

Leadership Matters

Enhance Your Music Program With Effective Student Leadership

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*Leaders are not born. They are made. They are made just like anything else... through hard work.
That's the price we have to pay to achieve that goal or any goal. –Vince Lombardi*

- I. Does Leadership Matter?
- II. What are your Priorities?
- III. Challenges. What are our Options?
- IV. Fears. What are they?
- V. Creating a Student Leadership Program. Is it worth the effort?
- VI. What is Leadership?
- VII. A Principle Centered Curriculum. (See attachments for more details on content.)
 - A. *The Seven Habits of Highly Effective People*, Stephen R. Covey
 - B. *The Eighth Habit: From Effectiveness to Greatness*, Stephen R. Covey
 - C. *The Speed of Trust*, Stephen M. R. Covey
 - D. *Wooden on Leadership*, John Wooden and Steve Jamison
 - E. *The 21 Irrefutable Laws of Leadership*, John C. Maxwell
- VIII. Leadership Symposium Additional Topics:

Peer Teaching	Teamwork
Running a Sectional	Success
Vision and Mission	Gratitude
Motivation	Hierarchy
Goal-Setting	Follower-ship
Service	Discipline
Communication	Musicianship and Artistry

IX. Leadership Resources:

Winning with People, John C. Maxwell
Failing Forward, John C. Maxwell
The 21 Indispensable Qualities of a Leader, John C. Maxwell
Developing the Leader Within You, John C. Maxwell
From Good to Great, Jim Collins
The Art of Possibility, Rosamund and Benjamin Zander
The Conductor as Leader, Ramona Wis
Classic Leadership: A Curriculum, Tim Lautzenheiser
Music Advocacy and Student Leadership, Tim Lautzenheiser
Leadership Success DVD and CD-Rom, Tim Lautzenheiser and Scott Lang
Leadership Travel Guide DVD and book, Scott Lang
Mindset: The New Psychology of Success, Carol Dweck
Daring Greatly, Brené Brown
Guest Speakers, i.e. Principal, Superintendent, Business Leaders
TED Talks, i.e. John Wooden, Benjamin Zander
You

X. Leadership Structure

XI. Selecting Student Leaders (see attachment for sample audition process)

XII. Reflections from a former student

XIII. Questions and Comments

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Leadership Packet Contents

7 Habits of Highly Effective People

21 Irrefutable Laws of Leadership

John Wooden's Pyramid of Success

The Application of Pathos, Ethos and Logos to Leadership by an LHS Band Student Leader

The Trust of Leadership by Matthew Arau

Sample Student Leadership Audition Process

The Seven Habits of Highly Effective People, Stephen R. Covey

Independence

Habit 1: Be Proactive: Change starts from within and highly effective people make the decision to improve their lives through the things that they can influence rather than by simply reacting to external forces. Between stimulus and response, we have the freedom to choose.

Habit 2: Begin with the End in Mind: Develop a principle-centered personal mission statement. Extend the mission statement into short and long-term goals based on personal principles. Determine your destination and plan out the best route.

Habit 3: Put First Things First: Spend time doing what fits into your personal mission.

Things which matter most must never be at the mercy of things which matter least. –Goethe

Interdependence

Habit 4: Think Win/Win: Win/Win is based on the paradigm that one person's success is not achieved at the expense of the success of others. Win/Lose is not viable, because, although I appear to win in a confrontation with you, your feelings, your attitudes toward me and our relationship have been affected.

Habit 5: Seek First to Understand, Then to Be Understood: Effective listening is not simply echoing what the other person has said through the lens of one's own experience. Rather, it is putting oneself in the perspective of the other person, listening empathically for both feeling and meaning.

Habit 6: Synergize: The whole is greater than the sum of its parts. Together we can come up with a solution and/or create with collaboration at a much higher level than we can alone. This is about teamwork and team building.

Habit 7: Sharpen the Saw: Take time out from production to build production capacity through personal renewal of the physical, mental, social/emotional, and spiritual dimensions.

John Wooden's Pyramid of Success

Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable. Only the individual himself can correctly determine his success. You may be able to fool others, but you can never fool yourself. It is impossible to attain perfection but that should be the goal. Less than 100% of your effort toward obtaining your objective is not success, regardless of how many games are won or lost.

Hardwork (industriousness) and Enthusiasm are contagious. A leader who exhibits them will find the organization does too.

Friendship—to make a friend, be a friend. First and foremost, you are their leader, not their buddy.

Loyalty—loyalty will not be gained unless first given.

Cooperation—the sharing of ideas, information, creativity, responsibilities, and tasks.

Self-control—control of your organization begins with control of yourself.

Alertness—the ability to be constantly observing, absorbing and learning from what's going on around you.

Initiative—make a decision, take action; decide what you're going to do and do it.

Intentness—conveys diligence and determination, fortitude and resolve—persistence. An unremitting determination to press on.

