

Understanding student leadership development in a university marching band program

by

Allegra Noel Fisher

B.A., Kansas State University, 2016
M.Mus., University College Dublin, 2017

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2021

Abstract

University marching bands utilize students to lead their peers for a variety of purposes including, but not limited to, building musical capacities, delegating staff responsibilities, increasing group comradery, individualizing the approach to teaching and motivating, and building life skills amongst the students. University band programs work to incorporate musical, personal, and leadership experiences through the act of music-making in which student leaders develop effective leadership skills. Student leaders are allotted opportunities to grow in confidence, leadership skills, and motivational techniques as they interacted with and teach their peers.

Leadership education provides guidelines and models for understanding student leadership development. Two of these models can help to clarify three aspects of development occurring and how those aspects join together to create the bigger picture of a student's leadership capacity: readiness, willingness, and ability. Through a post hoc case study utilizing an R1 university marching band program, student leaders were selected and interviewed to better understand how they developed over their tenure of positional leadership. The findings addressed the research question in better understanding students' development in self-efficacy, motivation to lead peers, gained leadership skills, and overall leadership development. Findings also revealed additional aspects of student leadership development from the perspective of the participants. The researcher utilized multiple interviews with nine participants, stimulated recall, and observation to better understand the participants' reflection of development. Understanding how students are developing and why can provide educators with guidelines and processes for training and assessing student leaders in a university marching band.

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Dedication

I dedicate this work to my family.

Thank you all for your ceaseless support and encouragement.

Chapter 1 - Introduction

The leadership announcement is made, some celebrate while others begrudgingly hug those deemed section leaders then gloomily walk to their car knowing another year will pass and they will not get to wear the leadership cord on their uniform. The new student leaders meet three days later, congratulating each other and buzzing about next fall and the upcoming list of shows. At the meeting, they receive information about potential band members, instructions on recruiting and preparing students for the fall, and expectations for the upcoming season. As the staff leave the meeting, section leaders huddle together in their respective groups, divvying out summer responsibilities and discussing group expectations. Students' excitement is contagious.

Summer floats by and band camp begins. The section leaders meet their new section members as the wide-eyed rookies navigate the halls for registration, uniform fittings, and secondary uniform pick-up. The directors make announcements about the season, band requirements, social media contracts, while the new members sit, nervous for the upcoming music audition. The veterans arrive, marching technique is taught and corrected, drill is passed out, pregame is memorized, water bottles are drained, sun burns set in, and backs, shoulders, and legs begin to writhe with the pain of the physical demands. The week brought about blisters, bruises, strained muscles, split lips, new and rekindled friendships, shows learned, shared experiences that will propel the ensemble into the season and excitement to perform for the first time of the season. The student leaders experienced countless firsts: teaching and correcting

their peers, motivating in extreme conditions, creating cohesive sections through various techniques, and finding the balance of leader and friend.

Student motivation levels ebb and flow, student leaders attempt to rally the group all while fighting the desire to join the slump. Student leaders' ability to push the group forward waivers from section to section, with some spending sectional time to sit down with the group and hear what is going on while others force the section members to cut the chatter and learn the music. Section leaders struggle to find various approaches to push the members to grow yet maintain the enjoyment and comradery built earlier in the season. How do the student leaders grow and adapt as the season presents the challenges of weather, performance schedule, academic struggles, and personal conflict?

As the season comes to a close, the student staff and section leaders pack the truck for the bowl game trip. Energy levels are high, traditions of comradery that every college student should experience before graduation take place. The band screams and cheers as the football game progresses, excited to perform with some of their closest friends one last time. The game ends, the buses are loaded, equipment is returned, and the members go home. The student leaders' jobs are complete. Did they accomplish individual or section goals, did they leave the program better than they found it, did they improve their leadership capacity?

Rationale

Countless students' progress through college absorbing enough content to earn a degree and job. Some expand upon the knowledge acquired in the classroom, pushing themselves to retain more, to experience more, and to understand the world through theory and application of

knowledge and skills. Higher education's focus is not simply on absorbing information, but through learning, create contributing members of society (Eisner, 2014). Students must see themselves in the larger conceptualization of the world around them: one's beliefs, values, strengths, skills, understandings, weaknesses, and faults. Leadership positions within classes, organizations, and clubs create opportunities for students to understand themselves and further develop within the overall academic setting.

On college campuses, leadership education courses seek to intentionally teach and develop understandings, concepts, and possibly provide experiences to educate students on leadership as an academic discipline (Allen & Hartman, 2009; Finnegan, 2013; Keating, Rosch & Burgoon, 2014). Leadership development however is providing opportunities and information so students can identify their strengths and skillsets and build leadership competencies through experiences rather than a strict acquisition of knowledge passed from educator to student (Komives et. al., 2006). University band programs create musical, personal, and leadership developmental experiences through the act of music-making. Students are allotted opportunities to grow in confidence, leadership skills, and motivational techniques as they interact with and teach their peers. Leadership development is a process of knowing, being, and doing; it is an active engagement with the knowledge of leadership with an outward expression for others to follow (Komives, 2007).

