

VIKING BAND

LEADERSHIP TEAM INTERVIEW MATERIAL

PHILOSOPHY OF STUDENT LEADERSHIP

(Most of this material is taken from Frank Troyka's Student Leadership Training Program.)

Your *ROLE* as a student leader is to:

1. Lead by example
2. Teach others

Leadership is INCONVENIENT! Go the distance by taking your place near the front, volunteering to participate, asking questions, offering your own experience, getting there early, and staying late. In other words, **anticipate what is needed to make the DMS band successful, and then do it before being asked to do so!** For example: cleaning up the band hall for rehearsal before directors ask you to do it.

Leadership will NOT MAKE YOU POPULAR WITH YOUR PEERS! If your role is to lead by example, what kind of example will you set? Many aspects of effective leadership run contrary to how your friends think and act. Do you have enough courage to be different in the service of creating a positive environment for learning/performing? Are you willing to be ridiculed when you act in ways that make your friends who are acting inappropriately uncomfortable? The bottom line: **Are you willing to do what it takes and endure whatever discomfort comes your way in service of creating an environment where teaching, learning, and performing can take place at the highest possible level?**

Leadership extends THROUGH the entire school year and summer. How can you be a positive example at the conclusion of each school year? In leaving a legacy, what is your role in recruiting and retaining new and current members?

Leadership is leaving a legacy.

Your *FUNCTION* as a leader is to:

1. Extend the awareness and responsiveness of the directors.
2. Assist with limited teaching responsibilities. How skilled at teaching are you?
3. Be a role model for the entire group through:
 - a. Positive interaction with the staff;
 - b. Positive interaction with other student leaders;
 - c. Appropriate interactions with other students;
 - d. Modeling appropriate concert etiquette; and
 - e. Staying on task.

The DMS band should be stronger with leaders like you; these are huge obligations not to be taken lightly.

4. Create an environment in which it is socially acceptable to make right choices. Positive peer pressure is more powerful than negative peer pressure because it promotes our human desire to do what's right. And if negative behavior wins more approval—if it's socially safer than doing what's right—the culture of the group is defined by what you get away with rather than by what you accomplish. *Do you want a culture of success? Or do you want a culture of deception?*

If perception is reality, then how do OTHERS really see you?

- Do you lead with humility and assist without taking over?
- Do you “walk the talk?” *Are you a role model all the time or just when a director is watching?*
- Do you make it cool to do the right thing by speaking out for what's right? (See below.)

You create your own environment by the choices you make. The most important choices are the small, minute by minute choices that seem insignificant in the moment. Remember: **YOU DO EXACTLY WHAT YOU WANT TO DO; NO MORE, NO LESS.**

There is only one kind of discipline: SELF-DISCIPLINE. Group discipline is nothing more than everyone in the group being self-disciplined together. Another way to put it: **Discipline is remembering what it is you want and behaving accordingly.** As a potential student leader, what is it that you want? Take some time and think about it. Be able to state what it is you wish to accomplish by being a student leader and what you bring to the organization; we are asking you what you value, not whether you can tell the directors what you think they value.

Discipline involves:

1. Delayed Gratification: postpone what you'd rather do for what needs to be done now.
2. Accepting Responsibility: You must OWN THE PROBLEM AND FIND THE SOLUTION.
3. Dedication to the Truth: See yourself realistically, and then you can solve the problem. WHEN WE ARGUE WITH REALITY, WE GENERALLY LOSE.

The Quality/Fun Model: Success requires sacrifice. How willing are you to sacrifice your own desires for the quality of the group? Effectiveness always follows this model:

1. Effort
2. Results
3. Fun

It cannot work the opposite way. When fun is the primary goal, quality IS NEVER ACHIEVED. On the other hand, when quality is the goal and effort is given, fun NATURALLY FOLLOWS.

Three aspects that will make you an effective leader:

1. Be a strong performer on your instrument: Skill on your instrument enhances your credibility.
2. Be a humble follower: Defer to the actions and judgments of adults and other leaders. When you disagree, model the same respect you want from others. Develop patience.
3. Be a capable teacher: Help others develop skills and confidence. As you help others to reach their potential, you become a stronger performer and teacher.

Phrases That Help Shut Down Negative Behavior (memorize these):

- What is it exactly that you want?
- Maybe you should tell _____ how you feel.
- Try thinking about it like this...
- I disagree.
- I don't feel that way.
- Will that make things better?
- I'm not a quitter.
- That's gossip and I won't spread gossip.
- Are you absolutely certain about that?
- That's wrong and I won't be a part of that.
- That's just your idea about it.

Three Ways Effective Leaders Help Themselves:

1. Effective leaders know the limits of their authority and their abilities. Situations which extend beyond your authority, your skill level, or make you uncomfortable are examples of when to get help.
2. Effective leaders know whom to ask for help when you need it. Ask other student leaders or a director.
3. Effective leaders know they will have to work every day to become better and more capable leaders. Use mistakes/errors to better your skills and leadership style.
4. Effective leaders leave a legacy. They create success for others and they create more leaders.

10 CHARACTERISTICS OF QUALITY LEADERS

- 1. High Energy Level**
 - a. People that demonstrate the most “grit.”
 - b. People that set the pace.
- 2. Know How to Listen**
 - a. Talk less, listen more.
 - b. Open mindedness.
- 3. Exude Self-Confidence**
 - a. Becomes a role model for peers.
 - b. Secure and assured in abilities.
- 4. Sensitive to Others**
 - a. Speak as “we-us” rather than “I-me.”
 - b. Empathetic and avoid posturing of being “over” someone.
- 5. High Level of Integrity**
 - a. Understand the importance of the TRUTH.
 - b. Always use complete honesty in communicating with others.
- 6. Willing to Fail**
 - a. Quick to admit a mistake, and quick to correct them.
 - b. Value the truth, rather than pushing blame onto someone else.
- 7. Sense of Humor**
 - a. Humor supports forward motion, a pause for relaxation.
 - b. Understands that silliness restricts moving forward with learning.
- 8. Exemplify Optimism**
 - a. Realize a problem is an opportunity to learn.
 - b. Always looking to gain self-improvement.
- 9. Avoid Comparison Games**
 - a. Understand that comparison stems from insecurity.
 - b. Understand the goal is to be the best that they can be.
- 10. Caring and Sharing**
 - a. Will never hurt another person intentionally.
 - b. Understand taking the heat of unpopular decisions, but work to share every ounce of skill and ability in their actions.

DMS BAND LEADERSHIP SELECTION

1. Students complete and submit online application by deadline. (www.dmsvikingband.org)
2. Parents submit a letter of recommendation for student to assume leadership role.
3. Students are interviewed and scored by DMS Directors.
4. Scoring Rubric:
 - a. Application Answers
 - b. Student Interview Preparedness
 - c. Student Department
 - d. Academic History
 - e. Emotional ability to embrace tasks in a positive fashion
 - f. Musical Skills on their specific Instrument
 - g. Level of self-discipline
 - h. Measure of what student can give in their role as a leader.
5. Student must be available to attend Band Leadership Meetings.
6. Student must be willing to volunteer time and skills to better the band program.
7. Student must be available to attend leadership training.