involve five dimensions: leadership information (what youth know about leaders and leadership), leadership attitudes, communication skills, decision-making skills, and stress-management skills. This model stresses that youth should have abilities to address both transformational and transactional leadership. Even though this model offers a heuristic framework to comprehend youth leadership skills development, it has scarcely been applied in empirical research (Gould, 2016).

Table 4. Stages of Youth Leadership Model (Adapted from Van Linden & Fertman, 1998, p. 73)

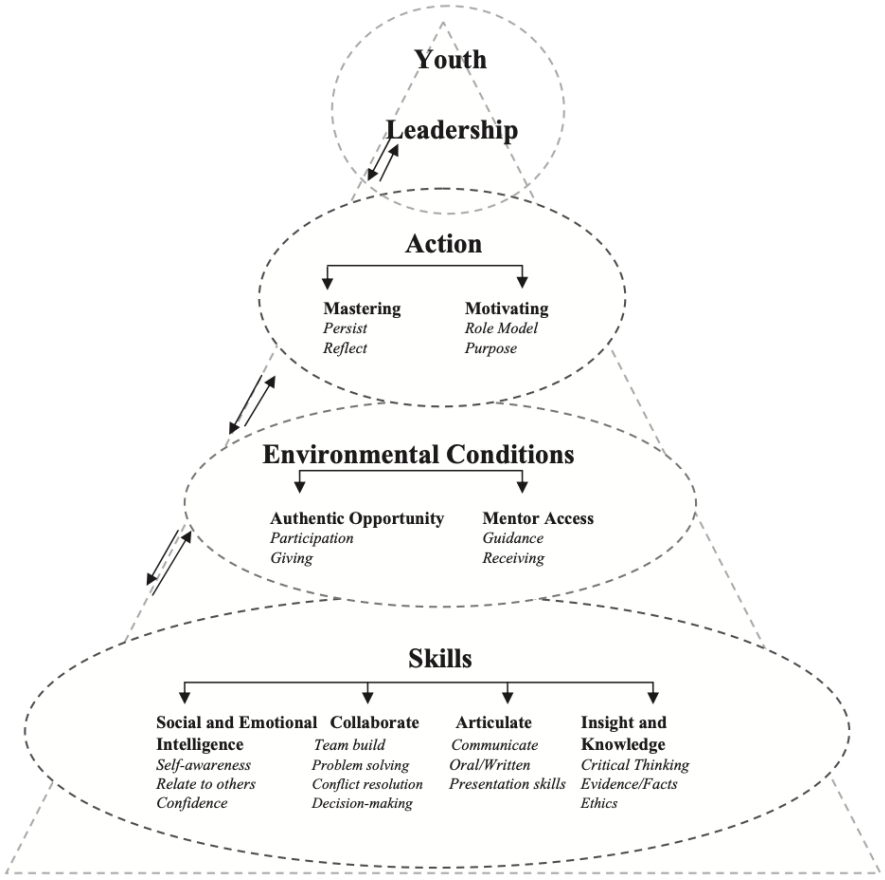
	Type of leadership	Stage 1: Awareness	Stage 2: Interaction	Stage 3: Mastery
Leadership Information	Transformational	Group expectations and dynamics	Internalizing group expectations and dynamics	Internalizing group expectations and dynamics
	Transactional	What and why of leadership development	Learning to assess needs of self and others	Focusing attention and allocating resources
Leadership Attitude	Transformational	Awareness of personal leadership	Validating attitudes, being ethical	Vision, competence
	Transactional	Shared group leadership and assertiveness	Acting ethically and sensitively	Requesting feedback, working toward goals
Communication Skills	Transformational	Distinctions made among aggressiveness, assertiveness, and passivity	Listening	Processing thoughts and feelings effectively
	Transactional	Verbal and non-verbal messages	Practicing assertiveness	Expressing thoughts successfully

	Type of leadership	Stage 1: Awareness	Stage 2: Interaction	Stage 3: Mastery
Decision-Making Skills	Transformational	Awareness of decision-making a leadership quality	Beginning to see alternatives and consequences	Higher levels of decision-making
	Transactional	Active awareness of the decision-making process	Practicing using a decision-making model	Regularly evaluating decisions made
Stress-Management Skills	Transformational	Identifying personal stress	Managing the environment and self	Monitoring to increase or decrease stress
	Transactional	Stress management	Keeping a schedule, trying out new ways to cope	Routinely practicing methods of managing stress

Youth Leadership Development Conceptual (YLDC) Model

This model (Figure 2) emphasizes the primary components of youth leadership development (Redmond & Dolan, 2016). Through synthesizing existing academic work, they developed this model, including skills development (social and emotional intelligence, collaboration, articulate, insight, and knowledge), environmental conditions (authentic opportunity, mentor access), and commitment to action (mastering, motivating to follow). Unlike concentrating on leadership skills, this model highlights that youth leadership development takes place through leadership skills development, being exposed to an environment offering leadership opportunity, and taking action. However, little is known about how this YLDC model has been applied in empirical research.

Figure 2. Youth Leadership Development Conceptual Model (Redmond & Dolan, 2016, p. 269)



Youth Leadership Competency (YLC) Model

This study points out the necessity of a holistic model for youth leadership development, emphasizing leadership competency (Seemiller, 2018). To provide theoretically grounded leadership competency development, this model (Table 5) was developed through 11 extant frameworks, including four professional preparation frameworks (Common Core State Standards, Student Leadership Competencies, National Association of Colleges and Employers Career readiness Competencies, the Common Career Technical Core), three research-based youth leadership studies (Model for Youth Leadership Curriculum, the Principles for Youth Leadership Development Programs, Key Social and Emotional Learning Competencies), and

four national youth leadership organizations (4-H, FFA, Girl Scouts, Boy Scouts). This study was analyzed based on the Student Leadership Competencies (SLC) framework and developed the YLC model.

Table 5. Youth Leadership Competency Model (Seemiller, 2018, p. 67)

Intrapersonal	Societal
Self-understanding Personal Contributions Ethics Confidence	Diversity Others' circumstances
Interpersonal	**Strategic**
Productive Relationships Appropriate interaction Others' contributions Collaboration Verbal communication Writing Conflict Negotiation	Research Other Perspectives Reflection and Application Analysis Evaluation Problem Solving Decision-Making

The three youth leadership models above suggested important guidance for youth leadership development programming regardless of contexts. However, those leadership models did not reflect youth leaders' direct experiences and voices. Especially, stages of the youth leadership model (Van Linden & Fertman, 1998) and YLC model (Seemiller, 2018) tend to frame youth leadership development as leadership skills or competencies development. There is no empirical study on how those models were applied in the field of youth leadership organizations.

Youth Leadership Development in Sports Field. Martinek and Hellison (2009) developed stages of youth leadership development based on the fourth level (i.e., helping and leading others) of the TPSR model: (a) taking responsibility, (b) leadership awareness, (c) cross-age

leadership, and (d) self-actualized leadership. Based on the study by Martinek et al. (2006), the stage of leadership development was developed by informal observation and youth leaders' reflection notes. In this model, youth leadership development can be quite flexible on the stages, while the developmental stages seem to be sequential. For example, youth leadership can be developed in stage two and then take a step back to the previous stage due to challenging situations. However, few empirical tests of this model have been conducted (Gould, 2016).

Table 6. Stages of Youth Leadership Development (Martinek & Hellison, 2009, p. 42)

Stages	Description
Stage One: Learning to take responsibility	Students learn to respect others, participate and preserve, be a team player, become more self-directed, and begin to explore leadership roles
Stage Two: Leadership Awareness	Students begin to see themselves as leaders and start thinking of more substantial responsibilities of leadership
Stage Three: Cross-age Leadership	Students are ready to teach PA and responsibility values to younger children from community agencies. Planning, teaching, managing behavior problems, and evaluating lessons are now part of their roles
Stage Four: Self-actualized Leadership	Students are ready for outside the gym opportunities to help them reflect more on personal interests and possible futures

Leadership Identity Development (LID) Model

The LID model (Figure 3) presents an integral process of leadership identity development. The LID model consists of six stages of leadership identity development: awareness, exploration/engagement, leader identified, leadership differentiated, generativity, and integration/synthesis. The factors influencing a process of leadership identity development include developing self (e.g., deepening self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, expanding motivations) and group influences (e.g., engaging in groups, learning from membership continuity, changing perceptions of the group).

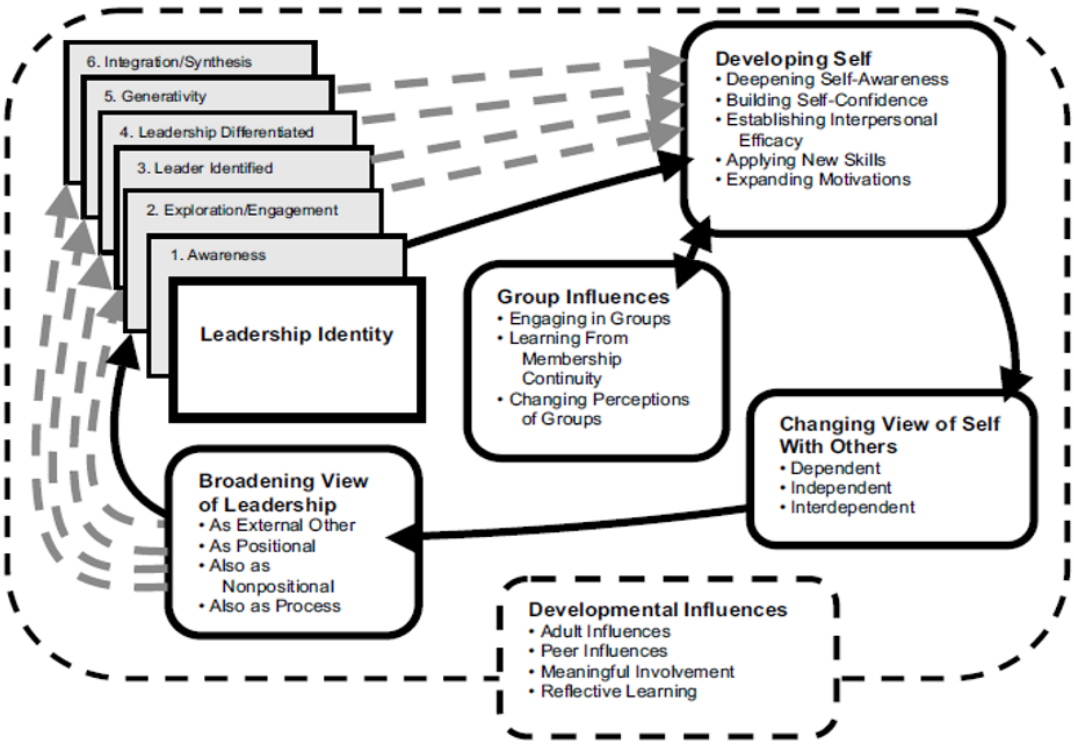
This influenced the changing view of self with others (e.g., dependent, independent, interdependent) and shaped the broadening view of leadership (e.g., external other, positional, non-positional, process).

The identity development was facilitated by developmental influences: (a) adult influences (e.g., parents, schoolteachers) serve as role models and supporters at the initial stage. Adults can recognize youth's leadership potentiality and build their confidence, (b) peer influences play a circuital role in forming peers' leadership identity. Engaging in a group activity, the peers serve as a teammate, followers, and peer meaning-makers. Meaningful involvement enables individuals to learn new skills from group members. Especially, team-based engagement allows individuals to recognize the importance of cooperation, and (c) reflective learning will enable individuals to reflect on their own experiences and share them with others through journaling and conversation.

The LID model has been used in different contexts. Odom et al. (2012) explored how undergraduate students form leadership identity and aware of their leadership development through a Personal Growth Project (PGP) in a personal leadership education course of a university. This study analyzed 90 reflections based on the developing self-components in the LID model (deepening self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations). Findings proved that undergraduate students developed the self-confidence that coped with challenging tasks. They developed self-awareness and experienced transference of learned leadership skills. This study identified that the PGP contributed to promoting students' leadership identity development, especially in the developing self of the LID model. Hall (2015) provided a link for applying the LID model to collegiate recreation and athletics on campus. This study suggested that professionals should be

equipped to employ the LID model and help students understand the conceptualization of leadership to facilitate leadership identity development. This study proposed strategies including providing community services and mentoring to facilitate leadership identity development. Kaya (2017) investigated leadership identity development of immigrant youth through sport participation utilizing the LID model. This study collected data through individual interviews with 15 immigrant youth and a group interview. Results revealed that sports involvement helped them gain leadership skills and dispositions even if their leadership identity development was in a dynamic process.

Figure 3. Developing a Leadership Identity: Illustrating the Cycle (Komives et al., 2005, p. 599)



In reviewing youth leadership models and frameworks, the current study found that most of them are linked to leadership skills and competencies development without considering a process of leadership development. Those models did not consider a cognitive aspect or

mechanism of how youth leader perceive their leadership development. While the LID model illustrated how individuals develop leadership identity over time in their lives, several scholars pointed out that implementation of the LID model had limitations to be applied in other settings since this model did not consider various identities (e.g., gender, ethnicity, and race) and consisted of a complex developmental process (Hall, 2015; Kaya, 2017). Given this context, this study utilizes influential factors of the LID model to understand youth leadership identity development through the YLC program.

CHAPTER III: METHODOLOGY

Research Design: Constructivist Grounded Theory

As a qualitative research method, constructivist grounded theory enables an inquirer to generate a framework or a theory based on the actual data related to specific settings, certain populations, and lived experiences (Charmaz, 2014). In grounded theory, "theory denotes a set of well-developed categories (themes, concepts) that are systematically developed in terms of properties and dimensions and are interrelated through statements of relationship to form a theoretical framework that explains something about a phenomenon" (Corbin & Strauss, 2015, p. 62). The constructivist grounded theory's underlying premise derives concepts from data collected during the research process, not before conducting research. The grounded theory relies on inductive logic to generate a theoretical framework. This is grounded in data from those who experience the same process instead of verifying existing ideas or preconceived hypotheses (Charmaz, 2014; Creswell & Poth, 2018; Strauss & Corbin, 1998). Constructivist grounded theory was useful when existing theories are inappropriate to interpret individual experiences and social phenomena. This approach enabled the researcher to construct a theoretical framework by understanding human behavior, identifying relationships, and explicating unveiled processes (Charmaz, 2014; Creswell & Poth, 2018).

The grounded theory was evolved in different approaches. Scholars pointed out that a researcher should employ an appropriate grounded theory to generate credible outcomes (Corbin & Strauss, 2015). Rieger (2019) concretely disentangled the grounded theory approaches. The author divided it into "Classic Glaserian grounded theory (CGGT) (Glaser & Strauss, 1967), Straussian grounded theory (SGT) (Strauss & Corbin, 1990), and constructivist grounded theory (CGT) (Charmaz, 2006)" (p. 2). Grounded theory was initially formulated by Glaser and Strauss

(1967) to construct a theory grounded in data. The classic approach to grounded theory was established by incorporating their mutual sociological backgrounds because Strauss and Glaser had different expertise and philosophical background. Strauss prioritized the pragmatist worldview with a symbolic interactionist perspective (Charmaz, 2014). Strauss attempted to understand human behavior and social processes. On the other hand, Glaser focused on the objectivist and positivist world view as a quantitative researcher. This approach emphasized the objective and systematic process embedded in grounded theory (Charmaz, 2014). The different academic dispositions contributed to developing a first grounded theory methodology. They sought a flexible data analysis and a rigorous methodological process toward a positivist direction. Even if they pursued that theories derived, constructed, and integrated based on the actual data, Glaser and Strauss's approach curbed to illustrate an in-depth understanding of a specific phenomenon due to the researcher's privilege and overuse of abstract sociological terms (Corbin & Strauss, 2015; Rieger, 2019).

Strauss and Corbin (1998) developed a grounded theory based on the pragmatist and symbolic interactionist foundation. Over time, their philosophical worldview sloped gradually to a constructivist view. This approach implied that various individuals' events constructed reality through interaction. Reality can be socially interpreted, which enabled the researcher to understand human behavior (Charmaz, 2014). Corbin and Strauss suggested a well-organized coding paradigm provides a detailed analytical tool to generate a theoretical framework. The coding paradigm for data analysis provides novice researchers with clear guidance to identify categories relationships and construct a theoretical framework. As grounded theory evolved, scholars argued that the coding strategies could be flexible for data analysis (Corbin & Strauss, 2015). However, some scholars still expressed concern that the systematic procedures deferred

the researcher's sensitivity and deep understanding of agents' experience and social phenomenon (Charmaz, 2014; Rieger, 2019).

Charmaz (2006, 2014) was influenced by Glaser and Strauss's approach to grounded theory. Contrary to Corbin and Strauss's coding paradigm, Charmaz emphasized flexible data analysis procedures to explain social processes rather than utilizing an existing coding paradigm or framework. The constructivist grounded theory approach paid attention to how participants constructed realities in a particular context instead of concentrating on objective reality (Charmaz, 2014). This approach believed that the researcher played a critical role in reconstructing participants' experiences and finding meanings through reciprocal relationships between researchers and participants. Data analysis of constructivist grounded theory composes three stages: Initial, focused, axial, and theoretical coding. The constructivist grounded theory explored a process based on inductive logic, including simultaneous data collection and analysis, memo writing and theoretical sampling, and constructing a theoretical framework (Rieger, 2019).

Charmaz's grounded theory functioned as an appropriate approach to understand the process of how youth leaders constructed leadership identity through the YLC program and how leadership identity development impacted their lives. Given that constructivist grounded theory explored underrepresented processes or specific factors influencing the process, this approach in the current study was important to understand youth leadership identity development in the YLC program. The research questions were developed based on the purpose of this study:

a. How does youth leadership identity form and develop through the Youth Leader Corps experience?
b. What factors do influence leadership identity development through the Youth Leader Corps experience?

c. How does leadership identity development impact their lives after the completion of the Youth Leader Corps experience?

Philosophical Worldview: Constructivist Paradigm

A philosophical worldview indicates the researcher's fundamental belief in research. It is crucial to consider the researcher's philosophical beliefs because the researcher's philosophic orientation navigates data collection and analysis (Guba & Lincoln, 1994). The researcher approaches this study with the constructivist paradigm. The underlying philosophical assumption indicates that reality cannot be objectively identified but be constructed in peoples' lives. The constructivist worldview allows the researcher to understand the meaning of individual experiences around the world. The researcher reflectively integrates previous knowledge and experiences into this study (Charmaz, 2014). This paradigm enables the researcher to explore multiple meanings through individual examples instead of absolute truth (Creswell & Poth, 2018). From this perspective, the researcher explored youth leaders' leadership experiences and perspectives. This worldview allowed me to understand how youth leaders constructed their social reality through the YLC program.

Positionality

Positionality refers to an individual worldview and a position related to specific research. In qualitative research, the researcher is a pivotal instrument to take responsibility for all the study processes. The researcher's positionality is an essential factor since personal values, background, and experiences influence data collection, data analysis, and outcomes (Creswell, 2013). This section describes the researcher's educational background to minimize the researcher's potential bias and improve credibility.