For students to develop leadership in a marching band setting, an environment of acceptance and encouragement must first be set:

Leadership development cannot take place where individual differences are not validated and encouraged. If people feel the need to fit into a mold or suppress their individuality in order to function, they cannot take an active part in creating

their own self-hood or developing self-esteem – an important first step toward leadership" (Shieh, 2008, p.47).

Band draws together a diverse range of individuals with a purpose of creating and performing music. Students form bonds through shared experiences and develop alongside one another. It is imperative that students and educators devote considerable attention to learn about themselves and others (Haber-Curran et. al, 2015) as relationships are the foundation to respecting and discovering students' differences. Student leadership teams can help or hinder this environment.

As the season continues, circumstances, conflicts, unforeseen problems arise. Student leadership has shown to be vital to a marching band (Warfield, 2013) as this team can build a sense of student ownership, assist directors in group motivation, assist in teaching/correcting, and build and maintain the level of performance expectation. However, the success of the student leadership in assisting, empowering, and growing the band depends on the leadership capacity of the students. Further research on the students' leadership development within a band setting will provide clarity to educators when selecting a leadership team and how to assist in their development over the course of a season to ensure the success of the ensemble.

Significance of the Study

Leadership, a widely written about topic, covers areas from how to improve one's leadership (e.g. Center for Creative Leadership Publications), how to uncover one's leadership style or strengths (e.g. Gallup Strengths Based Leadership, LID model, Meyers-Briggs Assessment, Emotional Intelligence Assessment), and how to develop others into leaders (e.g. New Directions for Student Leadership journal, Multi-Institutional Study of Leadership publications). Universities have responded to leadership studies by creating classes, minors, majors, even graduate programs to further delve into the study. The topic of student leadership

development was not specifically researched until the early 2000s. Research has been focused on the acquisition of knowledge and reflective learning skills rather than the exposition of leadership skills (Keating et. al., 2014). Despite the thousands of leadership programs and many books written, little is known beyond the structured leadership classes as to the best methods for leadership development or from what students attribute their growth (Allen & Hartman, 2009). Delving into three developmental aspects of leadership – readiness, willingness, and ability (Keating et. al., 2014) – can be a lens for university band directors to see how student leaders see and experience growth in the band culture.

A university band program holds a culture unique to other classes and departments. A group of individuals come together to create a collective product. The success of an ensemble relies on every individual participating, the opposite of many classes. The experiences, purposes, shared success and failures, values, and beliefs culminate to form the culture of the ensemble. Culture is created in the minds of those participating as a set of knowledge needed to take part in the community (Geertz, 2000). Because of the uniqueness of a band ensemble in comparison to courses discussing leadership, music education, or conducting, the literature cannot be fully applied. To understand music students' growth in leadership, one must understand their mindset, experiences, and values.

Leadership pertaining specifically to music has primarily focused on the characteristics seen in educators (Warfield, 2013). There have been studies conducted focusing on future music educators as students prepare to enter the field (Teachout, 2001). Teachout (2001) indicated that more than music skills are required for students pursuing music education to be successful upon entering the field. A more recent study concentrated on bullying between leaders and non-leaders in high school marching bands (Melton, 2012). Nevertheless, the researcher focused on the

relationship between those two entities and the poor leadership leading to the bullying behavior. Research has barely scratched the surface when studying student leadership within ensembles. Music education has a great need for this research as it will “assist music educators in selecting and training their student leaders” (Warfield, 2013, p.26) and their ensemble. The research was specific to the context of the culture and the experiences undergone by the students.

Research Purpose

The purpose of this descriptive research study was to understand student leadership development within the organizationally constructed culture of a marching band program. The student leadership members are selected by the university band staff and are challenged to teach, critique, motivate, and lead their peers in order for the marching band to continually grow during the year. Throughout this time of shared experiences, identity shifts, and outside influences, student leaders evolve. This study analyzed the development of leadership skill, leadership self-efficacy and an inner motivation to lead others as students grow in their leadership capacity within a university marching band program.

Student leaders from a past season were interviewed, some continued on with the band another season after the interview while others have graduated. Through interviewing student leaders, this post hoc case study unmasked significant experiences and results of leadership development occurring in a marching band at a major R1 university, as stated by student leaders. The study allows for a transferability to similar contexts of the process, knowledge, and discovery gained. Through the use of in-depth interviews employing stimulated recall to delve into individual experiences, the potential optimal structure of assessment and training catering to the process of students’ leadership development in a band program is discovered.

