

MUSIC & LEADERSHIP

Craig Hlavac, Ed.D.
Associate Dean, Liberal Arts
Director, University Band
Southern Connecticut State University





ACTIVITY

KEEP THE BEAT!

**WHO AM
I?**





GUSTAVO DUDAMEL & LA PHILHARMONIC

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WHY ME?

- Music major students
- Non-majors interested in music
- Non-music faculty (French, Library Sciences, Physics)
- Community professionals (PhD/MD in Psychiatry, IT professionals, Yale librarians, CHE professor, architect, etc.)
- Sound familiar?

"THE THEORY OF RELATIVITY OCCURRED TO ME BY INTUITION, AND MUSIC IS THE DRIVING FORCE BEHIND THIS INTUITION. MY PARENTS HAD ME STUDY THE VIOLIN FROM THE TIME I WAS SIX. MY NEW DISCOVERY IS THE RESULT OF MUSICAL PERCEPTION."

-ALBERT EINSTEIN

CONNECTION & COMMUNICATION

- Build trusting relationships
- Encourage a culture of mutual accountability
- **Model** leadership with actions and consistency
- **Listen** constantly, demonstrate clear direction, speak seldomly
- **Communication** is a two-way street, but ultimately the players make the music



GUIDE & INSPIRE

- Patiently **teach** while providing historical and experiential context
- **Encourage** members to achieve their fullest potential, leveraging their strengths
- Consistently and constantly **assess** and **correct** performance
- Think **creatively** and seek **innovative** new ways to lead



LEADERSHIP

- Lead with **clear** and **rigorous expectations**
 - *Clear is kind. Unclear is unkind.* – Brené Brown
 - A 90% musical performance – not good!
- Capitalize on ensemble **strengths** while improving on group deficits
- Much of musical leadership is **service**
- **Administrative** skills are required. Marketing, professional writing, media relations, accounting, fundraising...
- Remain **humble** – the music does not come from you





TIMING & TEMPO

- Starting and stopping are the most important things we do!
- Pacing content based on what the group can handle is critical
- Knowing when to push forward and when to retreat
- Time management for rehearsals (meetings)
- The right piece (initiative) done at the wrong time can lead to failure

MISSION-CENTERED


- What is your primary mission?
- Who are your primary stakeholders?
- How do you define success?
- How do you assess and hold yourself accountable?





SOME ADDITIONAL THOUGHTS...

