



Planning for Success

Goal Setting and Leadership

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A. Leadership: Set the vision for yourself and your students, parents, faculty, and administrators

1. Develop a vision for excellence and possibility thinking
2. Your philosophy of music education drives your vision and decisions
3. Know yourself and your personal priorities – what you do is what you believe
4. Dream and set goals
 - a. What do I want to accomplish: spiritual, physical, financial, school, social, family, community – what makes me happy? What bugs me and can it be changed? Be aware of what you can handle and don't compare with others. Only you can set your priorities. Do my priorities harmonize with my goals? Will it matter next year, in 5 years?
 - b. Break the goals down into an action plan and track yourself with metrics
 - c. Look 1, 2 and 5 years out
 - d. Talk about it as if it is going to happen
5. Time management
 - a. Investing or spending time – plan
 - b. Plan an ideal week/month/year
 - c. Plan sheets, notebooks and most important lists – does your time match your goals?
6. Leadership
 - a. Will flow from a vision
 - b. Build a team of colleagues, administrators, parents, students, and community members
 - c. Character develops in fits and starts and will show to those you are leading. Self-discipline will naturally slide so check yourself and re-group. Monitor and adjust.

B. Communicating Your Vision

1. Advocacy
 - a. Know your school district - Developing support: administration, parents, students, business and the community
 - b. Flows from a vision and hard work
2. Information
 - a. How to communicate
 - i. Concert - informance
 - ii. Website – post all schedules
 - iii. Letters
 - iv. Email blasts
 - v. Podcasts and YouTube
 - vi. Newsletters
 - vii. Posters
 - b. What to communicate
 - i. Communicating your philosophy of music education and program vision
 - ii. Evidence that supports the positive aspects of music – the value of the arts
 - iii. Dates, events, festivals, fundraising, help, etc
 - iv. Your image and personality
 - v. Showcase success: your students and ensembles

C. The cooperative music department – strength in numbers

D. Expertise: Professional Development

1. Graduate work
2. Workshops
3. Guest clinicians and artists
4. Online learning
5. Peer learning

E. Curriculum – Using Standards (national, state, ASTA curriculum)

1. Technical – vertical, horizontal, class, evaluation
2. Musical – programming
3. Creativity
4. Analysis
5. Know the resources of your area and use them
 - a. Private teachers, universities and colleagues
 - b. Parents, business leaders and community

F. Events and Calendar and the Impact on Reaching Your Goals

1. Concerts
2. Recruiting and Rental Nights
 - a. Beginners
 - b. Current students
3. Scheduling
 - a. Teacher – vertical, horizontal, overall staffing
 - b. Student – vertical, horizontal
4. Logistics
5. Programming and Repertoire
 - a. They want to play tunes!
 - b. Your library – does it support your curriculum – skill development
 - c. Listen! Use the summer mailers from publishers and websites
 - d. Balance challenge with achievable goals
6. Guest clinicians or artists
7. Trips - careful
8. Contests – be really careful

G. Projected expenses, numbers, needs – how does this impact getting you to your goals?

1. Numbers
 - a. Know your current numbers, your retention rate, the projected enrollment for the district
 - b. Build a cost effective program to ensure your spot in the school schedule.
 - c. Scheduling - Know when scheduling takes place
 - d. How do you teach – pull out, large heterogeneous
 - e. Be on scheduling committees
2. Budget for department, program, class
 - a. Purchasing technology, equipment, supplies and music
 - b. Know the FTE, cost per student, etc
 - c. Money collection – trips, S+E, etc.

Budget items to consider

Concert Receptions	Classroom DVD/software	Membership in state organization
Discretionary Fund	Strings	Festival/Contest registration
Instrument Repair	Shirts	Instruments
Purchase of music	Instruments	Stands, chairs
File cabinets for music	Sound equipment	Sound equipment

Sample projection of student numbers in a program with approx. 10% drop out. Do you know your numbers?

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
5	100	100	100	120	125	125	125	125	125
6		90	90	100	112	112	112	112	112
7			81	81	81	81	81	81	81
8				73	73	73	73	73	73
9					66	66	66	66	66
10						60	60	60	60
11							50	50	50
12								45	45
TOTAL	100	190	271	374	457	517	567	612	612