

From the Editor's Clipboard

“Lights, Camera, Action!” We’ve all heard anecdotes of film directors shouting these words to motivate their crews in shooting the perfect movie scene. Although leaders do not shout out “lights, camera, action,” they do influence groups to accomplish tasks. This issue of JOLE contains several manuscripts that describe how leadership educators motivate groups to complete an objective. Whether a teacher in a classroom, a facilitator of training, or a researcher creating theory, the authors in this issue present several plans for successful leadership education.

Maybe leadership is like a movie... Successful leaders articulate an organization’s vision – just like a movie director expresses a script. And, just as a movie director moves a script from words on paper to visual images, leaders transform vision into action. Perhaps the leadership/movie analogy can be extended even farther. The film genre is not dominated by one successful formula. In fact, viewers seek out comedies, tragedies, documentaries, animations, full-length and short features. So, film directors exist to produce very different products. They labor hard to match their work to the audience they seek to entertain or inform. Leaders also find themselves serving different audiences and accomplishing extremely diverse tasks. Leaders are faced with both critical and long-term projects. Some leaders motivate individuals to accept danger as a part of their tasks while other leaders encourage people to remain tenacious and unwavering in expression of a long-term vision. It appears leaders can learn much from the ever-evolving film industry: maintain focus but be ready to change for a purposive audience. Lights, camera, action – leaders at work – what is their history; what is their future?

JOLE is a repository for the past and the future. The theory of leadership education is still relatively young and exciting. In the literary world, “volume 2” is considered a very young document. JOLE will continue to grow and develop just as an infant does. As we look toward the future, the Journal of Leadership Education seeks to accumulate the best and most intriguing studies and reports that provide answers to the question, “what are the paramount techniques needed to create successful leadership education?”

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. Both Research Features and Application Brief documents were closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership. This issue of JOLE supports leadership scholars in their quest for successful leadership education.

Respectfully submitted,

Christine Townsend, Editor

Continuing Education Needs of Leadership Program Alumni

Susan Fritz, Susan Williams, and John Barbuto disseminate an assessment identifying the leadership education needs of leadership program alumni. Training needs identified involved creating a vision, inspiring others, finding the right people, and influencing others. Readers will also find the methodology of this piece stimulating. The focus group techniques used is an important research tool for leadership educators seeking answers to intimate questions relating to program outcomes.

Supervisory Options for Instructional Leaders in Education

Authors Carrie Fritz and Greg Miller look to the world of education in testing a supervisory model. As a part of their management activities, instructional leaders supervise teachers of all levels of experience. Teacher supervision can become complicated since the teacher's clientele – students – do not remain constant. The authors propose a model that can be used to accommodate varying circumstances.

Leadership Studies and Liberal Education

In this manuscript, Robert Colvin presents leadership studies as an integrating discipline in undergraduate liberal education curricula. He argues that, since one mission for liberal educators is to prepare students for citizenship, then, a symbiotic relationship between liberal education and leadership studies is a natural event. He also proposes that the knowledge, attitudes, and skills necessary for effective leadership are closely aligned with learning outcomes of many college courses of study.

Reel Leadership: Hollywood Takes the Leadership Challenge

Graham, Sincoff, Baker, and Ackermann create an exciting and useful leadership education teaching tool in their article. Just like Dorothy and Toto, in the movie *Wizard of Oz*, leadership educators embark on new classroom ventures all the time. This manuscript uses Kouzes and Posner's *The Leadership Challenge* as a template for teaching leadership theory through movies. The authors present teaching ideas that work with "students of leadership in any setting."

Study Abroad: A Powerful New Approach to Developing Leadership Capacities

Garee Earnest reasons that leadership skills can be learned in a focused study-abroad program. Not only do leaders need to experience the global arena, they need to incorporate attitudes of change into their leadership tool kit. This manuscript describes a successful program that creates contemporary classrooms from diverse international venues.