Educational Background

My parents firmly believe that children fostered various life skills through sports participation. It helped youth mature as socially, psychologically, and physically healthy adults. With my parents' strong support, I engaged in various PA and eventually studied kinesiology at the Kyungpook National University and the Seoul National University, South Korea. During this period, I have learned how to understand social structures and phenomena and identify social issues in sports settings. To broaden my perspective on sports studies, I decided to study in the Department of Kinesiology at the University of North Carolina at Greensboro (UNCG).

While studying at UNCG, Community Youth Sport Development (CYSD) has enabled me to realize the importance of integrating theoretical and practical knowledge for youth development through sports or PA programs. Learning theoretical knowledge provides me with diverse concepts, principles, and frameworks relevant to positive youth development through sports and PA. Furthermore, I have extended my perspectives on the roles and contributions of SBYD programs for community development through service learning and community engagement.

As a practical experience, I have been involved in Youth Leader Corps (YLC) program for four years as a program assistant. In the YLC program, I have learned about operating a sports-based youth leadership program based on the TPSR model and facilitating youth leadership development through cross-age teaching. Through the observation and informal conversation, I have witnessed a transition of leadership capacity, including behavior, attitude, and leadership over time in the YLC program. For example, a youth leader did not actively take a leadership role in their group. He struggled with interacting with younger children, leading their group, planning daily lesson plans, and taking care of children at the beginning of the

program. However, he showed different behavior and attitude as a youth leader over time. He seemed to have more confidence that he actively involved himself in a group activity as a leader. However, all youth leaders were not on the same pathway of leadership development. Some developed leadership capacity over time, but others continued to struggle with being group leaders. I have continuously attempted to develop leaders' potential leadership by encouraging them. I thought that engaging in leadership experiences might play a critical role in enhancing leadership development. My experience inspired me to investigate how they perceive leadership development over time, what factors influence leadership development, and how the leadership identity impacts their lives.

Pilot Study

A pilot study is a small-scale version of an actual study to explore appropriate research outlines for large-scale research (Prescott & Soeken, 1989). This pilot study provided the researcher with opportunities to modify the overall research direction for the dissertation. The purpose of this pilot study was to identify what and how youth leadership skills are fostered from the YLC program. Research questions focused on leadership skills acquisition, perceptions of youth leadership experiences, and factors influencing leadership skills development in youth leaders. Two participants were recruited through the YLC program: One was a novice youth leader, and the other was an experienced leader who had participated in the YLC program for 2 years. Data were collected through individual interviews.

In the pilot study, the researcher interviewed two youth leaders. Overall, both mentioned that they had a chance to experience leadership and acquire leadership skills through the YLC program. However, the depth of their responses was different. The novice said he had no idea how to take leadership roles at the beginning time. While being involved for 5 months, he

learned about interacting with multicultural children and teaching PA. He mentioned that leadership was developed by imitating peers and getting feedback from a program director and assistants. However, he struggled with describing the concept of leadership and the process of being a leader. This might be due to the short participation duration of the YLC program. On the other hand, the experienced youth leader deeply expressed how the YLC program contributed to developing leadership skills and capacity. She said that this program provided her with various opportunities to teach PA, take responsibility, build a positive relationship with young children, and communicate with multicultural children. These leadership experiences enabled her to improve leadership capacity over time in the YLC program. However, it was not the first time for her to be involved in the leadership program. Before participating in the YLC program, she experienced leadership roles in the school student council and leadership camp experiences. As the main factor influencing leadership development through the YLC program, she emphasized that teaching personal and social responsibility (TPSR) values was pivotal in developing leadership skills. The interviews revealed that there was a significant difference in perceptions of leadership experiences and leadership skills development due to the duration of program participation, past leadership experiences, and personal characteristics.

Methodological Revisions for Pilot Study

This pilot study inspired the researcher to change research direction, including research questions, research methodology, and research methods. The pilot study focused on youth leadership skills development by comparing a novice leader and an experienced leader in the YLC program.

The Interviews with two youth leaders provided the researcher with an opportunity to broaden youth leadership development perspectives. The researcher regarded leadership

development as only skill development before the pilot study. However, this pilot study inspired the researcher to think of how they perceive themselves as leaders, understand leadership, what factors influence leadership development, and how leadership developed in the YLC program influences their current lives. The reflection derived from the interviews draws on research questions of this study: (a) a process of leadership identity development, (b) factors influencing leadership identity development, and (c) impact of leadership identity development on youth leaders' lives. This study's approach changed case study to grounded theory to explore an underrepresented process of how youth leaders understood leadership and leadership views changed through the SBYD program. Once this pilot test was completed, the researcher modified methodological dimensions and interview protocol for this study. The interview protocol questions in Appendix B (Interview protocol for youth leaders) were developed based on the pilot study and the leadership identity development model (LID model; Komives et al., 2006). Table 7 presents how the current study was developed based on the pilot study.

Table 7. Study Approach to Pilot Study and Current Study

	Pilot study	Current study
Research purpose	Youth leadership skills development by comparing a novice leader and an experienced leader	Youth leadership development through the lens of identity development
Research questions	(a) What and how youth leadership skills are fostered from the YLC program and (b) What factors influencing youth leadership skills development	(a) A process of leadership identity development, (b) Influential factors of leadership identity development, and (c) Impact of leadership identity development on youth leaders' lives
Research methodology	Case study: understanding a specific phenomenon linked to leadership skills development in a specific context	Grounded theory: exploring underrepresented processes or specific factors influencing youth leadership identity development through the YLC program

	Pilot study	Current study
Research participants	Current youth leaders in the YLC program: novice and experienced leader (*n*=2)	Youth leaders who participated in the YLC program for two years (*n*=12), staff (*n*=2), and a program director (*n*=1)

Research Context: Youth Leader Corps (YLC)

The YLC program is an extension of Project Effort that provides after-school sports programs for underserved children. This program has been operating at the University of North Carolina at Greensboro (UNCG) for 27 years based on Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) model. This program provides youth leadership opportunities to teach sports skills and responsible values to young children from local communities. Youth leaders take responsibility for planning, implementing, and reflecting on their PA lessons based on responsible values (Martinek & Schilling, 2003). They teach sports skills or PA aligned with the responsible values of the TPSR model.

A program director recruits new youth leaders each year and encourages experienced youth leaders to continue participating in the YLC program. Recruiting youth leaders has been changed. Project Effort consisted of three sections: two sports clubs, a mentoring program, and the YLC program. The youth leaders of the YLC program were mostly former members engaged through elementary and middle school sports clubs. Over time, the YLC program has included middle college high school students located at UNCG and public high school students from the local community. As a program assistant, graduate students have studied CYSD at UNCG or undergraduate students who fill out service-learning hours. They play critical roles in planning PA lesson plans with youth leaders, caring for young children from community centers, driving a van to transfer young children, or sharing constructive feedback.

The YLC program structure. The YLC program operated twice a week during the spring and fall semester. Each youth leader was involved in the YLC program once a week. The YLC program operated in different settings: (a) on-campus: young children from refugee community centers came to the UNCG. In this case, the YLC program staff transported children from community centers or homes and drop them off and (b) out of campus (i.e., community settings): The YLC program directly visited the Boys and Girls Club or a local elementary school. As an extended afterschool program, the YLC program provides various opportunities for local community youth to practice leadership and facilitate the well-being community. Table 8 and Table 9 illustrate the YLC program's timeline and program structure constructed in two different contexts.

Table 8. Outline of the YLC Program at Community Settings

	Activities of the YLC program
3:30 pm	Youth leaders show up at the gym and have a greeting with a program director and graduate assistants. Youth leaders discuss a daily lesson plan in each group and fill it out in an individual document. The lesson plan includes what responsible values cover, what PAor sports skills teach, and how to integrate responsible values into PA. Youth leaders set up equipment and do preliminary practice with peer leaders in each group. Once young children arrive at the gym, youth leaders and staff play games or PA.
04:00 pm	A program director calls young children, staff, and youth leaders into a circle and leads a brief awareness talk that demonstrates responsible values (e.g., effort, respect, self-direction, helping others, transferring responsible values) and its examples. A program director divided younger children into a small group (3-5 people in a group). There are three to five stations where youth leaders teach their lessons to younger children for 10 minutes. The stations consist of a brief awareness talk, PA, and reflection time based on the TPSR model. Once each station completes, young children move to other stations. This program system enables youth to practice their lesson plans and to take leadership roles.
05:00 pm	The program director has a big group meeting that consists of young children, youth leaders, staff, and community center members. In this meeting, the program director reviews responsible values and discuss ways of how to transfer the responsible values in different settings (e.g., school, family, and community)
05:15 pm	Once young children leave at the gym, the program director has a reflective discussion with youth leaders and staff. In the discussion, they share feedback to create a better daily lesson plan for the next week.
05:30 pm	Youth leaders write down individual journal reflections and planned the following lessons with group members.
06:00 pm	Youth leaders socialized over dinner time at the UNCG dining hall. After dinner, parents pick their child up, or the YLC staff drive youth leaders' homes.

Table 9. Outline of the YLC Program at UNCG

	Activities of the YLC program
3:30 pm	Youth leaders show up at the gym and have a greeting with a program director and graduate assistants. Youth leaders discuss a daily lesson plan in each group and fill it out in an individual document. The lesson plan includes what responsible values cover, what PA or sports skills teach, and how to integrate responsible values into PA. Youth leaders prepare for sports equipment and go to the community settings Once young children arrive at the gym, youth leaders and staff play games or PA.
04:00 pm	A program director calls participants, staff, and youth leaders into a circle and leads a brief awareness talk that demonstrates responsible values (e.g., effort, respect, self-direction, helping others, transferring responsible values) and its examples. A program director divided younger children into a small group (3-5 people in a group). There are three to five stations where youth leaders teach their lessons to younger children for 10 minutes. The stations consist of a brief awareness talk, PA, and reflection time based on the TPSR model. Once each station completes, young children move to other stations. This program system enables youth to practice their lesson plans and to take leadership roles.
05:00 pm	The program director has a big group meeting that consists of young children, youth leaders, staff, and community center members. In this meeting, the program director reviews responsible values and discuss ways of how to transfer the responsible values in different settings (e.g., school, family, and community)
05:15 pm	Once youth leaders arrived at the gym, the program director has a reflective discussion with youth leaders and staff. In the discussion, they share feedback to create a better daily lesson plan for the next week.
05:30 pm	Youth leaders write down individual journal reflections and planned the following lessons with group members.
06:00 pm	Youth leaders socialized over dinner time at the UNCG dining hall. After dinner, parents pick their child up, or the YLC staff drive youth leaders' homes.

Research Participants

In constructivist grounded theory, research participants should have similar experiences that account for a relevant phenomenon (Charmaz, 2014). This study recruited youth leaders (*n*=12), program staff (*n*=2), and a program director (*n*=1) who engaged in the YLC program. This study recruited the study participants through purposive sampling and theoretical sampling. This study started with purposive sampling and moved into theoretical sampling as categories and themes emerged. Through the discussion with an academic advisor, the researcher intentionally selects research participants with in-depth experiences and an affluent understanding of the phenomenon associated with research purposes (Patton, 2015). As the study progressed, this study implemented theoretical sampling that allowed the researcher to elaborate on the meaning of codes, categories, and themes. The theoretical sampling ultimately helped to emerge a theoretical framework through data saturation (Charmaz, 2014). This study added youth leaders (*N*=2) engaged in the YLC program from 2011 to 2015 to gain empirical data. Their participation duration was approximately four years before others' participation (N=10 youth leaders). The theoretical sampling enabled the researcher to ensure how the YLC program contributed to shift or develop leadership perspectives even if their participation period was not at the same time. This sampling strategy helped validate yielding themes and evolving a theoretical framework of youth leadership identity development through an SBYD program.

Youth Leaders

They participated in the YLC program for more than two consecutive years (Youth leaders were a junior and a senior). Considering a relationship with peer leaders in the group activity, leadership experiences during two consecutive years were vital to exploring a process of leadership identity development. They were middle and high school college at UNCG and high

school students from a local community. They were actively involved in the YLC program and consistently showed up on time. They showed a deep understanding of leadership roles. Youth leaders were asked to interview their experiences and perception of leadership identity formation and development through the YLC program.

Staff

This study selected two staff engaged in the YLC program as assistant participants. They are graduate students who have studied in the community youth sports development (CYSD) program at UNCG. They have served as a program assistant who discusses a daily lesson plan with youth leaders and shares feedback for leadership experiences. Interviewing with staff focused on influential factors in leadership identity development.

Program Director

This study recruited a program director as an assistant participant. He is a professional scholar and practitioner who is the creator of the YLC program. He has provided local youth opportunities to experience leadership activity and foster leadership capacity through cross-age teaching. Interviewing with him focused on factors influencing leadership identity development in the YLC program, such as program philosophy, structure, atmosphere, relationship, and empowerment. The researcher primarily explored how the program director affected youth leaders' personal growth and leadership development in the YLC program.

Table 10. Study Participants Demographics

No.	Name	Gender	Age	Race/ Ethnicity	Period of participation	Types of Participants
1	Alvin	Male	20	African American	3.5 years	Youth leader
2	Curt	Male	20	Asian American	2 years	Youth leader

No.	Name	Gender	Age	Race/ Ethnicity	Period of participation	Types of Participants
3	Wood	Male	19	Asian American	2 years	Youth leader
4	Ivy	Female	20	Asian American	3 years	Youth leader
5	Savannah	Female	20	Asian American	2 years	Youth leader
6	Brooklyn	Female	20	White American	2 years	Youth leader
7	Aaron	Male	22	Asian American	2 years	Youth leader
8	Oakley	Male	22	African American	2 years	Youth leader
9	Olivia	Female	22	Egyptian American	2 years	Youth leader
10	Caroline	Female	18	Asian American	3 years	Youth leader
11	Chester	Male	24	Asian-American	5 years	Youth leader
12	Maya	Female	23	Asian-American	4 years	Youth leader
13	Adam	Male	79	White American	27 years	Program Director
14	Addison	Male	29	African American	1 year	Program Staff
15	Carry	Female	28	White American	3 years	Program Staff

Data Collection

In qualitative research, Creswell and Poth (2018) pointed out that relying on a data source was insufficient to enhance in-depth understanding. In grounded theory, the multiple sources allowed the researcher to understand various aspects of the phenomenon. This also served as

cross-validity checks and triangulation. To holistically explore youth leadership identity development through the YLC program, the researcher collected individual interviews as primary data and referred to youth leaders' reflection notes as supplemental data.

A. Interviews

As one of the essential sources in a constructivist grounded study, an interview is used to gather descriptive data of individuals' perspectives, feelings, thoughts, and intentions. The interview helps to find things that cannot be directly observed (Patton, 2015). This study conducted semi-structured interviews with youth leaders, staff, and a program director involved in the YLC program. This study explored the YLC program's leadership experiences, factors influencing leadership identity development, and the impact of leadership identity development on their lives through an in-depth interview., interview protocol questions in Appendix B were developed based on the pilot study, program observation, and the components of the leadership identity development model (LID model; Komives et al., 2006) to understand the leadership perspective through shared leadership experiences constructed in the YLC program. Based on the interview principles suggested by Patton (2015), the research questions were open-ended questions for in-depth responses, clear and understandable, and followed up in complete responses with clarifying probes. The follow-up questions and probes were used to elaborate on the research participants' initial responses.

Under Covid-19, this study faced challenges to have face-to-face interviews. This study conducted online-based interviews with all study participants. The interviews were conducted through Zoom, which provides a virtual platform for video and audio communication. Given that interviews were performed via an online format, the study participants were asked to consider a quiet place and a strong Internet connection when scheduling interview dates and times. The

researcher reminded the study participants to show up on the scheduled date and time before the interview. The interviews explored overall leadership experiences before, during, and after the YLC program. It also focused on what factors impacted leadership perspective development through the YLC program, how leadership views shifted over time, and how the leadership view cultivated in the YLC program influenced their life. The researcher conducted interviews with a program director and two staff being involved in the program to gain external views as supplementary data. The average hours of individual interviews lasted one and one-half hours. Most of the individual interview was completed one time. Five youth leaders were asked to follow-up interviews to clarify the first interview conversation as a member checking and to gain more empirical data related to leadership views.

When it comes to theoretical saturation in constructivist grounded theory, the researcher attempted to saturate categories through constant comparative analysis. Theoretical saturation can be an indicator of the sample size used in the study. This occurred as the study processed based on patterns, categories, and dimensions that emerged in data collection (Corbin & Strauss, 2015). Charmaz (2006) emphasized that data saturation does not mean repeated same patterns. Instead, this occurs when new data do not reveal new properties or categories. The researcher interviewed with research participants until new data did not offer new insight and the core theoretical category's properties. Once individual interview data were recorded and transcribed verbatim, the transcriptions were reviewed for accuracy in Microsoft Word. The researcher contacted the research participants and shared a copy of the transcription for a member check. The research participants reviewed the interview data's accuracy and uploaded all interview data into UNCG Box for the data analysis.

B. Reflection Notes/Lesson Plans

The program director provided youth leaders with an individual folder that includes reflection sheets. Youth leaders wrote TPSR-based lesson plans before the YLC program and responded to the reflective questions after the YLC program. The reflection sheet consists of a lesson plan (the goal of lesson and TPSR focus, lesson activity, materials/equipment needed) and a reflection (daily experience, leadership qualities, challenges). The reflection sheet is in Appendix E (Lesson plan/Reflection Format).

Documents were useful to verify the information mentioned in interviews. This offered specific details to collaborate data from other sources. As a supplementary resource, this study referred to past weekly journal sheets of youth leaders to explore leadership experiences, leadership qualities, and leadership challenges. This study could not look at all you leaders' weekly journals due to the weekly journal sheets' absence and omission. It was also challenging to track a journey of leadership experiences and leadership development in sequence due to non-records date. However, available reflective journals provided meaningful information on what leadership experiences influenced leadership growth and how they perceived their leadership roles. These ancillary data helped the researcher navigate meanings deduced through interviews.

Table 11. Data Sources and Rationale

Data Source	Rationale
Youth Leader's Pre-Interview Questionnaire	Obtain participants' background and demographic information, including past leadership experiences before the YLC program

Data Source	Rationale
Youth Leader Interviews	Obtain information about overall leadership experiences before, in, and after the YLC program. Gather perceptions on leader and leadership, focusing on shifting views on leadership over time through the YLC program. Gather specific individual views on leadership identity development through the YLC program and its impact on youth leaders' lives after completion of the YLC program in detail
Staff and a program director interview	Capture different perspectives on youth leaders' leadership identity development and factors influencing youth leadership development in the YLC program (e.g., program structure, atmosphere, relationship, empowerment)
Weekly reflection notes	Refer to youth leaders' leadership experiences, leadership quality, and factors influencing youth leadership identity development as a supplementary resource

Data Analysis

In grounded theory, data analysis enabled the researcher to explore concepts, identify properties, and discover patterns (Charmaz, 2014; Corbin & Strauss, 2015). Data were collected and analyzed simultaneously to generate a theoretical framework. The "simultaneous involvement" (p. 31) in the process of data collection and analysis prevented the researcher from collecting unfocused or a substantial amount of data (Charmaz, 2006). Coding was a critical step for data analysis in grounded theory. In this process, the researcher created an analysis structure and then integrated it into theoretical coding (Charmaz, 2006). This study implemented a data analysis strategy outlined by Charmaz (2014) to develop a theoretical framework.