Research Focus and Question

The purpose of this study was to understand student leader development within the organizationally constructed culture of a marching band program. For this study, the leadership growth was strictly observed in terms of the band program; nevertheless, no human exists in a vacuum. The researcher understands growth may be spurred on or influenced by outside forces; however, the research focus was to collect data pertaining to the leadership development process in and around the marching band setting. There are four questions that frame the inquiry:

1. How did the individual see development in leadership self-efficacy and exhibition of confidence over the course of a season?
2. In what ways did the individual see growth and/or change in his or her motivation to lead one's peers?
3. What attributes of leadership skills developed and were put into practice during the marching band season?
4. How did the individual progress through the leadership identity development model?

Key Terms

1. Section Leader – A student in the marching band who was selected by directors and staff members to lead the members of their individual section. There can be from 2 – 5 section leaders per section. See Appendix J for a specific description pertaining to the selected university marching band.
2. Drum Major – A student in the marching band who was selected by the directors to lead the entire marching band. This position is the highest student position in the ensemble and consists of conducting on a podium, training/supporting section leaders, working with all sections in the marching band, and being the liaison between students and

directors. See Appendix J for a specific description pertaining to the selected university marching band.

3. Staff/Band Staff – A group consisting of coordinators for the auxiliary groups, directors, and band graduate teaching assistants.
4. Leadership – An influential relationship between leaders and followers who intend real changes that reflect a mutual purpose (Avolio Gardner, Walumbwa, & May, 2004; Haber-Curran, Allen, & Shankman, 2015; Havarth, 2013; Hogan & Warrenfeltz, 2003; Keating Rosch, & Burgoon, 2014; Komives, Mainella, Longerbeam, Osteen, & Owen, 2006; Kouzes & Posner, 2007; Owen, 2015; Rost, 1991; Sinek, 2017; Switzer, 2016; Torrez & Rocco, 2015).
5. Leadership Development – A process of knowing, being, and doing; it is an active engagement with the knowledge of leadership with an outward expression for others to follow (Komives, 2007).

Theoretical Framework and Methodology

To understand the process of student leadership development within the organizationally constructed culture of a marching band program, a qualitative study grounded in interpretivism, more specifically constructivism, was the lens through which leadership development was interpreted. The larger theoretical framework of interpretivism centers on contextualizing meaning from the codes and themes gathered during data collection (Creswell & Poth, 2018). Constructivism, utilizing interpretations to increase understanding of one's reality, is based on humans actively constructing their own knowledge in contextually specific ways based on experience and socialization (Hershberg, 2014). A student's leadership is developed through constructions made while in the marching band program and interpreted through prior

knowledge and experiences. Through the constructivist lens of interpretivism, the researcher sought to understand the students' realities and development.

Both theoretical paradigms agree that reality is constructed along with knowledge and therefore, there is no external reality separate from what is perceived and constructed by individuals (Bhattacharya, 2008; Hershberg, 2014; Pham, 2018; Schwandt, 2007). Research methodology aligned with these theoretical frameworks strives to understand direct lived experiences within the context of each unique interpreter's reality rather than create abstract generalizations (Hurworth, 2005; Steinberg, 2014). The researcher's ability for immersion into the culture increased understanding of the participants' context, stories, interests, and actions, creating a unique ability to understand the students' interpretations and co-construct the social reality (Mabry, 2008; O'Reilly, 2009).

Under the theoretical framework of interpretivism and constructivism, the methodology selected was post hoc case study. The data was collected while reflecting back on the 2019 season rather than during the time of development. Case study focuses on gaining an in-depth understanding of the case within a bounded system while providing a summary of what was uncovered rather than a broad generalization (Lichtman, 2014; Mills, Durepos & Wiebe, 2010). Case studies are designed to expose and re-present aspects of the student experience that are often unnoticed or unexamined (Bhattacharya, 2017; Mills et. al., 2010). In this study, the student leadership development of student leaders in a university marching band was the case studied by the researcher.

Delimitations and Limitations

This study includes several delimitations, the first of which being limiting the study to one university. This prevents the study from being generalizable; however, the information found

may be transferable. Students involved in the study were student leaders in the university marching band for the fall 2019 season. Though leadership can be expressed without the title, for the purposes of this study student leaders observed were those with a positional title. This study did not analyze leadership positions held outside of the university band program; it focused on the growth and development observed within the band environment over the course of one semester. Nevertheless, participants elected to discuss development seen prior to the 2019 year to fully clarify experiences leading to increased leadership capacity.

The literature review held its own set of boundaries, the first was to only utilize literature or quotes pertaining to leadership development of individuals ranging between eighteen and twenty-three years of age and/or specifically applying to college students. The years a student spends attending a university pursuing a degree greatly affects one's identity, purpose, worldview, and character. The student's maturation spreads into the leadership development, hence, the utilization of the first boundary. Secondly, due to the nature of expanding literature on leadership models, only two models were utilized to delve into and better understand student leadership development.

