

# BAND DIRECTOR PERCEPTIONS OF STUDENT LEADERSHIP

By

Joseph S. Girgenti

April, 2018

Director of Thesis: Dr. Jay Juchniewicz

Major Department: Music Education

Abstract:

The purpose of this study was to investigate North Carolina band directors' perceptions of student leadership and to identify any similarities or differences between the responses of middle school and high school band directors. A total of 38 band directors from the South Central and Eastern Districts of the North Carolina Bandmasters Association participated in the open-ended survey, resulting in 199 total comments. Following a previously established descriptive approach that utilizes qualitative coding techniques, the researcher examined each response to determine a taxonomic structure based on themes found in the data. Results indicate that "What Leaders Do" generated the highest number of comments, specifically regarding "Assist Director with Tasks." Additionally, categories of "Characteristics of Leaders," "Students Involved," and "Reasons for Student Leadership" also emerged from the comments. Although the four taxonomic categories materialized similarly based on responses, there do appear to be differences within the subcategories, which may indicate differences in the perception of leadership between middle and high school band directors.



BAND DIRECTOR PERCEPTIONS OF STUDENT LEADERSHIP

A Thesis

Presented To the Faculty of the Department of Music Education

East Carolina University

In Partial Fulfillment of the Requirements for the Degree

Master's in Music Education

By

Joseph S. Girgenti

April, 2018

© Joseph S. Girgenti, 2018

BAND DIRECTOR PERCEPTIONS OF STUDENT LEADERSHIP

By

Joseph S. Girgenti

DIRECTOR OF THESIS: \_\_\_\_\_

Jay Juchniewicz, Ph.D.

COMMITTEE MEMBER: \_\_\_\_\_

Cynthia Wagoner, Ph.D.

COMMITTEE MEMBER: \_\_\_\_\_

Robert Carter, Ph.D.

CHAIR OF THE DEPARTMENT

OF MUSIC EDUCATION: \_\_\_\_\_

Michelle Hairston, Ph.D.

DEAN OF THE

GRADUATE SCHOOL: \_\_\_\_\_

Paul J. Gemperline, Ph.D.

## ACKNOWLEDGEMENTS

I would like to thank my professors and mentors for providing me with the opportunity to gain this tremendous education and the necessary tools to succeed as a music educator.

## TABLE OF CONTENTS

LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
CHAPTER I: INTRODUCTION.....	1
CHAPTER II: REVIEW OF LITERATURE .....	4
Definitions of Leadership .....	4
Leadership Development for Students.....	5
Student Leadership in the Music Classroom .....	5
CHAPTER III: METHOD.....	9
Selection of Band Director Participants.....	9
Construction of the Questionnaire .....	9
Pilot Studies .....	9
Administration of the Survey.....	10
Data Analysis .....	10
CHAPTER IV: RESULTS.....	11
Survey Response.....	11
Classification of Responses .....	11
CHAPTER V: DISCUSSION.....	16
Summary of Band Director Responses.....	16
Implication of the Findings.....	17
Limitations of the Study.....	19
Recommendations for Future Research .....	20
REFERENCES .....	21

APPENDIX A: IRB APPROVAL LETTER .....	24
APPENDIX B: STUDENT LEADERSHIP SURVEY .....	26
APPENDIX C: BAND DIRECTOR RESPONSES .....	28



## LIST OF TABLES

1. Band Director Responses: Definitions of Student Leadership .....	12
2. Middle School Band Director Responses: Definitions of Student Leadership.....	13
3. High School Band Director Responses: Definitions of Student Leadership .....	14

## LIST OF FIGURES

1. Comparison of Middle and High School Responses .....	15
2. Comparison of “What Leaders Do” .....	15

## CHAPTER I: INTRODUCTION

The concept of leadership is very ambiguous. In fact, there are numerous definitions for the word *leadership*, each applicable in different situations. Within educational settings, recent policies have integrated leadership into the curricula as an important component of a child's education, including the Common Core State Standards (Common Core State Standards Initiative, 2018) and the Framework for 21<sup>st</sup> Century Learning (Partnership for 21<sup>st</sup> Century Learning, n.d.).

Following these policies, North Carolina was the first state to develop a Center for 21<sup>st</sup> Century Skills, and consequently, became the initial Leadership State by the Partnership for 21<sup>st</sup> Century Learning (P21) (Partnership for 21<sup>st</sup> Century Learning, 2006). These Leadership States, as defined by P21, are “committed to implementing 21<sup>st</sup> century skills on a broad scale and equipping their citizens, communities, and businesses to meet the challenges of the 21<sup>st</sup> century” (p. 9). More specifically, P21 defines leadership as “(a) [using] interpersonal and problem-solving skills to influence and guide others toward a goal, (b) [leveraging] strengths of others to accomplish a common goal, (c) [inspiring] others to reach their very best via example and selflessness, and (d) [demonstrating] integrity and ethical behavior in using influence and power” (Partnership for 21<sup>st</sup> Century Learning, n.d.). Furthermore, by partnering with P21, North Carolina and other Leadership States have concurred that leadership is one of several life skills needed to be successful in the 21<sup>st</sup> century.

In an effort to implement these 21<sup>st</sup> century skills into the school curricula, several schools in North Carolina have elected to become Leader in Me Schools. Based on the *7 Habits of Highly Effective People* (Covey, 2013), the Leader in Me is a process that schools worldwide

have begun using to instill leadership skills in students. By implementing this framework for student leadership development, all staff are committed to living and teaching the “7 Habits”:

- (1) Be Proactive
- (2) Begin With the End in Mind
- (3) Put First Things First
- (4) Think Win-Win
- (5) Seek First to Understand, Then to be Understood
- (6) Synergize
- (7) Sharpen the Saw (Covey, 2013, p. 61)

This approach shifts the entire school’s culture to focus on the development of the individual child, while promoting student achievement (Covey, S. R., Covey, S., Summers, M., & Hatch, D. K., 2014). In this manner, it is believed that education is the gateway to developing leadership skills in young people.

However, while the state of North Carolina has identified leadership skills as a core component of 21<sup>st</sup> century skills, the implementation of these skills into the curriculum is not uniform across the state. Additionally, there is very little current information on how leadership is developed within the music classroom. Therefore, the purpose of this study is to identify various definitions of leadership and the manner in which leadership is fostered in the instrumental ensemble. Examining North Carolina band directors’ perceptions of student leadership, the following research questions are asked:

1. How do North Carolina band directors define student leadership within their ensemble?

2. Are there differences between middle and high school band directors in their perception of student leadership?

## CHAPTER II: REVIEW OF LITERATURE

### **Definitions of Leadership**

The concept of leadership has existed since the beginning of mankind, yet it has changed throughout history based on context and culture (Avery, 2012; Roberts & Bailey, 2016). Daft (2014) identifies leadership as “one of the most observed and least understood phenomena on earth” (p. 4). Moreover, many have viewed leadership as functioning as more than just a single skill or characteristic. For example, Kouzes & Posner (2008) define leadership as “the art of mobilizing others to want to struggle for shared aspirations” (p. 2). In this manner, a system is created of shared responsibility and accountability, while others follow traditional hierarchal or managerial leadership models (Avery, 2012). As a result, past perceptions that leadership entails power over others have shifted over the past few decades.