In **initial coding,** the researcher read transcripts and explored participants' worldviews associated with a specific phenomenon through line-by-line coding. The initial coding served as a rudimentary leap to generate a theoretical framework (Charmaz, 2014). In this stage, the researcher attempted to grasp the overall phenomenon of the YLC program's experiences and perceptions influencing leadership identity development. This process guided the researcher to

gain a broad sense of how leadership experiences impacted leadership development, how leadership perspective was changed before, during, and after the YLC program, and what influenced leadership view. This stage also enabled the researcher to ponder what data needed to be added for the following data collection.

In the second stage, **focused coding** categorized data based on the codes that frequently emerged in the initial coding. This process required the researcher to determine which initial codes were an analytical value to categorize data. The focus coding could encompass initial codes (Charmaz, 2014). This stage allowed the researcher to explore the meaning of the initial codes signifying greater importance and conceptualizing a larger fragment of data. This stage enabled the researcher to deepen understanding of implicit meaning by elaborating on the properties of the categories through the differences and similarities of the initial code. The developed codes were synthesized, analyzed, and conceptualized toward the study questions. In this phase, the researcher was able to deeply capture the meanings of participants' leadership perceptions and experiences shaping leadership identity development. The researcher reconstructed the emerged data and considered how categories were associated with the central phenomenon: Leadership experiences and leadership activity before and after the YLC program; leadership experiences and perceptions on the YLC program; shifting leadership views through the YLC program; factors influencing leadership identity development; conceptualizing leadership based on the YLC program; shifting leadership view before, during, after the YLC program; individual growth affecting leadership identity development; environment and structure shaping leadership view; applying leadership view in the current life after the completion of the YLC program.

Subsequently, **theoretical coding** delineated categories and guided them to construct a theoretical framework representing a certain phenomenon (Charmaz, 2006). In this stage, the researcher utilized theoretical sampling and memoing to saturate categories. From participants' perspectives through theoretical sampling, the researcher decided that new data did not emerge anymore. Those strategies ensured to refined properties of each category and clarified relationships between emerging categories. These integrated concepts emerged through the focused coding and evolved a theoretical framework. The theoretical framework of youth leadership identity development through an SBYD program encompassed a delimited phenomenon in a specific context. The theme emerged through the theoretical coding illustrated in the next chapter.

In the entire data collection and analysis process, the researcher employed consistent comparative analysis to identify commonalities and differences (Corbin & Strauss, 2015). Once data were collected, the researcher compares data, codes, and categories. For instance, data analysis was conducted through cross-checking data, code, and category (Rieger, 2019). The coding procedures did not take place sequentially and linearly but cyclically. As concepts emerged through data analysis, the researcher developed a theoretical framework that illustrates how youth leaders developed leadership identity through the SBYD program.

As an example of the coding process, the second stage of leadership identity development, mimicking leadership, was generated through the following procedure. In the initial coding, the researcher found initial codes: seeing leaders, leadership style, leadership skills, working and learning from other leaders, publicly speaking, feeling nervous and uncomfortable, observing interacting with young kids, talking to kids, playing PA with young children, teaching PA or sports, working together in a group, being a leader, encouraging and

supporting, helping peers, and splitting up leadership roles. During this stage, the researcher focused on youth leaders' narratives regarding learning leadership, understanding leadership, and being a leader.

In the focused coding, the researcher refined the codes that emerged in the initial coding and categorized them by considering the central phenomenon of this study. In this stage, the researcher decided which initial codes were most prevalent and conducive to developing a theoretical framework. Through consistent comparative analysis, the researcher identified four themes, including observing leadership (e.g., leadership roles, leading routine, common language), focusing on leadership roles, relying on experienced leaders, and recognizing the importance of shared leadership. While consistently comparing between codes and data, the researcher was able to distinguish those categories from other focused codes such as exploring effective leadership strategies, understanding individual's different leadership, and focusing on others' growth.

In theoretical coding, the researcher created a mimicking leadership that illustrated a social process of what youth leaders went through in leadership development. During this process, the researcher elaborated on the final categories by considering a series of leadership identity development. By adding two youth leaders through theoretical sampling, the researcher ensured new data as to 'mimicking leadership' did not emerge anymore.

Furthermore, the researcher utilized memoing as a strategical tool to develop a theoretical framework in the data analysis. In constructivist grounded theory, memoing was a critical strategy that the researcher kept track of participants' thoughts and developed links between codes, categories, and themes (Charmaz, 2014). It functioned as an essential tool that outlined and developed themes by codes and categories yielded through the comparative method.

Memoing sparked the researcher to come up with new ideas, elaborate on subsequent data collection, and refine a study direction throughout the entire study. This tool helped evolve a theoretical framework of leadership identity development through an SBYD program. The researcher dedicated data collection and analysis until study participants did not disclose new leadership identity development viewpoints through the YLC program anymore.

Trustworthiness

It was hard to eliminate the researcher's bias, actual experiences, and knowledge throughout data collection and analysis. The researcher used data triangulation, peer debriefing, and member-checks to enhance this study's credibility.

Data triangulation used multiple data sources to strengthen this study's credibility (Patton, 2015). As the above indicated in the data analysis section, the researcher collected multiple sources, including interviews and weekly reflections. It was helpful to consider information consistency by comparing youth leaders, staff, and a program director's multiple perspectives on youth leadership development of the YLC program. The interviews also provided accurate and detailed information that the researcher missed through informal observation on the YLC program. This study also referred to weekly journals as supplementary data. Through cross-checking between the interviews and the journals, the researcher reviewed the consistency and accuracy of what youth leaders mentioned about leadership experiences, challenges, and contributions to group activity. This triangulation approach contributed to developing a theoretical framework.

Peer debriefing provides an external perspective of the overall research process, including research methods, meanings, and interpretation (Creswell & Poth, 2018; Patton, 2015). Three peer reviewers were invited to this study. All of them served as an evaluator of the current

study and provided better opinions. Reviewer 1 had professional knowledge of youth leadership development in the field of PA and sports. He was asked to review the overall research process, including research design, data collection, and data analysis. Reviewers 2 and 3 were familiar with using qualitative research methods in sport studies for 4 years. They were asked to review interview questions and suggested new insights to gain in-depth interview data. Their ideas were helpful to capture participants' leadership identity development. They also reviewed themes, and a theoretical framework emerged through the constructivist grounded theory approach.

Member-checking utilizes research participants' perspectives of the credibility of the findings and interpretation to improve the accuracy and transferability (Creswell & Poth, 2018; Patton, 2015). The researcher shared the interview transcripts with the participants to confirm whether their experiences and perspective on leadership identity development were accurately captured and represented. Moreover, the researcher sent the findings of this study to main study participants to affirm that the outcomes reflected their feelings, experiences, and perceptions. Most of them replied with confirmations or comments on what they thought of this study.

Ethical Considerations

The researcher paid attention to how to conduct this research ethically without violating all participants' confidentiality. Based on the Institutional Review Board (IRB) direction at the University of North Carolina at Greensboro, the researcher explicated the study's purpose, interview process, and contribution to sports-based leadership programs. Furthermore, a pseudonym was used to research participants' names and personal information in this study. All data were stored in a secure location (i.e., UNCG Box), an online file storage service provided at UNCG. The list of names was organized separately from the data in the password-protected file. Table 12 shows a research outline of how the current study was carried out.

Table 12. Research Outline of the Current Study

- Recruit research participants
  - Determined study participants who meet study criteria using purpose sampling: Youth leaders (*n*=10), staff (*n*=2), and a program director (*n*=1).
  - With approval from the University Institutional Review Board (IRB), the researcher contacted study participants via email, including a study description and purpose of interviews
  - After getting consent from those who were willing to participate in this study, the researcher and study participants scheduled an interview time.
  - As researched over time, youth leaders (*n*=2) were added to identify how the YLC program influenced leadership identity development.

- Data collection
  - Interviewed with youth leaders, staff, and a program director via Zoom
  - Transcribed interview data and saved it to Microsoft Word
  - Performed member-checks and uploaded them into UNCG Box.

- Data analysis
  - Reviewed interview data and weekly journals written by youth leaders
  - Conducted data collection and analysis simultaneously to generate a theoretical framework
  - Analyzed data through utilized Charmaz's (2014) data analysis approach in grounded theory: Initial coding, focused coding, and theoretical coding
  - Utilized consistent comparative analysis and a memoing strategy

CHAPTER IV: RESULTS

This study aimed to explore youth leadership identity development through youth leaders' experiences and perceptions through the YLC program. This study traced back to 12 youth leaders' retrospectives to investigate how the YLC program's leadership experiences influenced leadership identity development. Their hands-on leadership experiences and practices provided insightful views to understand a process of how they understood leadership, how the program experiences influenced leadership views, and how the leadership views impact their lives after completing the YLC program. With the constructive grounded theory approach, This study generated a theoretical framework depicting leadership identity development through the YLC program. It enabled the current study to expand existing literature on youth leadership development in the field of sports and PA. In this section, the first phase illustrated each youth leaders' profiles associated with leadership background and activity. These profiles described the participants' leadership experiences and perceptions. The second phase a theoretical model that emerged through a constructivist grounded theory. The last phase presented themes and subthemes extracted from substantial evidence.

Profiles of Youth Leaders

This section presented youth leaders' demographic information, the YLC program's leadership experiences, perception of the YLC program, and leadership background before and after the YLC program. The private information of the participants was described under pseudonyms.

Alvin's Background

Alvin is a 21-year-old African-American. He was born in Liberia, West Africa. He settled in North Carolina, in the United States, in 2015. He explained that he had difficulty

communicating with others due to the language barrier and different cultures. He made lots of efforts to adapt to the community's new environment and understand various cultures by meeting multiple people in the local community. A mentor who has worked at a local soccer association invited him to participate in the YLC program.

He participated in the YLC program for three and one-half years. Throughout the program's leadership activity, he realized that being a leader cannot occur in one day. He was shy that caused him not to interact with peer leaders. He said that he did not know what to do at the program's starting time and was not happy. He even was not given the leadership opportunity to be a leader before participating in the YLC program. With the mentor and a program director's support, he could open up his mind and explore potential leadership capability over time. He overcame a fear of public speaking to others and improved self-confidence. This helped him gain new leadership views on managing children and how to interact with others. These leadership experiences enabled him to gain leadership skills and to be actively engaged in the program over time. He explained that the leadership experiences provided him valuable moments for positive personal change and understood how to lead a group. He stated, "If I had not done YLC, it would be different me." The program's good experiences helped him stay out of the negative things such as school trouble and make the right choices.

He joined ROTC-while being involved in the YLC program. He explained that ROTC leadership allowed him more chances to take more responsibility to lead a group. The leadership cultivated through the YLC program served as a foundation to perform his leadership in ROTC. However, he explained that ROTC leadership was different from the YLC program's leadership ROTC. Leadership was closely related to hierarchical and power leadership through which he had to take much more responsibility to lead followers because of a military system. However,

while having leadership experience in the YLC and ROTC, he explained that the YLC's leadership experiences impacted his personal growth and changed leadership views. Currently, he has applied the leadership perspective gained through the YLC program to his life.

Curt's Background

Curt is a 20-year-old Asian male. He has studied Biology and Chemistry as a second-year undergraduate student at a North Carolina university. He was born in Thailand and settled down in NC in 2009. He has lived in the United States for approximately 10 years. He was a counselor trainee for two months when he was 15 years old. While working on it, he learned how to create PA plans and interact with young children from diverse countries. He described that early leadership experiences were similar to those of the YLC program. However, the participating period did not last as long as the YLC program.

He participated in the YLC program for 2 years. He explained that the YLC program contributed to promoting positive personal growth and leadership development. His original purpose of participating in the program was to get service learning hours required from high school and gain leadership experiences. At the YLC program's initial time, he was not a robust vocal leader but tried to involve leadership activity with peer leaders' help. He expressed that he authentically enjoyed working with young children. His interest mainly focused on refugee children's positive growth because he emotionally understood how the immigrant or refugee children struggled with language barriers. He wanted to play an essential role in developing refugee children. He made an effort to be a good role model for them as a leader. He described that he taught not only responsible-based PA but speaking English and good manners that would help them outside of the program.

He has worked Spare Time (i.e., bowling entertainment center) as a part-time job after completing the YLC program. He served as a cashier, food delivery, and dishwasher. He experienced various leadership roles in the workplace that were different from the YLC program's leadership experiences. He underscored that his leadership experiences outside the YLC program were a real situation. While having experienced different leadership types in the business setting, he still believes that anyone can be a leader anywhere.

Wood's Background

Wood is a 19-year-old Asian-American and lives in North Carolina. He was born between a Cambodian dad and a white American mom. He is a freshman studying political science and environmental studies while minoring in English and biology. Before the YLC program, he experienced a leadership activity in high school and in his community. He was the president of the book club in high school. He also had tutoring experience with multicultural youth in a church for 5 months. He said that these past leadership experiences helped him to be a youth leader in the program.

He participated in the YLC program for 2 years. At the program's starting point, he aimed to fill up service learning hours that the high school required for graduation. As he became involved in the program over time, he realized that his roles significantly impacted young children with a multicultural background. He believed that his leadership influenced a process of young children's growth in positive ways. For example, young children can teach others what they learned from youth leaders. He remembered that he was timid, but program participation supported him to overcome his introverted personality. The leadership experiences affected his leadership view. He said that "I had no idea on leadership before the YLC. It is true. In the YLC program, I learned that everyone could be a leader and everyone has different leadership styles."

He also described that the YLC program contributed to fostering his leadership view and style. He could experience what leadership was through the YLC program.

He has worked part-time after the YLC program. He has experienced different leadership styles at the workplace but still maintains that his leadership perspective was cultivated in the YLC program. While working, he also thought leadership could be improved over time and used differently depending on the situation.

Ivy's Background

Ivy is a 20-year-old Asian-American female studying a Biology Major in Pre-Optometry in a North Carolina university. Her parents moved from Sri Lanka to the United States to provide their children with many educational opportunities. With the parental's American dream, she was born in the United States and raised in North Carolina. She has an older brother and sister. While growing up, she had a few chances to have leadership experiences before the YLC program. She served as president and vice-president of the student council in middle and high school. In those positions, she committed to dealing with the anti-bullying issue by discussing with peers and campaigning. These leadership experiences enabled her to foster leadership skills such as communication and teamwork. Those leadership experiences helped her to get used to the YLC program's culture.

She was involved in the YLC program for the past three years. She said that her past leadership experiences served as a fundamental foundation that transferred her leadership ability to the YLC program. She explained that the diverse races and ethnicity of the YLC program helped her understand how to lead other minorities. She emphasized that teaching PA and life skills to young children allowed her to boost her leadership understanding and leadership view.

More importantly, she said that she could observe personal growth and academic development. Leadership learned through the program would be helpful to prepare for a future career.

She has transferred leadership views in her current life after completing the YLC program. Whenever she carries out group projects, lab research, and internships, she has a leadership perspective fostered throughout the YLC program. She highlighted that leadership experiences in the program were a fantastic opportunity for her.

Savannah's Background

Savannah is a 20-year-old Asian female and an undergraduate student studying biochemistry at a North Carolina university. She was born in Iraq, Syria and settled down in the United States in 2012. She has two older sisters and a younger one. She identified herself as a refugee child. She did not have any leadership experiences before the YLC program.

She described that being involved in the YLC program for two years was a meaningful leadership experience in her life. She said that her life was being changed positively through the YLC program. She did not trust people before the YLC program because she was in the Syrian civil war. Whenever she had individual troubles, she did not share her concern with others and figured it out herself. She described that she changed due to her involvement in the program. She realized the importance of communication, teamwork, and motivating others to become leaders in a group. Through the YLC program, her leadership development did not come from simply learning how to be a leader under specific guidance. Instead, it took place through experiential learning through leadership experiences in the program.

She has incorporated leadership experiences and views of the YLC program into her life, especially school group projects. She believed that leadership would be continuously crucial in her life. She thought leadership would be necessary for her professional career in nursing.

Brooklyn's Background

Brooklyn is a 20-year-old Caucasian female and an undergraduate student studying nursing in Massachusetts. She has one younger sister. She was born in Tennessee and moved to North Carolina. She experienced a few leadership activities in different settings prior to the YLC program. She volunteered at a daycare center, science museum, and summer camps. The early experiences allowed her to understand how to take care of young children and be a good mentor. With these experiences, she also was passionate about working with young children.

She started the YLC program in her junior year of high school because she needed service-learning hours and wanted to work with young children. While participating in the YLC program for two years, she understood the process of being a leader and expanding leadership views through group activity. Compared to her past leadership experiences, she learned how to work with the other youth leaders who had different leadership styles. This helped her realize how to respect each other, work together, and encourage passive peers to engage in the group actively. She explained that her perception of leadership focused on dominant leadership roles and dictatorship before joining the YLC program. However, participating in the YLC program brought her an opportunity to think of what leadership was and what was needed for effective leadership. She believed that leadership could not take place with one person's voice. Leadership should consider all members' voices to achieve group or organization goals.

She continually practiced leadership in her life after the YLC program. She has worked as a babysitting camp counselor applying leadership views fostered through the YLC program. She emphasized that her leadership development has helped her continue to take responsibility and to help others elsewhere. She also would like to pursue her leadership perspective in her future life.

Aaron's Background

Currently, Aaron is a 22-year-old undergraduate student in a university in Arizona. He was born in Pakistan and moved to the United States, North Carolina. When he looked for an extracurricular activity to boost his college resume, he wanted to participate in the YLC program.

He had several leadership experiences before the YLC program. He had a chance to be a leader as a freshman representative in the high school student government. In that position, he heard his classmates' concerns and attempted to resolve problems. However, he felt less responsibility because there were higher positions such as the president, vice-president, secretary, and treasurer of the high school. He was very passive, which caused him not to engage actively in the school council's tasks.

He participated in the YLC program for 2 years. He mentioned that he did not consider himself a leader at the beginning time of the program. Getting involved in the program offered lots of leadership learning opportunities. Specifically, he said that he went through challenges and attempted to overcome the struggle by reflecting on his leadership and gaining feedback. It was a foundation for him to take charge of young children as a leader actively. He also asserted the YLC program played a critical role in changing his perspective on what leadership was and what leaders did. Unlike the student government, He experienced that the YLC program provided an equal leadership opportunity for youth leaders to take responsibility for teaching responsible value-based PA to young children with diverse demographics. The environment of the program rendered him realize that he had an important role in the group.

After completing the YLC program, he has experienced leadership in school projects and the workplace. He perceived that he had to work with different people to achieve common goals. While working on various leadership activities outside of the YLC program, he has maintained

his leadership views. The importance of positive relationships, communication, and teamwork has been applied as an essential perspective in his life.

Oakley's Background

He is a 22-years-old African American male. He is a senior studying Zoology at a university in North Carolina. He was born in North Carolina and has two younger brothers. He was a volunteer caring for pre-kindergarten children before joining the YLC program. He originally liked young children and playing basketball, which motivated him to participate in the YLC program.

He explained that he had spent a fantastic time with the YLC program for 2 years. The program participation enabled him to explore personal strengths and weaknesses. These experiences offered him to reflect on his leadership. This was a crucial aspect of becoming a leader. He stated that the YLC program had a specific characteristic in comparison to his past experiences. The program empowered all youth leaders by giving them a considerable amount of freedom in their leadership roles. This allowed him to incorporate various ideas with no specific guidance. He went on to say that getting involved in the YLC program reinforced his leadership perspective that everyone could be a leader.

