

A stylized silhouette of a person with arms raised, positioned behind the title text.

LEADERSHIP SUCCESS

A Guide to Establishing and Maintaining
a Model Student Leadership Program

Presented by: Scott Lang, Synergy Leadership

Sponsored by: GIA Publications

WELCOME to The Midwest Clinic and *Leadership Success, A Guide to Establishing and Maintaining a Model Student Leadership Program*. It is my sincere hope that you will leave this session with a greater appreciation for how a strong student leadership program can be of benefit to your entire program. In addition, you will be provided with the tools and techniques required to develop and maintain your own flourishing student leadership program. Beyond making your teaching more effective and rewarding, the leadership experience will make your students' high school experience more enriching.

This document is meant to serve as a workbook for you during today's session. Use this space to take notes and write questions. Use the document later to help build your new leadership program or further develop your existing one. Keep in mind, this workbook and this session are like everything else in life: the more you give to it, the more you will get from it.

If after today's workshop there is a question that has been left unanswered or something more you would like to know, please visit me immediately after the session at the GIA Publications booth. You can also visit me via the Internet at www.synergyleadership.org or call me during the conference at (480) 577-5264.

Please accept my best wishes for a restful and relaxing holiday season and a successful second semester.

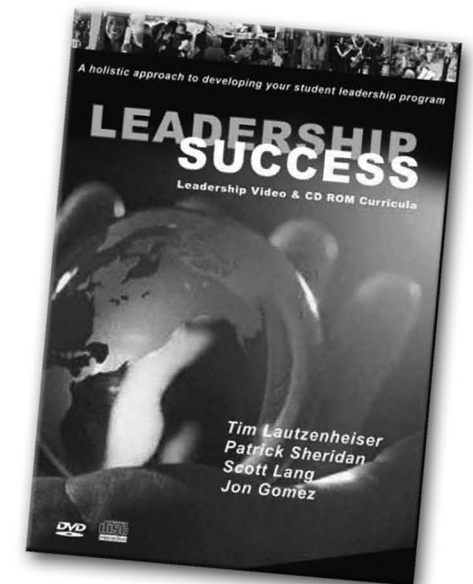
Sincerely,


Scott Lang

Scott Lang is President and Founding Member of SYNERGY Leadership. For almost a decade, Scott has been educating and entertaining audiences of all ages through his workshops and keynote presentations; large and small venues alike, Scott consistently finds creative ways to ensure laughter in learning as he provides attendees the tools necessary to deal with their own lives, their organizations, or their schools. Attendees consistently rank Scott's workshops as the top sessions at events. He not only provides an insightful, educational presentation, but also provides his audiences direction on how to implement their new-found knowledge into action. Scott's workshops are a perfect companion to his keynote presentations and can be customized and/or created to meet your organization's needs.

During his fifteen career as a Director of Bands, his ensembles performed at the Pasadena Tournament of Roses Parade, MENC's Biennial Conference with the Canadian Brass, twice at the Fiesta Bowl National Band Championship, twice at the Arizona Music Educators Convention, and for President William Jefferson Clinton. Among Mr. Lang's many accolades are the 2004 O.M. Harstell Award for Educational Excellence, which is given out by the Arizona Music Educators Association, and his distinction in 2003, as one of "50 Directors Who Care" by *School Band and Orchestra* magazine.

Mr. Lang currently resides in Tempe, Arizona, with his beautiful wife and life companion, Leah. He can often be found at home sweeping up the tremendous amount of dog hair his buddies Samba and Grainger leave behind.



When you teach leadership, you are the one who benefits!

In addition to all of the obvious benefits of having students invested into a leadership program (stronger performances, better behavior, more enjoyment, greater focus and commitment, etc...) there is the added benefit of personal growth for you. As was stated earlier, in order to teach it, you must learn it yourself.

In turn...

- It will make you a better person.
- It will add a new dimension to your teaching.
- It will sustain you through the tough times.
- It will give you a more global perspective.
- It will give you a frame of reference for making the difficult decisions.

How do you select student leaders?

There are a variety of ways to choose your student leaders; among the most commonly used are applications, elections, selection committee, or a combination of all of the above. There is no right or wrong way to choose. The student just needs to reflect your leadership philosophy and your program. Some questions you may want to ask yourself prior to developing or altering your selection process are:

- What is your process and why do you use it?
- How does the application reflect your programmatic needs?
- What are your criteria for selection?
- How does the student benefit from the process, even if he/she is not selected?
- How does the program benefit from the process, regardless of who is chosen?

Tip #1: Regardless of your selection process, it is important that you and your students have a clear understanding of the system prior to starting the process. I would recommend holding a mandatory meeting with all candidates prior to the process.

Tip #2: Not only does the process need to mirror your beliefs, but so do the students you select.

- Choose quality first.
- Create a team atmosphere, and try to find room for good kids.
- Make positions fit the people; match the student skills to the position.

Tip #3: When choosing your leaders, keep in mind that...

- Being a good performer does not make someone a good leader.
- Both performers and leaders are needed to be successful.
- Service is the first component of leadership.
- Character and commitment are paramount to a successful leadership organization.

The most important thing is that you spend some time and effort creating a curriculum that will meet your individual needs. As you look at the different ways to provide training for your students, consider the ways listed below, which have worked with a large variety of groups.