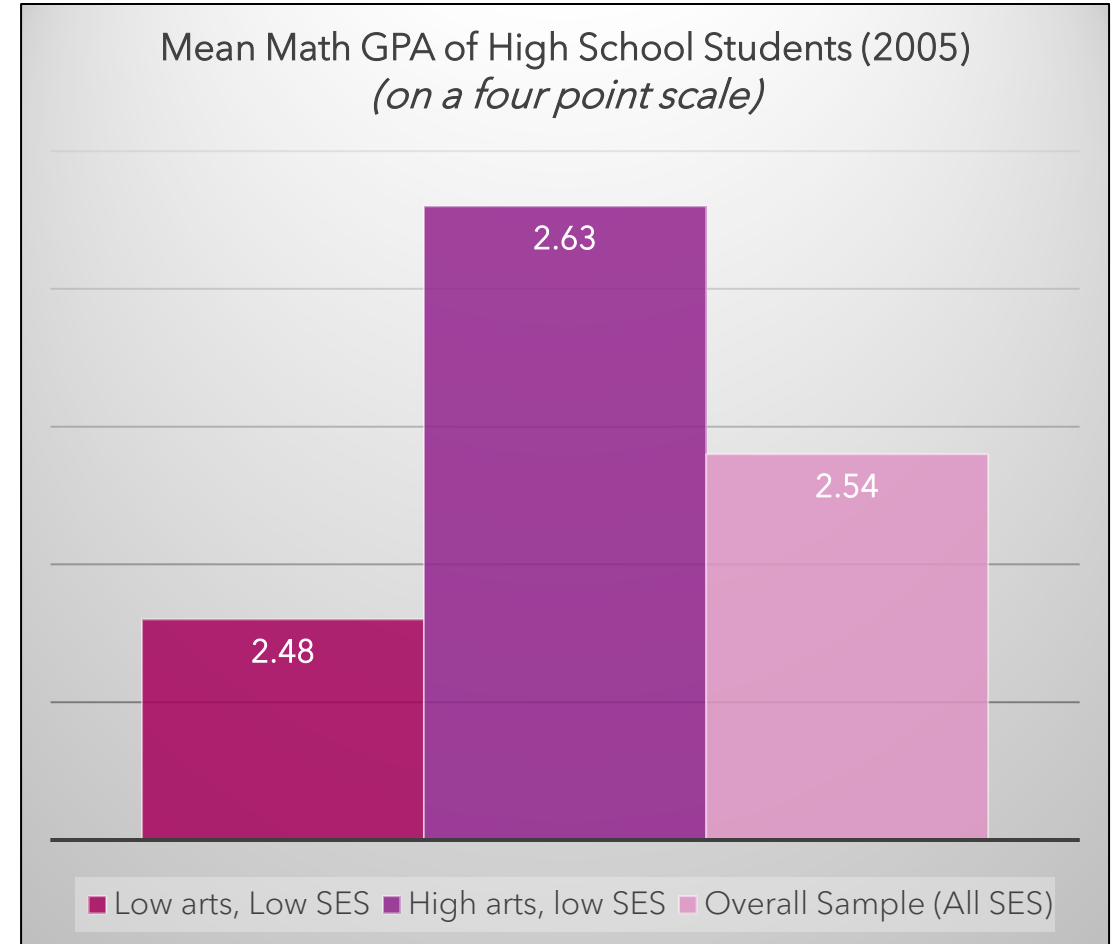
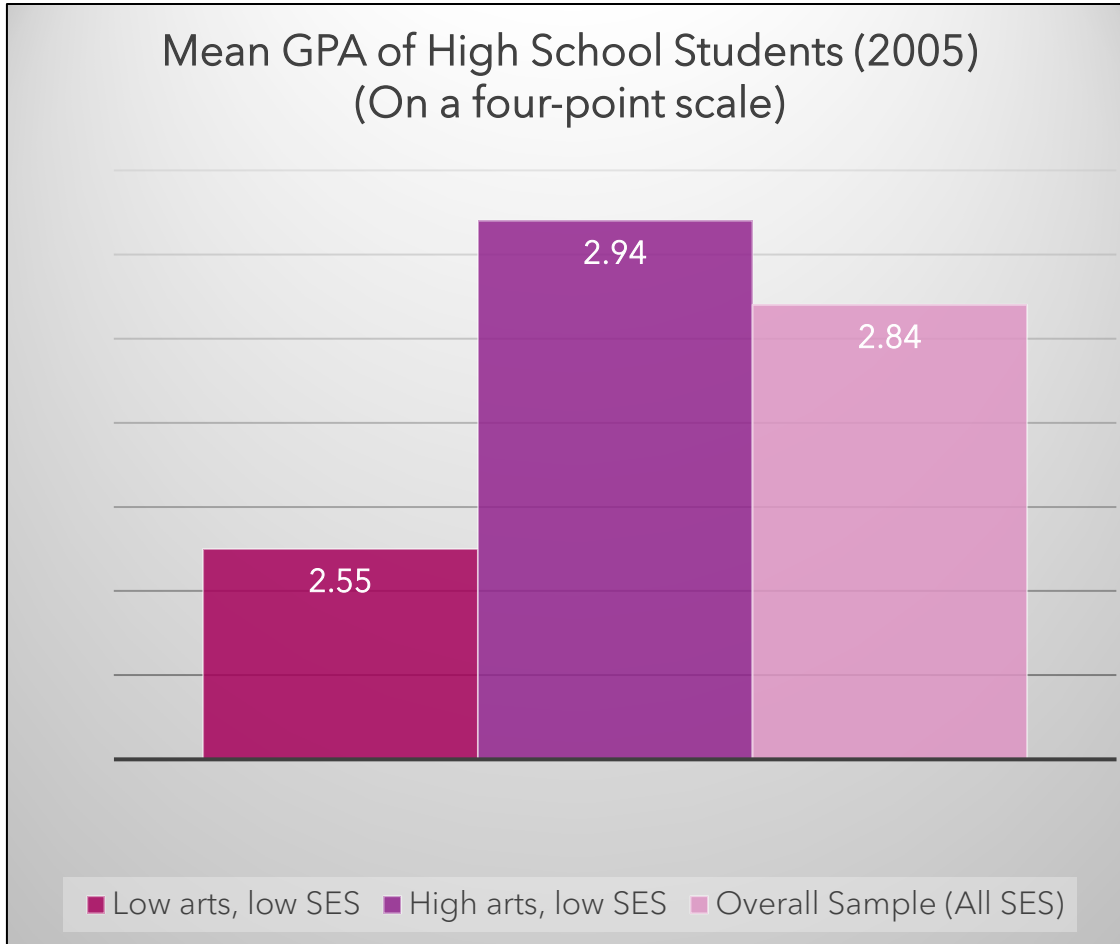
THE IMPORTANCE OF THE ARTS IN SCHOOLS



