



# TOUCHPOINT

The Division of Education Newsletter

Conn-Selmer  
DIVISION OF EDUCATION

Dr. Tim Lautzenheiser  
Vice President of Education  
tlautzenheiser@conn-selmer.com  
Cell: 269.410.0717

Michael Kamphuis  
Managing Director, Division of Education  
mkamphuis@conn-selmer.com  
Work: 574.523.0677  
Cell: 574.607.6000

Kelly Bryan  
Manager of Educational Outreach  
kbryan@conn-selmer.com  
Work: 574.523.0651  
Cell: 574.329.8727

Grant Johnston  
Program Coordinator  
gjohnston@conn-selmer.com  
Work: 574.523.0701

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## A Note from Dr. Tim

Greetings. In this edition of *Touchpoint*, Frank Troyka, Director of Bands and Coordinator of Fine Arts at Berkner High School in Richardson, Texas gets to the root of what it means to be an **OUTSTANDING** student leader. Written from the perspective of the student, Frank has provided a **GOLDMINE** of leadership **PEARLS** of **WISDOM**.



## Functions of an Effective Student Leadership Team

By Frank Troyka

Being an effective leader means making a positive impact on the success of the group and the individuals within it. Anything that carries a high degree of responsibility requires a strong sense of purpose. The better you become as a leader, the more those responsibilities will reveal themselves to you. The ideas that follow represent only the most basic functions of an effective student leadership team.

### 1. Extend the awareness and responsiveness of the directors.

Perception is reality. It would be impossible for any individual in the organization to be fully aware of the needs and perceptions of all of the others. Effective student leaders share their perspective with the directors and with each other so that appropriate course of action are more successfully chosen.

### 2. Assist with limited teacher responsibilities.

Ultimately, the responsibility for teaching the students is that of the directors. Effective student leaders develop their skills both as performers and instructors to extend the individual contact the professional staff has with each member of the group.

### 3. Be the role model for the ENTIRE group.

When you're chosen to be a leader, the implication is that the organization would be stronger with more people like you. Leaders come in many forms, and it's often much easier to lead the opposition. Effective student leaders must be consistent...

- In the positive interaction they model with the professional staff;
- In the positive interaction they model with each other and members of the group as a

whole;

- In modeling appropriate rehearsal etiquette;
- In staying on task.

These are big obligations. They require you to be highly aware of yourself and the way others see you. Often they require you to make choices that don't get approval from your peers in spite of the fact that you're doing what's right.

### 4. Create an environment in which it is socially acceptable to make right choices.

People tend to behave in a manner that meets with social approval from their peer group. Sometimes right choices are the most immediately gratifying choices. You, the other leaders, and your friends can make it "cool" for others to do the right thing simply by setting the example and by speaking up for your values. If you're overtly enthusiastic about working hard, respecting authority, following rules, supporting the other leaders, supporting your director, and about following on your commitments, others will find strength in you.

**Positive peer pressure is more powerful than negative peer pressure because it promotes our human desire to do what is right. 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.**

When people who share similar values interact in meaningful ways, they reinforce the importance and social safety of making good decisions. They create an atmosphere in which making right choices not only becomes socially acceptable, but becomes inherently preferable.



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