Former views of leadership, however, are comparable to modern interpretations of management: (a) planning, (b) directing, (c) creating boundaries, (d) acting as the boss, and (e) expecting conformity (Daft, 2014). More specifically, Daft (2014) identified skills and characteristics necessary for an ideal leader: (a) creating a shared vision and mission, (b) motivating followers, (c) acting as coach or facilitator, and (d) creating a culture of change and integrity. In comparison, Kouzes and Posner (2008) stress that leadership is not defined by a role or title. Rather, leaders “recognize an issue, have a passion for it, find others with a similar vision, and just get started” (p. 5). In order to create a vision for leadership, one must address and create goals, a common belief, and motivation. Therefore, leadership may not exist as a singular trait, ability, or skill, but rather as “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2015, p. 7). These views of leadership equate to empowering all stakeholders.

## **Leadership Development for Students**

Leadership involves creativity and critical-thinking skills that can be learned at a very early age. Leshnower (2008) describes leadership as a “social process” based on interactions with others in a safe environment. Specifically, Leshnower (2008) identifies five key leadership behaviors: (a) creating a vision, (b) leader communication, (c) leadership and followership, (d) creative thinking, and (e) trust and teamwork. When applying these leadership behaviors into classrooms, students are afforded a challenging learning experience that will benefit them in their future careers.

As one of eight conditions for “optimum chances for success” from the National Center for Student Aspirations, leadership provides students with responsibilities and a voice (Beaudoin, 2005). Additionally, Beaudoin (2005) believes leadership develops in students a sense of belonging, sense of accomplishment, and improved confidence. However, in order to give students an opportunity to feel valued, there must be clearly defined expectations, along with opportunities for choice, input, and feedback. These principles allow students to develop as lifelong learners and leaders. Further, Kouzes and Posner (2008) posit that leadership development allows students to take initiative, learn from experience and to foster trust in fellow students. Together, the culmination of these experiences create a solid foundation of skill development for students to become effective leaders.

## **Student Leadership in the Music Classroom**

Leadership has become a natural part of fostering musicianship in the music classroom. Through active and authentic participation in music, students must “think about their music-making through self-assessment and self-regulation” (Hansen & Isme, 2016, p. 21). Furthermore, students who assume more responsibility about the decisions of their own learning

tend to focus on the process over the product of music-making (D. Gilbert, 2016). Consequently, opportunities for student choice, collaboration, and goal-setting, provide a pathway to developing student leadership in the music classroom or ensemble (McAnally, 2006; Embry, 2016).

Hayden and Romines (2015) posit that leadership in the music classroom extends to “the ability to genuinely care for members in their section (or class/group) and help everyone do well and save time for the director (or teacher)” (p. 26). Barden (2011) describes a cohesive ensemble as needing to be physically and emotionally comfortable in order for students to feel honored and to view themselves as important within the group setting. Barden (2011) continues that “a sense of interdependence is part of the culture, the greater good of the whole is fundamental to the ensemble’s performance, and time has been taken to effectively achieve musical goals without leaving anyone behind or hurting anyone in the process” (p. 4). The performance is dependent on the contribution of each individual member of the ensemble. Each contribution is roughly equal, as no one individual constitutes the entire ensemble. Therefore, teachers can foster leadership by shifting to a student-centered, collaborative approach, while providing a deeper level of engagement.

In recent years, many student-centered, process-oriented approaches to music education have been developed. Comprehensive Musicianship through Performance (CMP) encourages students to participate in all facets of music (e.g. rehearsing, performing, and composing), with a primary goal for students to become independent, self-regulated musicians (Hansen & Isme, 2016). Additionally, Arts PROPEL offers a similar approach with its three-part system- Production, Perception, and Reflection. Through this three-part system, students are encouraged to participate in music performance through communication, collaboration, and reflection (Hansen & Isme, 2016). Cangro (2016) furthers that “working collaboratively requires students



to reflect, process their thoughts, and verbalize them to their peers. A teacher-led ensemble... may not provide sufficient opportunities for the development of musical understandings or allow students to be involved in any decision-making processes” (Cangro, 2016, p. 64). Therefore, it is through reflective and collaborative practices where researchers have found that student can increase creativity by taking ownership of their own learning (A. Gilbert, 2016; Gruenhagen, 2017).

Historically, student leadership roles in band are typically situated in a hierarchal system to help the director manage the band (LeBeau, 2015). Jensen (2013) believes the easiest way to engage students and build leadership is to delegate tasks in the form of classroom jobs. In addition to making these roles appropriate for the age of the students, it is also important to connect the leadership positions to real-world jobs. Thus, in an ensemble, roles could include (a) section leader, (b) secretary, (c) assistant director, (d) equipment manager, (e) crew members, and (f) music librarians. However, a simple leadership model that incorporates leadership roles, individual and group goal-setting, and accountability for all should just be the start of the process. Jensen (2013) and Rush (2006) believe teachers must be able to (a) grant incremental responsibilities, (b) show students the tools they need to succeed, (c) offer encouragement, (d) demonstrate how to define learning goals, (e) give criteria for meeting goals, (f) monitor and track progress, and (g) hold high standards of excellence for all students. Therefore, through these leadership models, the teacher plays a larger role in the classroom by facilitating learning instead of simply disseminating knowledge.

Finally, leadership development through participation in the ensemble should foster teamwork and cooperation, in which strong students learn to assist others to allow everyone to achieve their highest potential. Students involved in music ensembles have a unique opportunity

to learn much more than performance skills. By nature, ensembles have two central characteristics: (a) experiential learning (i.e. learning by doing; hands on learning) and (b) group development (i.e. mutual respect and community building) (Shieh, 2008). As part of these characteristics, students have the ability to develop leadership skills and other important life skills. Shieh (2008) provides three additional factors to develop leadership in the ensemble classroom: “(a) foster an environment where the expression of diversity is promoted, (b) develop a flexible leadership style for encouraging development, and (c) give students opportunities to exercise leadership” (p. 46). Furthermore, students must feel respected by all members of the ensemble and be able to work together; collaboration also promotes community and a shared vision for the ensemble.

To foster student leadership in the music classroom, teachers must be vigilant in how they structure music-making activities, allowing for student choice and collaboration. Developing leadership in an ensemble can further expand musical knowledge and ability, bringing about an increased level of musical independence. The implementation of leadership and other 21<sup>st</sup> Century skills into the curriculum is not uniform across the state of North Carolina. Therefore, the purpose of this study is to identify various definitions of student leadership by band directors in the state.

1. How do North Carolina band directors define student leadership within their ensemble?
2. Are there differences between middle and high school band directors in their perception of student leadership?

## CHAPTER III: METHOD

### **Selection of Band Director Participants**

In order to examine North Carolina band director perceptions of student leadership, directors from across the state were sought after to serve as potential participants. Therefore, middle and high school band directors from the South Central and Eastern Districts of the North Carolina Bandmasters Association were selected and asked to participate in the study.

### **Construction of the Questionnaire**

Since no previous questionnaire specifically addressed the research questions established for this study, a researcher-created survey was developed. Following a mixed methods approach, an open-ended survey was utilized to avoid participants attempting to “fit” their responses into predetermined classifications (Juchniewicz, Kelly, & Acklin, 2014; Madsen & Kelly, 2002; Wagoner & Juchniewicz, 2016). Additionally, one demographic question, asking each participant to indicate grade level(s) taught, including middle school and/or high school, was placed at the top of the questionnaire. Participants were then asked to respond to the following question: “Please describe in your own words what you consider student leadership to be within your ensemble.”