In terms of limitations, the first was the pool of students from which the study focused. The selection of student leaders was assisted by the band staff with the directors making the final decisions. The pool from which to find participants was not selected in regard to socio-economic stance, racial differences, or gender; rather, students were selected based on leadership potential displayed. Secondly, though given a title of leadership, not every student desired to participate in a leadership development study. Students had the opportunity to decide to opt-out due to class workload, scheduling, or a simple desire to not be involved. Through these limits, the researcher

found the student leaders desiring to understand more about their individual development along with the trajectory of their peers in similar positions within the band program.

Covid-19 Pandemic

In March of 2019, the United States began closing schools due to the outbreak of a virus previously seen in Asian and European countries as life-threatening. The university housing the marching band program for this study closed for the remainder of the semester, forcing leadership auditions online and summer preparations to be minimal. As the summer continued, marching band camp was cancelled with the unknown of whether or not classes would resume partially in-person and online or fully online. Student leaders were asked to audition online, watch the selection of leaders from their homes, create technique videos to teach marching and pregame music, and communicate with section members all through virtual formats rather in-person gatherings.

The pandemic brought forth a new way of human interaction, a new way of teaching, unprecedented hardships and emotional for students and families. No organization or student escaped the effects of the pandemic. A selection of leaders who will be interviewed are individuals who graduated from the university prior to the start of the 2020 altered season; nevertheless, COVID-19's impact on their personal state may impact their ability to participate in the research or further heighten the sense of mourning or loss of marching band in those students.

Several student leaders from the 2019 season who are continuing into the 2020 season were asked to participate. The 2020 season looked vastly different from 2019, involving COVID-19 protocol, more individual section rehearsals, decreased time spent together in small or large groups, minimal marching rehearsals, and no field time at home football games. The

interviews reflected on the prior season with specified times to discuss the realities of COVID-19 on their current circumstances and how that impacted and challenged their leadership development. In interviews, students could openly discuss the circumstances of the COVID-19 pandemic while encouraging the reflection on a season before the pandemic and moving forward into the uncertain times.

Assumptions of the Study

Several assumptions were made about the university band culture. The first assumption was that within a university band program, leadership is taught and developed in students. Over the years, the researcher had observed students within this university's band program and seen self-motivated individuals flourish into young professionals, typically those who are student leaders, principal players in the upper-level ensembles, and those who seek out further opportunities to grow in knowledge and experience. Commonly, directors and staff take purposeful steps to teach leadership then step back and allow students to take on the role of leadership. However, programs that do not teach leadership still develop the traits due to the nature of a band program: independent parts, instrument groupings, teamwork, motivation, responsibility, the list goes on.

The second assumption was that each ensemble in a band program is unique due to the individuals and the atmosphere in which each takes place. They shared common goals, learning and performance outcomes, and group and subgroup identities. However, the unique personalities and experiences of each individual created an environment unique every season. The ensemble culture is contingent on the activity, the space, and the individuals. Every year is unique, creating a different set of circumstances and challenges

The study assumed that educators desire for students to actively take part in their development and in the development of each other within the band setting. Students who are self-motivated sought out learning experiences in and outside of the classroom setting. Their desire for improvement created a desire to bring others up with them. A band is only as good as the weaker links; therefore, students actively led and built each other up if they desired for a level of excellence. Music created a space for students to share, challenge, and mentor one another. This vision is held by band directors at the university level: students leading themselves and others.

The last assumptions centered on student leaders. Students assigned leadership positions within a band program were not static in their leadership practice and therefore developed throughout the duration of their position. Most developed leadership capacities by learning the skills, motivation techniques, and gaining confidence in taking on leadership behaviors. However, it is possible for students to falter due to stress, pressure, or lack of knowledge. Both examples depicted a change in the leader be it growth or decline. Secondly, students who pursued the positional title were motivated by a desire to help their peers and the band progress forward and establish a community culture. Secondary motivations may have included personal gain, building one's resume, or the desire for authority. Nevertheless, students put forth the effort to interview for the position because of the people and the culture.

Researcher Subjectivity Statement

In pursuing an undergraduate degree, the researcher participated in the marching band and leadership structure of the program researched. The researcher held a leadership position (section leader, assistant drum major, and drum major) for three out of the four years enrolled in marching band. The intimate knowledge of the program's dedication to building student leaders

led the researcher to the current desire to understand the depths of development had by others in similar situations.

