

Welcome to the 2015 Special Edition of the *Journal of Leadership Education*.

The focus for this special edition posited the following:

“Education is a process where an individual receives or gives systematic instruction. Learning, however, is not education. Learning involves the action of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences as well as synthesizing different forms of information. Learning is contextual and does not happen all at once. Learning produces change that may be conscious and unconscious. In leadership education organizations, demonstrating accountability for learning is becoming important to curriculum design, course outcomes, and degree outcomes. The mark of an educated leader is demonstrated by what knowledge they possess, their skills and abilities, and their character. As leadership educators, it is imperative that we can demonstrate that leadership learning has occurred.”

Part One of the Special Issue focuses our reading on leaders and their learning – their change. Authors ask us to consider design, leader ontology, epistemology, and collective inquiry through learning leadership.

In an invited article, Moreen Carvan invites us to consider whether or not we are educating and promoting leadership LEARNing in preparation for a VUCA world, where tackling complex, adaptive problems are calling to us on a daily basis. Doctoral candidate, Matthew Grimes, invites us to consider how leadership educators are developing capacity for deep learning in leadership education fostered by knowledge change, behavior change and reflective thinking. In their Idea Brief, Paxton and Van Straten offer practices to promote learning, leadership and innovation through collaborative/collective inquiry. Clegorne and Mastrogiovanni ask readers to consider bridging the humanities and science to change how we design learning of leadership in their Idea Brief. And concluding this first section, Martin, Goulet, Martin, JM, and Owens, present the use of formative assessment as measure of progress in leader development.

Part Two of the Special Issue, we focus on programs that have successfully measuring learning in leadership and ways in which learning in the classroom has been demonstrated through teaching.

Ladhani et al research article, demonstrates a global leadership model through a research paper focused on the FAIMER Institutes from across the globe focused on developing health professions education leadership encompassing over 40 countries. Fields, Thompson, and Hawkins present their finding in studying inculcating servant leadership principles through health profession education. This section closes with three examples of ways to teach and invite learning of leadership concepts. Moore and Bruce offer instructional strategies in teaching leadership in an experience economy paradigm. Zimmerman offers how he created a classroom experience for U.S. students to experience a “culture shock” similar to that experienced by expatriates in foreign cultures.

DeAngelis & Penney close the special issue by providing an overview and insights into their experience running a nine-month, experiential leadership development program.

It has been a pleasure working with the journal staff, the authors, and engaging leadership educators in thinking beyond education and considering how learning and leadership are connected, intimately. I am reminded of John F. Kennedy's words, prepared for a speech he never gave: "Leadership and learning are indispensable to one another."

As we continue to focus the journal on the *learning and practice of leadership*, we invite you to join in *dialogue, evolving discourse, and engagement* about this issue on the JOLE website that will be announced following the publication of the Special Issue. We look forward to our readers joining in as we continue to learn together as a *leadership learning community committed to promoting scholarly practice*.

Kind regards,

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