

PHI MU ALPHA  AMONG MEN
SINFONIA HARMONY

Leadership Manual

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DEFINING LEADERSHIP AND MANAGEMENT

Are the words “leadership” and “management” synonymous? All too often these terms are confused and the results can be devastating to even the strongest of chapters. Consider also this question: Must you be an officer to be a chapter leader? The answer to both questions should be “No.”

A leader directs and shapes the goals, ideas and long-range plans of a group (in your case, the chapter). A manager accomplishes the day-to-day tasks that will ultimately make possible the long-range goals established by the group. Both of these tasks require your participation. It is not solely the officers’ responsibility to manage the affairs of the chapter, nor is it their duty alone to shape the future of the chapter. You have collectively elected officers to assist you in managing the day-to-day activities as well as helping you direct and shape the future goals of the chapter.

If everyone is responsible for management and leadership, why do you have officers? In order to accomplish a goal, all must be united behind that goal. Further, you must agree on how to achieve those goals. Individuals are selected to coordinate this movement so chapter members can collectively move in the same direction at the same time. Otherwise, even if in total agreement, you might choose to move along different paths at different times and at different paces. This is simple enough to understand when discussing specific tasks and the officer’s role as manager, but what about leadership? You can use this same analogy on the broader aspect of leadership where the collective Brotherhood selects one individual—the president—to help steer the group towards the attainment of the group’s goals. The president should call upon all available resources, including officers and non-officers, to assist him in his duties. So while it is true that officers and committee chairmen need certain additional skills and qualities to do their jobs effectively, every chapter member is part of a team and must make decisions which will affect the success of that team. The result of effective leadership is people working together to achieve goals.

Chapter members can be placed into six different categories regardless of their roles in the chapter. You will want to concentrate on developing your own leadership qualities until you personify the “team player.”

- **One-Man Show:** He thinks of the ideas, plans their implementation and presents them to the chapter for its “rubber stamp” approval. He does not listen to (or even ask for) alternatives, and squelches those which are volunteered. This type of member has great difficulty in getting others involved, since those others have no personal commitment to the ideas and programs which are being carried out.
- **Crowd Pleaser:** This type of member is afraid to make a decision, express an opinion, or speak out. He is too insecure to risk a negative reaction, so he lets other members do all the talking. If this type of member is an officer, he likely tries to please every member and completely neglects what is best for the chapter as a whole. Chapters with this type of officer usually find themselves adrift and accomplishing very little.
- **Turned Off:** Sometimes when a member tries to suggest changes for the chapter improvement he experiences very little success. This member may “give up this ship,” stop interacting with other members and finally get turned off. This may also happen when a member finds more challenging

activities in another organization. Chapters with this type of leader (or several members of this type) find that no decisions are being made and that the whole chapter is becoming turned off.

- **Burned Out:** This member has been “hyperactive” in chapter affairs from the moment of his initiation. Recognizing his ability and enthusiasm, the chapter regularly asked him to take on any and every responsibility. Now, as a senior, having served as everything from committee chairman to president, he tires of the whole thing and disappears. He burned out just when his maturity could have been of the most benefit to the chapter.
- **On the Seesaw:** Occasionally a member realizes he is being too much the “one-man show,” so he decides to let everyone else make the decisions. Most often, the other members are aware that the switch is only temporary. They are skeptical of his sudden willingness to give other members a say in chapter business. The chapter soon becomes a game of tug-of-war with the members being cautious about making too many suggestions and decisions and the leader spending all his time begging them to do so.
- **Team Player:** The best chapters consist of this type of member. He is not afraid to express an opinion or offer a suggestion, yet is willing to listen and support the ideas of others. When a chapter officer is of this type he usually works creatively to involve each member in the decision-making process. Each member contributes actively to chapter programs and feels a personal commitment to the organization that he has helped to develop.

As a leader, you will be called upon to be a team player. Perhaps you will be an officer or a committee chairman, but even if you never serve in an official way, every member is ultimately responsible for the chapter’s progress and welfare. Sinfonia demands that each brother be a leader among men and a leader in the advancement of music.

DISPELLING OLD MYTHS

Old myths can stifle the chapter and you as a prospective leader.

- **Myth: Good managers always make good leaders.**
Most are inclined to think of these two qualities as one and the same and thus expect all good managers to be good leaders. Look around at the other members of your chapter. Identify an individual who is always well organized. Like clockwork he never fails to accomplish the day-to-day activities which must be done in order to progress. Rarely, however, does he step forward when it comes to generating new ideas. Is this person a good leader? Possibly, but more likely he is a good manager. It is important to recognize this fundamental difference especially when electing chapter officers.
- **Myth: You have to be a born leader to be a good leader.**
How many times have you heard, “He’s a born leader?” The problem with this statement is that it implies that if you weren’t born with leadership abilities you might as well give up. This is simply untrue. Success is a science and, luckily for those of us who were not “born leaders,” we can learn from the clues other great leaders have left behind. This is possible by first identifying those behaviors

which set great leaders apart from average leaders and then putting those characteristics to use in our own lives.