Condition—practice moderation and balance in all that you do. Be in good physical, mental and moral condition.

Skill—requires continuous learning and improvement.

Team Spirit—an eagerness to sacrifice personal interests or glory for the welfare of all. "It takes 10 hands to score a basket."

Poise—being true to oneself, not getting rattled, thrown off, or unbalanced regardless of the circumstance or situation.

Confidence—well-founded self-belief: the knowledge that your preparation is complete, that you have done all things possible to ready yourself and your organization for the competition (*or performance*), whatever form it comes in.

Competitive Greatness—A real love for the hard battle, knowing it offers the opportunity to be at your best when your best is required.

Faith and Patience (mortar at the top)—A leader must have patience and faith that things will work out as they should.

The 21 Irrefutable Laws of Leadership, John Maxwell

1. **The Law of the Lid:** Leadership Ability Determines a Person's Level of Effectiveness
2. **The Law of Influence:** The True Measure of Leadership is Influence—Nothing More, Nothing Less

Leadership Proverb: *He who thinks he leads, but has no followers, is only taking a walk.*

3. **The Law of Process:** Leadership Develops Daily, Not in a Day

It is the capacity to develop and improve their skills that distinguishes leaders from their followers.

—Warren Bennis and Burt Nanus

Champions don't become champions in the ring—they are merely recognized there. —John Maxwell

4. **The Law of Navigation:** Anyone can steer the ship, but it takes a leader to chart the course.

5. **The Law of Addition:** Leaders Add Value by Serving Others

Only a life lived in the service of others is worth living. —Albert Einstein

6. **The Law of Solid Ground:** Trust is the Foundation of Leadership
 7. **The Law of Respect:** People Naturally Follow Leaders Stronger Than Themselves
 8. **The Law of Intuition:** Leaders Evaluate Everything with a Leadership Bias:
 9. **The Law of Magnetism:** Who you are is who you attract
 10. **The Law of Connection:** Leaders Touch a Heart Before They Ask for a Hand
 11. **The Law of the Inner Circle:** A Leader's Potential is Determined by Those Closest to Him
 12. **The Law of Empowerment:** Only Secure Leaders Give Power to Others
 13. **The Law of the Picture:** People Do What People See
 14. **The Law of Buy-In:** People Buy into the Leader, Then the Vision
 15. **The Law of Victory:** Leaders Find a Way for the Team to Win
 16. **The Law of the Big Mo:** Momentum is a Leader's Best Friend
- You cannot kindle a fire in any other heart until it is burning within your own.* —Eleanor Doan:
17. **The Law of Priorities:** Leaders Understand that Activity is not Necessarily Accomplishment
 18. **The Law of Sacrifice:** A Leader Must Give Up to Go Up
 19. **The Law of Timing:** When to Lead is as Important as What to Do and Where to Go
 20. **The Law of Explosive Growth:** To add growth, lead followers—to multiply, lead leaders
 21. **The Law of Legacy:** A Leader's Lasting Value is measured by succession

The Trust of Leadership

By Matthew Arau (published in Keynotes in 2007)

Can a high school band function successfully without trust? Can a band have an effective student leadership program if the director does not trust the student leaders? Can an untrusting conductor generate expressive music making from his ensemble?

If the answer to these three questions is an unwavering no, then it is apparent that trust is essential for a successful band student leadership program.

How can trust be established? This article will focus on the importance of trust in the development of a band student leadership program and the process of developing trust.

Leadership without mutual trust is a contradiction in terms.

--Warren Bennis, Author of *On Becoming a Leader*

Building trust between the director and students is essential for positive forward motion. When trust is mutually established, potential for growth is limitless. If trust is not firmly established, the results can be cataclysmic.

Let's look at a band program that operates without trust. The band director does not trust himself. He does not trust the students, because he thinks his students do not respect him. The students do not trust the director because he lacks in character and in competence. The students do not reach to achieve their potential. In fact, the students that stick it out do so in spite of their director and are in "survival mode." The number of students enrolled in band dwindles and eventually the program is cut. This is a self-fulfilling prophecy because the director never trusted that things would work out well in the first place.

Here are some steps towards establishing trust:

- The director needs to be trustworthy. The strongest indicator for the amount of trust that exists in a band program comes from the top. Are you fair? Do you do what you say you are going to do?
- The director needs to demonstrate trust in his students for the students to trust the director. One of the quickest ways to gain trust is to give trust.

Trust men and they will be true to you; treat them greatly and they will show themselves great.

--Ralph Waldo Emerson

- Allowing students to lead begins with trust from the director to the students. The students need to trust the director in order to have the desire to lead for the welfare of the band program. The director must trust the students in order to give them leadership responsibilities. As trust between the students and director goes up, the possibility for growth of the total band program will increase.