### **Pilot Studies**

The researcher pilot tested the questionnaire to determine any limitations with the instrument and to ascertain if administration of the survey could be completed in a timely manner. Two university music education researchers completed the survey and suggested minor revisions to the wording of the demographic item and clarity of the open-ended question. It was also determined the questionnaire could be completed in less than 10 minutes. A copy of the survey is located in Appendix B.

## **Administration of the Survey**

After obtaining Institutional Review Board approval (see Appendix A), the survey was administered at the Winter District Meetings for the South Central and Eastern Districts of the North Carolina Bandmasters Association on January 27, 2018 and February 3, 2018 respectively. A short introduction about the purpose of the study was presented to the district membership. The band directors were then notified that participation in the survey was completely voluntary and responses would remain confidential and anonymous. Paper surveys were left in a central location for participants to pick up and return.

## **Data Analysis**

A mixed methods design that utilized qualitative and quantitative methods were employed to collect and analyze data for this study. Participant responses to the open-ended questions were calculated according to the frequency of comments. Additionally, a classification system consisting of a taxonomic structure was created based on the themes that emerged from the response.

## CHAPTER IV: RESULTS

### **Survey Response**

Of the 46 participants who received a survey, 38 responses were complete, resulting in an 82.6% response rate. Specifically, the sample consisted of band directors ( $n = 16$ , 42.1%) who have taught at high schools, directors who have taught at middle schools ( $n = 15$ , 39.5%), and band directors who have taught both middle and high school levels ( $n = 7$ , 18.4%).

### **Classification of Responses**

Band director responses ( $N = 38$ ) to the survey generated a total of 199 comments (see Appendix C). Ranging from 1 to 15 comments per response, the average was 5.24 comments per director. Following a previously established descriptive approach that utilizes qualitative coding techniques, the researcher examined each response to determine a taxonomic structure based on themes found in the data (Juchniewicz et al., 2014; Madsen & Kelly, 2002; Wagoner & Juchniewicz, 2017).

In order to answer Research Question #1, “How do North Carolina band directors define student leadership within their ensemble?” the researcher initially analyzed all responses and grouped the data into an initial taxonomy. The data was then given to a university music education researcher to review the taxonomic structure of the responses. From this, the researcher made further revisions to the initial taxonomy. Finally, another university music education researcher viewed a random selection of 20% of all responses and placed each responses into the established taxonomic structure for reliability. By using the formula agreements divided by the sum of agreements plus disagreements, reliability was found to be .73 (C. K. Madsen & Madsen, 1998; Wagoner & Juchniewicz, 2017).

Overall, the most frequent comments were related to “What Leaders Do” (see Table 1). Within in this category, the majority of comments fit under “Assist Director with Tasks,” which are broken down into “Musical,” “Non-musical,” and “Unidentified” subcategories. Additionally, categories of “Characteristics of Leaders,” “Students Involved,” and “Reasons for Student Leadership” also emerged from the comments. A “Miscellaneous” category was used for comments that did not fall into the above categories and/or were not related to student leadership.

Table 1  
*Band Director Responses – Definitions of Student Leadership*

Category	Responses
<b><u>What Leaders Do</u></b>	<b><u>79</u></b>
Assist Director with Tasks	51
Musical	28
Non-musical	18
Unidentified	5
Set an Example for Others	16
Other	7
Volunteer for Opportunities	5
<b><u>Characteristics of Leaders</u></b>	<b><u>45</u></b>
Positive Role Model	8
Peer Influence	8
Musical Proficiency	6
Taking Ownership of Program/Learning	5
Servant Leadership	5
Goes Above Expectations	5
Respect	2
Initiative	2
Hardworking	2
Maturity	1
Commitment	1
<b><u>Students Involved</u></b>	<b><u>35</u></b>
Select Group with Assigned Roles	32
All Students	3
<b><u>Reasons for Student Leadership</u></b>	<b><u>15</u></b>
Essential to the Band Program	9
Personal Benefits for Students	6
<b><u>Miscellaneous</u></b>	<b><u>25</u></b>

Next, to answer Research Question #2, “Are there differences between middle and high school band directors in their perception of student leadership?” responses for middle school ( $n = 15$ ; see Table 2) and high school ( $n = 16$ ; see Table 3) directors were divided into separate taxonomies for comparisons.

Table 2  
*Middle School Band Director Responses – Definitions of Student Leadership*

Category	Responses
<b><u>What Leaders Do</u></b>	<b><u>27</u></b>
Assist Director with Tasks	15
Musical	7
Non-musical	5
Unidentified	3
Set an Example for Others	7
Other	3
Volunteer for Opportunities	2
<b><u>Characteristics of Leaders</u></b>	<b><u>17</u></b>
Positive Role Model	4
Musical Proficiency	4
Peer Influence	3
Goes Above Expectations	3
Taking Ownership of Program/Learning	1
Initiative	1
Hardworking	1
<b><u>Students Involved</u></b>	<b><u>16</u></b>
Select Group with Assigned Roles	15
All Students	1
<b><u>Reasons for Student Leadership</u></b>	<b><u>1</u></b>
Personal Benefits for Students	1
<b><u>Miscellaneous</u></b>	<b><u>16</u></b>

In comparison, both middle and high school band directors most frequently defined student leadership by “What Leaders Do” and identified “Characteristics of Leadership” (see Figure 1). However, high school band directors generated a greater number of comments related to the “Assist Director with Tasks” category, specifically “Musical” tasks (see Figure 2). Furthermore, a greater number of specific traits and comments for “Characteristics of Leaders”

and “Reasons for Student Leadership” by were found by high school band directors. Middle school band director responses included a higher number of comments regarding “Students Involved” and other “Miscellaneous” comments.

Table 3  
*High School Band Director Responses – Definitions of Student Leadership*

Category	Responses
<b><u>What Leaders Do</u></b>	<b><u>31</u></b>
Assist Director with Tasks	23
Musical	15
Non-musical	7
Unidentified	1
Other	4
Set an Example for Others	3
Volunteer for Opportunities	1
<b><u>Characteristics of Leaders</u></b>	<b><u>22</u></b>
Peer Influence	5
Taking Ownership of Program/Learning	4
Servant Leadership	4
Positive Role Model	2
Goes Above Expectations	2
Musical Proficiency	1
Respect	1
Initiative	1
Hardworking	1
Commitment	1
<b><u>Students Involved</u></b>	<b><u>12</u></b>
Select Group with Assigned Roles	11
All Students	1
<b><u>Reasons for Student Leadership</u></b>	<b><u>12</u></b>
Essential to the Band Program	8
Personal Benefits for Students	4
<b><u>Miscellaneous</u></b>	<b><u>9</u></b>



