

Leadership Purpose

The purpose of this program is to provide an opportunity for leaders to learn and adopt methods to promote their success in their given task.

Reminding yourself of your own purpose for being a leader helps you stay on task throughout your daily activities. A purpose gives meaning and importance to what you are doing. Examining purposes and keeping them in mind supports leadership.

The intention of this program is made clear by closely examining your leadership purpose. You can carefully review the purpose by discussing each of the following key phrases:

1. Purpose- Everyone has untapped potential. Becoming a leader is a lifelong process. The purpose does not prescribe a final destination. It suggests a direction of growth and learning. It is impossible, for example to arrive at a destination called "east." Traveling east makes more sense. We can use this purpose like a point on a compass and continually monitor our progress.

2. Provide an opportunity- The American Heritage dictionary defines "teach" as "to cause to learn..." "Cause" is defined as "a person or thing responsible for an action or result." Since everyone is responsible for his/her own learning, no one else can be the source or cause of that learning. So we have an interesting dilemma. No one can cause another's learning, and teaching is causing another's learning. There is only one possible conclusion. Teaching is impossible!

Don't be discouraged. Leadership as a profession is not in jeopardy. Even though it is impossible, leaders have an incredibly challenging and useful job. They provide an opportunity for others to learn. They can invite others to learn. Leaders set the stage in the most effective way possible for learning to take place. The responsibility for learning rests with the individual.

Learning, defined as "the act of gaining knowledge or skill," is not only possible, it is the most natural act humans perform. It begins before birth and continues at least until death.

3. Learn and adopt- Knowing what is needed to be successful is not enough. Unless strategies for success are put into ACTION, they are useless. The program encourages leaders to not only learn, but also adopt methods to be successful in life. This often requires behavioral change. Selling leaders on the idea of changing their behavior is the ultimate challenge of this program. Shifts in attitudes, value and beliefs accompany shifts in behavior.

4. Methods- Most of the program involves concrete techniques and specific strategies for success. Parts of it, however, are philosophical in nature. These are ideas that can be used as tools to build a successful experience in leadership and life!

5. Successful in leadership- There is no one model of leadership success that is appropriate for everyone. People are different and so are their pictures of success. It is not the intent of the program to promote leadership as defined by parents, teachers or other leaders. Success needs to be defined individually by each unique leader.

Being a successful leader may help ensure success later in life. While some of the material in the program can be seen as dealing with general life skills, the purpose is to teach effective leadership through intense self-development, communication skills and sensitivity to others. **SEEKING TOTAL EXCELLENCE.**

Leadership Program Philosophy

The underlying philosophy of the program is based on three assumptions. They are:

1. There are no secrets.
2. There are no victims.
3. There are no solos.

1. There are no secrets. It is usually a mistake to assume that leaders are prepared to adjust to drastic changes in their environments and lifestyles. Assuming they know how to lead and how to be effective followers is also often a mistake. Being a leader for many years is no guarantee that you have mastered the process of leadership!

When talking to leaders who have dropped out, we discover that most leaders took the position with both the ability and the motivation to succeed. What they lacked was a clear understanding of the specific strategies needed to get the job done.

There are no secrets about how to be a successful leader. Anyone who can read a paragraph and follow simple directions can succeed in leadership. The path to success is clearly mapped. It is rarely a question of fundamental ability or motivation. More often it is a question of a leader being aware of effective strategies, experimenting with them, finding the ones that work for him/her and adopting them as habitual behaviors.

This material will demonstrate how to become a positive and appealing image of a successful leader. Almost anyone can identify with it. Once a leader sees that there is no secret or magic associated with being successful and begins to identify with a successful image, a powerful thing happens. The daily activities and performance begin to fall into alignment with the self-perception. This is more than halfway to his/her goal of becoming a master leader!

2. There are no victims. *Blaming*, whether we are blaming other people, ourselves or circumstances, does nothing to empower us to get what we want in our lives. **YOU CREATE IT ALL!** (Both good and bad...leadership is Total Responsibility!)

3. There are no solos. We are social animals. Peer pressure is a major force in our lives. Others play a powerful role in the development of our values, belief systems and behaviors. A supportive environment, which includes positive support groups, is a critical element of leadership success. This program provides an opportunity for leaders to bond with others and form mutually supportive relationships.

Quality Leader Traits We All Like

- *Have a Sense of Humor**
- *Have a Passionate Interest in Some Things**
- *Have High Energy Levels**
- *Are Tolerant of Changing Moods**
- *Know How to Listen**
- *Are Creative**
- *Enjoy Touching**
- *Are Enthusiastic**
- *Exude Self-Confidence**
- *Appreciate Success-Are Sympathetic When I Fail**
- *Appreciate When We Can Be Together-Don't Fuss When We Are Not**
- *Have a Keen Sense of Justice and Injustice**
- *Are Sensitive to the Needs of Others**
- *Can Take Risks**
- *Have an Air of Mystery about Them**
- *Are Optimistic**
- *Don't Make Fun of People**
- *Can Offer Love Unselfishly**
- *Are People in Whose Presence I Like Myself More**

I Dare You To Be Great!

