From the Editor's Clipboard
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Looking Back While Facing Forward

One of our favorite things on TV each December is the "Year End Review," montages aired by the various networks. The year 2010 brings with it two milestones for us: we have just embarked on the 21st century's second decade and this year marks the 20th anniversary of the Association of Leadership Educators. Perhaps we should conduct our own "Decade End Review." However, it is not enough to just look back, we have to truly reflect on what happened and the implications for us as leadership educators. To do that, we need to answer three questions: What happened? So what? and Now what?

What Happened?

Many would agree that even though there is not yet a consensus on what to call the first decade of the new millennium , it was a decade full of events most will never forget. From the anthrax scare and the September 11th terrorist attacks that riveted the nation in 2001, to Hurricane Katrina in 2005 and the execution of Suddam Hussein in 2006, to the worldwide outbreak of Influenza virus H1N1 and the conviction of Bernie Madoff for felonies related to the largest Ponzi scheme in history in 2009, the first decade of the 21st century had numerous significant events that in any other decade might have defined the decade. Yet, they all occurred within the last ten years. And let us not forget the first issue of the Journal of Leadership Education that was published in 2002.

So What?

What have the major events of the past decade meant for us as leadership educators? In truth, there are several lessons that we can learn by critically examining the events of the previous decade:

Lesson #1: "Students" of leadership have changed
Today's leadership students, the next generation of leaders, have very different expectations for their learning than students in previous generations. These students bring with them an entertainment orientation in that they expect everything, including their education, to be entertaining, easy, and fun (Taylor, 2006). They expect their learning to be relevant to their everyday life and they relate well to popular media. For example, television has become an extension of our classroom. The reality TV show *Survivor* debuted in 2000 and is now in its

20th season. Through *Survivor* and other reality shows such as *The Apprentice* and the newly debuted *Undercover Boss*, students can see the impact of leadership decisions and behaviors. According to Taylor (2006), "effective pedagogy with postmodern students requires that students be engaged at all times" (p. 2:52). Multiple articles in this issue of the JOLE address this notion of keeping today's students of leadership engaged in the learning process using mediums they can relate to and find relevance in. One such article is Wisniewski's article that focuses on leadership in the millennial generation. A second article that reflects the fact that our students have changed is the article by Fischer, Overland, and Adams which examines the leadership attitudes and beliefs of 1st year college students.

Lesson #2: The world is more connected than ever
There are conflicting statistics on the actual usage of internet technologies and social networking sites, but what is not in dispute is their effectiveness and popularity with the American public. We've seen how social media such as MySpace, Facebook, LinkedIn, and Twitter can be used to help elect a President. President Barak Obama was the first politician to successfully use social media to generate support for a campaign. But social media has not only been used by politicians. Many companies, such as Dell Computer, have used social media to talk directly to customers about problems and known issues – providing transparency to its service. Social media has also given followers a voice and a way to put pressure on their leaders. As Gifford's article shows, these internet technologies, such as the blogs he studied, offer leadership educators additional technologies to use in the study of leadership.

Lesson #3: The "Hero- leader" myth still persists
The "hero-leader" myth still persists and is well documented by the media. For example, the media was quick to focus attention on U.S. Airways pilot Chesley "Sully" Sullenberger after he successfully ditched the Airbus A320 he was in command of in the Hudson River in 2009, saving the lives of all 155 passengers on board. In doing his job extremely well, Mr. Sullivan was labeled a hero. He was often quick to note that his team worked together to achieve the outcome, but little attention was placed on the other members of the crew. The hero-leader is still an effective way of connecting the pieces of the leadership puzzle. In this issue, Loughman and Finley's article on using Beowulf to teach leadership focus attention on the concept of the hero in the study of leadership in action.

Lesson #4: Leadership is still viewed as the fundamental force behind the success or failure of organizations
The media is quick to label leaders who fail as well. Following the destruction of the space shuttle Columbia, the director of NASA was blamed for the multitude of shortcomings at NASA that led to the disaster. Following Hurricane Katrina,

FEMA director Michael Brown was criticized and shouldered much of the blame for the organization's perceived lack of effectiveness in getting emergency aid to New Orleans. In the last decade, we have witnessed the crumbling of corporate ethics. Every American has in one way or another felt the repercussions of the failure of senior leaders in some of the country's largest industries.

Now What?

Now that we have reflected on the first decade of the millennium, we must begin focusing our efforts and energies on the decade that lies ahead. How can we as leadership educators shape the next decade?