After the YLC program, he has engaged in many leadership activities. He was an ambassador of the middle college program, for which he traveled to different schools to recruit people to apply to the school. He has also worked with the office of leadership and civic engagement at the university. He said that the YLC program has a critical impact on his current life because it actively encourages him to take leadership roles. He has never stopped volunteering and experiencing various opportunities.

Olivia's Background

Olivia is a 22-year-old Egyptian-American female. She is a senior studying Kinesiology at a university in North Carolina. She has two full siblings and two half-siblings. She had a few leadership experiences before the YLC program. She was a captain of the basketball team for around five years. She also volunteered at the community refugee center to serve as a soccer club leader and an English tutor.

She joined the YLC program with the program director's suggestion. She gained much confidence throughout the program for 2 years. She was shy and did not talk much as others did at the beginning of the program. While being-in the program, she found that personal characteristics shifted from being passive to being active. She recollected that her junior year was the best year of the YLC program since she gained leadership skills and knowledge. The program enabled her to realize the importance of a positive relationship and being culturally competent. Specifically, she learned effective ways to communicate with different life experiences, be flexible in particular situations, and resolve a conflict by caring for young children with a refugee background. The leadership experiences expanded her leadership views more broadly. She was able to put herself in their shoes, carefully listen to them more, and considered more contextual dimensions.

With a strong connection with professors associated with the YLC program, she has taken leadership roles. She said that the YLC program created a critical cornerstone that has guided her leadership views and behavior in life. She believed that leadership cultivated through the YLC program has significantly impacted her life. She has kept using leadership skills such as communication and flexibility throughout her entire college career and life.

Caroline's Background

Caroline is an 18-year-old Asian-American. She was born in China and has grown up in North Carolina. She is a freshman studying Molecular biology at a university in Florida. While doing various sports and part-time work, she was not held in a leadership position. She was interested in working with young children because she had babysitter experiences a few times. She wanted to get more experience working with children and participated in the YLC program for three years. When it comes to the leadership experiences of the YLC program, she attributed leadership development to observing peer leaders and teaching young children. This made a difference in her leadership from the past leadership experiences. She stated the YLC program shifted her leadership views.

Before the YLC program, she perceived leadership as a dictatorship that a powerful person leads followers and commands them. As spending time with young children in the program, she realized that anyone had potential leadership and can be a leader. She said that "there was no one more important than another person in the program because we had important roles in different ways." She states that all youth were leaders as long as being in the program. They had an equal opportunity to be a leader.

She pointed out that the program structure and environment were viewed in different ways. While the YLC program consisted of a specific format such as discussion and teaching life skills and PA to young children, the workplace did not consist of the same structure as the YLC program. She has worked in different places such as pizza, ice cream, and delivery services. She said that using leadership in working areas was not associated with volunteering and working with young children. It is the 'real world' where there was a particular purpose.

RY's Background

RY is 24-year-old. He was born in Vietnam in 1995 and came to North Carolina in 2001. He majored in Kinesiology to become a physical therapist in a university. Currently, he has worked as a co-manager for a commercial roofing company. He monitors crew members to work safely.

He participated in the YLC program when he was a freshman in high school. His cousin recommended he join the program. He had no hesitation in participating in the program. He wanted to help refugee children since he had a refugee background. He looked for a role model who could guide him while growing up. It was hard to find the influential person around him when he was young. By recalling his past, he put persistent efforts into guiding refugee children. He said that interacting with refugee children was a driving force that enabled him to continue program participation for five years. Similar to other youth leaders, he had an intense pride that he was involved in the YLC program during his adolescent period. He said that participating in the YLC program provided a valuable opportunity to increase confidence, foster a sense of responsibility, and be a desirable person in the community. He said that he would not grow up as a better person without the opportunity to practice leadership. He explained that leadership based on the YLC program was a critical value in his life. He learned how to understand others' positions, communicate effectively, and take responsibility

Maya's Background

Maya is a 23-year-old Asian-American. She grew up in Vietnam and moved to North Carolina in 2002 with her family. She settled down and lived in a refugee community. Currently, she is a senior studying nursing at a university in North Carolina. She started the Project Effort program providing underserved young children various opportunities to foster social and

personal responsibility through PA and sports. Over time, she was given a chance to participate as a youth leader as a first-year high school student.

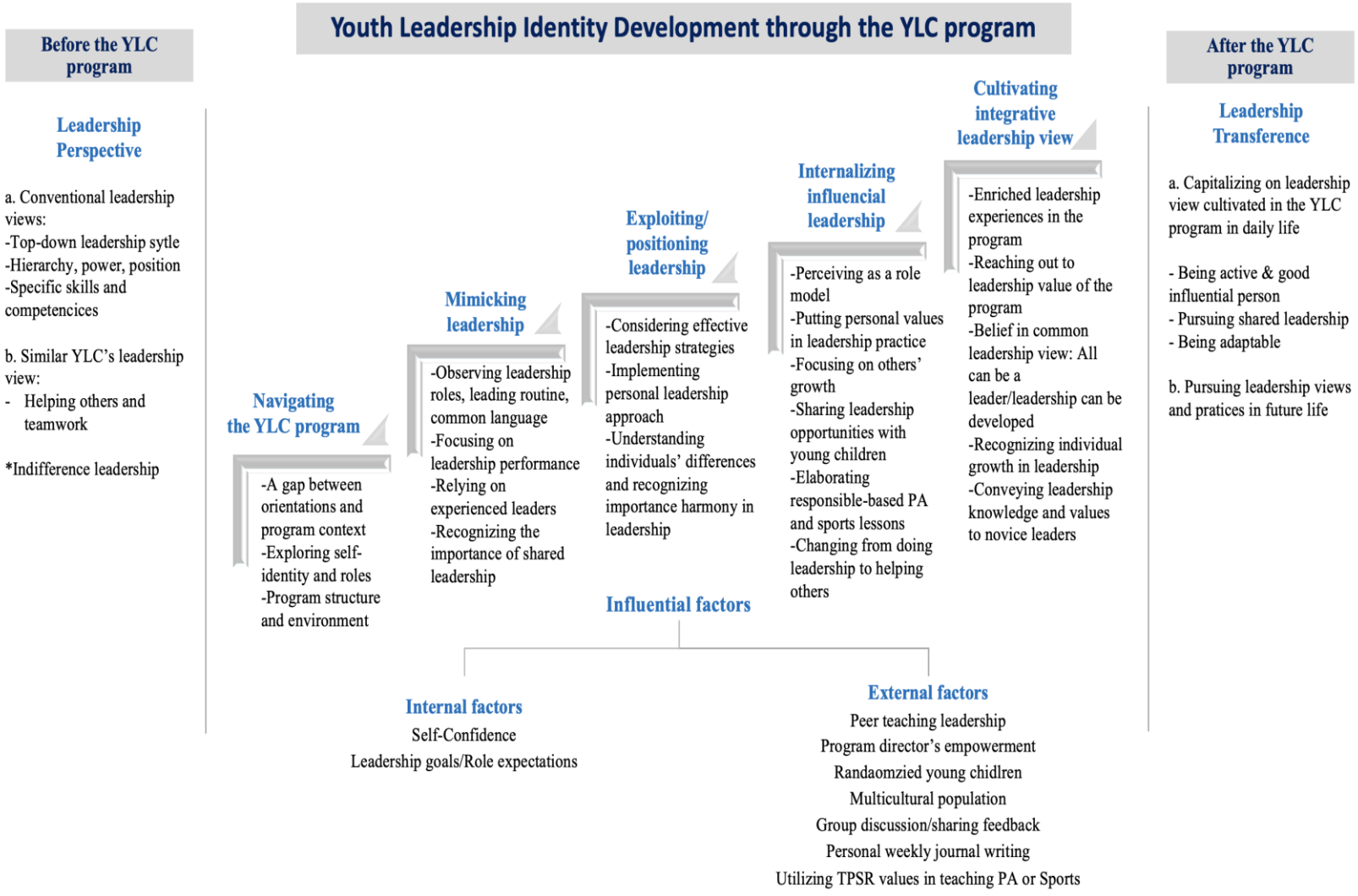
She said that having a good relationship with a program director, staff, and peer made her commit to engaging in the program for four years. Compared to participating in the Project Effort program, engaging in the YLC program allowed her to take responsibility for leadership roles. Even if she had a shy personality at starting the program, she learned leadership roles by following peer leaders who were already experienced. She also expressed that she spent valuable time helping many young refugee children grow up positively. While being involved in the program, she wanted to give back to those that helped her out in the Project Effort. By increasing interaction time with young children, she realized that her position significantly impacted young children. The YLC program allowed her to understand who she was as a leader and contribute to others' growth. She said that the YLC program was the most prominent leadership experience that she had ever. The leadership experiences influenced her to change her leadership perception. After completing the YLC program, she continually utilized her leadership experiences and perspective fostered through the program. She expressed a strong willingness to keep using leadership in her future life.

Theoretical Model: Youth Leadership Identity Development Through an SBYD Program

This study elicited in-depth lived leadership experiences and the study participants' perceptions with the constructivist grounded theory approach. The below themes connoted that the YLC program was a space where youth understood leadership values, cultivated leadership skills, and developed leadership perspectives. Those components played a pivotal role in perceiving themselves as youth leaders. The leadership perspectives also influenced the current life of the youth leaders. The theoretical framework generated in this study (Figure 4) illustrates

how leadership experiences of the program constructed leadership identity, what factors influenced leadership perspectives, and how it shaped their lives. It also presented how leadership experiences and practices contributed to shifting or developing youth leaders' leadership understanding and perspectives during the YLC program. The theoretical framework also explained what leadership views were before participating in the YLC program and how leadership views were cultivated. In other words, this framework provided a holistic mechanism on how individual leadership perspectives shifted before, during, and after the program and how they grow as leaders.

Figure 4. Youth Leadership Identity Development Through an SBYD Program



A. **Before participating in the YLC program:** Youth leaders had different leadership experiences or inexperience before the YLC program. Their past life experiences shaped their leadership perspectives. Their leadership views at the baseline of the YLC program were divided into two parts: (a) conventional leadership (hierarchy, top-down style) and (b) similar YLC's leadership view (helping others, teamwork, cooperation). A few expressed indifferences.

B. **During the YLC program:** Procedure of leadership identity development through the YLC program consisted of:

   a) **Stage One. Navigating the YLC program:** Who am I, and what should I do? Even if youth leaders had several orientations before diving into the YLC program, they felt difficulty implementing leadership practice at the beginning period. They knew that they were youth leaders but did not perceive themselves as a leader in the program. They explored the YLC program's structure/atmosphere and tapped into leadership experiences relying on experienced leaders. With a minimal range of leadership practice, they realized the objective of the YLC program focusing on pedagogical aspects for teaching life skills through sports skills or PA. The leadership experiences were distinguished from the past ones (e.g., volunteers, school activities). They also started checking to see if their own ability and skills fit into leadership roles embedded in the program.

   b) **Stage Two. Mimicking leadership:** I followed peers' leaders. Youth leaders learned leadership roles, leading routines, and using common language through systematic observation. They mirrored experienced leaders' leadership performance and applied similar leadership skills (creating lesson plans, setting up equipment, helping peer leaders, interacting with young children, demonstrating PA and the TPSR values). They

ultimately routinized leadership roles constructed in the program. Youth leaders recognized the importance of shared leadership in this stage since all youth leaders were asked to take leadership roles in group activities. This enabled them to think that leadership took place through a collaborative format instead of a certain leader's leading way.

c) **Stage Three. Exploiting and positioning leadership strategies:** Respecting diverse leadership competencies. Youth leaders explored strengths and managed weaknesses through trials and errors. It enabled them to identify the leadership roles in which they felt confident. They expanded leadership perspectives by realizing the importance of interacting with different leadership styles, skills, and competencies. They learned how to harmonize together and adapt to various situations to run group activities. It influenced them to foster a leadership view that all youth leaders had different leadership competencies. This stage emerged when they moved toward or were in a senior position in a group. They tended to be less reliant on peer leaders but seemed interdepended with their leadership strategies.

d) **Stage Four. Internalizing responsible leadership:** Perceiving as an influencer and a role model. Youth leaders deeply pondered their leadership roles and take more responsibilities for caring for young children. They expected how their leadership roles would positively impact young children's learning. They shared leading opportunities with young children and elaborated TPSR based-PA and sport lesson plans. They desired to make an effort to be a good leader, true leader, or role model for young children. Youth leaders' leadership views focused on more helping children in a pedagogical aspect rather than doing and learning leadership.

e) **Stage Five. Cultivating integrative leadership perspectives embedded in the YLC program:** Youth leaders committed to helping novice leaders with more leading opportunities since they had enough leadership experiences. Mainly, experienced leaders played a critical role in reproducing leadership perspectives-in the YLC program. They experienced themselves and other's leadership growth throughout the leadership experiences for two years. The positive experiences enabled them to expand or solidify their leadership perspectives that 'leadership could be developed instead of being innate.'

C. **After the YLC program:** Transference leadership perspectives in the current lives.

a) **Capitalizing on leadership views cultivated in the YLC program:** While youth leaders were not given official leadership education or training, they utilized leadership values in school and business settings. They were being an active and good influential person, pursuing shared leadership, and being adaptable.

b) **Persuing visions of leadership views:** Youth leaders showed their willingness to apply leadership experiences and perspectives into future life and professional career settings. They expected that their leadership views would help guide their life journey. They believed that leadership could occur through a continuous learning process which means leadership experiences and views could be expanded in the future. They showed a desire that they would like to put effort into improve leadership ability and become a better person.

D. **Influential factors**. The process of leadership identity development through the YLC program encompassed internal (self-confidence, goals/expectations) and external factors (peer teaching leadership, program director's empowerment, multicultural population,

randomized young children, group discussion/sharing feedback, personal weekly journal writing, utilizing TPSR values into PA/sports). The detailed description was as follows:

a) **Self-confidence:** Increasing self-confidence developed communication skills and the ability to cope with weaknesses in leadership. This helped them expand a range of leadership experiences, practices, and competencies throughout the YLC program. The increased self-confidence allowed them to be active and supportive participants. They discovered themselves and others' positive growth through hands-on experiences.
b) **Leadership goals/Role expectations:** Youth leaders' goals and visions were changed through the leadership experiences of the program. Their focus on leadership shifted from filling out service hours or executing leadership tasks to facilitating young children's positive growth and peers' leadership development.
c) **Peer teaching leadership:** Peer leaders had a crucial impact on shaping leadership views. It helped youth leaders share knowledge and recourses of leadership roles and support leadership development. Youth leaders realized the importance of collaborative leadership and the harmonization of various leadership styles.
d) **Program director's empowerment:** Program director instructed youth leaders to take a shared leadership role in the group activity. The opportunity of leadership roles enabled them to experience what leadership was and how the thing was utilized. Youth leaders were given autonomy and authorization to make choices in teaching activities. His feedback supported them to feel a sense of belonging and become good leaders.
e) **Randomized young children:** Young children's program participation was inconsistent, which caused youth leaders to face challenges to effectively teach the TPSR values and PA. They also had difficulty caring for young children's attitudes and behavior. Those

unexpected situations inspired youth leaders to deal with challenges and come up with practical solutions. It made them reflect on their leadership roles and feel the importance of being patient and adaptable.

f) **Multicultural population:** Interacting with young children with refugees enabled them to learn how to interact with diverse races and ethnicities and to appreciate diverse cultural backgrounds. Youth leaders explored effective teaching or leading strategies to activate communication with those with different languages. Having a relationship with diverse backgrounds enabled them to broaden leadership views on respecting people with different cultural backgrounds.

g) **Group discussion/Sharing feedback:** These enabled youth leaders to learn various leadership experiences and gained practical things. By sharing opinions on leadership roles and group activities, they had a reflective moment for leadership toward taking leadership roles, interacting with/caring for young children, and creating effective lesson plans. Given that youth leaders did not have a chance to look at other activities, group discussion provided them indirect experiences and leading strategies for the following program days.

h) **Personal weekly journal writing:** The self-reflective time also allowed youth leaders to elaborate from group discussions. The program director's constructive feedback on the journal sheets helped them think of what should be considered in creating PA and responsible values-based lesson plans. It helped them to explore concrete leading strategies and helped with a better understanding of leadership behavior.

i) **Utilizing TPSR values in teaching PA or sports:** Applying the TPSR values into PA or sports-based lesson plans played a pivotal role in growing a role model and a good

leader. It also contributed to facilitating youth leaders' individual growth. Youth leaders perceived that they should understand the values and rightly showed them in leadership roles before teaching the TPSR values. Internalizing the TPSR values affected shaping youth leaders' behavior and leadership roles. It also inspired them to help young children educationally rather than simply teaching PA or sports.

Collectively, youth leadership identity development did not occur by simply participating in the YLC program. It took place with leadership opportunity and practice by interoperating aspects such as TPSR-based program format, program director's well-organized philosophy, significant others (peer leader, young children), leadership skills and competencies development, and personal growth. There were individual differences in the degree to which each factor influenced leadership identity development.

Additionally, it is important to note that leadership identity development through the YLC program did not occur linearly. Rather, it occurred as a dynamic process. All youth leaders did not form or develop leadership identity at a specific moment. For example, some might develop as the developmental process, whereas others might regress to lower levels or stay in a particular stage. They might move back and forth in the process depending on past leadership experiences, learning processes, and personality. This noted that to what extent leadership identity development through the program varied.

Themes

This study explored a process of leadership identity development through an SBYD program called the YLC program. This study focused on how the YLC program's leadership experiences contributed to facilitating leadership identity development and capitalizing on it in their lives. Throughout the data analysis outlined by Charmaz's (2006) constructivist grounded

theory approach, this study captured theoretical concepts, including themes and subthemes. The following themes illustrated how youth leaders understood, perceived, and internalized leadership through leadership identity development. This study also detected critical components influencing leadership identity development. The following themes were a foundation to the theoretical framework on youth leadership identity development through the YLC program.

Theme 1. Leadership Views Before the YLC Program

As the individual profiles indicated above, youth leaders had different leadership experiences before the YLC program. While some had no leadership experience, others had various leadership experiences in multiple contexts. This study found that youth leaders' past leadership experiences influenced their leadership views before their engagement in the program. Their past leadership experiences shaped leadership perspectives on how they understood leadership qualities and roles. Their leadership views were divided into two dimensions at the starting point of the YLC program.