*Most of us think less of ourselves
than we really are...*

*What we think is less than
what we know...*

*What we know is less than
what we love...*

*And what we love is less than
what there is...*

*And, to that precise extent,
are much less than what we are!*

Leaders: Everybody Must Win Before You Win.

As a leader, you play a crucial role in the success of this course. You are in an ideal position to contribute significantly to the success of your peers and, consequently, to the quality of the rest of their lives. We acknowledge the fact that **YOU MAKE A DIFFERENCE**. The opportunity and challenge you now face can be satisfying and fulfilling. Leaders win when those around them are successful.

We are concerned about your success. We will analyze, talk about, and take active measures to improve your leadership skills. Give feedback about this. What are your strengths and weaknesses? What can you do to promote your effectiveness? What do you need to do a better job? Communication with the staff that is open and truthful promotes leadership success. Leaders win when those around them are successful.

Good leaders usually have very specific needs and goals. This course helps them define their goals more clearly and gives them tools that can help them get where they want to go. The most important and obvious conclusion of all is that leaders win when those around them are successful.

Leader's Warning

Try not to be desperate
about anything you do.

Cool it, be patient. If necessary,

pretend you have

Savoir Faire (if you

don't know what it means,

look it up.)

Live in the present.

Stop trying to please the

people you don't care about.

Anybody Could, But Nobody Would

This story is about four men named
Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and

Everybody was asked to do it.

Everybody was sure that Somebody would do it.

Anybody could have done it, but Nobody did it.

Somebody got angry about that, because it
was Everybody's job. Everybody thought that
Anybody could do it, but Nobody realized that

Everybody wouldn't do it.

It ended up that Everybody blamed Somebody
when actually Nobody should have
been blamed by Anybody.

The Penalty of Leadership

In every field of human endeavor, he that is first must perpetually live in the light of publicity. Whether the leadership be vested in a human or in a manufactured product, emulation and envy are ever at work.

In Art, in Music, in Industry, the reward is widespread recognition – the punishment – fierce denial and detraction.

When one's work becomes a standard for the whole world, it also becomes a target for the shafts of the envious few. If his work is merely mediocre, he will be left severely alone. If he achieves a masterpiece, he will set a million tongues a-waggin'.

Jealousy does not protrude its forked tongue at the artist who produces a commonplace painting. Whatsoever you write, or paint, or play, or sing, or build... no one will strive to surpass or to slander you, unless your work is stamped with the seal of genius.

Long after a great work or good work has been done, those who are disappointed or envious continue to cry out, "It cannot be done!"

Spiteful little voices in the domain of art were raised against our Whistler as a fake, long after the big world had acclaimed him its biggest artistic genius. Multitudes flocked to worship at the musical shrine of Wagner, while the little group of those whom he had dethroned and displaced, argued angrily that he was no musician at all. The little world continued to protest that Fulton could never build a steamboat, while the big world flocked to the riverbanks to see his boat go by.

The leader is assailed because he is the leader, and the effort to equal him is merely added proof of that leadership. Failing to equal or excel, the follower seeks to depreciate and to destroy... but only confirms once more, the superiority of that which he strives to supplant.

There is nothing new in this. It is as old as human passions – envy, fear, greed, ambition, and the desire to surpass; and it all avails nothing.

If the leader truly leads, he remains the leader. Masterpoet, masterpainter, masterworkman... each in his turn is assailed and each hold his laurels through the ages.

That, which is good or great, makes itself known no matter how loud the clamor of denial. That which deserves to live... lives.

Press On

Nothing in the world can take the place of persistence.

Talent will not; nothing is more common than unsuccessful
men with talent.

Genius will not; unrewarded genius is almost a proverb.

Persistence and determination alone are omnipotent.

The slogan: "press on" has solved, and always will solve, the
problems of the human race.

Obeying The Three Laws of Student Leadership

By Tim Lautzenheiser

Directors take note, student leadership is no longer an option, and it is a must. There is simply too much to do to assume you will have time to complete it single-handedly. Certainly the parents can play an important role in the various responsibilities of the program, but the day-to-day operation of the band still comes back to those who are there at all times; the students.

