

From the Guest Editors' Clipboard

In the spring of 2006, The Journal of Leadership Education announced a call for submissions for a special issue on *Best Practices in Teaching Leadership*. Submissions in the article category of "Application Brief" were solicited. Application Briefs provide for a shorter, to the point discussion of a project, program, practice, or tool with consideration of the principles/theory and why it is effective. The recommended maximum manuscript length was 3,000 words excluding references and appendices.

This special issue is intended to foster the dissemination of high quality teaching activities, approaches and programs in leadership. For this special issue, the editors sought submissions from thinkers willing to share innovative strategies for teaching leadership concepts in the college classroom or in the community setting.

Manuscripts were reviewed by the guest editors to ensure thematic fit and then blind peer-reviewed. Acceptance rates are calculated for each issue of JOLE. Eight articles were selected for publication in this special issue of JOLE with an acceptance rate for this issue of 28%.

Special thanks to the reviewers for this issue of JOLE. Your time and commitment to leadership education and the peer-review process is appreciated.

- Beth Flynn
- Carrie Fritz
- Chet Bowling
- Chris Morgan
- Cindy Bigger
- David Jones
- Elizabeth Bolton
- Fred Rohs
- Garee Earnest
- Hannah Carter
- Jeff Miller
- Jim Mahone
- Johanna Adams
- John Ricketts
- Ken Culp
- Laurie Thorp
- Lori Moore
- Louann Waldner
- Manda Rosser
- Marianne Lorensen
- Martha Nall
- Mitch Owen

- Nancy Huber
- Nicole Stedman
- Renee Daugherty
- Robin Orr
- Susan Komives
- Tracy Hoover
- Wanda Sykes

Respectfully submitted, William Weeks and Penny Pennington, Guest Editors

Dramaturgical Teaching in the Leadership Classroom: Taking Experiential Learning to the Next Level

Our lead article details an innovative approach to teaching leadership in the classroom. Barbuto describes the theoretical basis of dramaturgical teaching, as well as how to apply a dramaturgical pedagogy in leadership education coursework. Broad recommendations for implementing a dramaturgical teaching pedagogy are included in addition to specific application to an advanced undergraduate leadership course.

Teaching Leadership to First-Year Students in a Learning Community

First-year college students participating in Nahavandi's leadership course are also enrolled in an early American history class. Participation in the history-leadership learning community provides synergistic opportunities and is appropriate for students from a variety of majors. Integrating the two courses has positively impacted both learning and retention.

Team Building and Problem-Based Learning in the Leadership Classroom: Findings from a Two-Year Study

Barbour shares a two-year study examining team leadership in the graduate classroom. The role of both the student and the instructor is explored as they relate to developing students as team leaders through problem-based learning. Conclusions focus on transferring skills developed in the classroom to a real-world setting.

Impacting Social Change through Service Learning in an Introductory Leadership Course

Both the relational leadership and social change models direct Seemiller's introductory leadership course. A semester long social change project serves as the foundation for the course and provides context for the application of leadership topics studied in the classroom. Ideally, future impacts include students who are better prepared to serve as social change agents.

Design and Implementation of an Interdisciplinary Leadership Studies Minor at an Historically Black, Liberal Arts College

White details an interdisciplinary leadership studies minor developed in 2000 at Morehouse College. Program objectives for the 15 hour curriculum were developed with an emphasis on ethical leadership as it applies to society. The relationship to the college's educational outcomes is described in detail, as well as each of the core courses.

Pirates and Power: What Captain Jack Sparrow, His Friends, and His Foes can Teach Us about Power Bases

Williams builds on a growing interest in using multimedia to introduce leadership topics. The article explores the world of Captain Jack Sparrow as it relates to leadership and power providing leadership educators a novel approach to teaching power bases in the leadership classroom. The lesson is designed to involve students in the learning process and provide opportunity for deeper learning.

Using a Comprehensive Leadership Framework as a Scholarship and Teaching Tool

Boyce moves us from the college classroom to a community setting to share a leadership education framework utilized to balance theory and practice. The framework consists of six major leadership components and is easily modified to include current scholarship in each of the areas without restructuring the core framework. The tool is appropriate for developing both leadership programs and activities.

Legacy Leadership Institutes: Strengthening Leadership for Community Involvement in 50+ Adults

The Legacy Leadership Institute utilizes both a classroom and field placement phase to develop volunteers' leadership competencies as they specifically relate to non-positional roles. The Institute serves adults over 50. Manning, Wilson, and Harlow-Rosentraub describe the Institute goals and learning objectives as well as provide results to date for 94 participants.