Conventional leadership view: Some youth leaders perceived that leadership was related to the school's principal, school teacher, president, parents, politicians, and coaches. They commonly described that those leadership types were associated with top-down leadership images, including a title, hierarchy, power, or position. From their perspective, the meaning of that leadership represented a particular person who took a dominant leadership role to achieve common goals in a group or organization. This type of leadership tended to take all responsibility to solve followers' problems and control all situations. Wood and Savannah expressed how he perceived leadership before the YLC program:

> Before the YLC program, I had one definition of leadership in my head. I did not even know about the different leadership styles. It was true. I had one definition

> of leadership in my head. I had a real example of what leadership is. For instance, a teacher was a leader in a classroom. They had control over the students. They always thought to show superiority over students to get students' attention. (Wood)
>
> Yeah, I mean, for me, before YLC, leadership was skills to lead others, make organized plans, and push others to do. A person chared of all works and kinds of stuff to achieve a common goal. (Savannah)

A few youth leaders mentioned that they acted as leaders in a group project, student council, school club activities, and sports teams at a middle or high school. They explained that they learned that a leader should make decisions, make plans, pay attention to time. They experienced pushing peers to do assigned tasks even though they did not want to it. As a project or group leader, they put an effort to make sure that everybody was doing their part rightly. Those experiences enabled them to perceive that a specific person should take charge of what happened in a group or organization. As group leaders, they felt that they should take responsibility to get things done effectively and judge followers. This showed that a few youth leaders' views prevailed in a traditional way before the YLC program.

Similar to YLC's leadership view. Some youth leaders were involved in leadership activities or programs that were identical to the YLC program's experiences. Those leadership activities were associated with working with children, teaching PA, tutoring, or mentoring young children in the local community. Under this environment, some youth leaders described that they experienced leadership and perceived its values such as communication, teamwork, and helping others. Ivy illustrated what leadership she experienced and how she practiced leadership:

> Um, I feel like I showed my leadership among the children that were involved. Before my experience at YLC, I was involved in other programs as well. In organizations, I could exercise and learn communication, teamwork, things of that nature. I feel like along the way. I was able to build that foundation and transfer it into the YLC program itself. So I was able to lead the children in a similar manner. (Ivy)

Ivy's statement showed that she could expand leadership understanding through the leadership practice in the YLC program. Other youth leaders said that the school principal and teachers created an atmosphere highlighting teamwork and cooperation in high school. Leadership education in school settings influenced their leadership views of how they worked with peers and helped each other. However, youth leaders mentioned that they did not ponder the meaning and roles of leadership. This is because they simply followed certain guidance or rules assigned in the environment rather than voluntarily exploring meanings of leadership. Unlike the YLC program, other leadership activities were constructed by specific guidelines. Maya stated what the differences in leadership experiences between the YLC program and the other leadership activities were.

> I was in other settings such as being in school, being part of clubs, or being in a church where it had already been planned out for us like what you should do and what we want you to teach. The lesson plans already made. On the other hand, in the YLC program, we had to come up with teaching ideas and had to work on making lesson plans using the TPSR. However, we were not given guidance on how you should do it like the other ones. I really like the way they allowed us to be creative. While I saw the creative process and aspect were very important as

teenagers. No often really want to be told you have to be a certain way. It was a unique experience to get the freedom to do in the YLC. (Maya)

A few youth leaders also pointed out that they were indifferent to leadership because they did not have an opportunity to do leadership experience or activity before the YLC program. While superficially recognizing what leadership was, they barely thought of being a leader in their lives. In light of leadership views before the YLC program, leadership frames were shaped by early leadership experiences, structure, and the environment. This indicated that all youth leaders had different leadership views at the starting point of the YLC program.

Theme 2. Navigating the YLC Program: Who am I, and What Should I do?

All youth leaders participated in the YLC program after completing leadership orientation training. Youth leaders recalled that the orientation provided new youth leaders essential information and an overall outline, including leadership roles, creating lesson plans, teaching PA and TPSR values, caring for young children, and reflecting on leadership activity. The orientation training helped youth leaders prepare for being a leader before diving into leadership practice in the gym. Surprisingly, youth leaders described that they knew that they were youth leaders at the starting time of the program but did not perceive themselves as leaders. When asked about 'who were you at the beginning of the YLC program?' in the interviews, youth leaders recollected their feelings and experiences as follows:

When I first got into the YLC program, I did not have enough leadership space. So, when I first started, I was timid. I knew I was not ready to start doing things on my own. I remembered I was nervous and scared of kids because there were many young kids and leaders. I mostly did not talk. I did not interact. I just did

minor stuff, such as garbbing balls. I feel like I was just a helper in the group. (Olivia)

I knew I was just a member of the YLC program. I was a leader because I was already titled as a leader. But I did not feel like I was a leader at the beginning of the program. I was unsure what kind of leader I would be and if I would not be a leader. I also was pretty shy. I did not know how to approach programming and how things work. It was just a lot of observation. I just helped out, such as setting up equipment and talking to kids one on one. It was learning from observing. (Wood)

As Caroline's and Wood's statements above, all youth leaders expressed that they did not know what to do and how to approach at the beginning period. Even though novice leaders had several orientations before initiating leadership experiences in the program, they felt difficulty implementing leadership practice in the YLC program. They pointed out that there was a gap between understanding leadership and its practical application. The YLC leadership activity encompassed creating and implementing PA or sports skills through cross-age teaching, integrating TPSR values into PA and sports, and interacting with diverse cultural backgrounds. Regardless of their past leadership experiences or relevant activities, they perceived that the YLC program's systematical structure and environment was a 'new approach.' Oakley explained what a big difference between being a leader in the YLC program and past leadership experience was:

I feel being a leader in YLC was different because we tried to teach life lessons to kids. That was the main focus of a leader. But when I was a leader before that, such as volunteering, we were not focusing on life skills. I was more focused on just keeping order and just making sure they knew what to do. So we were not

> precisely like teaching them any skills. It was more watching and showing them what to do. But the YLC, we were to instill TPSR values into the kids. (Oakley)

As Oakley noted, other youth leaders pointed out that they had new leadership experiences since the YLC program that focused on pedagogical aspects for teaching life skills to young children. They noted that teaching life skills contained important meanings beyond simply volunteering. Some youth leaders with shy personalities specifically expressed that they had a tough time taking leadership roles at the program's beginning. The new environment helped them see if their ability or skills fit into leadership roles. By being involved in the YLC program, novice youth leaders recognized a lack of leadership skills and abilities, especially teaching life skills properly and public speaking in front of young children.

Youth leaders underscored that 'observation' was a key tool to adapt to the YLC program's atmosphere and structure. They explained that they could learn about leadership roles and practices constructed in the YLC program. By exploring the YLC program, they brought up various questions about that young children were, where they came from, how leadership roles were taken, how to operate in group stations, and what time the program was closed. They broadly looked around the overall YLC program's inherent environment and structure during the initial period. Relying on experienced leaders, novice leaders acted as a helper for experienced leaders or game parter with young children.

Theme 3. Mimic/Mirroring Leadership: I Followed Peer Leaders

As a learning space of leadership, the YLC program provided youth leaders a crucial experiential learning opportunity. This program was provided where all youth leaders could observe peer leaders' behavior and leadership performance. When getting familiar with the program environment, novice leaders started focusing on 'leadership roles, 'leading routine,' and

‘common language.’ According to youth leaders, they could understand the YLC program’s philosophy and prepared for their role through observation. They replicated experienced leaders’ leadership performance and practiced leadership strategies similarly.

> When I was a junior, some seniors were leaders that had done it the year before. So I kind of looked up to them. I followed in their footsteps. There were a lot of good leaders. We worked together. So I would try to work with someone great above me who had done it before. I observed how other leaders got kids’ attention, respected others in different ways, and put themself at the same level as a kid. It was like creating a positive relationship with them. I also learned about various activities we can do and ways how to teach life skills. I could kind of learn from their leadership. (Oakley)

As Oakley discussed in the above quote, youth leaders seemed to rely on and follow experienced peers instead of leading independently. They learned leadership patterns that experienced leaders naturally utilized in the program. Brooklyn explained that what leadership pattern she learned through the observation:

> I learned leadership at the beginning of the program was trying to get to know the kids. They tried to understand learning their names and understanding how old they are, maybe where they are in the spectrum of learning, what kind of things they would be comfortable doing, what they are good at, what they do not like. I mostly just wanted to be an observant leader. I used many of my observational skills to be a leader and tried to understand who the kids were, what they liked, and what kind of things I could make for them to do. (Brooklyn)

While simultaneously observing and interacting with experienced leaders, they cultivated a sense of leading and helping others, interacting with staff and young children, getting young children's attention, caring for young children's feelings and emotions, creating lesson plans, setting up equipment for implementing lesson plans, and demonstrating PA and the TPSR values. The observations and practice enabled them to routinize leadership roles constructed in the program.

With experienced leaders' support, novice leaders gained more confidence, motivating them to engage in leadership activities over time. While serving as a helper who assisted experienced leaders, novice leaders tried to take leadership roles where they felt confident (e.g., demonstrating the TPSR value and lesson goals, showing PA or sports skill motion, caring for young children, leading wrap-up discussion).

Regardless of the number of leadership roles in a group, all members were expected to lead a group activity. They learned that taking 'shared leadership roles' in the assigned group played a pivotal role in effectively leading a group's activity. It allowed them to think of the importance of collaborative relationships among peer leaders to conduct group activities. They realized that leadership occurred through cooperative relations instead of specific personal power and authority. In this stage, youth leaders conformed to the YLC's program environment and got used to leadership roles by relying on experienced leaders' experiences.

Theme 4. Exploiting and Positioning Leadership Strategies: Respecting Diverse Leadership Competence

This stage represented how youth leaders perceived different leadership approaches and finding their leadership spot. While comprehending and practicing shared leadership roles, youth leaders tried to change leadership roles. Beyond merely mimicking experienced peers' leadership

approaches, youth leaders began to deliberate their leadership roles reflecting on 'what kind of leader I am and what kind of leadership can I perform?' Youth leaders considered how their roles were-set in group activity and what leadership approach would effectively operate in a group activity. Youth leaders voluntarily attempted to elaborate on making lesson plans and demonstrations rather than following experienced leaders' teaching strategies. They explored their ways of leadership strategies by adapting the leadership approach learned from peer leaders. They attempted to expand leadership experiences beyond their comfort zone. Wood explained how he moved forward to find his leadership way overtime:

> I used those skills again on my own. I would just like to reciprocate those things skills too. It was not precisely copying what they (peer leaders) did, but it is like using what they did in my way. I improved my leadership in a way that I was more comfortable. It is like learning more about myself in the world (Wood)

Youth leaders pointed out the importance of 'freedom' in the YLC program. They expressed that freedom was an essential foundation for leadership identity development. Even if the TPSR format provided a pivotal structure to operate the YLC program, there was no specific guidance for leadership roles and leadership development. The YLC program design allowed them to rely on their strengths in leadership roles. It was critical in exploring individual strengths and managing weaknesses in leadership roles. Youth leaders experienced trials and errors through leadership practice which enabled them to become better leaders over time. The YLC program's environment amplified youth leaders' leadership experiences while trying new things and exploring the most effective teaching ways.

> Interestingly, you learn to play to different strengths and learn how to manage your weaknesses to a whole new set of people each time you go into a leadership

role. And I think that is just where leaders become great leaders through practice. I think that is what makes being a leader. (Aaron)

While perceiving personal strengths and weaknesses in leadership, they positioned themselves in leadership roles that they felt confident. Oakley illustrated how he could navigate potential leadership and what aspects of the YLC program enabled him to identify his leadership roles:

> It was not a lot of guidance. It was not exactly what we expect as a leader. We did not have to follow an exact guideline in leadership. I think that was a good thing because it gave me much freedom. We had different skills and strengths that we could use to be leaders. So for me, I love sports. So I played a lot of sports. Whenever it came to choosing activities, that was one of my strong suits because I had many ideas and various ways to teach kids. (Oakley)

Youth leaders experienced that all youth leaders had different leadership styles, skills, and competencies. Through cooperating with experienced leaders in the group, youth leaders learned about the importance of interacting with different people to lead a successful group activity. For example, they came up with various teaching ideas but decided on beneficial ways to use for a whole group. Chester stated how to negotiate different ideas and fit into:

> I was confident in my martial arts, football drills, karate, and wrestling because those were things that I knew. When I was on the program, I had to pick up ideas that other leaders did something. I was not comfortable with that. But at the same time, I learned something various approach from others. I felt like getting out of my place was helpful a lot to me to develop leadership. (Chester)

Interacting with peers who had different personalities taught them how to harmonize together and adapt to the situation to operate group lessons effectively. Youth leaders mentioned that they learned how to lead a group and be a part of the group while experiencing how leadership roles adapt or fit into a group activity. Through this experience, they fostered a leadership view that all peer leaders had leadership competence to run their group.

This phenomenon usually occurred when they moved toward or were in a senior position in a group. This stage represented that their understanding of leadership was expanded by incorporating peer leaders with different leadership styles. While establishing individual leadership roles in a group activity, they grasped leadership values such as respecting people with different leadership approaches and techniques. They realized the importance of being flexible in their leadership roles to run group activities effectively.

Theme 5. Internalizing Responsible Leadership: Perceiving as an Influencer and a Role Model

As youth leaders were familiar with leadership roles structured in the YLC's program, they prudently pondered their leadership roles. Their views shifted from individual leadership development to others' growth. As they gained leadership experiences over time, they wanted to instill good qualities to be a good leader in the program. Youth leaders mentioned that they just were not friends who played games with young children in a group activity. Instead, they perceived themselves as a coach or a mentor who could positively facilitate young children's growth.

Youth leaders said they wanted to make an effort to be a 'true leader,' 'good leader,' or 'role model.' They commonly mentioned that being a role model or a good leader is being effective in leading people, influencing people, or inspiring people in a positive manner. They

believed that their leadership action or behavior would influence young children's learning. Caroline described the importance of being a good role model:

> I wanted to be a role model, but not on a large scale. But it is essential to be a role model because it could show an excellent example for other people. It is just tiny things. It was knowing that I could impact children's lives as long as I was part of the program and no matter what I did. I knew that it could carry on to how they thought about themselves in the future. (Caroline)

Youth leaders recognized that those leadership roles could have a positive effect on leading others. This inspired them to make a change in applying the TPSR values and planning PA and sports. Olivia shared a representative example of what aspects youth leaders took into account in implementing their lesson plans:

> When making the lesson plan, there were many things I should consider. We needed to think about sports skills and fun for them. We also checked with other groups to see if they were doing the same sport because we did not want to do the same sport. While using life skills, we were not just throwing the word out. If we used effort last week, we did not do the same things this week. We combined it with another new life skill. For example, we did not have them bouncing a basketball for 20 minutes or like 10 minutes straight. We made sure that we were consistently changing every minute and a half to something a bit more challenging. So they could grow. We wanted them to advance no matter what they did. If they were dribbling the ball for the first minute, we had them pass the ball the next minute. If they passed the ball and then that went well, we demonstrated another way. (Olivia)

As Olivia stated above, youth leaders explained that perceiving what they can do for young children allowed them to take more responsibility in teaching PA and sports. In order to have well-organized lessons, they considered multiples-ways of providing enjoyable PA or sports and applying the TPSR values into lesson plans. Some youth leaders expressed that they faced challenges in making lesson plans and teaching PA or sports skills to young children. Others wanted to develop and create new lesson plans for young children instead of relying on perused ideas. The latter felt excited to create fun games by incorporating PA and sports skills and utilizing various equipment. For doing this, some youth leaders searched for practical teaching skills and ideas through YouTube and Googling. This showed that youth leaders explored and practiced their 'strategic leadership.' They motivated themselves to become an influential leader. Youth leaders demonstrated that experiencing children's growth also was a driving force that reflected on their leadership role and increased their commitment in leadership roles:

> While working with the kids, seeing their growth and development through the program was a fantastic change. I thought I was able to impact the kids like that. It was a great experience of being able to watch their development. So I want to come back another year and try to have a good effect on other kids. It made me think more of what a good leader for them. (Oakley)

Being involved in the YLC program over time, they recognized that young children would positively impact others (e.g., family, friends) out of the YLC program. It seemed that they realized that young children would be a leader and a role model for others. Youth leaders provided an opportunity for young children to practice leading. The leaders made them lead a small group discussion or requested them to help peers while doing PA. Wood explained how to provide leadership experiences for young children:

> If there were bigger and older kids in that group, I utilized them as a leader to help those who did not fully understand physical activity. If I had older kids and this younger kid did not know how to dribble the ball, I asked the older kids to teach it to the younger kids. So they can work together. I liked seeing how our relationship grew over time, how they learned from us, and how potentially one day they could teach what we talked to other people. It would be beautiful. (Wood)

Theme 6. Cultivating Integrative Leadership Perspectives Embedded in the YLC Program

Youth leaders perceived that they went through enough leadership experiences and had leadership capabilities to address various dynamic situations. As Chester expressed, "I was so confident. My last year was like smooth sailing." All youth leaders explained that they got used to all situations constructed in the program. They felt that they had ample room to take care of and support the novice leaders. While acting as youth leaders in the group, they put much more effort into helping novice leaders during the last stage. Experienced leaders provided novice youth leaders with more opportunities. Brooklyn commented how she committed to helping peer leaders in the last year:

> I much more motivated my team members to become leaders and make a positive impact on them. It did not make them push but put them in a spot to gain some experience and develop their leadership. I was a part of this team to support members, but everybody had to do their positions to work. (Brooklyn)

Youth leaders expressed that they did not push novice leaders to use specific leadership skills. Instead, they encouraged peer leaders to take leadership roles and to explore their strengths. They felt responsible for passing on their know-how to novice youth leaders. It

appeared that experienced leaders had a pivotal role in reproducing the YLC program's culture. When asked 'how would you define leadership based on the whole YLC program experiences?' they often mentioned keywords (Table 13) "helping and leading others" (motivating, guiding, encouraging, making better), "taking responsible"(showing off on time, teaching PA lesson plans) "being positive and role model (influencing individual growth)," "being adaptive (understanding diverse situations)," and "being collaborative (mutual relationship, not a boss and a title, doing for common goals)." Those keywords were almost in line with the program director's leadership definition. It could be interpreted that the program director's program philosophy and leading strategies shaped youth leaders' leadership experiences and perspectives. Table 13 shows how a program director and youth leaders conceptualized leadership based on the YLC program's experience.

Table 13. Conceptualizing Leadership Based on the YLC Program's Experience

	Name	Leadership conceptualization based on the YLC program
Program director	Adam	I would say leadership in the YLC program is taking on the responsibility of teaching, helping others, and speaking to others to become responsible people. That is it. Simple as that. Being responsible for teaching others to be responsible people.
Youth Leaders	Olivia	I think a youth leader is a knowledgeable child who is there to make a difference. And a youth leader is someone with a purpose. Someone that does not see age as a limitation to their goal. They are very intentional with their actions and their learning. They have so much potential ability, which makes a difference in their leadership and others. I think that leadership can make a significant impact on others.
	Caroline	Leadership is guiding others and showing others what to do. Leadership is being positive, being role models to others, and being a positive change for others. Leadership is towards someone with energetic, happy, and outgoing.

