

Becoming the Leader Your Students Need

Who we are impacts *how* we lead, and *how* we lead determines the *influence* we have on others.

Who We Are

The **True Image** of us

1. Honestly and accurately describe your true self. How well do you accept your true self?
2. What are your strengths and weaknesses as a leader?
3. Identify and describe how you lead from your unique strengths in your specific position?

The **Image We Have or (Want)** of ourselves

1. How do you do with comparison?
2. What image are you wanting to be true of you? Who are you striving to be?
3. Make separate lists of your personality strengths versus your learned skills.

The **Image We Project** to others

1. In what ways do you distort, diminish, or magnify your true image? Why?
2. If you ever find yourself trying to impress others, explore why.

The **Image Others Have** of us

1. Ask others how they see you. What is it like to be in their shoes following you?
2. What will you do with the information they share with you?

How We Lead

With Vision

1. How well do you truly and fully see the individuals in your classroom or ensemble?
2. Start naming and listing the potential and possibility you see in each of them.

With Humility

1. What dominates your focus while teaching or conducting?
2. What is your balance of curiosity versus judgement or critique?
3. Note who or what leads you to awe, and then explore why and how.

With Discipline

1. How clear are your gestures? How well do they communicate what you want? How are you working to improve your technique?
2. What are you doing to improve your ears? How might your ears be limiting your group?
3. List ways that you will model personal growth and learning to your students.

With a Servant's Heart

1. How do you serve your students to grow as individuals and as musicians?
2. List ways that your students become healthier, wiser, freer, and more autonomous under your leadership.

With Empowering Cultures

1. Who or what defines the culture in your classroom or rehearsal space?
2. What values do you hold in your classroom or rehearsal space? Do your values work to empower others? Do others know your values?
3. Create two or three structures where your values can be developed and demonstrated in student behavior.

With a Network of Support

1. Who is pouring into your life as a teacher, mentor, peer, or role model so that you are refreshed to pour out to your students?
2. List out potential mentors along with a plan to reach out.

With an Integration of Contraries

1. Are you more of an either/or thinker or a both/and thinker? What shaped this for you?
2. Of these pairs (Tough/Tender, Confident/Humble, Optimistic/Realistic, Urgent/Patient, Conviction for results/Compassion for People, Decisive/Kind with implementation, Disciplined/Flexible, Central Direction/Individual autonomy), which is the easiest for you to integrate? Hardest? Why?
3. How can you move towards more integration?

With a Nurturing Spirit

1. What can you do to soften frozen minds?
2. How do you best prepare the environment for growth?
3. What nourishment do your students need right now to flourish?
4. What disruptions need to be tended to for the success of the whole?
5. How do you celebrate success on a regular basis?

With Effective Communication

1. Who do the students see you to be? How does that relationship affect how they hear your feedback?
2. What is the balance of appreciation, coaching, and evaluation in your feedback?
3. How can you deliver critiques or affirmations, not only to refine music, but to encourage the growth and development of people?

With Gratitude

1. In rehearsal, do you tend to focus on what is wrong or what is right? How does this affect your approach with your group?
4. List as many things as you can for which you are grateful.