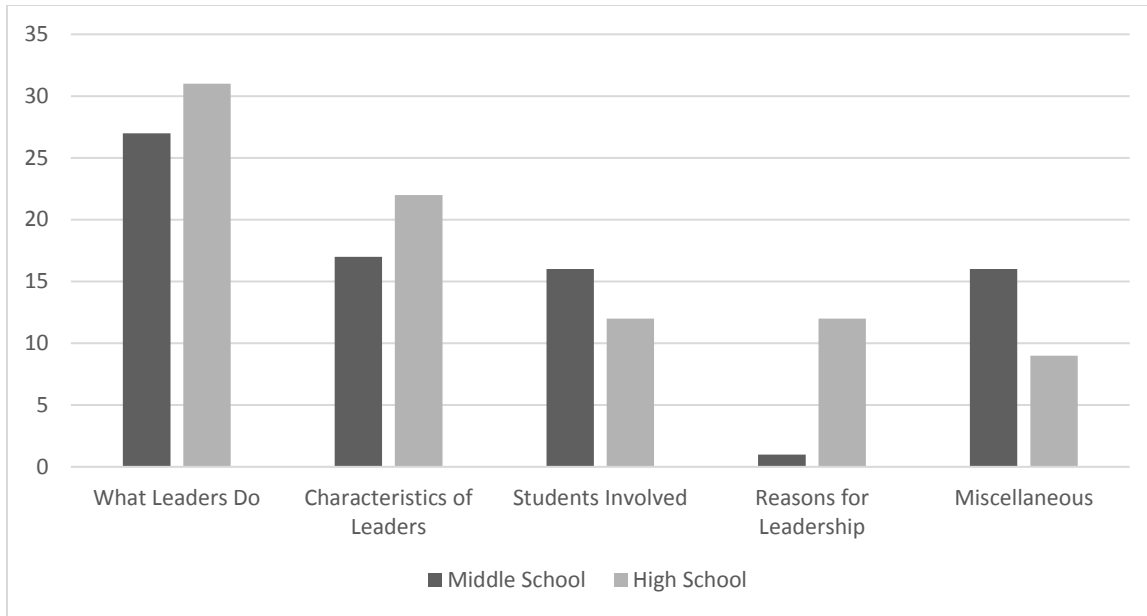


Figure 1. Comparison of Middle and High School Responses

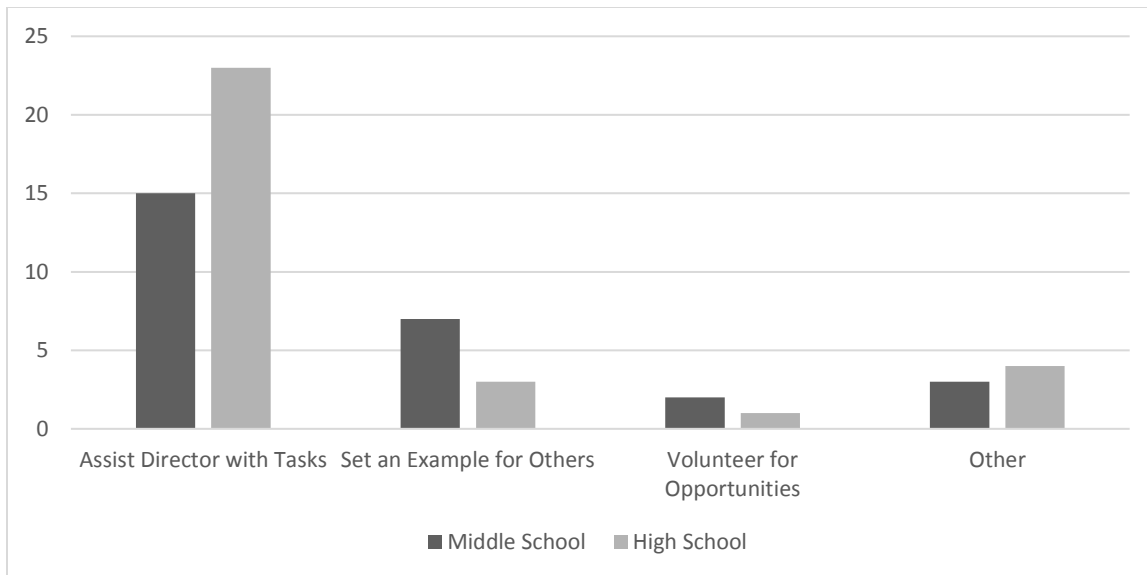


Figure 2. Comparison of “What Leaders Do”

## CHAPTER V: DISCUSSION

The purpose of this study was to investigate North Carolina band directors' perceptions of student leadership and to identify any similarities or differences between the responses of middle school and high school band director. The following research questions were posed:

1. How do North Carolina band directors define student leadership within their ensemble?
2. Are there differences between middle and high school band directors in their perception of student leadership?

### **Summary of Band Director Responses**

In answer Research Question #1, results indicate a high frequency of comments defining student leadership by “What Leaders Do” and “Characteristics of Leaders.” Specifically, actions referring to assisting the band director generated the most responses. Tasks were identified as either musical, non-musical, or unidentified. Examples of these tasks include (a) “running sectionals,” (b) “organizing the music library,” and (c) “being willing to help instructors and students without being asked.” Other subcategories of “What Leaders Do” include (a) “set an example for others,” (b) “volunteer for opportunities,” and (c) “other” for additional actions. Jensen (2013) and Rush (2006) both suggest delegating tasks in forms of student leadership roles, a conclusion that band directors from the present study appear to value as well. Many responses from the present study include specific roles that students could be assigned to, such as section leader or librarian, which demonstrates a tendency towards having a smaller, select group of leaders. However, one response stated, “I don’t believe it is necessary to have a ‘title,’ but feel it is a large part of my job to foster and develop young leaders,” which reflects Kouzes and Posner’s (2008) findings that leadership is “not defined by a role.” Additionally, student roles

are a key component of *The Leader in Me* process, as is the development of the leadership skills, “The 7 Habits” (Covey, 2013; Covey et al, 2014). The most frequently identified characteristics were being a “positive role model” and having “peer influence.” These results mirror characteristics such as respect and initiative previously identified as ideal traits of student leaders (Daft, 2014; Kouzes & Posner, 2008; Lautzenheiser, 2005; Lautzenheiser, 2006).

Furthermore, several responses included reasons for having student leadership, which were split between the subcategories “essential to the band program” and “personal benefits for students.” Responses for personal benefits included “students learn to develop hard work and their character through the growth and their love for music.” Similarly, Beaudoin (2005) identified the developing sense of belonging, senses of accomplishment, and improved confidence as benefits to student leadership, personal skills that appear to be valued by band directors from the present study as well. Finally, there were a large number of “Miscellaneous” comments not related to student leadership that were noted by the participants, including “We use Microsoft Teams to communicate and organize these” and “Younger, inexperienced players balance and blend to principal sound.”

In answer to Research Question #2, the frequency of total responses only differed slightly between responses of middle and high school band directors. Middle school responses yielded a total of 77 comments, while high school responses yielded 86 comments. Although the four taxonomic categories materialized similarly based on responses, there do appear to be differences within the subcategories, which may indicate differences in the perception of leadership between middle and high school band directors. Within the category of “What Leaders Do,” “assist director with tasks” was seen most frequently in both middle and high school responses, although the frequency differs with a greater number of high school responses

within this category. However, “set an example for others” was commented on more frequently by middle school directors than high school directors. The second highest category was “Characteristics of Leaders.” The traits listed varied between the two grade levels. “Positive role model” and “musical proficiency” were the top two traits by middle school directors, respectively, with these attributes being listed less frequently by high school directors. In contrast, high school responses identified “peer influence” and “taking ownership of the program/learning” as the top traits, respectively, with middle school directors commenting much less frequently for these skills. As identified by A. Gilbert (2016) and Gruenhagen (2017), taking ownership leads to increased creativity, reflection, and collaboration, all of which continue to build strong leadership skills, conclusions which based on the findings of the present study are strongly valued by high school directors.

