

From the Editor's Clipboard

Winter, 2007, Volume 6 Number 1

The *Journal of Leadership Education (JOLE)* was published only 1 time during the 2007 calendar year. Therefore, this issue – Winter, 2007, Volume 6, Number 1 – is the only *JOLE* published for 2007. Although only 1 edition of *JOLE* was completed in 2007, it is an excellent volume of peer-reviewed scholarly manuscripts that to add to the body of knowledge in leadership education.

As *JOLE* becomes more visible, our segmentation within the leadership research community becomes more critical. *JOLE* continues to solicit manuscripts that blend the theory of and practices in leadership AND education. *JOLE* is committed to its original mission of providing educators with theory-based and/or results-oriented manuscripts that enhance the emerging discipline of leadership education. To continue the advancement of *JOLE* into the scholarly community, it is critical for authors to review previous *JOLE* publications to build their theoretical base or background for applied briefs.

Broadening the JOLE Audience -- In addition to being familiar with previous *JOLE* publications and results, authors are encouraged to consider a broad readership. Readers are interested in advances in leadership education theory that compatible with multiple contexts. Therefore, authors are encouraged to title manuscripts that appeal to a broad audience of leadership educators. This suggestion to authors is not intended to dilute any research results. Rather, it is a reminder that, as the readership of *JOLE* increases, it is important that authors relate to a variety of contexts while still defining their particular arena for theory, research findings, or applications. When a prospective reader sees the *JOLE* Table of Contents, they should see titles and manuscripts that connect with a variety of contextual applications.

Call for Commentaries – One of the categories that is not a typical submission is that of a “commentary.” As noted in the *JOLE* guidelines, “the Commentary category provides the opportunity for all, ... (to share) an opinion related to leadership education. A commentary may be a response to a previous article and/or may be intended to promote debate. The recommended maximum length is 3,000 words. It is reviewed by the editor.”

For scholarly purposes, manuscripts published in this category are not reviewed by *JOLE* Editorial Review Board. However, the content of *JOLE* can be enhanced by scholars who pose questions, offer opinions, and challenge

leadership education practices. The *JOLE* editor reviews commentaries to ensure contribution to the mission of the journal. Authors may submit commentary manuscripts through the usual process: email a Microsoft Word Document with APA format to leader@tamu.edu.

Acceptance Rate -- The manuscript acceptance rate for this issue is 42%. Acceptance rates are calculated for each issue and vary depending on the number of submissions. The Journal of Leadership Education continues to strive for excellence in manuscript review and acceptance.

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.fshu.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

John Pijanowski developed a theoretical basis for incorporating ethics into leadership education. He identifies his theory in the manuscript titled Defining Moral Leadership in Graduate Schools of Education. The author poses that an increase of ethics studies in leadership education may have been a result of several external factors including accreditation activities. His manuscript provides a broad review of ethics as subject matter content as well as the case for including ethics in pre-professional and professional curricula.

Paul Arsenault proposes a theoretical model for developing a university level leadership seminar. In A Case Study of a University Leadership Seminar he presents his theory used to develop the seminar objectives, shares the curriculum content, and offers suggestions for future adaptations. This manuscript provides another essential component to creating the theory in support of successful leadership education program development.

Ernest L. Stech, theorizes three leadership paradigms in his manuscript Leadership Prescription Paradigms. He poses that the empirical, biographical, and ideological paradigms are critical to leadership educators in development of

leadership education program objectives and assessments. This manuscript presents a scholarly view of the definition of leadership best practices.

Accepted Research Features

Blackwell, Cummins, Townsend, and Cummings studied a specialized one-semester collegiate leadership class. In their manuscript, Assessing Perceived Student Leadership Skill Development in an Academic Leadership Development Program, they found that participants perceived enhancement of four leadership outcomes for the course. The educators sought to improve “practical and adaptive skills (that) constitute(d) leadership qualities found in several notable studies and related literature.” The participating students perceived improvement in problem definition, discovery of research alternatives, delegation/teamwork, and achievable challenges.

Bruce and Ricketts explored a youth organization’s specialized activity to develop educational recommendations for a particular leadership experience. In this study, the youth organization utilized a nominating committee for selection of national officers. The Evaluation of the National FFA Nominating Committee Training provides readers a results-oriented study that provides suggestions on leadership education in a specialized context. An example of their findings suggests that training objectives include purposeful development of group norms. Further reading provides additional suggestions for contextual leadership education best practices.