After a decade of working with student leaders and developing an extensive curriculum of: goal setting, communication techniques, time management, people skills, etc., it is apparent none of this information has any value unless there is a fundamental understanding of what it takes to be a successful student leader. There are many misconceptions that need to be cleared up before assigning the various tasks. For example, leadership is not about dominating another person. So often the students interpret their position as a license to verbally abuse or demean their peers. Nothing could be further from the truth. In fact, this is one of the quickest ways to violate the importance of the position, and shut off the positive potential of everyone involved. (In this case, we would be better off without any student leadership.) Such a liability can be devastating. The focus must be on the forward progress of the group, not pushing or threatening subordinates along the way, but the emphasis must be on creating opportunities for them to grow, learn, and improve; literally leading them on a journey of personal advancement and achievement.

As you begin to choose your new leaders for the upcoming year, it will be to your advantage (and the welfare of the organization) if there is a purposeful understanding of three basic principles, which are the key components of a successful leadership. When these serve as the foundation for future building, you can feel confident about the positive possibilities ahead.

You Can't Lead Others Until You Lead Yourself.

This concept is crucial. It is an embellishment of the well-known phrase, lead by example. Role modeling is still the most effective leadership

technique. It embraces all the peer pressure implications and offers a constant source of information to the follower. Whenever there is a question or a decision concerning how to act or what to do, the follower can simply "watch his/her leader," and see what is appropriate, then model it. Students imitate both positive and negative behaviors; therefore the leader must be keenly aware of every predictable outcome based on how he/she acts in every situation. The followers will be close behind!

Do as I say, not as I do, will be the certain downfall of any leader. One cannot show up late, but expect the "followers" to be on time. The leader must establish the highest standards and then become the dedicated example of fulfilling the necessary requirements for goal attainment. As a leader, one cannot expect more from others than from oneself. As the engine determines the speed of the train, the leader dictates the responsibility level of the group.

You're Only Worth What You Give Away.

There are many talented and knowledgeable people who aspire to be student leaders. Unfortunately, they often are thrust into a position of authority based on their expertise, but find themselves ineffective in their ability to guide others. This results in frustration, abrasion, confrontation, and a total breakdown in communication.

Though talent and skill are vital elements in the selection of the leader candidate, they represent only part of the competence-formula to insure effective leadership. It is a matter of "giving away" or sharing the information with others.

A student leader who chides or berates another student because he/she cannot perform at the expected level, or meet up to the talents of the "leader," is doing nothing to help the situation. This may be generated by a lack of understanding of "how to communicate" the information, personal insecurity, or the fear of risking failure. It is less threatening to withdraw than it is to try and not succeed. This logic is

commonplace, but creates a standstill for all concerned, including the leader.

Student leaders must be aware that personal risk is an important part of the agenda. Their leadership value is measured by their capacity to bring their knowledge to others, or in reality, to give it away.

You Can Only Give Away What You Have.

Though simplistic in reasoning, this premise is often overlooked, for the student leaders are so busy with "what needs to be done." In an all-out effort to achieve the given goals, please the director, serve the followers, etc., the priorities become reset and illusions of grandeur serve as the "leadership road map," instead of a realistic plan of action. Only on rare exception will the follower out-perform the leaders, and when that is the case, a new leader will soon be designated. Therefore, a program of ongoing self-improvement is required.

The equation is basic: The more I have, the more I can give. The more I give, the more I learn, which creates more information to give.

A very talented student will develop quickly, and the "new enthusiasm" will serve as high-powered fuel in the early day stages of learning. Also take into account the student's desire to achieve a position of status within the band, as well as the personal pay-off that comes with the exploration of the art form. The observed motivation may appear to be the exemplary behavior model for the entire group, and there is a temptation to thrust this student into a high profile position. Beware a common backlash of this hasty decision; the student often becomes enamored with the entrusted power and refocuses his/her energy into self-promotion instead of self-improvement. In other words, they give up their intense learning habits and become engrossed in personal advancement (i.e. the power goes to their head). It must be understood the leadership position carries with it the responsibility of increasing one's work ethic and establishing a new set of goals, which reflect an even higher level of excellence/achievement. This requires a very mature understanding of what leadership commitment really means and is the distinguishing characteristic of the certain-to-be-successful student leader. There must be a

dedicated program of continued learning to increase the value of the leader's message.

As you go about choosing your leaders for the future, it might be worthwhile to have them read this brief article and do a bit of soul-searching before throwing their hat in the ring as the possible candidate. For the good of all concerned, let's be certain they understand and are willing to assume the responsibilities of what lies ahead.

It is counter-productive to have leaders who don't lead. If the leaders are patiently waiting for you, the director, to tell them what to do, then they are not leaders, but managers. Managers do things right. Leaders do right things.

When students observe the three basic laws of leadership

- 1. You can't lead others until you lead yourself.**
 - 2. You are only worth what you give away.**
- AND**
- 3. You can only give away what you have.**

they will find themselves enjoying a feeling of personal self-worth and everyone in the group will benefit from their productive and positive contribution.

TAKE THE LEAD!!!