- **Myth: Position power is permanent, regardless of the personal power.**
Your position in a chapter, whether elected or appointed, is temporary in that it can be taken away. Even if your official title is not taken away, you can still lose your position power if you lose the support of your fellow brothers. Personal power is the catalyst for making position power effective.

Once you have learned the art of being a good leader you will be a leader no matter what position you might temporarily hold. Personal power doesn't mean that someone is abrasive, arrogant, or pushy. Leaders—people with personal power—use that personal power to work with people, not over people.

SIX QUALITIES OF A GOOD LEADER

Look around you. Who comes to mind when you think of great leaders? What makes these individuals stand out as leaders? Try to write some of these traits down on paper.

No matter how many times you complete this exercise, one or more of these qualities usually come to mind: attitude, risk, goal-setting, initiative, an ability to empower others, and power projection.

1. Attitude

Attitude will set you apart; it is the foundation of being a good leader. You must first believe you can be a leader and that you will be successful. One of the tools you can use to build your self image is to talk to yourself in a positive, reassuring way. You must use the voice inside your head to your advantage. Set yourself up for success by making sure you self-talk about a project's success.

If you think about it, you'll probably find that the majority of your current self-talk is negative; it is setting you up for failure. You've heard it tell you:

“You can't do that.”

“They're so much better than you.”

“You're just another average guy.”

“You might as well not even try, you failed last time.”

If you tell yourself you are going to fail, then you will. People tend to see things with their minds and not with their eyes. No matter what the situation, if you think it is negative, it becomes negative. What is your inner voice telling you?

Likewise, consider the idea that you must first believe or at least have an open mind in order to see something. If your inner voice is saying, “in a million years you'll never be able to raise \$10,000 for a scholarship endowment,” then you have already sentenced yourself to failure before you've ever begun. Believe you can succeed and, with all the right ingredients, you will.

What can you do to change this negative talk and image? First, practice positive self talk and then affirm that message. It will take constant repetition and at first you may even have to force yourself to be positive. Second, be an optimist. Internalize success. When something bad occurs learn from it and then let it go. Don't let the world happen to you; instead, take control of the way you perceive

situations. Change the words you use to describe situations. For example, use “challenge” instead of “problem.” Describe a temporary change as your “setback,” not as your “failure.” If your t-shirt sale generated less profit than expected, don’t get bogged down with the fact. Instead, concentrate on generating ideas for improving your profit margin. Your attitude is the foundation behind your ability to be a strong leader.

2. Risk Taking

The second quality leaders have in common is that they learn to take risks. Think of a great composer. What set each of these men apart from their contemporaries? Each one dared to be different. They dared to stretch the parameters of what previously existed.

As a leader you must take risks and, at the same time, learn from experiences, good or bad. Leaders take responsibility for their mistakes and decide immediately what must be done to correct the situation. Individuals lacking leadership look for places, events, or other people to blame. Look instead for solutions. Take responsibility. If you have learned something, it’s not a mistake, but an experience which will make you that much wiser tomorrow. Above all, make progress, not excuses.

Are you too frightened to take risks? Fear is a normal human response when we’re faced with the unknown. What can you do about it? To overcome fear, try asking yourself these simple little questions you might have learned to overcome stage fright:

“What is the worst thing that could happen?”

“What is likely to happen?”

“What is the best that could happen?”

By answering these questions, you will realize the consequences aren’t as bad as you had thought. We sometimes let our imagination conjure up the worst possible image, and then freeze in our tracks before giving ourselves the opportunity to imagine the best. Visualize the whole process and place the situation in proper perspective. By overcoming the fear of taking risks you will unlock your potential for discovering new idea and solutions.

3. Goal Setting

Goals give you direction. They give you a sense of being in control. The key to setting obtainable goals is to share aspirations backed with passion. If no one in the chapter really cares about a goal, the goal will never be reached.

Vision—not sight, but the vision in your mind—is another key factor in setting goals. We normally refer to these visions as dreams. As a leader you will want the chapter to set both long-range and short-range goals. Most of the short-range goals will deal with the factual material within your grasp. The long-range goals, on the other hand, allow you the opportunity to dream—to stretch the boundaries in search of new possibilities. Frank Hill, Sinfonia’s national editor for many years, once said, “Where growth stops, erosion begins.” How will you ever grow if you do not first allow yourself to dream of the glorious possibilities that await you? Indeed, where would Sinfonia be if Ossian E. Mills had not dared to create an organization that would touch the lives of thousands of musicians?