Throughout the development and research of this dissertation, the researcher held the position of graduate teaching assistant for the band program in which the student participants were involved. This position granted the researcher access to the students as the researcher engaged with, taught, and supported the student leaders during their tenure of leadership within the program. The researcher had prior insight to select informative participants based on interactions, past experiences, and a sense of familiarity (Hershberg, 2014; Mabry, 2008; Warren, 2001). The author's insight also allowed for diversity of participants, with regard to the minimal pool of leaders to select from, in terms of degree programs, gender, socio-economic standing, and ethnicity differences. The researcher recognizes personal perceptions and beliefs that could taint the outlook of students' responses (Atkins & Wallace, 2012; Mabry, 2008). Students may also have perceived the researcher in various ways altering responses. Nevertheless, during the course of interviewing, the researcher worked to re-confirm or dis-confirm students' responses in order to center the research on the student's constructions of realities.

Lastly, the researcher understood the unprecedented circumstances facing individuals during the time of interviews. The researcher and some participants' work and academic statuses were impacted due to the pandemic. The increase of news and social media headlines discussing the pandemic flooded most households. Individuals faced various unexpected circumstances including financial and emotional turmoil: the participants, researcher, and university marching band were not immune to the disruption.

Chapter 2 - Literature Review

Music is an experience-based form of social interaction. It allows for student development and creates an organizationally constructed culture for individuals to share, challenge, and mentor one another. Students actively engage in music as an experience as it uses cognitive experiences to gain self-knowledge through a sensitivity to music (Reimer, 2003). Because it is experience-based, each individual develops uniquely influenced by musical, familial, and societal backgrounds. An individual's unique upbringing and experience create a foundation for new knowledge and experiences to be brought into, forming a new understanding. Musical experiences become one's known reality and understanding.

Making music can be an individual or group art form. In the collegiate band setting, students are put into ensembles of thirty plus other students and asked to create something beautiful, unique, striking, and entertaining. Students partaking in this type of band setting enhance their musical knowledge and experiences; however, the group aspect draws forth another form of training and development. The music requires each individual to perform, maintain focus, and understand the music-making occurring around them. These non-musical and more personal elements focus on building the individual. Because band is a group setting, there will naturally be opportunities and a need for student leadership.

The individual's past experiences alter the understanding of leadership traits and concepts in band students as explained by the constructivist learning theory: students construct their own concepts and ideas based upon their past knowledge and experiences (Bruner, 1960). Due to the variance between students, the leadership development occurring in the band program cannot be pigeon-holed but can be guided by music educators who have a firm understanding of development methodologies, music education, and interpersonal relationship building. For this

study's purposes, literature reviewed will focus around the following topics: interpretivism and constructivism frameworks, leadership, leadership development methodologies, leadership development for post-adolescents, and leadership in a university band program to enhance the culture and progress forward to the goals.

Theoretical Framework

Historical and Philosophical Foundations of Interpretivism

The concept of understanding through interpretation can be seen in early anthropological research when colonizers attempted to interpret 'other' or 'native' cultures (Bhattacharya, 2008). By the end of the 19th century, the Chicago School emphasized telling a participant's life history and story in research and welcomed life stories as told through the eyes of ordinary people as scholarship (Bhattacharya, 2008; Mabry, 2008). Additionally, Bhattacharya (2008) states that the focus of interpretive research is set on the underprivileged. One could also connect that researchers worked to give voice to those previously unheard. Through the Modernist phase of qualitative methods, publications sought to legitimize and formalize research written to understand people and society (Denzin & Lincoln, 2004). In the 1980s, qualitative research began gaining stature, and the interpretivist frameworks moved to the forefront of qualitative methods (Denzin & Lincoln, 2004).

The ideas and methods of interpretivism are primarily traced back to the publications of Guba and Lincoln in the 1980s, which grew out of the works of sociologists and philosophers prior (Hurworth, 2005). The concept of understanding (Verstehen), central to interpretivist framework (Mabry, 2008; Makkreel, 2016; Schwandt, 2007), was made relevant in works by Max Weber and Wilhelm Dilthey in the late 19th and early 20th centuries ("Verstehen"). Weber wrote about interpretative sociology, studying individuals and their actions with the goal to

reduce human interaction to understandable action (Tucker, 1965). Dilthey, a philosopher, examined the first-person perspective of the participant that is created by engaging in with history, culture, and society (Makkreel, 2016). Research centered on understanding the participant's way of making meaning was central to the growth and establishment of interpretivist methods (Mabry, 2008; Schwandt, 2007; Vygotsky, 1978).

Norman Denzin and Yvonna Lincoln have collectively published articles discussing the history and development of theoretical frameworks including interpretivism. Over time, varying fields of research have come out of the beginnings of interpretive research such as cultural studies, queer studies, indigenous studies, and ethnic studies (Bhattacharya, 2008). The goal of the interconnected fields utilizing interpretive theory still lies in understanding social reality (Bhattacharya, 2008; Denzin & Lincoln, 2004; Lichtman, 2014; Warren, 2001). However, the concern of ethical data collection remained throughout the development of research methods and interpretive studies (Denzin & Lincoln, 2004). Qualitative research and interpretivist approaches have undergone varying support and criticism into the current millennium with the rise of accountability and data needed to support the education movement in the United States (Lichtman, 2014). Nevertheless, the use of qualitative research continues to grow as social sciences turn to interpretive frameworks aim to discover or rediscover new ways of interpreting and reporting data (Bhattacharya, 2008; Denzin & Lincoln, 2004; Hurworth; 2005). The earlier philosophies of interpretivism influence the current paradigm to understand human action in daily social interactions in the context of the wider culture, best achieved by the researcher participating in the contextual experience of those being researched (Denzin & Lincoln, 2004; Hurworth, 2005; O'Reilly, 2009).