Name	Leadership conceptualization based on the YLC program
Maya	Leadership is listening, communicating, adapting to individual needs, working together, and mentoring individuals to help better the group. It is not only personal development but helps to enhance their group's experience and their confidence. So, it helps to build the group.
Savannah	Leadership is to consider others' feelings. It is a mutual relationship. We have the same common goal. Leadership is to help others and then get to a common goal. A leader is not taking charge of all. A leader is not a boss.
Oakley	I would say leadership is enthusiastic about others' development. A leader is someone who sets an example and doing the right thing. Leadership can adapt to situations, being patient, shaping, and helping others. It is like the most optimal effect on someone's development based on their style.
Wood	Through YLC, I learned that leadership is not like one thing. It is like different interpretations to any person. My leadership can be varied because we are different from somebody else. I learned to become a better leader or to develop better leadership. It is teaching any kids and using different skills because that was our duty in the YLC. I think that is one of the big parts of being a leader in the YLC.
Aaron	I feel like there are just so many different kinds of leaders. Personally, a leader is just going to be somebody you might not think of yourself as a leader. Just somebody who can step out of their comfort zone when they need or when they have to do something. Like respect, being independent, and being responsible, giving, taking constructive feedback, making themselves better from it, and adapting to different cases.
Chester	I think leadership can motivate others and grab others' attention to see since we work with children. We want to grab their attention without being forgetful or them being ignored. Leadership is also adapting to any kind of situation, taking a role without the need to be told to do something or go and do it. This role is taking a step towards solving situations without being told.
Ivy	I view youth leaders and our leadership as almost as a bridge. As a bridge, it is from one to another going over a river or something. I feel like youth leaders are a bridge to prosperity and positivity. We serve as bridges for the kids to go along on that bridge to be the best person they can be. Leadership is not a position or a title, but it impacts, influences, and inspires others. It has a positive footprint on other people or imprint on other people.

Name	Leadership conceptualization based on the YLC program
Alvin	Being a leader is not just yourself. It is about leading other groups of people. A leader is not just a leader. It opens up to people and to show their life to other people. Leadership also should know how to adapt adapting to a new environment and to overcome that.
Curt	I would say leadership is someone who guides other people. A leader should show up on time and try to be a role model for other people. Just be a good person and be a role model. Just try to do everything they can in a good way. People can follow others and guide people.
Brooklyn	Leadership in the YLC is … anybody feels encouraged to go and speak to another group of peers, regardless of background. Leadership is working with a group of people and understanding you are not always the only voice. In the program, we had many co-captains and were all group leaders. No one was the only captain. One decision does not just come from you. It is always a group effort. You are trying to make them feel connected to what they are doing and have fun doing it. It just feels more complicated. It is just no longer as simple as being a leader. Being a leader is more likely to be a role model and to teach other kids to lead. A youth leader has to take on this role of being like a big brother and big sister.

By witnessing others' leadership growth, they specifically recognized that leadership could be developed instead of being innate. Youth leaders' experiences and perceptions showed a common leadership view: Everyone can be a leader. Even if all had different leadership styles, each individual had their own potential leadership competency that contributed to leading groups and achieving the group's shared goals in different ways. This type of leadership occurred through mutual relationships between or among people instead of an individual's responsibility. It indicated that all of them commonly fostered integrative leadership views through the YLC program's leadership experiences.

Youth leaders stressed that the repeated leadership experiences in the YLC program concretized their leadership perspective. Youth leaders' leadership perception was strongly linked with the leadership philosophy 'helping and leading others.' This demonstrated that the

YLC program's learning structure and environment profoundly affected leadership identity development. Aaron commented on how he thought of himself as a leader:

> I thought of a leader because I could get through my challenges. Honestly, I did not think I was a leader at first. I thought I could not do something but surprised myself I did it. We were able to make it out alive. I was just in charge of the kids. It was kind of easy to work with them. It made me realize the leadership position that we were in. I guess working with peer leaders and thinking about many stuff made me realize that we had pretty big important roles in the group. As a main thing during the programs, I changed myself with the YLC's leadership experiences. I realized that many people came in with different leaders with different forms. (Aaron)

Theme 7. Internal Factors Influencing Leadership Identity Formation and Development

Theme 7-1. Self-Confidence

Youth leaders recalled that they did not have enough confidence at the beginning of the program. Even if some of them had leadership experiences before the program, teaching life skills through cross-age teaching was a new experience. As noted in Theme 1 and Theme 2, most youth leaders did not know how to teach PA and sports and collaborate in group activities. With the program director and peer leaders' support and repeated leadership practice for two years, youth leaders gained confidence in their program engagement. Increasing self-confidence from the supportive atmosphere helped them to understand leadership and inspire them to commit to the program's leadership mission. Olivia described how she gained confidence:

> I think everybody was very encouraging. Many people encouraged me throughout the whole time. The program director always said we did amazing. I gained that self-confidence. It kept joining more and more or adding more and more

> afterward because everybody was very supportive. They all motivated me. They always told me what I did. That was great. I felt excellent about that. I felt I was impacting the kids. I think that is what made it impacted me as well. (Olivia)

It was important for youth leaders to recognize their increased self-confidence during the program. The increasing self-confidence gave them enjoyable moments that motivated them, which was important for leadership skills development. For example, communication skills improvement helped youth leaders better understand the importance of interacting with peers leaders and young children, understanding others' feelings, and expressing their voice. As noted in Themes 1 and 2 earlier, most youth leaders faced challenges in communicating in front of young children publicly. An initial leadership trial made them feel uncomfortable and uneasy, but they felt better after recognizing communication improvement. Maya described how self-confidence affected her leadership view:

> I was nervous at the beginning of the program. However, I felt confident about the kids and myself as time progressed. The longer in the program, the more I felt confident speaking up, and the more I felt confident in my abilities as a leader. No matter where we were in our experience, I thought all of our opinions mattered. I felt more comfortable speaking up about my experiences and my thoughts about a certain issue. Over time, I did get a lot more confidence. I became more confident with them and myself as well. (Maya)

Increasing confidence enabled them to explore leadership capability or overcome weaknesses in leadership. They explained that gaining their leadership skills development was critically important to their growth as a leader. A strategy was to take a leadership role and build a reciprocal relationship with others. Self-perceived confidence improvement helped them to

expand a range of leadership activities. Youth leaders explained that communication development influenced their leadership ability. Understanding others' feelings and emotions was a fundamental aspect of establishing positive interaction with peer leaders and young children in the program.

> I definitely learned the importance of communication throughout the YLC. Because … with the communication, I was able to communicate effectively. I was able to express how I feel and understand how they feel. When considering that, I was able to have a good outcome from it. As an example, we were in a group. Someone was not happy with that decision. We noticed and recognized it. Instead of brushing it off, we said, "Oh, do you had a problem with you"? If so, they expressed that to us. We considered it to make us all happy. So communication is something I learned which goes hand in hand with teamwork. (Ivy)

Theme 7-2. Leadership Goals/Role Expectations

Youth leaders indicated that they did not have particular goals or visions of their roles at the beginning of the YLC program. While a few youth leaders participated in the program due to caring for kids or sports, others wanted to attend the program to earn service-learning hours or develop leadership skills. Considering their initial intention to participate in the program, most of them seemed to take personal advantage through program participation. The leadership identity development process presented in themes 1 to 6 indicated that youth leaders' primary view shifted from leader-centric development to others' growth. Maya and Olivia stated how they changed throughout the YLC program:

> At the beginning of the program, I honestly really did not have any goals. I just came in and wanted to see what it like. As time went on, I started having more

> goals each week. I wanted to make a bigger impact. I want to make a child smile and teach how they could use these characteristics outside of the home. (Maya)
>
> When I first began, I did not have a specific goal. I think I grew a lot in that aspect. It was my responsibility. My responsibility was to become a great leader and be a great role model whether I was in the gym or not. I wanted to do that for the kids. At this point, I wanted to demonstrate what I teach thoroughly and to become a role model for them and myself whether I was in the gym or not. It was a big thing for me. I set expectations in that way. This made a lot of impact on my leadership of what kinds of leader I want to be. That experience definitely had a positive impact on my leadership. (Olivia)

Both did not have specific goals and expectations at the beginning of the program. However, after spending a considerable amount of time interacting-with young children and peer leaders, youth leaders wanted to facilitate young children's growth and peer leaders' leadership development. Their goals were targeted toward others' positive growth beyond simple leadership development. This showed that the program's leadership experiences enabled them to broaden their goals and expectations. This helped them consider what they would pursue as a leader and where they would be headed. The shifting goals and expectations allowed them to have much more of a sense of responsibility for their leadership roles. This influenced their understanding of leadership. Having goals and role expectations enabled them to commit to the program's mission.

Theme 8. External Factors Influencing Leadership Identity Formation and Development

Theme 8-1. Peer Teaching Leadership

Youth leaders spent a considerable amount of time with peer leaders collaborating on leadership roles in each group. According to the youth leaders' perspective, peer leaders played a pivotal role in socializing their leadership in the YLC program. Peer leaders were a vital influence-to becoming a good leader and awakened peers' potential leadership capability. As noted in Theme 1 and Theme 2, novice leaders learned effective teaching strategies for understanding young children's point of view, communicating with them, cooperating with other leaders, planning a lesson, and delivering their lesson plan efficiently. All youth leaders expressed that interacting with experienced leaders caused leadership role socialization, inspired leadership growth, and shaped leadership views. Novice leaders observed the experienced leaders in the process of leadership identity development.

It was important that youth leaders were paired with peer leaders appropriately. The program director felt that all youth leaders should have equal leadership opportunities. He considered the best way to divide groups was by each leader's leadership experience, capability, or personality. Each group usually consisted of three to five youth leaders blending experienced and novice leaders. Wood explained how peer leadership helped to develop his leadership view:

> I wanted to be PT because she always gave me different opportunities to express leadership. She encouraged me to become a better leader. I also learned different leadership from other peers and the importance of mutual relationships. As having the opportunity, I became more comfortable with taking leadership roles. (Wood)

Because the program director empowerment showed, experienced leaders did not make judgments about the other leaders. Instead, they guided novice leaders to encourage them to be

actively involved in their leadership roles. Ivy stated how she empowered the novice leaders in the group:

> I worked with them for three straight hours every program day. So I was able to see them grow. For example, I remember when he first started in the program, I saw a lot of myself (when I was a sophomore) in him. I recognized that initially he was very passive, but I am not going to say anything. I always gave him opportunities to lead a group discussion and explained the lesson that we planned. I was going to let him grow by himself. I told him what I have seen and how have grown up. Then I gave him some feedback. And the following year, I see him, almost like putting his foot down and being more confident in his position. (Ivy)

Peer teaching-functioned as a critical factor that youth leaders understood and felt trusted and respected by others. Youth leaders also perceived that individuals had different leadership styles and personalities. This experience influenced awareness of how peer leadership would be harmonized in a group or organization. They also realized that leadership occurred through mutual relationships among various people regardless of personal characteristics and different leadership styles.

Theme 8-2. Program Director's Empowerment

Youth leaders expressed that the program director had a pivotal influence on their leadership identity. They looked up and saw the program director as a role model. They stated that his individualized instruction enabled them to feel like a good leader and grow over time. The program director created a program atmosphere where all youth leaders had an equal opportunity to take on leadership roles. His empowerment enabled youth leadership identity to be changed over time.

The program director provided all youth leaders with learning opportunities to practice leadership in their own ways. Taking equal leadership roles allowed youth leaders to experience leadership and perceive the importance of shared leadership in the group. This made them feel a sense of belonging by sharing responsibilities in leadership positions was felt by the leaders. Maya explained how the program director made the program environment where youth leaders take responsibility:

> I have never met a person that implemented their program the way that Adam had before. I just have not felt that, um, I always feel a little bit pressured at other programs. Um, he allowed his student leaders to grow, flourish, feel comfortable, and be the best leader they can be because he motivated us the whole time. If I had anything that went kind of wrong, he made me reflect on it and made it better myself. She put trust and respect in me. I felt like that was very big. She makes sure we were all equal. I felt like Adam made all of us have equal power. (Maya)

The program director's empowerment should not be overlooked in understanding how to form and develop leadership views constructed in the YLC program. All youth leaders recognized that the program director did not make them follow a specific leadership guideline. Instead, he gave them autonomy and authorization to make choices in teaching activities. The program director also served as an adult mentor, providing constructive feedbacks properly. Youth leaders explained that his feedback guided them to gain new perspectives on leadership development, including organizing effective lesson plans, taking care of young children, and being a good leader. Youth leaders pointed out that the program director's leadership style significantly impacted their leadership understanding and perspective.

> He always gave me constructive feedback to improve and encourage me. This made me feel good about myself. He recognized what I did good and highlighted that in order for me to maintain it throughout the program. But he also recognized what needed to work on and still conveyed that message to me in a respectful and well-needed manner. (Chester)

The program director's belief and trust served as key factors that inspired them to be deeply involved in the program's leadership activity. Their commitment to leadership roles stimulated them to take more responsibility.

Theme 8-3. Multicultural Population

Some young children in the YLC program were refugees. Having a relationship with diverse races and ethnicities allowed youth leaders to appreciate diverse cultural backgrounds. Ivy stated that the YLC program included a particular dimension that distinguished from other leadership programs:

> I feel like I have much gratitude for that because it is more of a societal-based program. I not only zoomed in to a school where it was in middle school where it is just, but you are also focusing on that one population. However, in the YLC, we worked with diverse people. So, I feel a diverse population was geared towards how life is. The YLC prepared me to truly understand these different things and diverse backgrounds in leadership roles. (Ivy)

In the YLC program, interacting with refugee children from the local community impacted the youth leadership experience. They commonly expressed that they confronted challenges such as cultural differences and language barriers with refugee and immigrant

children. They tried to cope with the situation by utilizing facial expressions and being open-minded. Oakley explained what strategies were employed to overcome the challenges:

> I mean that the language barrier was one challenge. However, we were able to overcome that. Some challenges were..whenever something went wrong, I had to adaptability to face the changing circumstances. If there were a little more kids than usual, maybe getting overwhelmed, but having other peer leaders help me with that. We were able to get overcome anything. (Oakley)

As Oakley stated above, youth leaders created their own leading strategies. For instance, they simply or systematically demonstrated physical motions step-by-step and made all kids feel a sense of belonging in group activities. It appeared that youth leaders were concerned about how to contribute to leading refugee and immigrant children. The YLC program enabled youth leaders to broaden leadership views of respecting those who had different cultural backgrounds and interacting with them effectively. Youth leaders with refugee backgrounds especially felt empathy since they had similar challenges in their lives. They described how they struggled with adapting to a new language and culture while living in the United States. The youth leaders recalled their past experiences and wanted to guide refugee children to grow up positively. They perceived what they might need to succeed and what guidance would be practical for the children.

Theme 8-4. Randomized Young Children

Being a leader for young children made them think about who they were and what to do as leaders. Youth leaders underscored that ‘It is not about teaching them. We learned a lot from them.’ The main task in the YLC program was teaching responsible-based PA and sports to young children. However, all lesson plans did not work well as they expected. Youth leaders

pointed out that there were unexpected situations in the program. Brooklyn delineated how the challenges impacted her leadership development:

> I think my biggest struggle was the change every week. I always did not know what group of kids I am going to have, how many kids I am going to have, and what sport skill levels and language they have. We had to make a flexible plan to work for many different kinds. You could plan an enjoyable activity that's in-depth. But if it were not simple enough, you would not explain it to kids who did not understand what you said. They did not understand a big word. We needed to clarify an overarching thing. It was a challenge to make the games fit a broad set of demographics within the kids that we pulled from. (Brooklyn)

Aligned with Brooklyn's statement, youth leaders faced challenges because the attendance of the young children participating in the YLC program was not consistent every week. They did not know how many young children would be coming to the program, how old they were, and what language they used. They had lessons that did not go well due to these challenges. Youth leaders realized they had to be flexible and adaptable to lead the group appropriately. Youth leaders also pointed out that young children's behavior and attitude were dynamic in the program. Youth leaders commonly encountered challenges to get young children's attention. Sometimes young children did not want to participate in PA.

> We did not know each other at the time. They did not listen as much as I wanted them to. It was kind of frustrating for me. However, that also developed my leadership skills because I learned how to adapt to different situations. As they became more familiar with me, they understood why I was working with them

> and how I wanted them to take the skills outside of the gym. They became more understanding and I could see that progress developed as well. (Oakley)

These experiences allowed youth leaders to reflect on how to deal with the challenges and find practical solutions. Youth leaders attempted to figure out kids' concerns or issues by simply changing lesson plans or using teaching cues to grab their attention. They discussed that the unexpected situations functioned as a driving force to consider leadership roles as a coaching or teacher leader. It broadened their leadership adaptability:

> If they fought at school, there was something wrong with their house, or family issue it could be anything because he was just having a bad day somehow, just because of some reason just have to go easy on them and just like sit down with them and ask them hey, "is everything because Is everything okay?" Like, watch participating like, what? We know what is causing dysfunction. It could be just like, they do not get along with this friend because of something. Thus, you just have to get these two people together and see what the problem is. Though, just like knowing the individual concerns is also as important as like the group. (Savannah)

Theme 8-5. Group Discussion/Sharing Feedback

The YLC program consisted of a discussion at the ending section of the program. Once young children left the program, the program director, staff, and youth leaders discussed the leadership activity that took place that day. Youth leaders asserted that discussion time played a critical role in learning different practical suggestions from the group. All of them shared feelings, experiences, and feedback related to leadership activity. The program director provided an opportunity to respond to all youth leaders' thoughts and opinions on leadership roles and group activity. The following questions were from the program director: "how did responsible-

based PA lesson plans work?," "how would you evaluate your group activity?," "what challenges did you face?," and "how would you overcome the barriers?" After soliciting youth leaders' voices, he addressed challenges and gave concrete directions regarding what should be considered in creating future lesson plans, interacting, and motivating with children. Oakley shared how the program director's feedback helped in his leadership role:

> We had our meeting where we summarized activities. It was what we did and how we did things. We talked about all the parts of how we worked cohesively as individuals. I think that was a massive aspect of the program that works. Even though you may be tired or frustrated or just want to eat at that point, we sit there and took a moment to reflect upon all that happened. As for the leadership aspect, we didn't necessarily learn it right off the bat. We didn't have the training or anything like that. However, the meetings helped us think about what we needed to work on in the next lesson as a leader. (Oakley)

Youth leaders mentioned that receiving feedback helped them to become better leaders by taking into account the way they could plan lessons better. Youth leaders mentioned sharing feedback provided a reflective moment for themselves. Notably, the group discussion played a significant role in learning from each other's know-how and effective solutions in responding to various challenges. Sharing leadership experiences among youth leaders impacted broadening their leadership roles and attitudes toward caring for children, creating effective lesson plans, and taking equal leadership roles with peer leaders, and interacting with young children.

