

From the Editor's Clipboard

What types of scholarship should be published in The Journal of Leadership Education (JOLE)? What body of scholarly knowledge is expanded by the journal and how is JOLE unique from other journals? Is it time to create a national agenda for research in leadership education and who might play a part in shaping the research agenda? These questions add to stimulating discussion and are critical as JOLE is discovered by numerous leadership and leadership education scholars. More and more writers are inquiring and submitting manuscripts for consideration by the JOLE Editorial Board. In addition, scholars are contacting the editor with questions about the types of research documents considered for submissions. For consideration by writers, then, is a restatement of the JOLE mission and consideration of a global research agenda for leadership education.

To clarify the purpose of JOLE, the journal's website states that JOLE is an "international, refereed journal that serves scholars and professional practitioners engaged in leadership education." JOLE "provides a forum for the development of the knowledge base and professional practice of leadership education world wide." In keeping to its mission, therefore, the critical aspect of the journal involves research in and practice of leadership education. The focus of the journal is to publish manuscripts that enhance the scholarly body of knowledge in leadership education.

Key questions to consider in a leadership education research agenda were recently discussed at a national meeting¹. From the discussion, preliminary questions to be investigated include:

1. How do various leadership education programs or courses increase and enhance leadership capacity of various clienteles?
2. How do leadership education programs or courses provide sustainable leadership transitions in various clientele groups?
3. How do leadership education programs or courses provide interventions to develop and enhance leadership capacity of under-represented populations in particular organizations and institutions?
4. How can leadership education programs or courses increase leadership opportunities and applicants in under-served institutions?

These broad questions contain tremendous sub-questions that support the formation of innovative leadership education theory. Our new discoveries validate application of theory and evaluation of impact. The Journal of Leadership Education is an excellent venue for dissemination of research and development of successful models of leadership education programs or courses. Leadership education scholars have a tremendous opportunity to make a difference in the development of future leaders through logical and empirical research findings.

The Journal of Leadership Education continues to strive for excellence in manuscript reviews and acceptance. Acceptance rates are calculated for each issue and vary depending on the number of submissions. The JOLE acceptance rate for this issue is 25%.

In their review of the submitted documents, representatives of the JOLE Editorial Board provided a juried assessment of a manuscript's scholarly significance and relevance. The Theoretical Features, Research Features, Application and Idea Briefs were closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership education. This issue of JOLE supports scholars in their development of new knowledge in the quest for successful leadership education.

Respectfully submitted, Christine D. Townsend, Editor

¹2006-2010 USDA sponsored National Research Agenda for Agr. Education and Communications, December 13-15, 2005, Orlando, Florida.

Accepted Research Features

A Comparative Leadership Development Study within Student Collegiate Clubs and Organizations at an Agrarian University in Ukraine and a University within the United States

Erik Kelling and Tracy Hoover explored leadership development in different cultures in order to ascertain similarities and differences between the receiving groups. They validate a common theme that suggests that cultures dictate how leaders learn their skills. This document is an important baseline study to begin investigations among many diverse cultures found in the global society.

Leadership Education in a Community of Practice

The authors of this manuscript sought to account for the development of a cognitive leadership model by participants of a long term leadership education program. McCormick and Dooley analyzed students' leadership reflections and determined three models of leadership cognition. Most students cited they learned from their relationships with others while the minority indicated they used an influential model.

The Relationship between Leadership Development and Critical Thinking Skills

John Ricketts developed a correlational study to determine relationships between leadership training found in a specific leadership development program and the development of critical thinking skills. The investigated group consisted of youth organization members who participated in structured leadership development activities. The author's findings indicate that relationships did occur and the young leaders enhanced their critical thinking skills.

Volunteer Administration Leadership Proficiency and Leadership Styles: Perceptions of Southern Region 4-H County Faculty

Stedman and Rudd investigated how certain leadership skills are manifested in volunteers who support a youth organization. They determined that these specific volunteers demonstrated competency in leadership and, in fact, scored higher scores for personal skills and organizational culture categories than other listed areas. An additional finding suggests that the volunteers were generally more transformational than transactional or laissez faire in their leadership style.

Accepted Application Commentaries

Role Playing as a Leadership Development Tool

Joesph Guenthner and Lori Moore discuss one leadership education method used in a specific context. As a tool for leadership educators, they found that role playing is fun for students, enhances communication skills, and helps students articulate multiple arguments found within an issue. Graduates not only remember their role playing experience, they cite it as an important tool for their leadership development.

Agricultural Leadership Development: From Networking to Application

Kaufman and Carter developed a project to ascertain how leadership education programs benefit the community. Their brief provides an in-depth look at how practical and popular leadership programs relate to leadership education theory. Specifically, they discovered a connection between social capital theory and the value of networking. This application brief is related to a specific context found in one industry's program and has substantial merit for other industry-specific leadership education programs.