Leadership, Training, Mentoring, and Instructional Design

The second issue of the Learning and Performance Quarterly (LPQ) is filled with submissions that span a wide scope of interests. After the inaugural issue, the LPQ editorial board was impressed by the number of responses and submissions. A second call for submissions resulted in a variety of contributions and generated new article formats including conceptual/theoretical papers, case studies, research articles, and recent book reviews. Along with the support of my section editors and peer reviewers, we are proud to introduce variety in both the content and style of this publication.

Although, the contributing authors provide ideas and insights from different disciplines, I believe the second issue of the Learning and Performance Quarterly presents an eclectic mix of submissions with a variety of ideas around learning and performance. This issue houses theoretical examples and research models for mentoring, leadership, training and instructional pedagogy. As both the author and avid reader of academic works, I appreciate the interdisciplinary nature of the contributing authors and the resulting pieces in this publication.

I hope this cross-collaborative trend of sharing with our K-12, higher education, student affairs, performance improvement, human resource development and training colleagues continues as the Learning and Performance Quarterly journal evolves. There is great value to stepping outside of our professional silos and engaging with professionals across disciplines. As we continue to share and collaborate, I hope you continue to learn from other researchers and connect to new ideas from the journal.

Happy reading,


Founding Student Editor

LPQuarterly@gmail.com

Facebook: https://www.facebook.com/LPQuarterly
Twitter: http://twitter.com/lpquarterly