From the Editor's Clipboard
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There is no "*F-R-A-U-D*" in Leadership

Have you heard, "there is no 'I' in 'Team'"? Most leadership educators listen to it, use it, and are familiar with the message found within the phrase. "No 'I'" has served leadership educators well for many years and might become an entry in the proverbial "leadership dictionary." "No 'I'" has helped get a good leadership message into everyday conversation.

Let's keep "No 'I'" but move forward with a new mantra to symbolize the leadership education mission for the 21st century. The year 2008 has been wrought with crises, struggles, and change. Due to fluctuation in the economy, environment, and energy conditions, people are thinking about leadership with criticality and, perhaps, a lack of optimism. The meaning of leadership is debated – and should be debated – because its definition is used and abused for a myriad of purposes. Today is the day for leadership educators to shout

"THERE IS NO *F-R-A-U-D* IN LEADERSHIP."

We cannot support leaders who misuse their power, conduct unethical practices, or take advantage of people inside and outside of their organizations. Leadership educators have a responsibility to develop leaders who embrace **authenticity, truth, and humility**.

Authentic leaders understand the values of their organization. They embrace <u>both</u> the needs of members and mission of the organization. Authentic leaders remember that people rely on leaders for guidance, advice, and safe passage to the future. It is imperative that leaders are trustworthy and represent the proper activities of an entity. Don't be fooled; people know what is right and what is wrong. But, if the leaders spin righteousness for personal benefit and convince others that they are well-intended, people follow with blind allegiance. Authentic leadership becomes veiled and society retreats to a Machiavellian system where creativity is squelched and forward progress is limited. Without authenticity, leaders reap short term gain and society wilts under the darkness of leaders who use their power for personal power and gain.

Truth – how hard can it be? Leaders shy from truth to shield followers. Some may suggest that the shield is armor for protection from the sting of reality. But, reality is just that – life is real and people can and must endure their day to day adventure. Followers have the right to decipher the truth and make plans to adjust to the meaning of the leader's message. Certainly, truth is a difficult and courageous responsibility for leaders. It takes bravery to confront reality and face criticism for difficult decisions. However, the leader who speaks with half-truth or masked conversation only postpones the inevitable. As with the loss of

authenticity, an untrue leader halts forward motion and risks the spirit of humanity.

Humility in leadership is the critical point where authenticity and truth are joined. A humble leader does not guide followers for the leader's own gain; a humble leader does not hide truth to shelter followers from the leader's purpose. Leaders with humility work with others to solve problems, develop ideas, and move the group forward. Awards and accolades are accepted on behalf of and for the group. A humble leader facilitates progress and encourages followers to succeed. The arrogance of leadership for personal gain disappears and followers have the opportunity to search for solutions and successful steps toward their future.

"There is no *F-R-A-U-D* in leadership."

1. Test it using various theories of successful leadership.
2. Identify authentic, truthful, and humble leaders who make a difference.
3. Locate super leaders who experience reward for their effort and live "no *F-R-A-U-D*."

Leadership educators have a awesome responsibility to live the message and develop the next generation of leaders. Your assignment is to accept the challenge and blend authenticity, truth, and humility into the proverbial "leadership dictionary."

Issue Information

The *Journal of Leadership Education* (*JOLE*) continues to strive for excellence in manuscript review 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 46%. The manuscripts were authored by 37 writers.

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 peer reviewed and closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership education. See the journal website for a more detailed discussion of these categories (www.fhsu.edu/*JOLE/*). This issue of *JOLE* supports scholars in their development of new knowledge in the quest for successful leadership education.

Christine D. Townsend

Respectfully submitted, Christine D. Townsend, Editor

EDITOR REVIEWED COMMENTARIES AND BRIEFS
Accepted Commentary

For this issue of the *Journal of Leadership Education* (*JOLE*), the editor accepted one commentary feature. According to the *JOLE* Article Category guidelines, commentary pieces allow authors to share an opinion related to leadership education. The commentaries are not reviewed by the *JOLE* Board of Reviewers and, therefore, do not contribute to the acceptance rate for this issue.

Michael McCormick poses a provocative question in his commentary, "The Renaissance Art Academies: Implications for Education Practices and Research." He ponders the question, is teaching leadership similar to teaching art? His response provides the reader with considerations in mentoring, communities of practice, and creativity.

Accepted Idea Brief

"When Student Leaders Don't" is an excellent partner to this issue's commentary. Don DiPaolo writes that the goals of leadership educators and student leaders may not be an exact match. Readers of this Idea Brief find several examples that explore what we do and what we yield. "When Student Leaders Don't" is an incubator for future research – is there a theory to explain the gap between the education and reality of leadership?

Accepted Application Brief

Paul Olsen, "The Use of Portfolios in Leadership Education," supplies a method of leadership education that can be infused directly into leadership education programs. His outline for use of student portfolios rests within a business class and explains how accounting students blend leadership with their extremely technical education. Olsen's approach to portfolios can be adapted to many contexts for leadership.

"Empowering Community Members for Civic Leadership: The Institute for Community Leadership," is an Application Brief that identifies genuine contextual leadership. The leadership students are adults with a true felt need. Watt's article can be a model for those who deal with adult learners. It can also be used for ideas to create situational meaning for students who have no context. Community is a critical aspect of any leader's circumstances and, therefore, can be a key feature in many leadership education lessons.

PEER REVIEWED RESEARCH AND THEORY FEATURES

Accepted Theory Features

This category is appropriate "for development of theory that is not necessarily data based, but concerns a clear issue/hypothesis, a review of related scholarship with synthesis of theory, and discussion and conclusion." (http://www.fhsu.edu/jole/categ_guidelines.html, retrieved 12/23/08) This issue contains 3 theory articles. Each of the articles was reviewed by members of the Editorial Board who recognize the merits of introducing new theories and merging different ideas into one thought.