Here are some simple steps for setting and achieving goals:

- **Experience the goal in your mind.** Visualize the goal and then immediately write it down. By writing down the goal, you have made a commitment.
- **Step into the future with your goal.** Assume that you have already achieved the goal. Is the result what you anticipated? What are the ramifications? Make needed adjustments if necessary.
- **Break the goal into attainable steps.** Any goal seems gigantic until you break it down into small manageable tasks. Relate this step to your musical experience. Do you memorize small sections and put those sections together? The same approach should be taken with chapter projects.
- **Set Deadlines.** Be very specific. Don't leave anything to imagination. Likewise, don't set one deadline for the completion of the project. Set deadlines for each step.
- **Get to Work.** Everything in life worth having takes perseverance, sacrifice, and work. You'll never attain a goal if you're unwilling to work. Build in some rewards along the way to keep you going. Stop a moment to look back at how far you've come. Rewards can be anything from a picture in the school newspaper to a successful party.
- **Review Goals Often.** You must review goals frequently; redefine and change them if necessary. Otherwise, you might find upon reaching the top of the mountains that you've climbed the wrong mountain.

Setting goals and attaining them is not easy work, but the rewards are numerous. Don't get so future oriented that you miss today's opportunities. Just because something doesn't fit into your goal scheme doesn't mean you can't benefit from it. Use goals to help you remain in control of your destiny.

4. Initiative

As a leader you must seek out opportunities. Find and create opportunities and then act upon them. Remember: the only way to get to second base is to get off first base. How many individuals do you know who constantly sit around and complain about everything? Here are some of their typical remarks:

"It figures that it would happen to me. Everything does."

"Why me again? Where did I go wrong?"

"That other group stole our idea again."

What's the best cure for this ill? Stop complaining and do something about it. Put yourself on the offensive. Don't wait until you have to reach from a defensive point of view. Leaders use their heads and take the initiative to be a "can do" person.

5. Empowering others

Great leaders know that to gain power, authority, and leadership, they must be willing to give power to others. Too many people fear that by giving knowledge, ideas, or power to others, they lose their leadership within the group. This idea couldn't be further from the truth. By empowering others, you empower yourself. Others grow and so do you.

How can you empower others? There are three things you can do:

- **Delegate.** Allow others to participate in the goal setting and decision making process. Be trusting of others and they will trust you. Delegate challenging, rewarding, high profile projects, not just trivial tasks.
- **Share.** Share ideas, information, and success. Praise and reward others for their ideas and actions.
- **Work from a consensus.** Success comes when you work together with people, not in spite of them. A leader is a leader only so long as he has individuals willing to follow him. In a team effort, the whole team must have something at stake in the game in order to win.

6. Projecting Power

This last quality is not only very important, but also potentially dangerous. A fine line exists between projecting self-confidence and control, and projecting an overpowering, arrogant attitude. Leaders project confidence by sending out positive messages, both verbal and non-verbal. These two types of communication will be discussed in detail later.

Good leaders feel at ease with themselves and those around them. Their actions convey a sense of self-pride and self-worth. Don't expect others to lead if you yourself are unwilling to be a leader. No matter what position you hold in a chapter—whether you're in charge of a project or not—you should have a positive attitude.

COMMUNICATING AS A LEADER

Communication is the act of sending and receiving messages of knowledge, thought or feeling. These messages can be conveyed verbally or non-verbally, as well as in writing. Your ability to effectively communicate these messages is probably the most important skill you'll ever learn. Since you spend so much time communicating, you should continually work to improve your communications skills.

THREE BASIC COMMUNICATIONS GOALS

As a communicator you should keep in mind three basic communication goals.

1. **Receiver Understanding**
The message must be conveyed so that the receiver clearly understands the intended message.
2. **Receiver Response**
The message should allow the receiver to provide a necessary response to the sender.
3. **Favorable Relationship**
Communication should be conveyed so both sender and receiver maintain a good working relationship whether the message is positive or negative.

When accomplished, these three goals help you to interact with others in the process of learning, solving problems, and achieving personal and organizational goals.

YOUR ROLE AS COMMUNICATOR

Individuality is an important factor in all communication. More important than your individuality is the individuality of your receiver. Each person will have a unique point of view and will draw conclusions from your message based on that viewpoint. As a communicator you must be aware of the atmosphere in which you are communicating and use this information to decide how to communicate your message most effectively.

As a sender in the communication process you must accomplish four tasks in order to meet your communication goals.

1. Select the best mode for conveying your message

Decide what you are trying to convey and choose the most appropriate mode for that information.