High school directors also identified “servant leadership” frequently, yet not mentioned by middle school directors. This may be due to age or maturity of students in high school. Responses for “students involved” were slightly higher for middle school directors. Specifically, there were a higher number of responses by middle school directors referencing specific roles for students. However, a significantly higher number of comments addressed “reasons for student leadership,” especially that leadership is “essential to the band program” by high school directors. Many high school band programs offer more ensembles to participate in, which may lead to the use of or need for more student leaders. Additionally, the differences in responses may demonstrate a difference in expectations for student leaders.

### **Implication of the Findings**

In an effort to narrow or specify one’s own definition of student leadership, band directors could use the results of this study to determine how colleagues define student

leadership. This could expand the music education profession's understanding of student leadership development. For example, directors may use the list of character traits found in the present study as a way to determine the qualities they are looking for in their student leaders. Additionally, many high school responses referred to having a "Band Council," while only two middle school responses stated past efforts to creating a band leadership team. Therefore, middle and high school band directors, especially those within the same cluster or feeder system could collaborate to create a joint leadership model to promote the qualities and skills need to serve the band program.

Music classrooms frequently offer opportunities for student choice, collaboration, and goal-setting, which provide a pathway to developing student leadership (Embry, 2016; McAnally, 2006). Consequently, these experiences lead to the development of a cohesive ensemble in which every member trusts and cares for one another (Barden, 2011; Hayden & Romines, 2015; Shieh, 2008). Student leadership has become a natural part of fostering musicianship in the music classroom. Developing leadership in an ensemble can further expand musical knowledge and ability, bringing about an increased level of musical independence.

### **Limitations of the Study**

One potential limitation of this study could have been the demographic questions asked of the participants. Instead of "Grade Level(s) Taught" which may have encouraged band directors to select both middle school and high school if they had previous teaching experience at these levels, revising this to say "Current Grade Level(s)" may have been clearer to indicate that this question wanted to ascertain what grade level directors were currently teaching. Additionally, the open-ended question of the survey could be revised to ascertain a more specific response from the participants. Asking for definitions of student leadership produced several

additional miscellaneous comments, including some that did not pertain to student leadership. It is possible that asking a more specific question could have focused the participants' responses and resulted in fewer miscellaneous responses. Finally, this study only examined band directors from two districts of the North Carolina Bandmasters Association, resulting in a small sample of participants. Expanding to include all districts across the state would increase the sample of participants and provide a larger amount of responses from middle and high school directors from which to examine perceptions of student leadership.

### **Recommendations for Future Research**

Based on the findings from this investigation, future research is needed to examine specific concepts found within student leadership in the classroom. For example, future studies may focus on developing strong leadership traits as described by Lautzenheiser (2005; 2006). Other studies may further explore leadership development through participation in band or the need for student leadership in band. The concept of leadership is constantly evolving; therefore, continued research is warranted to further developing 21<sup>st</sup> Century learners and leaders.

## REFERENCES

- Avery, G. C. (2012). *Understanding leadership: Paradigms and cases* (4<sup>th</sup> ed.). Los Angeles, CA: SAGE Publications, Inc.
- Barden, W. (2011). *Connecting students and teachers to create an ensemble*. San Diego, CA: Neil A. Kjos Music Company.
- Beaudoin, N. (2005). *Elevating student voice: How to enhance student participation, citizenship, and leadership*. Larchmont, NY: Eye on Education.
- Cangro, R. (2015). Student collaboration and standards-based music learning: A literature review. *Update*, 34(3), 63-68.
- Common Core State Standards Initiative. (2018). *Common Core State Standards*. Retrieved from <http://www.corestandards.org/>.
- Covey, S. R. (2013). *The 7 habits of highly effective people* (4<sup>th</sup> ed.). New York, New York: Simon & Schuster.
- Covey, S. R., Covey, S., Summers, M., & Hatch, D. K. (2014). *The leader in me: How schools around the world are inspiring greatness, one child at a time* (2<sup>nd</sup> ed.). New York, New York: Simon & Schuster.
- Daft, R. L. (2014). *The leadership experience* (6<sup>th</sup> ed.). Samford, CT: Cengage Learning Press.
- Embry, J. (2016). Intrinsic motivation in the instrumental music ensemble: An action research approach. *North Carolina Music Educator*, 67(1), 25-26.
- Gilbert, A. D. (2016). The framework for 21<sup>st</sup> century learning: A first-rate foundation for music education assessment and teacher evaluation. *Arts Education Policy Review*, 117(1), 13-18.

- Gilbert, D. (2016). Curious, collaborative, creativity: Applying student-centered principles to performing ensembles. *Music Educators Journal*, 103(2), 27-34.
- Gruenhagen, L. M. (2017). Developing musical creativity through reflective and collaborative practices. *Music Educators Journal*, 103(3), 40-45.
- Hansen, D., & Imse, L. A. (2016). Student-centered classrooms: Past initiatives, future practices. *Music Educators Journal*, 103(2), 20-26.
- Hayden, G., & Romines, R. (2015). Leadership training for beginning band students. *The Instrumentalist*, 69(11), 26-28.
- Jensen, E. (2013). How to automate engagement. In *Engaging students with poverty in mind: Practical strategies for raising achievement* (pp. 131-155). Alexandria, VA: ASCD.
- Juchniewicz, J., Kelly, S. N., & Acklin, A. I. (2014). Rehearsal characteristics of “superior” band directors. *Update: Applications of Research in Music Education*, 32(2), 35-43.
- Kouzes, J. M., & Posner, B. Z. (2008). *The student leadership challenge: Five practices for exemplary leaders* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Lautzenheiser, T. (2005). *Music advocacy and student leadership*. Chicago: GIA Publications.
- Lautzenheiser, T. (2006). *Leadership: Vision, commitment, action*. Chicago: GIA Publications.
- LeBeau, D. S. (2015). Taking charge: Looking at student leadership in the high school band room. *Excellence in Performing Arts Research*, 2(3), 1-15.
- Leshnower, S. (2008). Teaching leadership. *Gifted Children Today*, 31(2), 29-35.
- Madsen, C. K., & Kelly, S. N. (2002). First remembrances of wanting to become a music teacher. *Journal of Research in Music Education*, 50, 323-332.
- Madsen, C. K., & Madsen, C. H., Jr. (1998). *Teaching discipline: A positive approach for educational development* (4<sup>th</sup> ed.). Raleigh, NC: Contemporary.