Qualitative research focuses on gaining understanding, it is a “people-focused approach” (Atkins & Wallace, 2012, p.23). Therefore, researchers have emphasized that understanding is an interpretive practice as it is grounded in meaning-making of specific experiences (Bhattacharya, 2008; Schwandt, 2007). It emphasizes discovery and meaning while utilizing detailed description; therefore, researchers need to create a space of openness and dialogue with the participants to increase compassion, sensitivity, and continued collaboration (Hershberg, 2014; Hurworth, 2005; Pham, 2018). Denzin and Lincoln (2011) explain qualitative research and the necessity of interpretive practices:

Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations...qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (p.3).

In current day qualitative research, the interpretive framework is a lens in which research focuses on understanding social reality rather than determining a singular truth (Bhattacharya, 2008; Lichtman, 2014 Pham, 2018; Steinberg, 2014). Interpretive framework is embedded within different theoretical paradigms as it is widely utilized across the social sciences including anthropology, sociology, and education (Bhattacharya, 2008; Lichtman, 2014; Mabry, 2008; Schwandt, 2008). This framework centers on the plural perspectives and interpretations that are

fundamental to how humans participate in the world (Schwandt, 2007), in contradiction to alternative positivist methods which rely on explanation, prediction, and control (Guba & Lincoln, 2005). Interpretivism and constructivism agree that reality and knowledge are interpreted and constructed and therefore, there is no external reality separate from what is perceived and constructed by individuals (Bhattacharya, 2008; Hershberg, 2014; Pham, 2018; Schwandt, 2007). "...[I]nterpretivism views individuals as actors in the social world rather than focusing on the way they are acted upon by social structures and external factors" (O'Reilly, 2009, p.119). Interpretivist researchers attempt to understand the diverse interpretations formed through experiencing the world in various cultures, while attempting to avoid biases built around prior personal interpretations and social interactions (Johnson & Weller, 2001; Pham, 2018).

Historical and Philosophical Foundations of Constructivism

Constructivism grew out of the constructivist theory of learning and knowing into a guiding framework for research within the social sciences (Hershberg, 2014). Jean Piaget (1896 – 1980) brought about the constructivist view as he researched child development in the early 1920s: "through interactions with their physical environments and through the cognitive processes of assimilation and accommodation, children's mental models of the world or schemes change, incorrect theories are dropped and knowledge is learned" (Hershberg, 2014, p.183). Von Glaserfeld further clarified Piaget's constructivist viewpoints stating knowledge does not and cannot transfer, every individual must build knowledge for him or herself (Von Glaserfeld, 1982). He states that people are first organizers of thought who then interpret experiences and lastly shape interpretations into a structured world (Von Glaserfeld, 1982).

Supporting Piaget's view that children construct knowledge was Lev Vygotsky (1896 – 1934), a developmental psychologist who also emphasized the social nature of learning

(Hershberg, 2014). From these two psychologists' writings, Piaget and Vygotsky, have come views on education and classroom structure (Bruner), a philosophical engagement with the topic applying the constructivist view to research (Von Glaserfeld), the inclusion of constructivism into education researchers' scope of study (Guba and Lincoln), and various subsets of social, radical, and critical constructivism bringing about debates favoring either side of the active, building process of knowledge (Fox, 2001). Through the development of constructivism, the greatest realization perhaps is the influence of one's history and prior beliefs and the impact of both on newly acquired information. Students "need to interact, to have dialogues, to solve problems and to make sense of new ideas... They can be helped by the expertise of teachers" (Fox, 2001, p.33). One can view constructivism as embedded within understanding the active participation of learning, as it is studied by educators, psychologists, philosophers, and sociologists. Through the discussion presented by Fox (2001), it can be understood that constructivism as a theoretical framework for research first grew out of an understanding of the concept within the field.

Egon G. Guba and Yvonne S. Lincoln wrote extensively about constructivism as a research paradigm beginning in 1985. Their past works have been included in works as recently as 2011, showing the value of early constructivist research writings to modern-day framework. A researcher chooses the constructivist paradigm in order to focus on the "social knowledge and the active construction and cocreation of such knowledge by human agents that is produced by human consciousness" (Guba & Lincoln, 2005, p.203). Constructivists stray away from the belief of an unwavering set reality or universal truth that can be known by all and rather subscribe to the building process of knowledge unique to each individual (Hershberg, 2014; Creswell & Poth, 2018; Fox, 2001; Guba & Lincoln, 2005; Steinberg, 2014).

