

## LEADERSHIP TRAINING

University of Iowa – Marching Band Techniques

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### **TWO KINGDOMS OF LEADERSHIP TRAINING**

1. Philosophical (Theory. Why.)
  2. Practical (Practica. How.)
- Philosopher not grounded in any practical reality
  - Ultra practical person who doesn't tie actions into any sort of mission or direction

### OVERARCHING EDUCATIONAL PRINCIPAL

Raise the mean; reduce the standard deviation (Reduce the achievement gap)

### **KINGDOM #1: PHILOSOPHICAL**

- Elevate understanding of exceptional leadership qualities (raise the mean)
- Unify THIS TEAM'S understanding of exceptional leadership qualities (reduce the gap)

Prime students' thinking:

- Jim Collins: *Good to Great*, Chapter 2 “Level 5 Leadership”
  - Students read a summary article about Chapter 2
  - Students watch 2 YouTube videos of Jim Collins speaking about “Level 5 Leadership”
- John Maxwell: *The 5 Levels of Leadership*
  - Students read Maxwell's article:
  - <https://www.johnmaxwell.com/blog/the-5-levels-of-leadership1/>

Discussion (small and large group)

- After reviewing leadership materials from two different sources and viewpoints, what do we think are:
  - Characteristics of excellent leadership?
  - Goals of excellent leadership?
- Using Jim Collin's framework, define as a group what each level looks like in our band.
  - Use affinity diagram/process
  - After consensus, this becomes the working model for leadership for THIS YEAR'S band.
    - Posters are made
    - The full ensemble receives a mini-training to onboard everyone to the team's model
- Individual written assignment.
  - Specific questions about each article and video
  - Summative questions about leadership, and the application of leadership in the band program.

## **KINGDOM #2: PRACTICAL**

- Empower and train students to become additional EFFECTIVE teachers to functionally reduce the learning class size (reduce the gap)
- Teaching opportunities enhance students' personal understanding (raise the mean)

### What to teach

- Marching Fundamentals checklist (emailed example)
  - Unify understanding
  - Unify language
  - Few words per bullet-point
  - Simple and exact
  - Buzzwords
  - Teaching Strategies
- Music
  - Technique / Warm-up
  - Repertoire
  - Memorization

### How to teach

- Writing a basic lesson plan
  - Specific objectives
  - Multiple Strategies
  - Giving Feedback
  - Fair and honest assessment
- Practice Sectionals
  - 1 for marching (10 minutes)
  - 1 for music (10 minutes)
  - Staff feedback one-on-one

## **SUMMARY:**

- Students have ownership in processes and outcomes
  - Leadership Model
  - Vision/Values
  - Teaching / Learning Processes
- Students begin thinking about contributing to something larger than themselves as soon as they enter the program (mini-training session)
- More students have an elevated understanding of both *why* and *how*