Barry Boyd poses a theory that transformational leadership is a concept that can be merged with traditional teaching methodologies. In "Using a Case Study to Develop the Transformational Teaching Theory," he analyzes one teaching case and interjects elements of transformational leadership into the case. He concludes his theory with action-oriented steps that can be utilized by leadership – and other – educators in a quest for transforming students into scholars.

Barbuto, Story, Fritz, and Schinstock continue the incorporation of leadership theory into contextual application in their article, "Reconceptualizing Academic Advising Using the Full Range Leadership Model." At the collegiate level, academic advising is a fairly standard expectation. But the practices of academic advisors differ from site to site. The authors recognize the impact of transformational leadership. Their resulting theory offers practices using the tenants of transformational leadership to develop, reform, and create successful academic advising models.

Kaplan, Larkin, and Hatton-Yeo address multiple users in their theory "Leadership in Intergenerational Practice: In Search of the Elusive "P" Factor – Passion." The authors concentrate on a critical aspect of society – working across generational lines to lead representatives of different cohorts in an organization. Their conclusion that passion is an elusive leadership action offers a provocative insight that may become an important aspect of leadership education.

Accepted Research Features

This article category is an important repository for "research-based papers containing a clear statement of an issue/hypothesis, a review of related scholarship with synthesis of theory, a discussion and conclusion." (http://www.fhsu.edu/jole/categ_guidelines.html, retrieved 12/23/08) This issue contains 10 research-based articles that focus on various leadership contexts, educational systems, and differing teaching methods. Both quantitative and qualitative research paradigms are represented among the 10 articles.

High school students are the focus of "Making a Difference: Two Case Studies Describing the Impact of a Capstone Leadership Education Experience Provided Through a National Youth Leadership Training Program." In their research, Rosser, Stedman, Elbert, and Rutherford sought to answer the question concerning the effectiveness of a capstone experience in leadership education. The high school students related their leadership enrichment to a planned and ccompleted an experience project.

Ward, DiPaolo, and Popson conduct their research with college-level students. "College Student Leaders: Meet the Alpha Female" provides insight into the development of leadership skills by a specific group. Using a qualitative research paradigm, the researchers identified themes, including a strong family structure, which impact the emergence of female leaders. The researchers suggest possibilities for educational enrichment and opportunities for further research.

The collegiate environment is again connected to leadership development in the study conducted by Ewing, Bruce, and Ricketts. "Effective Leadership Development for Undergraduates: How Important is Active Participation in Collegiate Organizations" looks at the co-curricular environment of post-secondary education in the United States. The authors acknowledge the historic use of college clubs and sought further affirmation that clubs reinforce leadership development. Interesting results indicated that approximately ½ of the respondents reported club participation with ¼ in leadership positions. The findings of this study can be used to further refine leadership enrichment found within college and university co-curricular activities.

Collegiate co-curricular involvement was the context for "Predicting the Individual Values of the Social Change Model of Leadership Development: The Role of college Students' Leadership and Involvement Experiences." Haber and Komives studied the effect of formal leadership roles on college students' social responsibility. The authors analyzed data from an extensive undergraduate sample to ascertain the impact of various activities. The results provide significant findings to support involvement in student organizations as a part of the undergraduate experience.

Sessa, Matos, and Hopkins move from the broad experience of a college student to a particular college course. In their research article, "Evaluating a College Leadership Course: What do Students Learn in a Leadership Course with a Service-Learning Component and How Deeply do They Learn it?" their authors studied a collegiate freshman course. As a result of their research, they conclude that service learning is an effective learning method for student leadership development.

Another collegiate teaching method is studied in relation to leadership education. Nicole Stedman investigated the role of critical thinking in leadership classrooms. "Casting the Net of Critical Thinking: A Look into the Collegiate Leadership Classroom" documents how different variables related to critical thinking success. No differences in dependent variables were discovered in relation to innovativeness, cognitive maturity, and engagement. The author discusses how these findings impact development of collegiate leadership courses.

Falls, Jara, and Sever research collegiate doctoral students to ascertain how experiential workshops relate to leadership of organizations. "Experiential Workshop with Educational Leadership Doctoral Students: Managing Affective Reactions to Organizational Change" documents the use of a particular educational method in leadership development of a particular student group. The researchers study how students view change in relation to their cultural background.

Kristina Ricketts moves beyond the traditional classroom to the community classroom in her article titled, "Studying Leadership within Successful Rural communities in a Southeastern State – A Qualitative Analysis." The author chose to study communities that have positive factors and investigate the impact of leaders. Among several factors, she reports that leaders with strong service commitment, high moral value, and a sense of community contributed to the positive development of rural society.

An additional community-based leadership education experience was researched by Kenneth Jones. In his study titled, "Influences of Youth Leadership Within a Community-Based Context," Jones documents the impact of civic engagement and use of adult volunteers working with youth in various activities. The results of this partnership yielded several positive results including positive relations with adults and understanding of decision-making within the community.

The global incorporation of leadership education is viewed in the study by Abu-Tineh, Khasawneh, and Omary. These researchers studied leadership of school principals in Jordan with documentation found in "Kouzes and Posner's Transformational Leadership Model in Practice: The Case of Jordanian Schools." The Jordanian school principals present a moderate Kouzes and Posner leadership practice. An interesting result displays no difference among the experience level of teachers in their perceptions of the dimensions of the model.