Constructivism is based in each individuals' social construction of the world, understanding that "nothing exists before consciousness shapes it into something perceptible" (Steinberg, 2014, p.205). Scholarly writings utilizing the constructivist framework address the process of interaction and social construction while focusing on specific contexts (Creswell & Poth, 2018). Researchers aim to position themselves within the cultural context being studied to better identify how their own interpretation and how their experiences influence their actions and perceptions of their research participants (Creswell & Poth, 2018; Hershberg, 2014). The aim is to interpret and understand others' social reality by placing significant focus on the relationships between researcher and participants (Bhattacharya, 2008; Creswell & Poth, 2018; Guba & Lincoln, 2005; Hershberg, 2014).

Leadership

In a constantly evolving world, leadership is crucial. The world is being split by war, pandemics, climate change, and government elections. Training leaders seems to be a high focus of countless businesses and higher education institutions (Prokopeak, 2018). In the university setting, leadership development is apropos as students pay thousands of dollars to attend classes where professors are preparing them to graduate, enter the workforce, and succeed. The years students spend attending a university are critical times to develop identity while transitioning into adulthood (Shek, 2017). Training students in leadership can prepare them to become future leaders of society, benefiting all of society.

Defining Leadership

Leadership carries countless definitions given by scholars, business moguls, government officials, and educators. Many scholars agree that is that leadership is a social phenomenon with relationships at the core (Avolio Gardner, Walumbwa, & May, 2004; Haber-Curran, Allen, &

Shankman, 2015; Havarth, 2013; Hogan & Warrenfeltz, 2003; Keating Rosch, & Burgoon, 2014; Komives, Mainella, Longerbeam, Osteen, & Owen, 2006; Kouzes & Posner, 2007; Owen, 2015; Rost, 1991; Sinek, 2017; Switzer, 2016; Torrez & Rocco, 2015). It requires engaging with others in a personal nature through “initiating, building, and maintaining relationships with a variety of people who might differ from oneself in terms of age, gender, ethnicity, social class, or political agendas” (Hogan & Warrenfeltz, 2003, p.79). In the researched university marching band, the student leaders in marching band are expected to engage in relational practices such as being the first individuals greeting the freshmen, initiating section bonding activities and conversations, and freeing themselves of preconceived notions towards others to help build a community within the band. Student leaders are expected to work with all band students, regardless of differences.

Those exhibiting leadership have a deep awareness of themselves including their thinking, values, behavior, and perspectives (Avolio et. al., 2004; Havarth, 2013). Leaders are to be keenly aware of others’ perception of them and are confident, hopeful, resilient, and optimistic individuals (Avolio et. al., 2004). Leaders in marching band are expected by the staff and other students to engage with others in a professional and friendly manner. These types of interactions are anticipated to progress the group forward by increasing acceptance and unity. The marching band studied has a nomination process for student leadership to understand how the students view each other, how they are relating to others, and if their demeanor includes these characteristics. Leadership is not a one-time display of these attributes. It is an embodiment of these as part of one’s character. A student’s ability to project him or herself as confident, hopeful, resilient, and optimistic impacts the potential for a leadership nomination and his or her peers’ respect and willingness to follow.

Leadership revolves around relationships. It is a “relationship between those who aspire to lead and those who choose to follow” (Kouzes & Posner, 2007, p.24). Leadership is defined by Rost as “an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes” (1991, p. 107). Relationships are key to leadership with reciprocal relationships leading to effective leadership (Haber-Curran et. al., 2015); this can be seen as student leaders in the marching band lead groups ranging from twenty to sixty students. Personal knowledge of other students leads to cohesive and productive rehearsals and performances. When a leader is disconnected from the others, the leader spends more time focusing on individual goals rather than the needs of the group (Sinek, 2017). Leaders intend changes that reflect the mutual purpose of the whole (Rost, 1991). Taking part in leadership is a choice made by every student. Individuals may choose to actively partake in the process or follow those who do. Choosing marching band leadership is choosing to exhibit care for the ensemble and take responsibility for themselves and the band while encouraging others to do similarly.

Definitions of a leader do not include a title or position that is held by an individual. A granted position does not determine an individual’s leadership capacity: a poor leader believes his or her value comes from rank (Sinek, 2017). Nevertheless, holding a leadership position can greatly increase a student’s cognitive, personal, and instrumental development as well as be a fun and engaging experience (Micari et. al., 2005). Students given the opportunity to lead in marching band are also given a title. The title does not grant leadership prowess but does grant responsibility and expectations. A title does not negate the effort needed on each student’s part to expand aspects such as knowledge, listening, communicating, and caring. The care taken by a leader to obtain and maintain the qualities defined in leadership are crucial for a leader at any level.