Stephen M.R. Covey in his 2006 publication, *The Speed of Trust*, affirms this point when he writes, *The first job of a leader—at work or at home—is to inspire trust. It's to bring out the best in people by entrusting them with meaningful stewardships, and to create an environment in which high-trust interaction inspires creativity and possibility.*

- Student input is extremely valuable when running a band program. When the director truly listens and values what students believe and feel, students' trust and respect for the director go up. When students feel their input will be taken into account, they will feel ownership of the program. Essentially, they will have a vested interest in the process and the results. It is important for students to feel that it is their band.
- Student leaders communicate closely with the band director. This communication helps develop trust and understanding. Communication can occur in informal and formal settings. Students need to know that the director encourages students to share their thoughts with him. Keeping the office door open or being available before and after school invite communication. The director can be proactive by stimulating conversation about needs and a vision for the future of the band program by organizing formal gatherings to discuss issues about the band.
- In order to maintain trust, there is a burden of responsibility on both parties (students and director) to be reliable and follow through with what they say they are going to do.

Now, let us visit a band that exudes trust. The band director trusts himself because he has done the necessary preparation to be more than competent with his teaching and musical skills. The director approaches each day with excitement and verve. He trusts the students because he has earned their trust and respect. He wants his students to have a vested interest in the band, so he gives responsibilities to students. Entrusted with stewardship, the students work hard to be worthy of this trust. The student leaders, in turn, trust the others in the band and the band unites into a cohesive, thriving body intent on expressive music making. The performances of the ensembles build trust in the community and with the school administration. When other courses are put on the chopping block due to budget cuts, the trust in the band program keeps it safe and allows it to continue to thrive.

I think we became band directors because somebody trusted us. Having trust in us did not cost anything, but its' result has been priceless. Now we have been entrusted with two of the most important things, music and children. Let us not forsake this valuable trust.

Author's Biography:

Matthew Arau is the Associate Director of Bands and Chair of Music Education at Lawrence University in Appleton, Wisconsin where he directs the LU Symphonic Band and teaches conducting and rehearsal techniques. His writing on student leadership, connecting and mindset are published in *Bandworld Magazine* and *Conn-Selmer Keynotes* and *Touchpoint*. Mr. Arau was the Director of Bands at Loveland High School (2005-2012) and Walt Clark Middle School (1997-2005) in Loveland, Colorado. Under his direction, his bands received many honors including winning the Colorado marching band state championship, the BOA San Antonio Super Regional Class AA Championship, and performing at the Colorado Music Educators Association Convention and the Western International Band Clinic. He created a thriving student leadership program for the Loveland High School Band through the venue of a weekly leadership symposium. Matthew Arau earned degrees from Lawrence University and the American Band College, and he is completing his DMA in Conducting and Literature at the University of Colorado Boulder.

STUDENT LEADERSHIP AUDITION PROCESS FOR LOVELAND HIGH SCHOOL IN APRIL, 2012

Qualities of an Ideal Crimson Regiment Section Leader:

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|--|---|
| 1. High caliber musician | 14. Strong work ethic |
| 2. High caliber marcher | 15. Pushes to be the best they can be |
| 3. Dedication and commitment to the Crimson Regiment | 16. Respectful of all members of the Crimson Regiment |
| 4. Leads by example | 17. Approaches sectionals with goals and a plan to accomplish goals |
| 5. Cares about others | 18. Motivational and at times inspirational |
| 6. Eager to serve | 19. Excited to lead others |
| 7. Enjoys teaching and helping | 20. Honest |
| 8. Good communicator | 21. On Time |
| 9. Upbeat and positive attitude | 22. Present |
| 10. Problem solver – not a whiner or problem maker | 23. Proactive |
| 11. Team player | 24. Passionate |
| 12. Drive for excellence | 25. Friendly |
| 13. Loyal to the director and the LHS Band Program | |

Leadership Essay Questions

1. Why would you make a quality Crimson Regiment Section Leader? Cite past experiences or leadership experiences to support your claim.
2. What is the legacy of the Loveland High School Crimson Regiment. What can you do to ensure that the traditions of success and the legacy continues during this time of transition?
3. Referring to the above list of 25 qualities, which of these qualities do you think you possess? Which qualities above do you see as areas that you can improve on? Explain. Refer to items in the Leadership Packet to reinforce your essay.
4. In what ways can you help a Rookie feel a welcome part of the Crimson Regiment in their first few months of band? (May - August)
5. What are your goals as section leader or drum major?

Conducting for Drum Major candidates:

1. *The Star Spangled Banner*
2. excerpt from *The Gates*

Prepared Piece and Scales

A maximum of 5 minutes to perform 12 major scales (multiple octaves and memorized—optional) and a prepared piece or pieces of your choice.

Teaching of Marching: 6 minutes to teach a novice posture, horn carriage and forwards march. You are judged on content and teaching style/method

Interview: 10 minutes. Dress your best and come prepared to share your vision and ideas.

Overall Leadership Quality: Your actions speak louder than words. Continue to do your best and to serve others.