Spoken: The spoken word is effective in conveying messages of thought or feelings. That oral messages tend to allow for greater receiver interpretation and that there is no provision for accurate reference at a later time are both drawbacks.

Written: The written message is the most effective way of conveying detailed information and vast amounts of data, but it tends to be viewed as cold, hard and inflexible.

Nonverbal: This mode is present in everything you do. Of these three modes, the nonverbal message carries the most weight. As much as fifty-five percent of what the receiver gets from your message is conveyed nonverbally.

2. Analyze Your Receiver

When deciding how to state what you have to say, you must consider your receiver's viewpoint. To better understand the receiver's viewpoint, look at the receiver's:

Knowledge: education level, experience, vocabulary level

Interest: concerns, needs, motivations

Opinions: values, attitudes, viewpoint

Emotional State: happy, neutral, angry

Make the message speak personally to the receiver; get that person involved in communicating.

3. Making Provision for Feedback

Don't just anticipate possible feedback; solicit it. Ask for a response and assist the receiver in giving that response. The more involved the receiver is the better chance you have of increasing understanding and building a favorable relationship.

4. Remove Communication Barriers

To reach your communication goals, do everything in your power to remove any and all communication barriers. These barriers often include:

Word Choice: Use words which are appropriate for the situation and the audience. Choose words the receiver should have in his own vocabulary. If you are addressing your dean, don't communicate in the same way you would to a chapter member.

Connotation vs. Denotation: Make sure your message says what you think it does. Don't use words or phrases which might mean one thing but could mean something else, depending on the receiver's background.

Inferences: Don't state conclusions without first explaining the premises for those conclusions. Your receiver might not know the information from which you have drawn conclusions and thus may not be able to understand your message.

Type of Messages: Make sure you have chosen the most appropriate form of communication for your message. It is sometimes a good idea to provide both written and verbal communications dealing with the given subject. As an effective leader you would not only verbally tell members about an upcoming meeting, but you would also provide the information in a written format.

Appearance of the Message: You have one chance to make a positive first impression; don't blow it. Design and package your written message so it appeals to the eye, displays professionalism, and commands attention.

Appearance of the Sender: That's you! There is no need to be a conformist but you should look appropriate for the situation. Your appearance is the cover by which others will first judge you, like it or not. You know what is appropriate; use your common sense.

Environmental Factors: Especially in verbal communication, be aware of what is going on around you and make adjustments if necessary. Be aware of weather, temperature, background noise, other physical activity in the area, time constraints, and physical attributes of the surrounding area.

Receiver's Capabilities: As discussed earlier, you must know your receiver. Know how far you can stretch your receiver in terms of that person's physical and mental capacities.

Listening: Listening is a two-way street. Try to help your receiver listen by removing other barriers, providing for response and clarification, and by keeping the message focused and as interesting as possible. In turn you must practice good listening skills (discussed in detail later) when listening to the receiver's response.

Others: Culture, biases, age, sex, etc.: all these factors are important in formulating your message. Know what the score is before you put your foot in your mouth.

A LOOK AT WRITTEN COMMUNICATIONS

What written communications do you presently use? Letters are the most common, but you can also make effective use of newsletters, calendars, and bulletins. It is important to choose the form based on what you are communicating. For example, don't choose a newsletter format for a personal, one-to-one message. Take a look at a couple of sample letters, written to faculty Sinfonians.

EXAMPLE LETTER #1:

February 10, 2009

Faculty Sinfonians,

Rho Rho Chapter wants you to help us recruit new members this semester. Our rush period is this week. Since you're not at our meetings you probably don't know, but our numbers have increased somewhat. However, we still don't have enough members. Your help will be appreciated.

Fraternally,

Joe Sinfonian

EXAMPLE LETTER #2

February 10, 2009

Dr. Robert Sinfonian
Department of Music
Stream University
Merrily, MA 10100

Dr. Sinfonian,

Once again the brothers of Rho Rho Chapter seek to extend invitations to join our brotherhood. Our chapter will devote a great deal of time over the coming weeks to promoting understanding of the fraternity and encouraging membership development. We ask you both as a faculty member and a Sinfonian to assist in the process of selecting men worthy of our brotherhood. Are there any students you feel would make good Sinfonians? If so, a friendly word encouraging their involvement in our fraternity would be appreciated.

All Sinfonians should be extremely proud of the progress Rho Rho Chapter has made in the last year and excited about the prospects for future development. The chapter has grown to include over thirty members who are committed to the advancement of music and fraternity. At present our plans for the semester include an American Music Recital, an exemplification of the Ritual, ushering student ensemble concerts, sponsoring a scholarship for an outstanding undergraduate musician and participating in the Mills Music Mission at the local children's hospital.