- McAnally, E. A. (2006). Motivating urban music students. In C. Frierson-Campbell (Ed.), *Teaching music in the urban classroom: A guide to survival, success, and reform* (pp. 99-108). Lanham, Maryland: Rowman & Littlefield Education.
- Northouse, P. G. (2018). *Introduction to leadership: Concepts and practice* (4<sup>th</sup> ed.). Los Angeles: SAGE Publications, Inc.
- Partnership for 21<sup>st</sup> Century Learning. (2006). *A state leader's guide to 21<sup>st</sup> century skills: A new vision for education*. Retrieved from <http://www.p21.org/storage/documents/stateleaders071906.pdf>
- Partnership for 21<sup>st</sup> Century Learning. (n.d.). *Life skills*. Retrieved from <http://www.p21.org/about-us/p21-framework/266>
- Philip, G. M. (2010). *Student leadership development in high school band* (master's thesis). Retrieved from JMU Scholarly Commons (No. 453).
- Roberts, D. M., & Bailey, K. J. (2016). Setting the stage: The intersection of leadership and assessment. *New Directions for Student Leadership* (No. 151), 7-18.
- Rush, S. (2006). *Habits of a successful band director*. Chicago: GIA, Publications, Inc.
- Shieh, E. (2008). Developing leadership in the ensemble classroom. *Music Educators Journal*, 94(4), 46-51.
- Wagoner, C. L., & Juchniewicz, J. (2017). An examination of secondary wind instrument methods courses. *Journal of Music Teacher Education*, 26(3), 51-64.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

**EAST CAROLINA UNIVERSITY**  
**University & Medical Center Institutional Review Board**  
4N-64 Brody Medical Sciences Building- Mail Stop 682  
600 Moye Boulevard - Greenville, NC 27834  
Office **252-744-2914** ☎ - Fax **252-744-2284** ☎ -  
[www.ecu.edu/ORIC/irb](http://www.ecu.edu/ORIC/irb)

## Notification of Exempt Certification

From: Social/Behavioral IRB  
To: [Joseph Girgenti](#)  
CC: [Jay Juchniewicz](#)  
Date: 1/30/2018  
Re: [UMCIRB 18-000011](#)  
Band Director Perceptions of Student Leadership

I am pleased to inform you that your research submission has been certified as exempt on 1/29/2018. This study is eligible for Exempt Certification under category #Exempt 2.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B

STUDENT LEADERSHIP SURVEY



APPENDIX C

CLASSIFICATION OF BAND DIRECTOR RESPONSES

**Band Director Response****Classification Categories**

1. Students are leaders through being the example for behavioral and musical standards of excellence	What Leaders Do	Set an Example for Others	
2. They lead sectionals for marching band in high school, but also help during MPA seasons for both middle and high schools.	What Leaders Do	Assist Director with Tasks	Musical
3. Students learn to develop hard work and their character through the growth and their love for music.	Reasons for Student Leadership	Personal Benefits for Students	
4. This applies in all levels from middle to high school band.	Miscellaneous		
5. Middle school- pretty much teacher led.	Miscellaneous		
6. If good student or group would like to present a lesson, then that might work (with approval)	What Leaders Do	Assist Director with Tasks	Musical
7. High school- definitely in marching band, leadership helps with teaching basics, working music, etc.	What Leaders Do	Assist Director with Tasks	Musical
8. During concert season- section leaders	Students Involved	Select Group with Assigned Roles	
9. To run sectionals	What Leaders Do	Assist Director with Tasks	Musical
10. Band Council	Students Involved	Select Group with Assigned Roles	
11. Officers to handle certain aspects of band business	What Leaders Do	Assist Director with Tasks	Non-musical
12. Organize certain band events	What Leaders Do	Assist Director with Tasks	Non-musical
13. All with director approval	Miscellaneous		
14. I consider student leadership to be having students that I can rely on to take care of the things that aren't the "fun" part of band, but make the band better.	What Leaders Do	Assist Director with Tasks	Non-musical
15. This could be being in charge of the distribution of parts	What Leaders Do	Assist Director with Tasks	Non-musical
16. Checking and sharing fingerings	What Leaders Do	Assist Director with Tasks	Musical
17. Setting up chairs	What Leaders Do	Assist Director with Tasks	Non-musical
18. Leading sectionals	What Leaders Do	Assist Director with Tasks	Musical
19. Being early/staying late	What Leaders Do	Set an Example for Others	
20. Guiding younger students to one day become the leaders that they are.	What Leaders Do	Set an Example for Others	
21. Student leadership- simply put, it is a role	Students Involved	Select Group with Assigned Roles	
22. Students who are able to display respect	Characteristics of Leaders	Respect	
23. And care for the band, their colleagues, their teachers, and the concepts passed along in a band room.	Characteristics of Leaders	Positive Role Model	

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
24. Who follows best is usually who will set the best example	What Leaders Do	Set an Example for Others	
25. A servant leader	Characteristics of Leaders	Servant Leadership	
26. Student leadership is the backbone of the band program.	Reasons for Student Leadership	Essential to the Band Program	
27. Leading the roles of performer and mentor, we use the phrase “Leadership by example.”	What Leaders Do	Set an Example for Others	
28. In a nutshell- every member of our band is a leader.	Students Involved	All Students	
29. Different levels	Miscellaneous		
30. Band Council- voted members by students	Students Involved	Select Group with Assigned Roles	
31. Field Captain	Students Involved	Select Group with Assigned Roles	
32. Drum Major	Students Involved	Select Group with Assigned Roles	
33. Leader in each section (flute, clarinet, etc.)- selected by the director	Students Involved	Select Group with Assigned Roles	
34. The band council is the link for student input to the director	What Leaders Do	Assist Director with Tasks	Unidentified
35. Leaders must be good models and show school pride	Characteristics of Leaders	Positive Role Model	
36. Good performer	Characteristics of Leaders	Musical Proficiency	
37. Good Attitude (Mature)	Characteristics of Leaders	Maturity	
38. Willing to help outside of class	What Leaders Do	Volunteer for Opportunities	
39. Move equipment, etc.	What Leaders Do	Assist Director with Tasks	Non-musical
40. Volunteer	What Leaders Do	Volunteer for Opportunities	
41. Sectional leaders	Students Involved	Select Group with Assigned Roles	
42. Tri-M Music Honor Society Officers	Students Involved	Select Group with Assigned Roles	
43. Peer Tutors	Students Involved	Select Group with Assigned Roles	
44. Student Conductors	Students Involved	Select Group with Assigned Roles	
45. Leaders such as officer positions	Students Involved	Select Group with Assigned Roles	
46. Helping the director	What Leaders Do	Assist Director with Tasks	Unidentified
47. Student conductors leading warm-ups	What Leaders Do	Assist Director with Tasks	Musical
48. Every student leads at least one warm-up	Students Involved	All Students	
49. Students are selected to conduct rehearsal when with a non-musician substitute	What Leaders Do	Assist Director with Tasks	Musical
50. Right now I do not have any sort of a formal leadership system in place.	Miscellaneous		
51. I try to give leadership positions/opportunities to my students who volunteer to do extra projects	What Leaders Do	Volunteer for Opportunities	
52. Who naturally are positive leaders in my class	Characteristics of Leaders	Positive Role Model	



Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
53. My hope is by highlighting positive attributes of my leaders that my other students will follow their example.	Characteristics of Leaders	Positive Role Model	
54. Student leadership is students setting the very best example at all times	What Leaders Do	Set an Example for Others	
55. Being willing to help instructors and students without being asked	What Leaders Do	Assist Director with Tasks	Unidentified
56. Being proficient on his or her instrument	Characteristics of Leaders	Musical Proficiency	
57. Taking initiative	Characteristics of Leaders	Initiative	
58. Section leader	Students Involved	Select Group with Assigned Roles	
59. Student leadership is giving students the opportunity to share their strengths with the entire ensemble.	What Leaders Do	Volunteer for Opportunities	
60. Students also get the chance to teach others which is a great learning tool for the students who are more advanced.	Reasons for Student Leadership	Personal Benefits for Students	
61. Student leadership is students taking ownership of the program and showing responsibilities for aspects of the program other than just performance.	Characteristics of Leaders	Taking Ownership of Program/Learning	
62. The only student leadership I employ are student conductors.	Students Involved	Select Group with Assigned Roles	
63. These students go through before school training	Miscellaneous		
64. And lead the ensembles in warm ups.	What Leaders Do	Assist Director with Tasks	Musical
65. I then utilize these student conductors on days in which I have a sub.	What Leaders Do	Assist Director with Tasks	Musical
66. At my school, my students are primarily leaders by example.	What Leaders Do	Set an Example for Others	
67. They lead by being excellent musicians first	Characteristics of Leaders	Musical Proficiency	
68. In addition to leading by example in how they behave	What Leaders Do	Set an Example for Others	
69. We have tried to develop a middle school leadership team, but have not had the time to complete the process.	Miscellaneous		
70. Student leadership can include first chair or principal players	Students Involved	Select Group with Assigned Roles	
71. Leadership by example	What Leaders Do	Set an Example for Others	
72. Role modeling	Characteristics of Leaders	Positive Role Model	
73. Helping younger students	What Leaders Do	Assist Director with Tasks	Unidentified

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
74. Someone who straightens or organizes the band room or music library	What Leaders Do	Assist Director with Tasks	Non-musical
75. As well as someone who goes above and beyond the expected.	Characteristics of Leaders	Goes Above Expectations	
76. 8 <sup>th</sup> Graders usually	Students Involved	Select Group with Assigned Roles	
77. Technology leader	Students Involved	Select Group with Assigned Roles	
78. Helps with Sightreading Factory, Noteflight, Smart Music, Microsoft Teams, etc.	What Leaders Do	Assist Director with Tasks	Non-musical
79. Usually better than I am with tech	What Leaders Do	Assist Director with Tasks	Non-musical
80. We use Microsoft Teams to communicate and organize these	Miscellaneous		
81. Librarian for students that lose music	Students Involved	Select Group with Assigned Roles	
82. This student will replace lost music	What Leaders Do	Assist Director with Tasks	Non-musical
83. Each class has a student conductor	Students Involved	Select Group with Assigned Roles	
84. This student will help keep a routine in case I am absent	What Leaders Do	Other	
85. Lead students through scales and exercises during warm-ups and facilitates and monitors sections	What Leaders Do	Assist Director with Tasks	Musical
86. Has my phone number and permission to text me- I may or may not be available to answer	Miscellaneous		
87. Section leaders	Students Involved	Select Group with Assigned Roles	
88. 8 <sup>th</sup> graders meet with 6 <sup>th</sup> and 7 <sup>th</sup> for help sessions during our school advisory times	What Leaders Do	Assist Director with Tasks	Musical
89. Scheduled on Microsoft Teams with Core Teacher Approval	Miscellaneous		
90. Who influences the entire class the most.	Characteristics of Leaders	Peer Influence	
91. Which student does the class gravitate to.	Characteristics of Leaders	Peer Influence	
92. Leaders!	Miscellaneous		
93. Encourage others to be more responsible, organized, timely, prepared, or positive by direct communication in class and sometimes outside of class	Characteristics of Leaders	Peer Influence	
94. Set a good example in the previously mentioned qualities	What Leaders Do	Set an Example for Others	
95. Have a consistently good relationship with other students and adult leaders	Characteristics of Leaders	Positive Role Model	
96. Obviously work hard and consistently	Characteristics of Leaders	Hardworking	

Band Director Responses – Continued

Band Director Response	Classification Categories		
97. Participate in all extra events and opportunities	Characteristics of Leaders	Goes Above Expectations	
98. Show that they enjoy what they are doing	What Leaders Do	Other	
99. On a musical level, play well and strong.	Characteristics of Leaders	Musical Proficiency	
100. They sightread with confidence	Characteristics of Leaders	Musical Proficiency	
101. Always do more than they have to, better than is required.	Characteristics of Leaders	Goes Above Expectations	
102. Leadership at the middle school level can be a few types of forms.	Miscellaneous		
103. In my program, I have created an expectation for the students who hold first chair positions	Students Involved	Select Group with Assigned Roles	
104. To make sure they are always prepared so they can help set the high standard for their section.	What Leaders Do	Set an Example for Others	
105. Preparation for the principal chairs is for them to have materials and music prepared and ready consistently.	What Leaders Do	Set an Example for Others	
106. They are also in charge of leading sectionals if they are asked to work on music, if an instructional coach is not present.	What Leaders Do	Assist Director with Tasks	Musical
107. Another form of student leadership in our program is building leaders through small ensemble projects where I guide students to form their own groups to perform in and also ask those groups to vote on a student leader who will help with starting each group and giving feedback to the group to help the small ensemble get better.	What Leaders Do	Other	
108. The last form of student leadership our program used to do is to have a group that leads the band by helping to decide/vote on ideas to help the band for various events.	What Leaders Do	Assist Director with Tasks	Non-musical
109. We used to call the B.L.T. (Band Leadership Team) where we would meet once a week in the mornings.	Students Involved	Select Group with Assigned Roles	
110. Due to schedule conflicts with students we have not been able to form this group, but I would like to bring it back.	Miscellaneous		
111. Students not only give feedback on director ideas, but we have also worked on building student leadership.	Miscellaneous		

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
112. Modeling	Characteristics of Leaders	Positive Role Model	
113. We use the book called, “Leadership: Vision, Commitment, Action” by Tim Lautzenheiser.	Miscellaneous		
114. I love student leadership because it inspires student’s advocacy for their own learning.	Characteristics of Leaders	Taking Ownership of Program/Learning	
115. Students taking responsibility not just for themselves, but for others.	Characteristics of Leaders	Taking Ownership of Program/Learning	
116. Encouragement	Characteristics of Leaders	Peer Influence	
117. Students working to enable their peers to achieve at a higher level	Characteristics of Leaders	Peer Influence	
118. Preparing students for leadership opportunities outside of band and beyond graduation	Reasons for Student Leadership	Personal Benefits for Students	
119. I believe that having quality student leadership is essential to building a successful band program.	Reasons for Student Leadership	Essential to the Band Program	
120. We always utilize student led sectionals.	What Leaders Do	Assist Director with Tasks	Musical
121. I teach them how to lead their sections and teach the music.	What Leaders Do	Assist Director with Tasks	Musical
122. Student leadership inspires the younger members of my band program and allows the older ones to leave their legacy.	Characteristics of Leaders	Peer Influence	
123. It is an important part of the success of our band program as well as its growth in quality and quantity.	Reasons for Student Leadership	Essential to the Band Program	
124. I view student leadership as student centered and directed.	Miscellaneous		
125. I think it is important that students leaders are viewed as servant leaders.	Characteristics of Leaders	Servant Leadership	
126. Student leaders can act as cheerleaders and point people for individual sections	Characteristics of Leaders	Peer Influence	
127. Can take charge in sectionals	What Leaders Do	Assist Director with Tasks	Musical
128. Sample/Example playing	What Leaders Do	Assist Director with Tasks	Musical
129. Student leadership is crucial to my program.	Reasons for Student Leadership	Essential to the Band Program	
130. I don’t believe it is necessary to have a “title,” but feel it is a large part of my job to foster and develop young leaders.	Reasons for Student Leadership	Personal Benefits for Students	