DR. MIGUEL CARDONA, US SECRETARY OF EDUCATION

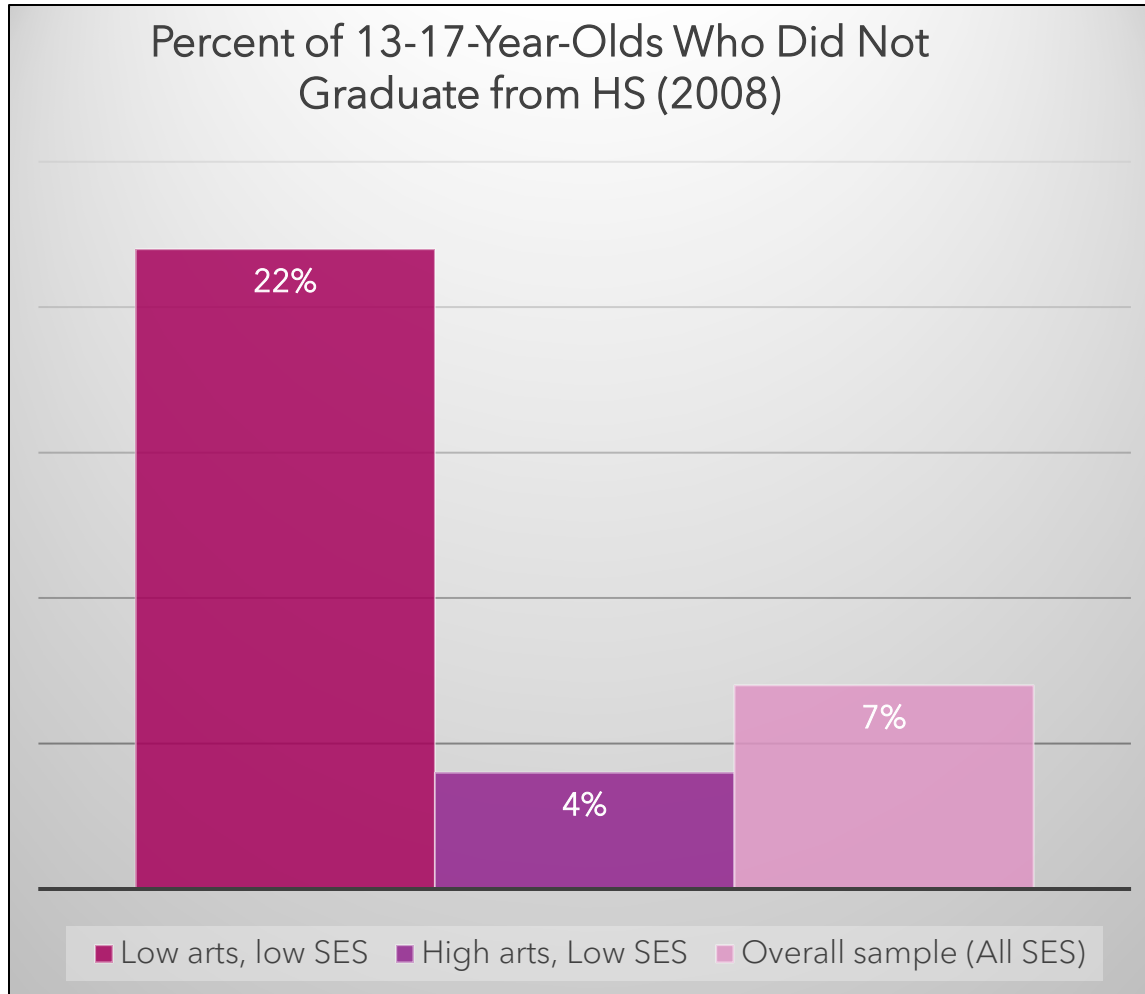
"MUSIC IS A WAY FOR OUR STUDENTS TO FIND THEMSELVES AND LEARN CRITICAL THINKING SKILLS. IN FACT, MUSIC PROBABLY DOES MORE TO DEVELOP CRITICAL THINKING SKILLS AND ANALYTICAL THINKING AND IMPROVISATION THAN MANY OTHER TOPICS WE SPEND TIME ON IN SCHOOL. FOR ME IT'S AN INTEGRAL PART AND ONE OF THE BEST WAYS WE CAN NURTURE THE NATURAL TALENT THAT STUDENTS HAVE..."

