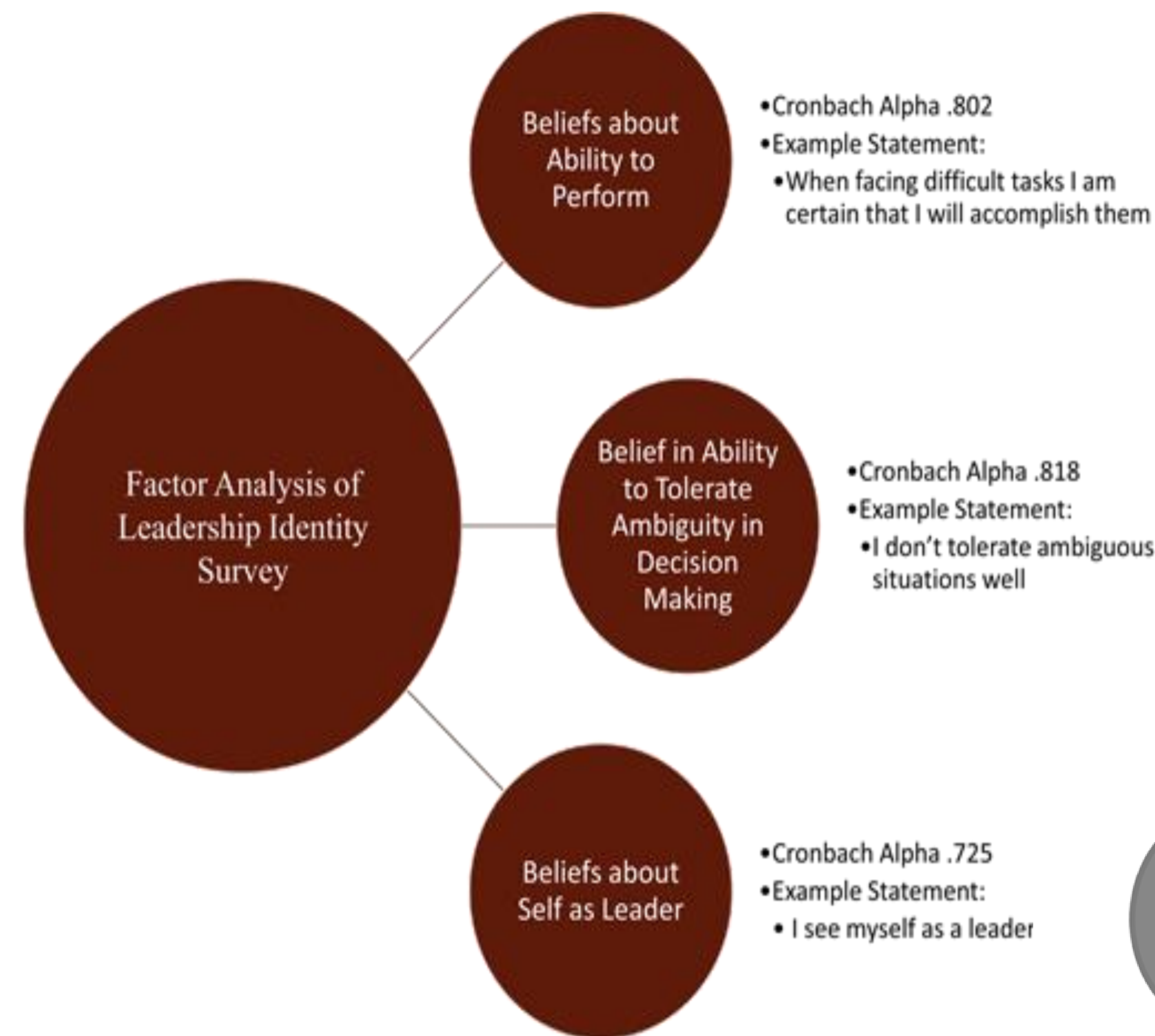


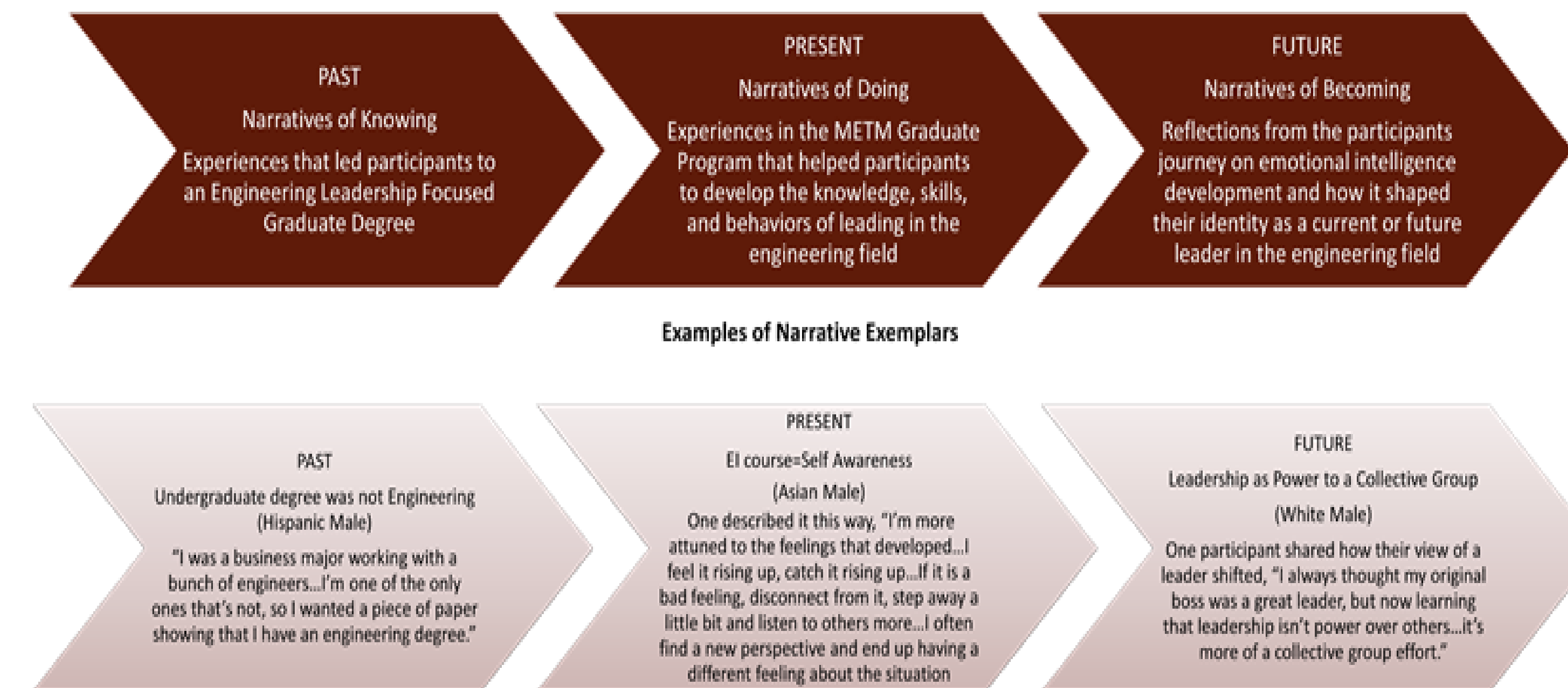
### Introduction

Engineering leaders acquire knowledge, skills, behaviors, and experiences throughout their career that are continually renegotiated in their ongoing sense-making of their personal narrative. While research has shown that interventions or developmental experiences are beneficial for leadership development (i.e. Avolio, Reichard, Hannah, Walumbwa, & Chan, 2009), very little research has been done on understanding how individuals in the engineering field come to their self-definition of what it means to be a leader in the engineering field. In coming to know their self-definition of being an engineering leader, identity can be explored from their