We should learn our lessons from the past and use them to inform, but not determine our future. So how do the leadership lessons shape where we go from here. Perhaps some questions that we as leadership educators might ask in the next decade are:

- What competencies will students of leadership in the coming decade need to be successful? Globally competent? Technologically competent? Socially responsible?
- What competencies will they need to be able to solve issues that we haven't even dreamed of yet?
- What direction should our research take to fill our leadership knowledge gaps? Do we even know what we need to know?
- How do leaders use this highly connected world to become more effective? How do we investigate how to lead people who lead people?

John Scully, former CEO of *Pepsi* and *Apple Computer* noted, "The future belongs to those who see possibilities before they become obvious." May we as leadership educators be on that cutting edge of possibilities, for when needs become obvious, it is often too late.

References

Taylor, M.L. (2006). Generation NeXt: comes to college: 2006 updates and emerging issues. In A *Collection of Papers on Self-Study and Institutional Improvement,* 2, 2:48-2:55. Chicago: The Higher Learning Commission.

The *Journal of Leadership Education* (*JOLE*) 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 56%.

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 peer reviewed and 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,

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Interim Editors

Research Features
Leadership Attitudes and Beliefs of Incoming First Year College Students
Fischer, Overland, and Adams used an ecological leadership model to study first-year college students to determine if gender or ethnic differences play a role in leadership attitudes and beliefs. This research indicates that gender and ethnic differences in perceived leadership ability may exist in incoming first year college students, but more research should be done with different circumstances.

Evaluating a New and Aspiring County Extension Director Leadership Education Program: Determining Outcomes and Needed Improvements
Jayaratne, Owen, and Jones researched a leadership training program for the county Extension director role. The training program was successful in building leadership skills and behaviors for the participants in understanding themselves, building relationships, and managing resources. Findings were also used to improve the training program.

The Effects of Experiential Learning with an Emphasis on Reflective Writing on Deep-Level Processing of Leadership Students
Experiential learning was the main topic of the research done by Moore, Boyd, and Dooley. The researchers examined the reflective writing and journal entries of students in an introductory leadership education class. The findings revealed that reflective writing deepened student learning.

Leadership and the Millennials: Transforming Today's Technological Teens into Tomorrow's Leaders
Wisniewski studied teaching strategies for the Millennials. Through her findings, Wisniewski presents a leadership education model in which young learners succeed in leadership education through active learning in interactive settings.

The Impact of Boys & Girls Club/Keystone Club Participation on Alumni
In this article, Swigert and Boyd examined the leadership and citizenship progress of Boys & Girls Club and Keystone Club alumni. The research found that both of these organizations were effective leadership programs. The researchers recommend that these organizations be even more purposeful in teaching leadership skills.

Citation Structure: An Analysis of the Literature Cited on the *Journal of Leadership Education* from 2002 to 2006
Edgar and Cox attempted to recognize the characteristics of literature cited in the *JOLE*. They found that by identifying cited literature that you could characterize the field of study, define its boundaries, and explain how a discipline is mutually related with other fields of study.

Administrators' Descriptions of Their Leadership Roles in a Precollege Program
Owens describes a precollege program for underprivileged students that is based on leadership roles fulfilled by administrators. These administrators all had a common goal to want to lead, but made their decisions based on their personal experiences rather than a knowledge-based leadership framework. The leaders went above and beyond a normal school relationship which created unique leadership opportunities and challenges. Owens recommends the application of a prescriptive leadership development model to provide administrators with a knowledge-based leadership framework.

Leadership Program Planning: Assessing the Needs and Interests of the Agricultural Community
Kaufman, et al. examined the interests and needs of the agriculture community with regards to leadership programming**.** The study found that there are needs and interests in having a leadership program in the community, but there are many details that the participants could not agree on such as time length of the program. Three outcomes of a leadership program that participants would like to see are knowledge of the changing industry, building relationships across industry sectors, and practical skills.

Antecedents of Emotional Intelligence: An Empirical Study
Barbuto and Story studied the relationship between emotional intelligence, locus of control, and mental boundaries. Their results indicate that organizations should seek out individuals that already possess emotional intelligence due to the substantial variance in experimental results.

Application Briefs

Beowulf and the Teaching of Leadership

Loughman and Finley provide understanding for all professions ranging from management to leadership researchers. The authors describe how charismatic leadership relates to the main character of this epic poem. This relationship deals with both positive and negative attributes of a charismatic leader in today's society. The story of Beowulf can be a valuable tool for leadership education.

A Modern Technology in the Leadership Classroom: Using Blogs for Critical Thinking Development

Blogging comes to the classroom. In this article, Gifford discusses the use of Watson's model of reflection to develop students' critical thinking through the use of modern technology.

Idea Brief

How Literature Informs Notions of Leadership

Eastwood presents an idea of how novels, poems, plays, and short stories can help students understand different aspects of leadership through the characters and situations in the literature. This understanding leads to conversations in which students can contribute their own personal experiences.