Know that as fellow Sinfonians we would be happy to aid you in any way possible. Do not hesitate to call on us whenever you are in need of assistance and feel welcome to attend any of our chapter functions. Thank you for your consideration and continued support. OAS! AAS! LLS!

Fraternally,

Joe Sinfonian
Membership Committee Chair

These examples of a poorly composed (first) and a well-written letter (second) to faculty Sinfonians demonstrate some important points. Although both seek to accomplish the same task (involving faculty in recruiting) the second utilizes concepts discussed in the previous section. Notice that the second letter is constructed with the receiver's viewpoint in mind. Strong words, sentences, and paragraphs, a positive and assuring message, and a pleasing appearance combine to form a successful message.

After you have determined your purpose and analyzed the receiver with a "you" view-point, the final step is to compose the message content. You will need to: select the type of message; outline the message content; draft the message; edit, revise, and proofread the message.

Words

The words you choose will be the foundation of your message, so select them carefully. Here are three things to look for when choosing words.

-First, choose words which are as understandable and specific as possible. It is acceptable to occasionally use words which stretch the receiver's vocabulary level, but your audience shouldn't need to look up every other word.

-Second, select strong words as much as possible. Emphasize positive words.

-Third, avoid using overused and obsolete words which only confuse and bore the reader.

Sentences

Now that you have some great words, they must be pulled together into sentences. Here are three tips for developing good sentences that aid receiver comprehension:

-First, compose short, clear sentences for better receiver understanding. Remember the K.I.S.S. principle: Keep it short and simple.

-Second, use active voice in your sentences when possible. Try to avoid the weaker passive voice.

-Third, give sentences appropriate emphasis. You can accomplish this by repeating words and placing action words in the proper places.

Paragraphs

The final step in composing your message is forming paragraphs. How do you best form paragraphs to help the receiver through your message? You can do this in three ways:

-First, use short, unified paragraphs with only one core idea per paragraph. Paragraphs that are too long invite the receiver to skim or totally skip what might be important information.

-Second, organize paragraphs logically. Your message should be outlined to incorporate an opening or introduction, a body and a summary.

-Third, provide paragraph coherence. Sentences should be arranged so that thought process can be followed logically by the receiver. Likewise, the paragraphs must be arranged so that one leads logically and smoothly into the next.

The words, sentences and paragraphs make up the medium with which you will artistically compose or paint your message. Indeed, a finished message should be a piece of art.

The only ingredient not yet mentioned is you. You provide the color, the splash of personality and style that will sign your message as your own. As the creator of the message it is important that you speak to the receiver from your heart. Paint a mental picture using descriptive words and analogies when possible. Keep the tone of your message positive and use expressions which demand to be quoted for additional strength.

Using these ideas, you can easily improve your skills as a communicator and increase comprehension and interest. Know the purpose for your communication and your receiver before you actually begin composing your message. Incorporating these ideas and principles will make you a better communicator and a better leader.

VERBAL COMMUNICATIONS

As a leader you will frequently need to express a message verbally. A good message and presentation style will ensure success no matter what the size of the audience. When communicating verbally, you must hold the receiver's attention in order to keep a high level of understanding. The key to accomplishing this first goal is thorough preparation.

Know your audience

As with all communications, you must know your receiver. Use words and expressions which your receivers would use themselves. Keep in mind that if you are speaking to non-fraternity people they will have less fraternal background and knowledge than you. Their perception of the Fraternity is also likely to be different than yours. Before making a presentation, do your homework so when the time arrives you can be comfortable with your audience. This will make them more comfortable with you and your message.

Balance Your Story with Numbers and Data

Numbers and data add credibility to your presentation. A warning to the wise—verify your data before your presentation. Misleading or inaccurate data will blow your presentation out of the water and create a distrust you may never overcome. On the other hand, don't inundate your audience with loads of numbers and data without using a story line to connect these different elements. The story line will also help your audience relate to, and better understand, the material you are presenting.

Use Every Day Humor

Humor is not always appropriate, but on occasion it can loosen up your audience and help you build rapport. You might even keep a diary of the funny things that happen to you or around you during your normal day at work, school or home. It is not a good idea to use jokes during a presentation; nine times out of ten you will alienate someone in your audience or someone will beat you to the punch line.

Involve Your Audience

One trick that always gets the ball rolling is to ask a question which causes your audience to raise their hands or, at least, to think. These questions often start out with, "How many of you..." The most important part of the trick, however, comes after you've asked the question. Wait for a response! Rhetorical questions tend to erect walls between you and the audience. If you don't want a response, don't ask a question. Silence can also be used in your presentation as a dramatic factor; use it to your advantage.