sense-making of their personal narrative (Brown, Stacey & Nandhakumar, 2008), their perceptions of themselves based on their social categories (Hogg, 2001), and their perceptions of the meanings associated with a particular role (Stryker & Burke, 2000). This research endeavor explored identity from all three lenses (personal narratives, social categories, and meaning associated with a role) for graduate students aiming to earn an Engineering Technical Management degree.

### Exploratory Survey on Engineering Leadership Identity



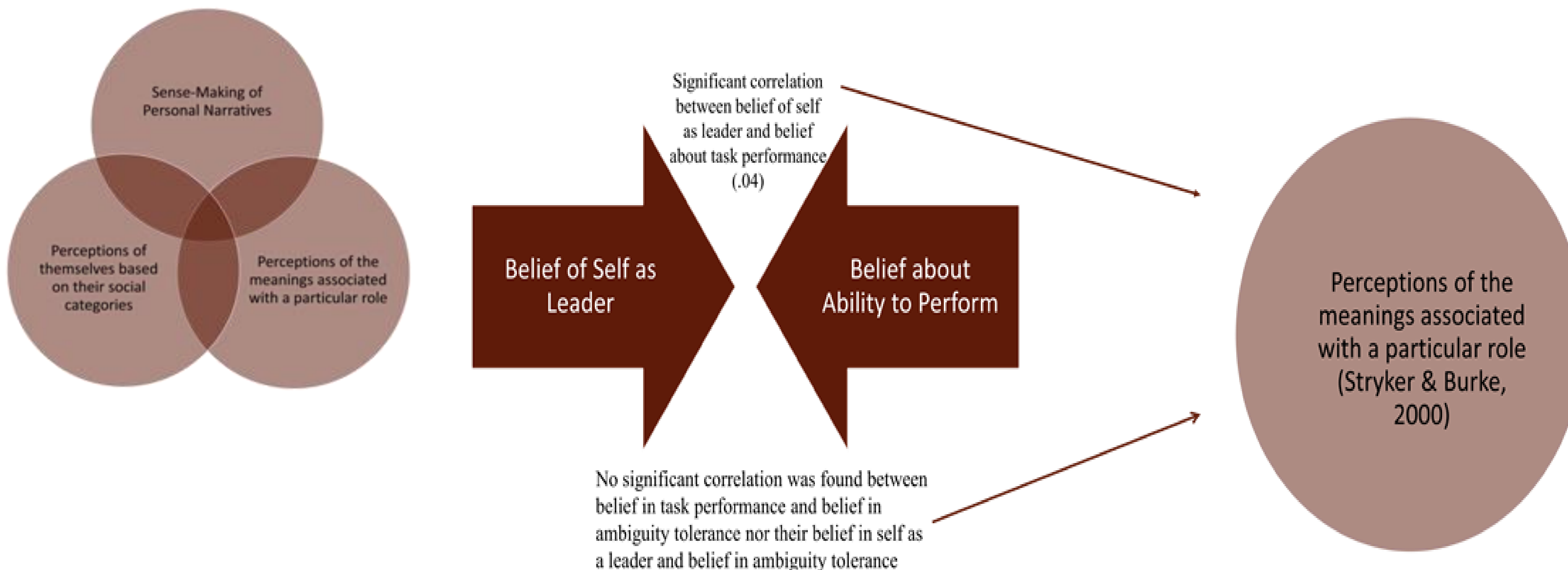
### Sense-Making of Personal Narratives



### Perceptions of Themselves Based on Social Categories



### Analysis of Survey Results



### Spreading the Insights and Furthering the Work

