From the Editor's Clipboard

The rigor and discovery of new theory in leadership education continues to evolve. The submissions to the journal have increased with each issue and the Editorial Board carefully deliberates and evaluates submissions with dedication and scholarship. It is exciting to watch the evolution of the Journal of Leadership Education continue its development with each issue.

For this editorial I contemplate one commonality – the *intentionality of leadership education*. As editor, I reflect on the reoccurring comments made about the scholarship of leadership education. Often I hear "I am a leader and never took a leadership education course." I imagine that you have heard a similar declaration. As leadership educators, we should continue to ponder that statement and continue to study the phenomenon of intentionally planned leadership education. How much better could our leaders be if they had *intentional preparation* for their leadership positions, decisions, and outcomes?

When we prepared this issue, southern Texas was engaged in a rare winter ice storm. The preparation for this weather-related situation was extraordinary. We began to hear about possible ice five days previous to the storm. People collected groceries, insulated their pipes, arranged for outdoor animal care, and planned institutional closures. Southern Texans are not prepared for ice and, therefore, made plans once the possibility of ice was mentioned. Just think of that – FIVE DAYS of preparation for something that was a prediction. (p.s. there was never any ice…..)

Here is my related leadership education question: how much preparation do leaders make for a prediction of something that may happen? We may spot some preparation as positional leaders contract speech writers for their important announcements. But what preparation do leaders make for things that may or may not occur? Do leaders prepare for potential adversity? Do they seek advice for different scenarios? Do they look back on similar events to pull from their past experiences? Or do they seek knowledge they have gained from intentional leadership education? As leadership education scholars, we may want to develop a scholarly investigation as to how leaders prepare for their eventual decisions.

Leadership education scholars are able to provide the theory and knowledge that fills the preparatory tool kits for leaders facing everyday or extraordinary decisions. The development of new theories and models are powerful supplies for leaders faced with ever-changing global interactions.

Leaders and weather make an interesting comparison. A tornado can strike in seconds with hit and miss destruction but an ice storm develops over time, arrives slowly, and is able to obliterate the energy of a total community. Using that analogy, it is imperative that leadership education research and discovery continue to grow in order to provide leaders with a fully-charged battery of experience for instantaneous or calculated leadership decisions.

The Journal of Leadership Education 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 45%.

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. 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.

Respectfully submitted, Christine D. Townsend, Editor

Accepted Theory Features

The Journal of Leadership Education enables scholars to enhance the theory of leadership education through the creation of new theories. One such theory feature, Student Leadership Programming Model Revisited, authored by Trent A. Engbers, updates a theory of leadership education created in 1989. In his article, Engbers presents a theory that suggests an inclusive model of leadership education. He presents a model that utilizes individual and group functions in a campus environment.

Nathan Harter continued the development of leadership education theory in his paper titled Recovering the Philosophical Anthropology of Max Scheler for Leadership Studies. Like Engbers, Harter looked at an early philosophical anthropological leadership model and transforms it into a modern leadership theory. This manuscript offers readers a unique look at persons who are considered role models and, therefore, are considered exemplary people.

Accepted Research Features

Matthew Antos and Thomas H. Bruening reviewed Kirkpatrick's Evaluation Model in their paper, <u>A Model Hypothesizing the Effect of Leadership Style on the Transfer of Training</u>. Through their thorough investigation, the researchers investigated how evaluation affected transfer of training. The authors proposed that training may be impacted by a manager's degree of transformational leadership.

Black, Meetzler, and Waldrum continued the theme of outcomes and evaluation of leadership education programs and reported results in the article, <u>That Program Really Helped Me: Using Focus Group Research to Measure the Outcomes of Two Statewide Leadership Programs</u>. The researchers utilized the qualitative research paradigm to document outcomes of two leadership programs. The use of over 10 years of graduates' responses generated results that suggest leadership program results rest within the individual based on their individual, organizational, and community orientations.

In the manuscript, <u>A Study of Founders of Community Based Nonprofit Organizations: Implications for Extension Leadership Educators</u>, Elizabeth Bolton and Lynda Spence discuss motives and experiences of founders of community based nonprofit organizations. They discovered that people who create community organizations are influenced by their early experiences and clearly perceive themselves as leaders. They propose that communities may utilize these findings to discover emerging leaders to develop non-profit society needs.

Bruce, Webster, and Sinasky, investigated leadership practices within a specific non-profit organization. For their paper, <u>Leadership Practices Employed by 4-H Youth Development Educators in a Northeast State</u>, they utilized the quantitative research paradigm to gather "Multifactor Leadership (MLQ)" data for personnel who work specifically with youth leadership programs. Their results indicated that those who work with youth in this specific program were ofter transformational in their leadership orientation. However, they discovered that these youth leaders did not report wide usage for visioning and other critical transformational activities.

James J. Connors, Jonathan J. Velez, and Benjamin G. Swan investigated and reported <u>Leadership Characteristics of Outstanding Seniors in a Land-Grant University College of Agriculture</u>. In their study and resulting paper, the researchers reported that these specific college outstanding college seniors had significant leadership development experiences in FFA and 4-H while in high

school. In addition, the outstanding college seniors continued to participate in leadership activities within and outside of the College of Food, Agricultural, and Environmental Sciences. The study concluded that these outstanding seniors used their leadership to the benefit of the organizations.

In the manuscript, Contributions to the Development of State FFA Officers, Hoover and Bruce investigated one youth leadership program that was conducted through a state officer system. They looked at the long term outcomes of officers from a 20 year span. They determined that being an leadership officer at the state level did create positive leadership development, personal growth, and a heightened level of community awareness.

Kaufman and Rudd reviewed multiple studies to develop the manuscript, Rural Leadership Development: A Synthesis of Research. They determined that only 15 relevant research articles in the past 10 years and that the publications lacked adequate saturation of research. The researchers posed that the effectiveness of rural leadership development is severely threatened by this lack of published research.

Lori Moore and Justin Patten are authors of two research manuscripts for this issue of JOLE. The first paper, Building Confidence in Agricultural Leaders, examined differences in the confidence level of graduates of an adult leadership program. Their results indicated that graduate did gain confidence in technical awareness, networking, leadership, communication, professional development, and the legislative process.

In the second Moore and Patten paper, Leadership Idaho Agriculture: An Examination of Graduates' Perceptions, the participants of an adult state leadership program reported that participants rated communication skills as the most frequently used skills and public speaking skills as the least frequently used skills emphasized within the program. In addition, participants perceived the program to have an impact in their career and their ability to set new goals in their careers. Participants suggested inclusion of content related to conducting business meetings and conflict management.
Research

Stedman, Rutherford, and Roberts investigated the incorporation of leadership feedback as a feature of a collegiate student experience. In their paper, Does Providing Feedback to Student Reflections Impact the Development of Their Leadership Competence?" the researchers investigated collegiate internships and the enhancement of leadership outcomes through the use of feedback. Results of

the study did not yield statistically significant differences between the students with directed feedback but did demonstrate observable differences in the mean scores. Replication of this study is recommended utilizing quantitative and qualitative measures to further understand how guided feedback within a specific project would affect leadership development.

Judith A. Villard and Garee W. Earnest investigated the relationship of those in a job context and their supervisors' "emotional intelligence." In the manuscript, Relationship between Job Satisfaction of County Extension Staff and the Level of Emotional Intelligence of County Extension Directors, the researchers reported that there is not a significant relationship between emotional intelligence of unit directors and job satisfaction of staff. However, they did report some correlations between job satisfaction and selected demographic characteristics.