Remember Your Intention

What is your purpose for standing before that audience? Keep your objective in mind and in focus for your audience at all times. Unless there is a very compelling reason not to, it is usually best to start your presentation with a short summary of your conclusion. Tell your audience what you are going to say, say it, and then tell them what you said. This process may seem like overkill, but it's the only way you have to reinforce understanding. Yes, this can still be accomplished while following the "keep it simple" rule.

Program Yourself for Success

Rehearse your presentation. Visualize yourself being successful, relaxed, and confident. The audience will be responsive and open to your ideas and, in the end, both you and the audience will feel the presentation was a success. Work especially on creating a powerful close. Your audience will occasionally overlook weak points in your presentation if you have left them with a strong closing.

The Difference Between Good and Great

If you have a good fundamental message and use the six keys discussed above to further strengthen your presentation, there is no doubt your presentation will be good. What can you do to make it great? Practice will certainly help, but there are also some other tools that will increase the impact of your presentation.

Try to imitate your receiver. Don't mimic, but empathize or relate to their nonverbal communications. For example, if your receiver speaks naturally with a more rapid pace, try to match that pace so that the receiver doesn't become too anxious in anticipation of every word. If the receiver speaks somewhat slowly, don't "run off to the races" or the receiver will become frustrated and give up. When working with a larger group, choose a natural speed that is steady and just slightly faster than you would normally talk.

Make accommodations for all learning styles. When communicating with a small audience pick up on their learning style and use it. With a larger group, include messages in your presentation for the visual learner (one who learns best when shown something in writing or given a verbal cue, such as "can you see..."), the auditory learner (learns best by hearing an explanation or instructions using a verbal cue such as "can you hear..."), as well as the kinesthetic learner (learns best by sensing, feeling, or actual physical movement or when given a verbal cue like "Can you sense...")

Make good use of nonverbal communications. First, use eye contact. Move your focus around in the audience. Remember the individuals at the extreme boundaries of your audiences. Second, don't be afraid to walk around. Don't pace, but use strategic moves. Approach a portion of your audience or step forward to increase your physical presence. Third, use gestures like raising your hand when you

want others to do the same, or place your hand on your chin when you want your audience to think about an idea you've just presented. Last, use your voice effectively to signal climaxes. Don't be afraid to play with varying voice pitch, tone or volume.

Verbal communication is a mainstay for a leader. You must be prepared to express yourself verbally or risk losing your leadership credibility. Use the tools and ideas discussed here and gladly accept every opportunity you have to practice the art of verbal communication with a captive audience. You can be a successful communicator and improve your ability as a leader.

NONVERBAL COMMUNICATIONS

Nonverbal communication is the message you send which is neither verbal nor written. It includes physical appearance, body language, space and time. The way you and the area around you look has a strong effect on your messages. A receiver will make assumptions about you based on such things as your clothes, size, personal hygiene, and the order or cleanliness of the area around you. Likewise, your posture and gestures will be seen as visual clues about your personality.

Look around you. Does the space around you say anything about you? Your lifestyle? Your personality? People take nonverbal cues from the size of your room, office or home. They are also conscious of the distance and the obstacles you place between yourself and them. For example, have you ever noticed a speaker who refuses to step out from behind a podium? More than likely the speaker is using the podium as a security blanket, an invisible barrier between them and the audience. Time is also a form of nonverbal communication. The time you devote to a project or a person transmits a message to those around you. Your punctuality also sends out a message about your personality.

LISTENING

As an effective leader and communicator, you will spend a great deal of time listening to others. (If you are not, you need to review your leadership techniques.) Listening is a process involving four basic elements: Hearing (the physiological process involving the auditory nerve), filtering (eliminating unwanted stimuli), interpreting (assigning meaning to stimuli) and recalling (remembering earlier interpretations). Although this process seems natural and second-nature, by following some guidelines for listening and removing barriers which inhibit listening, you can become a better listener and hopefully a better leader.

- **Concentrate on the Message:** Concentrate on the main concepts and be cognizant of hidden meanings. The average speaker will deliver 100-125 words per minute while the listener is capable of hearing up to 400 words per minute. This gap often causes the listener's mind to wander and miss part of the message. To improve, try to mentally summarize the message you are hearing as you go.
- **Determine the Purpose of the Message:** By first determining the purpose of the message you can decide what mode of listening is necessary in order to get the most out of the message. The modes of listening are:

Cautious listening: used when you need to remember the general concepts and all details

Skimming: concentrating only on general concepts

Scanning: concentrating only on desired details, not the overall concepts

- **Use Positive Thinking:** Respect the speaker's point of view during the presentation until after the entire presentation.
- **Keep an Open Mind:** Don't allow biases to influence listening. Delay your judgment until after the entire presentation.
- **Provide Feedback:** By providing the speaker with desired feedback, you will improve your concentration and understanding (e.g. smile, nod of the head).
- **Analyze the Total Message:** Consider verbal and nonverbal cues when analyzing the message.
- **Consider the following barriers to listening:**

Physical Distractions: Be aware of such distractions and take steps to overcome them.