- Send your leaders to a camp
- Run your own leadership camp
- Hold weekly meetings at school
- Bring in an outside person
- Use published resources
- Combine all of the above
- Have a leadership sleepover
- Rent a cabin



Tip: If you are doing your own training, prior to the start, ask yourself the following questions.

1. Do I have a clear objective to guide me through this process?
2. Do I have the necessary knowledge and materials to do an adequate job?
3. Do enough students "buy in" for this to be successful?

In regards to "buy in"; keep in mind, you may be ready to teach, but for a variety of reasons your students may not be ready to learn. Remember, it takes two to tango.

Tip: It is very important to ensure that when you give a student a job, you give him/her the tools necessary to be successful. To put a student in a position where he/she is not prepared to be successful will result in frustration for both you and the student.

At some point this year, most of you will perform someone else's music, march someone else's drill with percussion parts and guard choreography written by someone else in uniforms designed by someone else at a festival actively seeking feedback from someone else. Why would you NOT do the same with your leadership program? Even as an "expert," at times I have turned to someone else to train my own students. We all know when the same thing said and ignored by our students on Tuesday is said again by a guest conductor on Friday, it is considered as good as gold.

What should you NOT be teaching your student leaders?

Like every other student activity, student leaders need boundaries. These boundaries are not only healthy for your organization, but ensure that things are done in an appropriate manner. Having said that, you might wonder, more specifically, what should student leaders not be doing?

- Anything that violates school or district policies.
- Anything that they are not sufficiently trained to do correctly.
- Anything that you are not willing to give up control over.
- Anything that they lack the information to make correct choices about.

Tip: *You can not ask students to "blindly" follow your rules if you are not willing to do the same. It is imperative from a professional and philosophical standpoint that you never put yourself or a student in a compromising position by asking him/her to do something he/she should not be doing, no matter how small the task.*

What are different ways to train student leaders?

That is like asking, "How do I get to South Dakota?" The answer would depend on where you are currently, how quickly you need to get there, what you want the process to look like, and how much money you have to spend? Teaching leadership can be as varied as the people who ask the question.

Where are we currently?

How quickly do we need to get there?

What should the process look like?

Do we have any resources to invest into the training process?

What should you be teaching to your student leaders?

You are probably teaching leadership right now and either don't know it or have yet to give your curriculum a "title." Every time you hold students accountable for their behavior, hold a discussion about respect or remind them to give their best effort at each and every rehearsal, you are teaching leadership. This is just an opportunity to add to that palate of materials. Before adding to the palate, first decide what is already there and what is not there but should be.

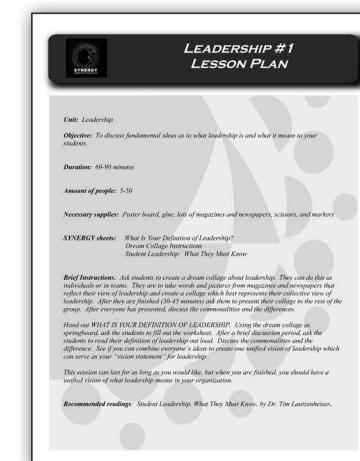
What concepts are you already teaching?

What concepts need more attention?

As you begin to develop curricula for the concepts that are in need of more attention, it is normal to be nervous. After all, this is new ground for most educators. In addition, it can be uncomfortable to talk with your students about such personal issues when you have had little to no training in this area. It's okay to feel this way. After all, remember how scared you were the first time you stepped on a podium in front of a performing group? This is just another day on the podium, but instead of teaching music, you are discussing the harmony, blend, balance, and intonation of life!

Here are some tips to get your creative juices flowing...

- Create a set of goals for yourself
- Create a set of goals for the program
- Start small and build
- Start with a weekly meeting in the summer
- Start collecting materials NOW
- Start with topics with which you are comfortable
- Get some help from a colleague
- Ask a colleague for help
- Read books on the subject
- Attend a workshop for your own growth



Create leadership lesson plans just as you would for any other class.

Here are some sample sessions for you to consider using...

- Mission statements
- Conflict resolution
- Ethical leadership
- Goal setting
- Team building
- How to reprimand/praise
- How to run a sectional
- Communication skills
- Community service
- Score reading
- Sectional execution
- Drill chart reading

Things you would like to add:

The most effective session you can have with your student leaders is the one YOUR PROGRAM needs the most. In other words, look around your rehearsal room, assess the strengths and weaknesses and design a leadership program around the strengths to eliminate the weaknesses. The more real it is for the students, the greater impact it will have. Start to create a list right now.

What are your program's strengths?

What are your program's weaknesses?

How can you use one to eliminate the other?

There is no simple answer to the question "What should I be teaching my students?" because every situation is different, and every program has different needs. We can, however, help you discover for yourself what will be best for your individual program.

The final list I would like you to make may be the most telling as you design your leadership curricula.

List the five things other than teaching that take the most time out of your work day:

- 1.
- 2.
- 3.
- 4.
- 5.

Now go back to the list and put a check mark next to the things that do not require a college degree in music education. Start with these!

List the five things for which you wish you had more time:

- 1.
- 2.
- 3.
- 4.
- 5.

Okay, so you have made a couple of lists, and you still are not sure what to do next. Or, you know in what direction to head but for whatever reason do not feel that you are the right person to do the training. What then?

Consider hiring an expert.