The leaders did not have enough chances to look at how other groups were conducted. Discussing group activities offered indirect leadership experiences and strategies that they did not recognize. It made them consider what things worked and what things did not. Youth leaders

pointed out that they were given a moment to reflect on being a good leader. Caroline stated how indirect leadership experiences helped her leadership development:

> It was interesting to see how different people would respond to varying behaviors because everybody was not acting the same way. I think … being able to talk to other people and seeing how they dealt with situations. This is because I learned something that I did not think of. There were a few things that could work and then I could apply them. It worked very well. (Caroline)

Theme 8-6. Personal Weekly Journal Writing

Self-reflection encouraged youth leaders to have concrete ways of understanding leadership. Youth leaders mentioned that personal reflective writing strengthens feedback obtained through the discussion. This gave them deep insights into leadership development. As Appendix F (Lesson Plan/Reflection Format) showed, the reflection questions consisted of 'what were your contributions to today's experience?,' 'what kind of leadership qualities did you show today?,' and 'what was something that challenged you today or something you need to work on?' The reflective moment helped to understand youth leaders' roles, actions, and attitudes. Savannah stated that how reflective writing influenced leadership identity development:

> I think that reflection note helped me develop my leadership because I could look back on it. Think about how I might have handled situations differently. It is like getting a second chance. And then that affected how you do it if you face those things in the future. This gave me a chance to think about who I am, what I learned, and how I can use that in the future. Reflection was helpful for leadership development. (Savannah)

The program director's written feedback on individual leadership activities provided a valuable opportunity for youth leaders to determine what should be considered in teaching responsibility based on PA. Youth leaders mentioned that reflective writing helped them consciously aware of their leadership ability. Aaron's reflection offered insight into how reflective writing gave youth leaders a better understanding of developmental leadership behavior:

> I feel reflections gave us a significant chance to see what worked, what did not, and what activities would be needed next. I was not a good public speaker. It was a great time for me because I could prepare for what I will talk about next time. This was what I want to focus on. I did not need to ramble. I set a specific goal that we will try to work towards for the next plan. (Aaron)

Youth leaders also described that reflective writing enabled them to trace what they did in the last lesson. It gave them preparation time for planning the following lesson. For example, when youth leaders created lesson plans with peer leaders, they looked through the individual folder's past journals. They reviewed the types of PA given and what-values were applied to lesson plans. From this information, they considered ways of how to create and organize lesson plans. However, all youth leaders did not have a solid commitment to writing reflective journals. Several youth leaders remembered that sometimes they did not put the same effort into reflective writing every week. This was due to a lack of writing time, leaving early, and being fatigued. Nonetheless, youth leaders asserted that self-reflective writing was an important learning tool for keeping track of their leadership experiences and contributing to leadership development.

Theme 8-7. Utilizing TPSR Values in Teaching PA or Sports

The TPSR model was the primary program structure facilitating youth leadership development. According to youth leaders' point of view, it was vital for them to incorporate the TPSR values (i.e., respect, effort, self-direction, helping others, and transferring them outside of the gym) into PA. Wood stated how utilizing the TPSR values helped to grow a leader:

> Um, what they always say to them tried to understand what you were trying to teach the kids … But I tried to incorporate various skills. It was important to incorporate those values into my activities. That was the program's central point for developing leadership as leaders. Incorporate those values into the activities helped me learn about anything and grow up a good leader. (Wood)

Youth leaders perceived that they should be ready to be role models utilizing the TPSR values. The TPSR model guided youth leaders and young children to be personally and socially responsible persons in the YLC program. Practicing TPSR values contributed to facilitating youth leaders' individual growth and leadership identity development. This educational framework shaped youth leaders' sense of what leadership was and how to be a leader. Their perspective indicated the importance of how program structure and format shaped leadership views. Oakley identified one of the critical facets that impacted leadership identity development in the YLC program:

> There were no lot of rules or guidelines. There was no a lot of doing this and did not do that kind of going on. There was no pamphlet that you're signing with a document and a list of things that you need to fulfill or meet by being said date of the end of this. We did literally going week by week. I think there were always ways to find opportunities to be a leader. I felt the best way to improve leadership

development was to practice using the TPSR model. I was involved in a bunch of various opportunities. The YLC taught me many leadership skills and developed leadership views that everyone can be a leader. (Oakley)

Theme 9. Capitalizing on Leadership Views Fostered Through the YLC Program: Leadership Value and Knowledge

After completing the YLC program, most of them did not have a chance to engage in well-organized leadership programs. They pointed out that leadership outside of the YLC program was quite different. The type of leadership that was available did not require teaching responsible-based PA or sports skills and caring for young children. They applied leadership experiences and views gained through the YLC program to their daily lives, especially in school and workplaces. While pointing out that they were not exactly aware of how much the YLC program impacted their lives, they explained that the YLC program's leadership view had widely affected their current lives. Ivy commented on how the YLC program helped her socially:

> After the YLC program, I have entered the real world. Leadership that I learned through the YLC permits me to prepare to live in the society that we're in today. So it's helped me understand how to lead and interact with various people. I feel YLC has boosted my understanding of leadership. (Ivy)

While acquiring a common leadership view of ‘everyone can be a leader’ due to potential leadership capability, they mentioned that leadership could take place anywhere. TY commented that “the YLC program taught me important things that I had never been before. I already have leadership skills in my life. It is kind of giving me more opportunity to learn and use the leadership in various situations in my life.” The inherent leadership view served to help them navigate their behavior and attitude in their lives.

Theme 9-1. Being Active and a Good Influential Person

They commonly said they improved their self-confidence through the YLC program. They felt that they were more capable than when they first started the program. The increased confidence enabled them to engage in various life experiences voluntarily. Youth leaders explained that they did not hesitate to engage in group projects, school club activities, group projects, and works. They were more positive and assertive about everything in their life. Most of them tended to take more active roles in leading school activities or group projects.

> It is a big thing that getting experiences of dealing with children and working with other people as a team. There are a lot of skills that I gained. It is helpful for me for going on life. Basically, I felt that I gained more confidence in myself in general. Putting me under any situations, I feel I can handle them all because I have experienced such situations before. After gaining confidence, I like more often to put myself in different situations. (Curt)

> I still do believe that everyone will become a leader. The YLC emphasized that for me. I like there are so many different ways that you can be creative to be a leader in your way. And you might not do it the way that someone else does. It comes through just bringing your own touch on that and personalizing what you think a leader is. (Alvin)

They also felt their view of leadership helped them and others in becoming better leaders in their life settings. They respected the individual differences of others and encouraged them to be leaders in various situations. Some of them shared good examples of leadership with peers or co-workers. For example, they showed how to solve problems, respect various opinions, and sympathize with others' emotions. They valued helping and leading others and motivating others

in daily life. They believe that their behavior would have an impact on someone's positive growth. They expressed that keeping the leadership view is a 'jumpstart' to being a leader in their own lives.

Theme 9-2. Pursuing Shared Leadership

Youth leaders implemented "shared leadership" in their lives. They highlighted the importance of teamwork and cooperation in practicing shared leadership. Most of them thought that leadership was associated with giving direction or instruction to somebody. After the YLC program, their leadership view focused on motivating, communicating, and caring for someone through mutual relationships. This contributes to the enhancement of a group's growth by sharing various options. While working on assigned individual tasks for a group or organization, they felt that teamwork was necessary to accomplish a common goal. They said that teamwork entailed mutual relationships, effective communication, and understanding others. Those factors had to do with rudimentary dimensions to collaborate effectively with others to run a group or organization. Ivy and Chester stated how to put leadership value in their life settings:

> I work with many different people. I feel teamwork is needed anytime. When I have a team project, I work with different parts of the world. Teamwork lets us to getting more interconnected. For example, I'm in a lot of labs. Typically we have a lot of partners a lot of groups. When we have lab projects, I'm more of that person to organize things to make sure everyone contributes to the project equally. We always have to collaborate. It's a pretty big thing. (Ivy)
>
> Being able to work with my partner is very important. It helped me gain more trust in the group and share an opportunity to try to do something. It is essential to

> work together instead of me doing the whole thing. We have trusted each other so much and we understand each other. (Chester)

Even if they did not engage in the same context as the YLC program, youth leaders tended to pursue the spirit of teamwork by making all group members participate in group works. They recognized how shared leadership positively affected an individual's and group's growth in a team or an organization. They practiced the value of shared leadership, allowing all members to feel a sense of belonging and responsibility for a group activity. Leadership views were gradually assimilated into everyday life. TY stated that "even if I take on different tasks, I am still a leader in my life."

Theme 9-3. Being Adaptable

They experienced different leadership approaches in the school and business settings. They expressed that they faced challenges because leadership in a new environment was different from the YLC program. Youth leaders pointed that leadership out of the YLC program was a 'real situation.' University or other settings consisted of different environments, including various populations, roles, expectations, and organizational goals. Those things were different from the YLC program's leadership approach. For instance, business settings were primarily centered on leading to successful financial outcomes. The leadership structure of the workplace was more related to a hierarchy system. Workers usually focused on taking a specific role assigned in each position. It did not allow them to trial and errors to minimize mistakes and to achieve organizational goals. This environment made them feel a burden to take responsibility for their roles under pressure. The different structures and components led to different leadership experiences and practices. Aaron and Wood explained that how he feel when utilizing leadership in different contexts:

> Unlike the YLC program, I always felt a little bit of pressure because I had someone bigger always observing me. Sometimes it did not make me comfortable. It did not really have the same amount of room that the program director created. The feeling was confused in a different context. (Aaron)
>
> I am not changing the way I lead. I am still keeping my leadership views, but the only thing changing is the setting and the environment. I still use the same leadership skills to adapt to different things, people, and environments. I have used different leadership techniques in different situations. I do not have to demonstrate that kind of leadership that I did with kids because I am working with people of the same age or older. (Wood)

While experiencing leadership practice in their life, youth leaders realized that leadership needed to be flexible and adaptable depending on context. They thought of how to adapt leadership views and fit them into their organization. Youth leaders were subjected to the organizational environment and tried to match the leadership constructed to business settings.

Unlike school settings, leadership experiences in the business settings provided experiential learning to expand the leadership perspective fostered through the YLC program. It seemed youth leaders applied intrinsic leadership beliefs fostered in the YLC program while practicing leadership in their life. Even if their life contexts did not provide formal leadership training or education, they had various leadership experiences with multiple people and situations. From their experiences out of the YLC program, leadership identity was constructed through various social practices. It allowed them to accept diverse leadership perspectives required in their contexts. Leadership perspective can be changeable depending on the

environment (e.g., people, place, group goals). This shows the importance of the environment because the context of learning leadership influences perceptions.

Theme 10. Pursuing Continuous Leadership Perspective and Practice in Future Life

Youth leaders asserted that leadership development would be continued throughout a life journey. The youth leaders expressed their willingness to utilize the leadership identity embodied through the YLC program. They showed a strong desire to keep applying leadership views, skills, and abilities in their future lives, such as family, graduate school, and professional jobs. Curt commented that he would like to seek ongoing leadership practice in the near future:

> I'm learning about the opportunities available in nursing. I have put in thought about different leadership experiences I could take as a nurse. I thought about where I could apply those leadership skills later on in the future. Specifically, I want to motivate, support, and care for people by giving directions. That is what I learned through the YLC program. (Curt)

Youth leaders contended that the YLC program's leadership view would be an 'indispensable factor' in their lives. All of them had future dreams of what they would like to become. They anticipated that the leadership perspectives would be useful in guiding their professional life. With a common leadership view, everyone can be a leader anywhere. They emphasized that it would have a positive impact on establishing mutual relationships, helping others in dealing with personal troubles, motivating others, listening to various voices, sharing various points of view, and taking responsibility in professional contexts. Leadership emerged in mutual relationships with people and a corporative environment where everyone should take 'equal ownership.' They believed that this view would be practical to lead groups, organizations,

and the community surrounding them. Savannah and Aaron anticipated that those leadership views developed through the YLC program would be helpful in their future career:

> As being a doctor, I will have to work as part of a team. In general, doctors work with nurses with other practitioners. Being able to listen to others and being a good team is very important. It would be critical for my career. I guess the confidence I gained from the YLC program will be used as a leader. My leadership will also be crucial in medical school to be able to take charge. That is very important when we are practicing. Adapting to the situations and listening to other members while figuring out what's essential and the right decision without being too submissive, too overbearing, or being a dictator. All opinions are important and should be reflected in an important decision. (Savannah)
>
> My goal is to go to med school. I will have to work with many different people; I am going to have to be flexible. I will have to be able to change along with the situation. Um, besides that, the teamwork part. I would have to work with other people to get to the one common goal. Respect is going to apply in those situations. To see myself because being respectful is a significant part of life. I will have to be respectful to my followers, co-workers, and patients when dealing with them. I am going to be responsible for my patients. (Aaron)

Additionally, these youth leaders perceived that leadership would occur and be developed through continuous learning in their lives. From their experiences in the YLC program, they understood that leadership views were varied and changeable in the YLC program. Leadership views will be expanded if they build leadership knowledge through various life experiences in the future. In the interviews, they did not ensure that they will have a formal leadership education

or training. However, they would put effort into improving their leadership ability and become a better person in the future. They also would like to be exposed to various leadership opportunities and maximize leadership practice in their lives. Ivy stated that "I think that a lack of leadership exposure will prevent me from building leadership." Even if leadership took place among people as a small unit, it could be a foundation for constructing a well-being society. Wood expressed how he perceived leadership in his life:

> Just practice, just keep doing, and more opportunities, more positions, and expose me to many different situations. I want to keep improving over time like I can be the best. I feel like I am not at the endpoint yet. I still have time, a different life, different educational standpoints for better improvement. I have not yet done developing my leadership. I am going to keep improving and learning how I can make it the best I can be. (Wood)

CHAPTER V: DISCUSSION

This study aimed to explore leadership identity development through an SBYD program called the YLC program. The main sources of data were the voice of the 12 former youth leaders. The current study identified (a) a process of youth leadership identity development through the YLC program; (b) influential factors of leadership identity transition; and (c) impact of leadership identity development on their lives after the YLC program. This study utilized a constructivist grounded theory approach to capture a process of leadership identity formation and development through the YLC program. The youth leadership identity development through an SBYD program framework illustrates how leadership experiences influenced leadership views transition and how those impacted their lives. The theoretical framework also demonstrates an integrative process of how youth leaders understand leadership and construct leadership views through leadership experiences in different ways. This theoretical framework will shed light on new insights for youth leadership development in SBYD programs.

Research Question 1: How Does Youth Leadership Identity Form and Develop Through the Youth Leader Corps' Experience?

The purpose of the first study question was to investigate how youth leaders' leadership views were developed through leadership experiences of the YLC program. The result showed five themes (Theme 1 to 5) illustrating a process of leadership identity development through the YLC program. The five stages were developed from the youth leaders' interview data. This study identified that youth leaders' leadership identity was shifted or developed in (a) stage one: navigating the YLC program; (b) stage two: mirroring leadership; (c) stage three: exploiting/positioning leadership strategies; (d) stage four: internalizing responsible leadership; and (e) stage five: cultivating leadership perspective embedded in the YLC program. Even if the

current study did not identify a specific point of when youth leaders form and develop leadership identity, findings revealed similar leadership perspectives fostered through the YLC program: 'helping and leading others, taking responsible, 'being positive and role model' 'being adaptive' and 'being collaborative. This study confirmed 'helping and leading others' closely matched up with the fourth level of the TPSR model. The leadership view also validated the program director's program philosophy and program directions. More importantly, all of them recognized that 'leadership is not innate, but all people can be leaders.'

Given that youth leaders initially participated in the YLC program with different leadership views: (a) conventional leadership views: top-down leadership style, power, and position; (b) similar to YLC's leadership view: helping others and teamwork; and (c) indifference; this result demonstrates how the program structure, curriculum, and environment has a significant impact on refining, shaping, or developing leadership identity in the SBYD program. This shows how youth leaders perceived and understood leadership constructed by the YLC program. These results are in line with scholars' assertion that leadership opportunities, experiences, and practice played a crucial role in shaping leadership identity (Sinha & Hanuscin, 2017). Also, shifting leadership perspectives through the YLC program resonates with Komives et al.'s (2005) outcomes indicating college students' leadership views changed from hierarchical terms to leadership existing anywhere.

Gee (2000) suggested that leadership identity connoted leadership understanding and perceptions recognized in a given context. Leadership identity can be socially constructed, cultivated, and practiced the way that is perceived. For example, an individual exposed to certain leadership styles was likely to foster relevant leadership roles and form a leadership view (Waldman et al., 2013). This study found that youth leaders understood leadership from a trait

approach (e.g., characteristics, qualities, personality) to a process (being fostered, developed) through the YLC program's leadership experiences.

Larson et al. (2005) suggested youth-driven programs helped youth develop leadership skills and experienced ownership under the well-organized adult's philosophy and program goals. This study confirms that the youth-centered program environment voluntarily enabled youth leaders to appreciate leadership roles, build a sense of responsibility for helping young children's positive growth, and made an effort to become better leaders. This result means that youth-centered leadership experiences and practice contribute to expanding their practice and cultivating leadership perspectives.

In the process of leadership identity development, youth leaders showed a big difference in the third (exploiting/positing leadership strategies) and fourth stage (internalizing responsible leadership), which stands for a turning point in expanding leadership views. Youth leaders' leadership approach was shifted from 'doing and following leadership' to 'internalizing and practicing leadership values as a role model' (helping and leading others, taking responsibility). Youth leaders explored a sense of themselves as youth leaders through new trials and errors and attempted to do various leadership strategies beyond simply following experienced leaders' leadership approaches. This supports that scholars' perspective on participants tried new leadership roles and expanded the scope of leadership practice as increasing participation time in leadership activities. The new leadership experiences, information, and resources enabled participants to evaluate themselves, influencing how they perceive themselves as leaders (Gibson, 2016; Sinha & Hanuscin, 2017). The third and fourth stages also resonate with the stage of 'self-actualized leadership' of the youth leadership development model created by Martinek and Hellison (2009). In this stage, youth leaders had an active willingness to reflect on leadership

roles, began to learn deeply about themselves, considered how leadership roles could fit into their future, and contributed to more helping peer leaders.

Research Question 2: What Factors Influence Leadership Identity Development Through the Youth Leader Corps' Experience?

This study identified influential factors affecting leadership identity development through the YLC program: (a) internal factors: self-confidence and leadership goals/roles expectation and (b) external factors: peer leaders, program director's empowerment, multicultural population, randomized young children, group discussion/sharing feedback, personal weekly journal writing, and utilizing TPSR values in sport and PA.

Cutforth and Puckett (1999) and Talbert (2015) suggested the leadership experiences of the YLC program improved social competence and self-confidence. Komives et al. (2005) also proposed individual growth was associated with building self-confidence, utilizing new leadership skills, and increasing motivations in leadership. Inconsistent with existing studies reported by those scholars, the findings of this study confirmed that the cross-age teaching opportunity of the YLC program rendered youth to enhance leadership skills and self-confidence. Realizing individual leadership growth, they were willing to engage actively in leadership roles.

Similar to Gibson's (2016) study identifying leadership identity development intertwines with supervisors, mentors, teachers, or experts. This study revealed that significant others (e.g., peer leader, program director, young children) had a crucial impact on shaping leadership experience, practice, and leadership perspective. Echoed by Komives et al. (2005, 2006), this study also confirmed that leadership identity development took place through a positive relationship with others. Youth leaders acknowledged that peer leaders significantly influenced

youth leaders' leadership identity development. Considering that the YLC program was based on youth-centeredness, peer leaders' support and encouragement in group activity played a critical role in motivating novice leaders to engage actively in the program. This illustrates how the peer teaching leadership experiences contributed to understanding leadership and how leadership performed in the program. In this study, peer leaders influenced youth leaders to perceive leadership as helping and leading others. This experience contributed to forming and developing leadership views on "all people can be a leader" rather than only certain people in leadership. Aas and Vavik (2015) suggested that sharing leadership experiences and challenges with peers helped leaders understand leadership roles and positioned them to the given environment. Communicating with peer leaders explicitly provided resources on how their leadership roles could be executed effectively.