Mental Distractions: Don't let your mind wander. Concentrate!

Nonverbal Distractions: Avoid negative nonverbal feedback such as frowning, yawning, or closing your eyes.

Inappropriate Timing: Allow the proper amount of time for the communication to take its course.

Ineffective Speech Characteristics: Try to hear the message in spite of the presenter's volume, pitch, dialect, unusual pronunciations, accents or speech impediments.

COMMUNICATING PRAISE AND CRITICISM

Leaders must be able to effectively commend and reprimand others. This is no easy task and requires a great deal of understanding of the needs, desires, and abilities of others. Whether commending or reprimanding, above all else, remember to be consistent.

Commending others is the easier of these two tasks. Many leaders, however, either won't or can't praise others in a fashion that is meaningful. Motivation should come from the fact that good work is not a given. Don't take it for granted. Be sincere in thanking and praising others. With very few exceptions it is best to commend others in public. This public acknowledgement may also be accompanied by a private, more personal "thank you." Plaques, trophies, certificates, notices on bulletin boards and the campus newspaper might also be used for outstanding service.

Reprimanding others is a duty everyone would just as soon avoid. However, if done properly it can be a useful learning tool and motivator. As a leader it is highly unlikely you will be able to avoid this situation. Be prepared for these situations and act in a manner that is firm and at the same time sincere. Be objective, constructive, and consistent. Reprimand others in private unless the situation is of a very serious nature and demands (without question) a public statement. Clearly define the problem for the individual being reprimanded, give him an opportunity to speak, explain the ramifications, and finally agree upon a plan to rectify, repair, or otherwise "make right" the situation. Include in this plan ways to avoid a similar situation in the future. It is also helpful, when possible, to acknowledge the individual's positive contributions.

OTHER COMMUNICATION TIPS

- **Using the Telephone**

Telephones can often be your greatest resource, but they do have their drawbacks. The phone allows you to disseminate information quickly, get immediate feedback, and bridge vast distances. It also has advantages over written communications in that it cuts out mailing time and allows for additional nonverbal communications which may be necessary in a persuasive message.

To save time, cost and confusion jot down a list of the topics you need to discuss and accomplish during your phone conversation. Also keep a notebook near your phone to record important information. For your phone log to be a valuable reference in the future, it should contain the following: the name of the individual with whom you talked, the date, time and reason for the call, and any notes concerning decisions made during the call

- **Follow-up Communications**

Follow-up is essential in order to confirm decisions, get accurate feedback, evaluate progress, make adjustments where necessary and foster good will. Don't overburden the other party—keep your communications short and to the point.

- **Respond in a Timely Fashion**

There is nothing wrong with telling someone you need to consider something or research a matter further. If you receive a message from someone, respond as quickly as possible. Should you need more time to make a decision, write or call the individual in question to indicate you have received the communication and that you will be responding as soon as possible. Try to give a date by which you expect to respond.

MANAGING YOUR TIME

Time management may be the most important skill you as a collegiate student can possibly learn. It seems that someone is constantly demanding a portion of your time. You have class demands, ensemble demands, organizational commitments, family commitments, job commitments, and the need for some personal time.

Is there any way to fit all your activities into a normal day? Yes, but it will require that you make some difficult decisions, be willing to change some old habits and take control of planning and scheduling your time. This control will only be accomplished through self-discipline. No schedule is worth the paper it is written on if you fail to follow it. The following guidelines should help when you are devising a schedule of your time.

- **Write your schedule down.** There are simply too many details in a hectic day to remember them all. By writing the schedule down you are also making a commitment to that schedule.
- **Say “no” when necessary.** Keep focused upon the objective you are trying to accomplish. You're only one person, and can't do everything.

- **Use key events and actions as cornerstones on which to build your schedule.** Be sure to schedule enough time to accomplish your tasks. On the other hand, giving yourself too much time will result in procrastination.
- **Build in flexibility.** You can't anticipate everything. Learn to expect the unexpected.
- **Allow yourself time for thinking.** Also, schedule time for yourself to relax, eat, exercise, etc.
- **Prioritize your tasks.** First, list the tasks you must accomplish, followed by the ones you would like to accomplish. Second, prioritize both lists and schedule your time accordingly. Place less desirable jobs requiring the most work at the top of the list. By getting these out of the way, you will be less likely to move them to the next day.
- **Use all of your time effectively.** Keep on task during scheduled time and learn to use travel and waiting time productively. If nothing else, use your travel and waiting time to brainstorm new ideas. Keep a pad of paper or a tape recorder with you.
- **Learn to control your impulsive behavior.** Don't chase rainbows frivolously.
- **Prepare your schedule at least one day in advance.** Don't begin your day by simply reacting to whatever is going on before you've had an opportunity to prioritize tasks.
- **Keep track of where the time went.** Keep a written record of what you planned to do versus what you actually did. This should help you in realistic and effective scheduling in the future.
- **Don't procrastinate.** Stick to your schedule.