Christine Wetherholt Cugliari and Garee W. Earnest studied rural community leadership. In their manuscript, Philanthropy: A Leader’s Role in Community, they document that community leaders create a vision for the community and enhancement for philanthropic activity. This manuscript’s contribution to leadership education is critical in that leadership educators are presented best practices that may be transferred to additional contexts. For example, the authors found leaders must gain trust of constituents and build a vision that helps participants feel a part of “something larger than themselves.”

Susan Beck-Frazier, Larry Nash White, and Cheryl McFadden explored two major questions: What do college deans self-identify as their prominent leadership behavior and to what extent do deans use multiple leadership behaviors? In their manuscript Perceived Differences of Leadership Behaviors of Deans of Education: A Selected Study they discussed how leading a college necessitates the acceptance of multiple leadership perspectives. In addition, the researchers concluded that political framing may be important in a dean’s skills in

dealing with issues and needs found in higher education. The study was placed within a university setting but readers will find many commonalities with other contexts – especially those in non-profit organizational settings.

McCormick and Tanguma studied Bandura's self-efficacy model relating to leadership education. Their paper The Constraining Effect of Pre-Training Leadership Self-Efficacy Beliefs on Change in Post-Training Leadership Self-Efficacy Beliefs identifies that leadership self-efficacy may relate to pre-training self-efficacy regardless of whether a student enrolled in a leadership course or a psychology course. The concept of leadership self-efficacy is one that may have a dramatic impact on the development of leadership education courses and programs.

Horstmeier and Nall are represented in two Research Features that study American rural youth and their connection to community leadership. The manuscript, Rural FFA Leadership: Understanding Members' Role and the Context of Chapter Activities utilized a select and purposive group in qualitative interviews to ascertain how youth in a leadership organization understand their community and potential impact. The other manuscript, Youth Leadership Development: A National Analysis of FFA Member Role and Activity Context utilized a quantitative questionnaire to identify how activities performed within their youth chapter (club) prepared them to be productive citizens. The researchers found that particular youth leadership activities did assist youth leaders in understanding themselves and interacting with others within the community.

John Ricketts, Kerry Priest, and Ben Lastly conducted a research study of high school students' leadership development as a result of a leadership workshop. The manuscript, Student Leadership Practices of Georgia FFA Success Conference Participants documents the results of the students' perception of their leadership best practices according to the *Student Leadership Practices Inventory* (LPI). The researchers found that following the leadership conference the students were not in the highest normative group according to earlier data collected by Kouzes and Posner. Conclusions by the researchers offer insight into how the development and execution of leadership conferences may enhance the participants' leadership practices.

Donna Scheffert, discovered that the duration of leadership programs had consistent improvement in leadership skill and knowledge. In Community Leadership: What does it take to see Results? she studied participants in community leadership programs. She reported that although leadership skills

were enhanced with duration, desire to attain leadership positions were not related to the length of the program. Leadership educators reviewing this study have the opportunity to evaluate a contextual application that aspires to improve leadership skills as well as increase desire for leadership positions.

Nicole Stedman and Anthony Andenoro sought to enhance leadership education by linking thinking and emotions. They studied college leadership students and their results are presented in the manuscript, Identification of Relationships Between Emotional Intelligence Skill and Critical Thinking Disposition in Undergraduate Leadership Students. The researchers concluded that as students engage in emotional intelligence, critical thinking skills improve and leadership best practices are enhanced.

Pennington-Weeks and Kelsey explored team process in a university leadership class environment in their article entitled, Student Project Teams: Understanding Team Process through an Examination of Leadership Practices and Team Culture. Using a mixed-method research methodology, they identified the organizational cultures that exist within teams. In addition, they accounted for the leadership perceptions that are found within teams and provide several suggestions to instructors to enhance team performance.

Accepted Application Briefs

Brent J. Goertzen and Chapman Rackaway discuss an in-class simulation exercise that is specific to one context (social security reform). In Social Security: A Pending Crisis -- A Leadership and Politics Debate, the authors combined a Political Science course in Interest Groups and Lobbying with an Ethics in Leadership course. They provide the objectives for the simulation as well as outcomes and suggestions for future improvement. The manuscript provides the reader with a suggestion for how leadership can be simulated within a classroom.

Respectfully submitted, Christine D. Townsend, Editor