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
131. Many times leadership simply means putting yourself last.	Characteristics of Leaders	Servant Leadership	
132. Running sectionals or one-on-one help	What Leaders Do	Assist Director with Tasks	Musical
133. Leadership in my program entails anything from just doing what needs to be done to being a drum major.	What Leaders Do	Other	
134. Leading by being a positive example in rehearsal (ie. attentiveness and preparation)	What Leaders Do	Set an Example for Others	
135. Taking initiative to work with other students who are struggling	Characteristics of Leaders	Initiative	
136. Stepping up to help with last minute performance requests and/or volunteer events	What Leaders Do	Volunteer for Opportunities	
137. Student leadership in my band is extremely important.	Reasons for Student Leadership	Essential to the Band Program	
138. I really consider my student leaders to be my assistant band directors.	What Leaders Do	Assist Director with Tasks	Musical
139. I don't have band directors in my county that I can call on or an assistant band director.	Miscellaneous		
140. Student leaders run rehearsal when I have a meeting or when I am absent for All-District or other school functions.	What Leaders Do	Assist Director with Tasks	Musical
141. My students run sectionals	What Leaders Do	Assist Director with Tasks	Musical
142. As well as serve as librarians and band managers	What Leaders Do	Assist Director with Tasks	Non-musical
143. These student leaders are always working hard	Characteristics of Leaders	Hardworking	
144. And causes the younger students to want to continue these leader roles as students graduate out.	Characteristics of Leaders	Peer Influence	
145. This gives kids ownership of their program	Characteristics of Leaders	Taking Ownership of Program/Learning	
146. And they take care of their program when they own it!	Characteristics of Leaders	Taking Ownership of Program/Learning	
147. When I taught middle school, I had kids serve in leadership roles as well for the same reasons.	Miscellaneous		
148. Not to mention the benefits of what these students gain from these experiences to use later in life.	Reasons for Student Leadership	Personal Benefits for Students	
149. Student leadership responsibilities vary depending on the ensemble	What Leaders Do	Other	
150. However, student leaders are expected to demonstrate the highest levels of commitment and excellence at all times.	Characteristics of Leaders	Commitment	
151. Student leaders are expected to be servant leaders	Characteristics of Leaders	Servant Leadership	

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
152. By going the extra mile while also representing other students.	Characteristics of Leaders	Goes Above Expectations	
153. Student leadership is essential to the core of any band's culture.	Reasons for Student Leadership	Essential to the Band Program	
154. The best way to influence your student culture is to fully develop your leaders.	Reasons for Student Leadership	Personal Benefits for Students	
155. They are more than just assistants, they are the key to your band's productivity level.	Reasons for Student Leadership	Essential to the Band Program	
156. I believe student leadership is vital to the success of any band program.	Reasons for Student Leadership	Essential to the Band Program	
157. In order for a program to truly have a positive culture, the student leadership must promote positivity and success.	Characteristics of Leaders	Positive Role Model	
158. The student leaders are the keepers of the expectations.	What Leaders Do	Set an Example for Others	
159. I have a marching band student leader team to assist with communication and teaching/ mentoring younger members.	What Leaders Do	Assist Director with Tasks	Non-musical
160. In class I also have student section leaders	Students Involved	Select Group with Assigned Roles	
161. Who assist with providing mentoring and modeling	What Leaders Do	Assist Director with Tasks	Musical
162. As well as organizational duties, such as music collection and passing out sightreading.	What Leaders Do	Assist Director with Tasks	Non-musical
163. A band council is also in place	Students Involved	Select Group with Assigned Roles	
164. To provide leadership opportunities on planning and implementing student activities and fundraisers.	What Leaders Do	Assist Director with Tasks	Non-musical
165. In short, modeling/mentoring	What Leaders Do	Set an Example for Others	
166. Assist with music distribution/collection	What Leaders Do	Assist Director with Tasks	Non-musical
167. Help with fundraising and other logistical needs	What Leaders Do	Assist Director with Tasks	Non-musical
168. Service leadership	Characteristics of Leaders	Servant Leadership	
169. Our leadership meetings are open to anyone interested.	Miscellaneous		
170. This is the only way to train our chosen leaders but also to educate our non-chosen leaders and general membership.	Miscellaneous		
171. I will find a position for any student willing to give back to the program.	Students Involved	All Students	
172. Also have Band officers/committees	Students Involved	Select Group with Assigned Roles	

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
173. Field Crew	Students Involved	Select Group with Assigned Roles	
174. Librarians	Students Involved	Select Group with Assigned Roles	
175. Uniform Crew	Students Involved	Select Group with Assigned Roles	
176. The key is to identify strengths and weaknesses and take advantage of that.	Miscellaneous		
177. We have an organizational chart of how our hierarchy works: Band Director- Drum Major (4)- Section Leaders (8)	Students Involved	Select Group with Assigned Roles	
178. My goal is to have a band full of leaders that would carry over into the entire school and beyond.	Students Involved	Select Group with Assigned Roles	
179. Most students in a high school band will go above and beyond normal expectations at least several times per semester.	Characteristics of Leaders	Goes Above Expectations	
180. Sometimes they have to be asked, and sometimes they do things on their own because they see a need.	What Leaders Do	Other	
181. This is, across the band, leading by example.	What Leaders Do	Set an Example for Others	
182. Appointed and elected positions should have well-defined tasks that have to be carried out with fidelity.	What Leaders Do	Assist Director with Tasks	Unidentified
183. I believe in a hierarchy of rank as well, so that student can have their needs met as quickly as possible and without having to ask the drum major or band director and pull them off of broader, more important tasks.	Miscellaneous		
184. For marching band, our student leadership team is critical to our success.	Reasons for Student Leadership	Essential to the Band Program	
185. We can't always afford to have a huge staff for band camp.	Miscellaneous		
186. Therefore, student leaders help by running sectionals for both marching fundamentals and music sectionals.	What Leaders Do	Assist Director with Tasks	Musical
187. Section Captains apply for their position.	Students Involved	Select Group with Assigned Roles	
188. They are selected based on not just music and marching skills	Characteristics of Leaders	Musical Proficiency	
189. But their respect, voice, and vision for the ensemble.	Characteristics of Leaders	Respect	

Band Director Responses – Continued

<b>Band Director Response</b>	<b>Classification Categories</b>		
190. They help refocus the group during transitions.	What Leaders Do	Assist Director with Tasks	Non-musical
191. During full ensemble, student leaders help reinforce concepts and correct/define body direction, horn angles, horns up/down, musical errors.	What Leaders Do	Assist Director with Tasks	Musical
192. They are also the first round for music pass-offs: quiz of memorized music.	What Leaders Do	Assist Director with Tasks	Musical
193. Student who don't pass off for student leadership have to play for directors.	Miscellaneous		
194. For concert ensemble, principal players help establish the sound for the section.	Students Involved	Select Group with Assigned Roles	
195. Younger, inexperienced players balance and blend to principal sound.	Miscellaneous		
196. Principal players learn their parts and 2 <sup>nd</sup> /3 <sup>rd</sup> parts to assist during rehearsal and sectionals.	What Leaders Do	Other	
197. If 2 <sup>nd</sup> clarinets are struggling, principal player switches and plays with them to model the line.	What Leaders Do	Assist Director with Tasks	Musical
198. Student leaders help break down notes and fingerings in sectionals.	What Leaders Do	Assist Director with Tasks	Musical
199. They help crunch through technical passages using the same strategies we use in full ensemble when we first work through a new piece.	What Leaders Do	Assist Director with Tasks	Musical