DELEGATING EFFECTIVELY

How does a leader effectively delegate authority and responsibility to others? Here are some points which might help.

- **Analyze the situation.** Take a good look at your own job and responsibilities. What is expected of you? What are your objectives? What is your role in the chapter? After you have successfully answered these questions, decide which of your responsibilities can be effectively accomplished by others. This list should include even those tasks which take some training in order for others to successfully complete.
- **Decide what to delegate.** Base your decision on the chapter's needs, time constraints and the strengths of others. It is not always a question of what you can or can't accomplish, but rather who should take on the task to best serve the current and future needs of the chapter. Current needs can be successfully accomplished by a dynamic leader who "does it all himself." This will not, however, best serve the long-term needs of a chapter as future leaders will not be properly cultivated.
- **Delegate tasks that will challenge and interest others.** Don't just delegate those tasks you loathe or others consider unpleasant and unrewarding. Keep in mind your strengths and weaknesses, delegating

those tasks which others are better qualified to handle. A chapter president should also try to delegate any task or function which forces him into an “overly specialized” focus. He should try to remain “general” in scope, seeing the big picture, when at all possible. You can’t see the forest if your view is obstructed by the trees.

- **Define the delegation.** Don’t wait until after a person has been selected to define both the individual’s parameters and role in accomplishing the task. Review what is to be accomplished, defining limits of authority, methods of reporting progress and standards for evaluating performance and progress. Always be aware that there is a fine line between defining the essentials of the task and overly constricting an individual’s creative ability.
- **Choose the person.** Most often the best person is one who shows interest in the project or task. Consider the individual’s abilities, his time constraints, his potential for completing the task, the chapter’s future needs and, particularly in committee situations, the potential ability for members to work together.
- **Review the details.** Review with the individual (or group) what is to be accomplished. If the project or task is complicated, write down everything you outlined in defining the task. Delegation will not be successful if you do not communicate effectively.
- **Follow up.** Insist on being informed of progress and results in a timely fashion. Don’t, however, expect perfection. When you choose to delegate, you must also choose to allow others to be successful. This means that the task may not get accomplished in the way you might have handled it. Allow and encourage independence and learn to live with difference. Don’t simply “do it your way.”
- **Evaluate.** This is self-explanatory, but is one of the most important steps in delegating effectively. Evaluate the delegation and reward good performance.
- **Handle problems.** What do you do if something is not working out? What you don’t do is “un-delegate” something. Work within the frame-work of the situation you have created in order to achieve success. Don’t “pull rank” to usurp the authority you have given to another individual. Assist with the task, make positive suggestions for progress and, if necessary, help the individual to break the task into smaller, more clearly defined sub-tasks.

DEVELOPING LEADERS FOR TOMORROW

Cultivating leadership is essential to the future of any chapter and must begin literally from the time prospective members are considered. The average member will be initiated as a sophomore and will potentially be an active collegiate for a maximum of three to four years. For chapter continuity it is advisable for juniors to serve as top officers so that during their senior year they can assist the new officers. The senior year is also often more demanding of personal time (i.e.: student teaching, senior projects, field studies, job searches).

Identify places to find potential leaders. This process begins before the chapter discusses prospective members. The first thing the chapter or the membership committee should do is to list every leader they can identify

within the department. Survey ensemble directors and ask them to identify potential leaders within their ensembles. These individuals should at least be considered for membership. Next, closely observe the probationary membership class. Don't just focus on who has the most signatures or who talks the most; take note of those who demonstrate leadership potential. Continue these observations as the newly initiated members take on the responsibilities of membership.

In addition to identifying potential leaders, the chapter must plan activities and carry out chapter operations in a fashion that cultivates individual leadership. The probationary membership program should include opportunities for individuals to participate in leadership building activities. Collegiate and probationary members should be involved in committee work where "real" responsibility is available for those eager to participate in leadership development. Praise and criticism must be used constructively in order to help in the development of an individual's potential. The fraternity education officer should see that programs on leadership topics are presented regularly to the entire chapter. Speakers for this purpose can be identified on most every campus.

Your chapter's current accomplishments will be meaningless if there are no future leaders capable of leading the chapter towards continued progress.

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