HIGH SCHOOL GPA DATA



Source: Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.^[2]

HIGH SCHOOL DROPOUT DATA



Other Relevant Findings

- The arts play a key role in **keeping students in high school** and **graduating on time** ^[3]
- Students at risk of dropping out of school cited **participation in the arts** as their reason for **staying in school** ^[4]
- In a 5-year study of nearly 175,000 first-time 9th graders in Texas, the authors found that cumulative credits in the arts were consistently associated with **reduced dropout**, even after controlling for prior achievement and concurrent course completion in core subjects ^[5]

Source: Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.

*Through a randomized controlled trial with 10,548 students who were enrolled in 42 schools across the Houston area, researchers found arts-learning experiences benefit students in terms of **reductions in disciplinary infractions, increases in compassion for others and improvements in writing achievement.***

Bowen, D. H., and Kisida, B. (2019). Investigating Causal Effects of Arts Experiences: Experimental Evidence from Houston's Arts Access Initiative. Houston Education Research Consortium.

*"IN TERMS OF ACADEMIC
OUTCOMES, RESEARCH
HAS SHOWN THAT
PARTICIPATION IN
THEATRE AND MUSIC IS
ASSOCIATED WITH
ACADEMIC ENGAGEMENT,
AND PARTICIPATION IN
ARTS EXTRACURRICULAR
ACTIVITY IS ASSOCIATED
WITH ACADEMIC
ASPIRATIONS, UNIVERSITY
ENROLLMENT, TIME AT
UNIVERSITY, AND
ACADEMIC
ACHIEVEMENT."*

EXCERPT FROM "THE
ROLE OF ARTS
PARTICIPATION IN
STUDENT OUTCOMES" [7]



TAKEAWAYS



1. Music conductors and K-12 academic leaders have much in common
2. Leadership skills are applicable across many different disciplines, organizations, and arenas
3. Keeping our primary stakeholder front-of-mind is important
4. The arts are essential for a holistic public education

THANK YOU!

CRAIG HLAVAC

HLAVAC@SOUTHERNCT.EDU

WWW.SOUTHERNCT.EDU



REFERENCES

- [1] U.S. Secretary of Education Arne Duncan Reinforces Importance of the Arts in Schools.
<http://www.ed.gov/news/press-releases/us-secretary-education-arne-duncan-reinforces-importance-arts-schools>
- [2] Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.
- [3] Israel, Douglas. (2009). Staying in school: Arts education and New York City high school graduation rates. New York: Center for Arts Education.
- [4] Barry, N., Taylor, J., Walls, K. & Wood, J. (1990). The Role of the Fine and Performing Arts in High School Dropout Prevention. Center for Music Research, Florida State University, Tallahassee.
- [5] Thomas, K.M., Singh, P., & Klopfenstein, K. (2015). Arts Education and the High School Dropout Problem. *Journal of Cultural Economics*. DOI: 10.1007/s10824-014-9238-x.
- [6] Bowen, D. H., and Kisida, B. (2019). Investigating Causal Effects of Arts Experiences: Experimental Evidence from Houston's Arts Access Initiative. Houston Education Research Consortium.
- [7] Martin, A. J., Mansour, M., Anderson, M., Gibson, R., Liem, G. A., and Sudmailis, D. (2013). The Role of Arts participation in Students' Academic and Nonacademic Outcomes. *Journal of Educational Psychology*, 105(3), 709-727.