

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

The Dean asked me the other day if I would implement what I teach. He wondered if leadership educators could actually be leaders. I pondered his question and decided, yes, leadership educators can implement what we teach. In fact, if we are provided leadership education opportunities, we would enhance our own leadership skills just as we enhance the skills of our students.

My reflection brought to mind a dilemma – how many leadership educators take the time to participate in further study, educational programs, and in-service opportunities? I do not have any research to back my thesis but it appears that leadership educators, as a group, work very hard in the classroom and take great responsibility to create successful learning environments. But, I wonder..... do we stop and retool ourselves? To celebrate the publication of the Winter, 2004 issue of the *Journal of Leadership Education*, let's make a resolution to take a short break from the classroom and enter into some educational journeys of our own.

I know I am lucky because I get to hang around a great group of leadership educators. We meet every week to talk about leadership issues, teaching experiences, and research agendas. Without hesitation, we agree that our short one hour conversation is one of our best hours of the week. We call ourselves a Leadership Learning Community because we really do learn from each other.

Maybe you are thinking, great for you but I am not so lucky. I am all by myself. Where can I find a Leadership Learning Community? Maybe it is located within your calendar. Take a look: can you factor in some time for a conference? How about getting out of the office and attending a free meeting on campus that addresses issues relevant to leadership? Perhaps your civic association has a program that can revitalize your classroom presentation. Look around, they are out there. People feel the crisis of leadership all the time. Converse with them – no telling what you may learn.

Bottom line: make 2005 the year we do what we say. Update, reflect, and rejuvenate. As you peruse this issue of the *Journal of Leadership Education*, I hope you will find one idea for a new exciting project or lesson.

The *Journal of Leadership Education* continues to strive for excellence in manuscript reviews 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 43%.

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 Feature, Research Features and Application Briefs

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 D. Townsend, Editor

## **Accepted Theoretical Feature**

### **The Relationship of Gender and Organizational Setting to Transformational and Transactional Leadership Skills of Selected College Student Leaders**

How will the new generations lead? Rosenbusch and Townsend investigated this question by asking members of Generation X about their transformational and transactional leadership attributes. Although described as very different from preceding generations (Baby Boomers and Veterans), the results of this study indicated that Generation X members retained the same transformational and transactional leadership behaviors as their elders.

## **Accepted Research Features**

### **The Impact of Character Education Curricula on Youth Educators**

Character education programs have a significant impact on groups. Harms, Fritz, and Rockwell explored how teachers and extension faculty members implemented what they learned in their various character education programs. The researchers found a clear link with character education and how the participants considered other peoples' feelings and resolved conflict. Their results have a potential impact for what leadership educators include in their curricula.

## **Accepted Application Briefs**

### **A Multifaceted Approach to Leadership Education: CUNY's Institute for Virtual Enterprise**

In their paper, Borgese, Deutsch, and Winkler described a program to implement a leadership education program for diverse student populations. Their experiences at Kingsborough Community College, City University of New York documented how they created and executed a first-year leadership program. This article provides an insight into the successes of teaching students from different backgrounds.

### **Reel Leadership II: Getting Emotional at the Movies**

This manuscript provides a new look at using popular film to educate students about leadership and Emotional Intelligence. Graham, Ackermann, and Maxwell described the components of Emotional Intelligence and linked these components

to various popular movies. They provided leadership educators with a great reference for how to teach Emotional Intelligence as a part of leadership studies.

### **Modeling Service Learning for Future Leaders of Youth Organizations**

References to Service Learning continue to develop so this manuscript is a timely publication. It provides assistance to those incorporating Service Learning as a part of a youth leadership program. Hoover and Webster studied college students who used guided reflection and other components of Service Learning as a part of an experiential learning strategy.

### **Women and Negotiations: Unveiling Some Secrets to Success**

Women and men negotiate differently – or more commonly, women do not negotiate. Tack and McNutt document the literature describing negotiation from a gender perspective and encourage leadership educators to incorporate negotiation strategies into their courses.