

## **From the Editor's Clipboard**

How effective are leadership education programs? At times this question haunts leadership educators as they struggle to validate training activities to sponsors. But, in fact, as the leadership education discipline matures, research findings indicate that, not only do leadership education programs work, they are very important to the success of organizations.

The popular press supports the inclusion of leadership skills such as communication, people skills, and problem solving. A USA Today reporter indicated that employers from numerous fields seek college graduates with these skills (Coplin, Bill. USA Today, June 10, 2004, page 15A). But, he found that many college graduates, although well schooled in knowledge, lack these important "soft skills" sought by employers. Articles such as Coplin's help notify the public that leadership education programs are necessary and critical to success in obtaining employment.

However, leadership educators cannot rely on the popular press to support and justify their programs. Conversations often contain information about failed programs, short term attempts, and misunderstandings about the goals, outcomes, and expectations of leadership education programs. Therefore, research and discovery are critical to the sustenance of all types of leadership education programs. Regardless of their context, it is important for leadership educators to initiate the analysis of programs, clientele, and leadership theory.

The manuscripts in this issue of the Journal of Leadership Education provide the theoretical frameworks for continued empirical insight into the success and management of leadership education programs. The researchers show, in their conclusions, that development of leadership skills and enhancement of human capital increase a community's or organization's yield.

The Journal of Leadership Education continues to strive for excellence in manuscript reviews and acceptance. For this issue, an initial acceptance rate of 38% was discovered with 8 submissions and 3 initially accepted manuscripts. Revisions, as suggested by the review board, were received on four other manuscripts for inclusion in this issue.

Respectfully submitted,

Christine Townsend, Texas A & M University.

### **Accepted Theoretical Feature**

#### **Volunteer Administration: Theoretical Dimensions of the Discipline**

Nicole L. P. Stedman and Rick Rudd looked at volunteers to assess needed processes for success. Their research findings supported development of leadership training programs that incorporate seven identified competencies.

### **Accepted Research Features**

#### **Out of School Programming: Assessing the Impact on Asset Development in Young People**

Leadership programming for young people should be planned experiences. Jill Walahoski and Kathleen Lodl investigated school-age youth development programs and their impact on youth development. Their findings indicated that programs are important and should be targeted to match the needs of the participants.

#### **Return on Investment (ROI): Calculating the Monetary Return of a Leadership Development Program**

Frederick R. Rohs began an important stream of investigations with his study of how leadership programs enhance an organization's profits. His results indicated that leadership development programs do positively effect an organization's financial situation.

#### **Transformational Leader as a Person-Centered Communicator: Empirical Findings and Observations for Leadership Educators**

C. B. Crawford and C. Sue Strohkirch authored a manuscript outlining the relationship of transformational leadership skills with cognitive differentiation and persuasive skills. In both cases, the higher their cognitive and persuasive skills, the more transformational a leader is.

### **Accepted Application Briefs**

#### **Perceptions of Leadership Skills as an Indicator of a Community's Social Capital**

Elizabeth B. Bolton studied two different community-oriented groups. Members of the selected groups did not have a conceptual sense of each others' leadership capacity. Therefore, she suggested that community groups develop formal interaction activities in order to enhance a community's development opportunities.

#### **Prescriptive Leadership Development**

Mickael Z. Hackman, Amy M. Kirlin, and Janice L. Tharp authored a brief that outlined an undergraduate leadership development program. The students that

completed the program received instruction and application in leadership theory and skills, community service, and mentoring.

### **The Use of a Citizen Leader Model for Teaching Strategic Leadership**

Christine A. Langone presented a brief that described how volunteerism and service learning impacts an undergraduate's leadership development. Her model showed a teaching strategy for enhancing leadership skills that are initiated in volunteerism and service learning.