Komives et al. (2006) highlighted that encouragement and support from the adults enabled youth to think about their leadership roles deeply as leaders. Similarly, this study found that youth leaders acknowledged the importance of program directors' empowerment and encouragement that helped them understand leadership roles and explore various leadership strategies. Several youth leaders especially stressed out that the YLC program's structure ensured 'freedom' that allowed them to explore leadership roles (e.g., creating lesson plans, teaching strategies, leading peers) in different ways. The program director's empowerment provided youth leaders the various experiential learning, which influenced their leadership views. His empowerment provided youth leaders opportunities to experience leaders' roles and recognize the importance of responsibilities. This enabled youth leaders to appreciate what leadership was and how leadership occurred through experiential learning. This study found that

the program director's philosophy and pursuing goals significantly impacted youth leadership development in the YLC program.

Previous studies also suggested that reflective moments thorough reflective writing or discussion helped leaders clarify self-perception on decision-making, behavior, and attitude in leadership roles. Utilizing reflecting on leadership activities allowed them to get concrete leadership experiences and to gain a better understanding of leadership positions and roles in leadership development (Aas & Vavik, 2015; Collay, 2014; Guthrie & Jones, 2012). It also provides students an opportunity to promote personal growth and leadership development (Odom et al., 2012). Likewise, the current study confirmed that the YLC program provided youth leaders a leadership opportunity to try new things and reflect on their experiences. This experiential learning structured in the YLC program is conducive to develop leadership competencies and understand leadership values. In this context, this study shows that youth leaders' leadership identity shifted or was reinforced through individual growth and program structure. Leadership identity development is involved with a leadership opportunity, hands-on leadership experiences, and repetitive leadership practices.

Research Question 3: Impact of the Leadership Identity Development on Their Current Lives

Most SBYD scholars emphasize that a critical point of SBYD programs is to help youth learn life skills and apply them out of youth programs. SBYD programs enable youth to cultivate personal assets, which helps youth thrive in various life contexts (Hemphill et al., 2019; Jacobs & Wright, 2018). The current study provides evidence on how youth leaders transfer leadership experiences and perspectives beyond the YLC program. Even if the avenue for applying leadership perspectives did not vary, youth leaders utilized leadership perspectives in their lives

beyond the YLC program. The leadership transference indicates how the leadership views cultivated in the program navigated youth leaders' behavior and attitude in their lives. All former youth leaders recognized that participating in the YLC program provided them meaningful opportunities to understand leadership values and experience personal and others' leadership growth.

Martinek and Hellison (2009) suggest the TPSR model-based youth leadership program provides youth an opportunity to practice taking responsibility and reflect on their decision. The leadership experiences through empowerment teach youth ways of how to motivate or help others without expectations of extrinsic rewards intrinsically. This leadership learning ultimately enables youth to make a spontaneous effort or willingness to help and lead others, which actualizes leadership out of the SBYD programs. Considering youth leaders utilize leadership views (e.g., being active and a good influential person, pursuing shared leadership) beyond the YLC program, this study provides insight on how the TPSR-based leadership program helps youth internalize and practice the value of leadership in their lives. The program also contributes to facilitating leadership learning transference as a crucial point of the TPSR goals.

Interestingly, youth leaders in this study experienced different leadership styles and environments beyond the YLC program. Some youth leaders who worked in business settings emphasized that "leadership out of the YLC program was a reality." They pointed out that business contexts had different structures (i.e., hierarchy working system), goals (i.e., making a profit), and roles (i.e., a certain task). There were no teaching life skills and PA, caring for young children, group discussion, and writing weekly journals. While realizing leadership in business settings differed from the YLC program, they did not express challenges to transfer leadership

views. Instead, they voluntarily practiced the importance of being adaptable learned in the YLC program.

When it comes to learning transference, some scholars point out that cultural differences between SBYD programs and community settings are embedded to transfer life skills. However, Jacobs and Wright (2021) suggest that the cultural differences in the learned settings and new environment enable youth to navigate appropriate behaviors in various contexts. This can be helpful for youth to facilitate life skills transferences cognitively. An ability to adapt life skills to other contexts can be regarded as a successful outcome of PYD programs.

The current study also expands outcomes investigated by Meléndez (2011), identifying former youth leaders who completed the YLC program transferred the TPSR value of helping others and leadership to their lives. This study approach more specifically identified how youth leaders understood leadership and what leadership values were utilized in their lives. They expected that their leadership knowledge and skill cultivation could be applied in their professional field. Leadership identity development inspired them to peruse their own leadership views in a large-scale context. This study confirmed youth leaders sought continuous learning for leadership development after the completion of the YLC program.

CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

Leadership identity development took place as a dynamic process. It is involved with various individual and social factors (Gould, 2016; Lord & Hall, 2015). This study explored how the YLC program's leadership experiences influenced leadership identity development and how fostered leadership views affected their lives. This study developed a theoretical framework of youth leadership identity through an SBYD program with constructivist grounded theory. The theoretical framework was generated based on youth leaders' narratives. As youth leaders participated in the YLC program, they acknowledged that they were youth leaders but did not internalize their views as leaders. They explored the overall climate and structure of the YLC program, attempted and practiced leadership roles by observing experienced peer leaders, positioned leadership strategies by exploring their strengths and weaknesses, internalized responsible leadership, and developed leadership views constructed in the YLC program. Findings showed that youth leaders developed their understanding of leadership, cultivated leadership values, and constructed leadership perspectives embedded in the YLC program. Youth leaders continually utilized leadership perspectives after the YLC program. The process of leadership identity transition presents how youth socialized as a leader throughout leadership experiences and practice throughout the YLC program. This study revealed how opportunity, experiences, and practices contribute to facilitating leadership identity development in the YLC program.

Implications for Youth Leadership Identity Development Through the YLC Program

Despite a growing interest in youth leadership development in various contexts, especially in SBYD programs, there has been a dearth of literature regarding how youth leaders understand, internalized, and utilized leadership values and knowledge. With constructivist

grounded theory, this study intended to understand youth leadership development through leadership identity through the YLC program. Using constructivist grounded theory enabled the researcher to explore the world of leadership identity development and generate a theoretical framework model. The theoretical framework demonstrated how youth leaders develop leadership identity, what factors influenced it, and how it impacts their lives. With youth leaders' retrospective leadership view, this model expanded the findings of existing studies.

It has been researched on the impact of the YLC program on youth leaders' individual growth, life skill acquisition, and leadership development (Martinek & Hellision, 2009; Meléndez, 2011; Talbert, 2015). However, little is known about how those things influence youth leaders' leadership views of themselves. For example, Talbert (2015) indicated that involvement in the YLC program helped youth leaders improve communication skills as personal growth. However, this result did not show how leadership skill development links with leadership identity development. It was critical to connect how developmental leadership experiences enabled them to identify as a leader. This study broadens how the YLC program contributed to facilitating leadership identity development.

It is also important to mention that the theoretical framework generated in the current study was advanced from the youth leadership development model in sports and PA created by Martinek and Hellision (2009). Martinek and Hellison's (2009) model provided fundamental information on how youth leadership development occurs through four stages (i.e., taking responsibility, leadership awareness, cross-age leadership, self-actualized leadership). However, it seemed to have a limitation generalize in sports and physical education because their model focused on underserved youth engaged in TPSR-based sports programs (e.g., Project Effort and physical education courses) and was created by informal observation and self-reflection notes.

Conversely, all youth leaders in this study were not exposed to the TPSR model before entering the YLC program. All of them were not categorized as underserved or at-risk youth. Considering participants' demographic information and gaining youth leaders' retrospective views on leadership experiences and perception, a theoretical framework emerged in the current study to broaden the understanding of leadership development through the YLC program. The theoretical framework will provide meaningful insight and strategies for those who are interested in sports-based youth leadership development. It would be helpful for them to understand the process of leadership identity development.

Another implication refers to the youth leadership definition of leadership based on the YLC program. As mentioned in Chapters IV and V, there has been no delineation of conceptualizing leadership in the SBYD program. Most SBYD programs facilitate youth leadership development without encapsulated leadership concepts. It seems many SBYD programs have used leadership as one of the integrative life skills. Even if the current study did not take a further step to conceptualize youth leadership, it could gain meaningful data on how youth recognize leadership base on the leadership experiences of the YLC program. Therefore, it is suggested that SBYD scholars or practitioners pay attention to conceptualize youth leadership.

Implications for Methodology

The first methodology implication involves a strategy of data collection. This study had changed the way data was collected due to Covid-19. Unlike the researcher's apprehension before taping into data collection, the new trial of the online-based interviews allowed the researcher to gain meaningful data via Zoom. Fortunately, all participants in this study understood how Zoom worked. They did not have any problem accessing the internet from a laptop or cellphone. Compared to in-person interviews used in the pilot study, it was useful to

simply reach out to youth leaders even if some of them had timezone differences. Several study participants also mentioned that they prefer to interview via Zoom over in-person interviews owing to saving time (e.g., driving, walking) and money (e.g., parking fee, gas).

This second implication for methodology is related to recruiting study participants. This study added two youth leaders involved in the YLC program at different times. Even if their participation period was earlier than other youth leaders, information from the additional participants could validate how the YLC program shaped youth leadership identity and how the fostered leadership view influenced their lives. The approach to recruiting additional participants engaged in different time zones would solidify a theoretical framework on youth leadership identity through an SBYD program.

The third methodology implication is related to an interview protocol. The first several study participants did not fully understand some questions due to jargon (e.g., identity). The researcher prepared a detailed demonstration and relevant examples and rephrased them when needed.

Recommendations for the YLC Program

The YLC program has a solid structure based on the format of the TPSR model to facilitate youth leadership development. This program has operated in a safe environment where youth understand leadership's value and their potential competencies. The suggestions are crucial for practitioners to take into account for best practices for youth leadership development.

a. Several youth leaders recalled that leading in a whole-group discussion was one of the most memorable moments. In the interview, Ivy mentioned that "leading an entire group at the end of the program was like a personal journey. This provided me the confidence I needed to lead other leaders. It was very memorable. It was a different

experience from leading a small group." While some youth leaders had a chance to lead a whole-group discussion, others were not given the leading moment. It is suggested that the program director intentionally create the leading moment for all youth leaders.

b. Some youth leaders also pointed out they encountered a bit of trouble applying the TPSR model to sports and PA at the beginning of the program. They also pinpointed that youth leaders usually used similar patterns of describing the TPSR values focusing on specific values (e.g., respect, effort, transference, communication). The interviews suggested that the YLC program would need to provide specific guidance for novice leaders. This would help them understand how to use the TPSR values in teaching sports and PA. Understanding the TPSR values at the beginning of the program would enable youth leaders to make use of them in various ways. As this study found that implementing TPSR values was pivotal in leadership identity development, it would be an opportunity to implement the responsible values in teaching sports and PA creatively.

c. SBYD programs need to consider environmental factors that help youth apply leadership skills, values, and knowledge in their community settings. The current study found that youth leaders' leadership skills were improved through cross-age teaching experiences and practices in the YLC program. To effectively learn how to apply leadership to different contexts, the SBYD program would need to connect to community service. It would also be good for youth leaders to improve social networks and gain valuable resources through community services.

d. The workshop would allow youth leaders to share leadership experiences, constructive feedback, teaching strategies, and share leadership program cases. This also will be an opportunity where youth leaders gain information and resources which would help them continually develop leadership skills.

Recommendations for Future Research

a. Utilizing various research methods: The current study relied on individual interviews to explore youth leadership identity development through the YLC program. Focus group interviews or photovoice would be a helpful tool to capture how they utilize leadership perspectives in their current lives.
b. Longitudinal research on leadership identity transition. The current study recruited youth leaders 2 years after completing the YLC program. One of the limitations of tis current study is that it explored how leadership identities cultivated through the YLC program influenced their lives. Most of them experienced a small range of life experiences such as school and business settings. Following research should keep track of their leadership transition in the long term. This will produce meaningful data on how the YLC program would influence their lives in a greater range of contexts.
c. Implementing the theoretical model of leadership identity model through SBYD programs. The current study generates a theoretical framework describing how leadership identity development through the YLC program. There is a need to validate the effectiveness of the theoretical framework by applying it to the current YLC program or similar contexts where youth leadership development is fostered through sports and PA.

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APPENDIX A. UNCG IRB APPROVAL

OFFICE OF RESEARCH INTEGRITY
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To: Geumran Seo
Kinesiology
Kinesiology, Dept of

From: UNCG IRB

Date: 4/17/2020

RE: Notice of IRB Exemption
Exemption Category: 2.Survey, interview, public observation,4.Secondary data/specimens
Study #: 20-0364
Study Title: Youth Leadership Identity Development through a Sports-based Youth Development Program

This submission has been reviewed by the IRB and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

Study Description:
Leadership identity development should be explored to understand youth leadership development. Understanding youth leadership development through a lens of identity formation and development will provide what strategies and practices shape youth leadership development. As a retrospective view, this study explores former youth leaders' experiences and perceptions on their leadership identity development overtime through the Youth Leader Corps (YLC) program. The YLC program provides opportunities for youth to experience leadership and cultivate leadership capacity through cross-age teaching. Youth leaders take responsibility to teach physical activity and responsibility values to young children from local refugee community centers. This will provide practical strategies for the education of youth leadership development through SBYD programming.

Investigator's Responsibilities

Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented. **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants**. The IRB will maintain records for this study for three years from the date of the original determination of exempt status.

Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found at http://policy.uncg.edu/university-policies/research_data/.

APPENDIX B. PRE-QUESTIONNAIRES

- Name: _____ Age: _____
- Email: _____ Phone number: _____
- Number of siblings: □ Sister _____□Brother_____
- University/Major(s)/Minor(s)_____Class Year: _____
- Which high school did you graduate from? _____
- How long did you participate in the YLC program? _____ and when_____?
- How would you define "leadership"?

  _____
- Are you involved in Campus/Community/Club events currently?

  _____
- Do you have a job? If yes, what do you do in your job?

  _____
- Where do you experience leadership currently?

  _____

- What do you consider some of your leadership experiences to be?

  _____
- Address: _____
- City: _____ State _____ZIP _____
- Gender: □ Female □Male □ Transgender □ Prefer not to answer
- Race (check all that apply):

□ Black or African American □ Asian/Asian

□ White □Unknown

□ Latino/Hispanic □ Prefer not to answer

□ American Multi-racial □ Other

APPENDIX C. INTERVIEW PROTOCOL FOR FORMER YOUTH LEADERS

Introduction

a) Could you tell me about yourself?
   (a) Where were you born? Or where did you grow up?
   (b) What activities were you involved in when you were young?
b) Have you had leadership experiences or leadership activities before the YLC program?
   (a) If yes, what did you do?
   (b) What did you learn from the leadership activities?

Leadership experiences and development in the YLC program

a) Could you tell me your leadership experience in the YLC program?
   (a) What motivated you to get involved in the YLC program?
   (b) What role did you play in the YLC program?
   (c) How did you take leadership roles (responsibility) over time in the YLC program? (compared to leadership roles over time)
   (d) What were some challenges in taking on the role of the leader in the YLC program?
   (e) How did you overcome barriers and challenges to becoming a youth leader in the YLC program?
b) Do you think that you could have improved leadership skills without being involved in the YLC program?
   (a) If yes, what leadership skills or abilities have you learned through the YLC program?
   (a) What experiences did the YLC program help you develop leadership skills or abilities (e.g., communication, speaking, and responsibility)?

Perceptions on leadership and its identity over time

a) How would you define a leader? And leadership?
   (a) How do you describe yourself as a youth leader in the YLC program?
b) What makes you think of yourself as a leader through the YLC program?
c) Could you tell me how your understanding of leadership has changed since joining the YLC program?

Factors influencing leadership identity development

a) Why did you decide to take the leadership roles in your group?
   (a) How did your peer leaders influence leadership growth in your group?
   (b) How did you help your peer leaders to become involved in your group?
   (c) What did you discuss with peer leaders in and out of the group?
b) What did you consider while planning lesson plans? Give me some examples.

(a) What were your challenges in planning/teaching the lesson plan?
(b) How did you come up with ideas for physical activity or sports?
(c) Could you tell me how to teach lesson plans and the TPSR values?

d) How did you interact with young children in the YLC program?
(a) What did you focus on while teaching physical activity as a leader?
(b) Were there challenges? If yes, what aspects did you feel challenged in as a leader?
(c) How did you communicate with young children from other countries?

e) What did you write in the reflection note?

f) Could you explain what the program director does in the YLC program?
(a) How did the program director help your leadership development?
(b) What feedback did you get from the program director?

g) What was the most influential factor that contributes to improving leadership skills or abilities in the YLC program?

h) What motivated you to stay involved in the YLC program?

Impact of leadership identity development on the current lives

a) What leadership experiences have you used after the YLC program?
(a) When? Where? How?
(b) Does the leadership experience of the YLC program match current leadership abilities or skills? How?

b) What has been the impact of the program on your current life?
(a) Has your thinking/behavior/relationship with others been changed after being involved in the YLC program?

c) How do you view the concept of leadership today?

d) What will you do with your leadership skills and experiences in the future?
(a) What are your future goals related to leadership experiences?
(b) What would you need continuous leadership development?

Wrap-up

a) What does the YLC program mean to you? (What if you did not have the YLC program in your life?)

b) If you could make a recommendation for improving the YLC program, what would it be?

c) If you create a youth leadership program, what would that resemble?

d) Is there anything else that you would like to share about your participation in the YLC program that you have not mentioned?

APPENDIX D. INTERVIEW PROTOCOL FOR PROGRAM DIRECTOR/STAFF

Introduction

a) Could you tell me about yourself?
b) Could you tell me about your experiences with the YLC program?
c) Why did you get involved in the YLC program as a staff/program director?
d) Have you had any leadership experiences or leadership training before the YLC program?
   (a) If yes, where did you learn leadership?
   (b) What did you learn? And how?
e) How would you define (a) a leader? (b) leadership? (c)What qualities are essential as a leader?
f) How does one become a leader through the YLC program? Give me some examples.

Factors influencing youth leadership identity formation and development

a) How do you have a conversation with youth leaders in the YLC program?
b) What type of leadership experiences takes place in the YLC program?
c) What kind of leadership skills have youth leaders learned through the YLC program?
d) What is the most important leadership experience to foster and develop leadership skills?
e) What were the barriers and challenges to becoming a youth leader in the YLC program?
f) How did the YLC program help you develop leadership skills or abilities (e.g., communication, speaking, and responsibility)?
g) How would you recommend we develop youth leaders?
h) What do you mean by "developing leadership potential"?
i) Could you tell me how you help youth leadership development in the YLC program?
j) In what situations do you empower/encourage youth leaders in the YLC program?

D. Wrap-up

a) What is the best way to develop youth leadership in the YLC program?
b) If you created a youth leadership program, what would that look like?
c) Is there anything else that you would like to share about your participation in the YLC program that you have not mentioned?

APPENDIX E. INTERVIEW COVER SHEET

Interview Participant: _____

Interview Data/Time: _____

Interview Place: _____

Interview Atmosphere:

_____

_____

_____

_____

Reflection on Interview:

_____

_____

_____

_____

APPENDIX F. LESSON PLAN/REFLECTION FORMAT

LESSON PLAN

The goal of the lesson and TPSR focus:

Lesson activity (explain clearly):

Materials/equipment needed:

REFLECTION (PERSONAL THOUGHTS)

What were your contributions to today's experiences?

What kind of leadership qualities did you show today?

What was something that challenged you today—something you need to work on