Purpose of Leadership

As Julie Owen (2015) states, “leadership for what purpose?... We will never be able to solve our biggest societal challenges by working in silos. The future will require leaders who understand the need to work across disciplines and boundaries to craft solutions” (p.54). The purpose of marching band is not to attempt to solve societal challenges; nevertheless, it may be filled with individuals who may. Marching band is filled with individuals pursuing an assortment of degrees, but who see value in participating across disciplines due to the peer interaction, challenge of mindset, and varied personal development. Leadership teams are made up of students crafting solutions through multiple lenses to move the band forward towards excellence in performance for the enjoyment of all participating.

Leaders create a personal identification with followers and a social identity within the organization, engaging, motivating, and constantly requiring growth in their work and others (Avolio et. al., 2004). Effective and authentic leaders “share what they know, ask knowledgeable people for help...and make introductions to create new relationships... Poor leaders hoard these things, falsely believing it is their intelligence, rank or relationships that make them valuable” (Sinek, 2017, p.182). For a marching band, leaders are demanded to constantly be preparing others for future performances, circumstances, and challenges: moving the organization forward rather than focusing on self must be the goal of leadership.

The focus of leadership is on the process in which everyone engages (Wagner, 2011). Due to this, there is a strong correlation between kindness and leadership. Kindness is contagious and leads to more positive social exchanges building stronger relationships between the leader and followers (Harvath, 2013). As students build hope, trust, and positive emotional connections with each other, they create a stronger sense of group cohesion through feelings of commitment,

job satisfaction, meaningfulness, and willingness to put in extra effort for the betterment of the group (Avolio et. al., 2004). Marching band operates out of group trust, respect, communication, and belonging. Circumstances are put into place to build these amongst the leadership team, sections, and the group. Human interaction creates a sense of belonging, develops trust, and builds empathy in the group (Sinek, 2017).

Leadership in Uncertainty

Due to the uncertain times presented during 2020, the researcher elected to include a section pertaining to leadership in uncertain times – leadership in a VUCA world. VUCA stands for volatile, uncertain, complex, and ambiguous (Bunker, Gechman, & Rush, 2012; Petrie, 2014; Waldeck, Gaultier Le Bris, & Rouvrais, 2020) and first appeared in a military context (Waldeck, Gaultier Le Bris, & Rouvrais, 2020). Waldeck, Gaultier Le Bris, & Rouvrais (2020) delve into the definitions of VUCA within a management and decision-making context: volatile meaning an “unstable change due to predictable causes, but whose magnitude or occurrence is sometimes unpredictable” (p. 102), uncertainty meaning “the lack of adequate information for asserting the importance of an event that creates uncertainty” (p. 103), complexity speaking of “many interconnected parts forming an elaborate network of information and procedures” (p. 103), and ambiguity being a “lack of understanding of cause-and-effect relationships” (p. 103). The world understood today is changing daily. Those attaining leadership positions must be able to navigate multifarious changes through knowledge extracted from previous experiences, building response readiness for diverse challenges not undertaken prior (Bunker, Gechman, & Rush, 2012).

Leadership is no longer about navigating the present circumstances, but also about anticipating what may come and utilizing knowledge extracted from previous experiences to guide handling new, or VUCA, situations (Bunker et. al., 2012). The more knowledge that is

extracted from every event, the more connections the brain is able to make, a fundamental of constructionism (Bunker et. al., 2012; Guba & Lincoln, 2005; Hershberg, 2014). Research centered on leadership development has acknowledged the necessity for experiences in the learning process (Allen & Hartman, 2009; Bunker et. al., 2012; Finnegan, 2013; Kolb, 1984; Priest & Clegorne, 2015). Therefore, to best prepare student leaders for a VUCA world as evident in the present-day, students need to be exposed to volatile, uncertain, complex, and ambiguous experiences within the safety of a learning environment (Bunker et. al., 2012; Gaultier Le Bris, Rouvrais, & Waldeck, 2020). Leadership development is a process flooded with experiences rather than an event (Petrie, 2014). Student leaders can gain information and pursue experiences which advance their ability to think in more complex ways, increasing their odds to flourish in an ever-evolving, VUCA world (Bunker, 2014; Gaultier et. al., 2020; Petrie, 2014).

Leadership Development Methodologies

Ready, Willing, & Able model

The Ready, Willing, & Able model was created to provide a clear definition of leadership capacity by branching development into three separate categories. Keating, Rosch, & Burgoon (2014) conducted a study researching the development of students in three areas over the course of an introductory leadership course at a university. Upon the publication of the model, little was known about the development of leadership capacity or to what students' attribute leadership learning (Allen & Hartman, 2009). Research had been focused on knowledge acquisition and reflective learning skills (Keating et. al., 2014). Authors explained the development of leaders is "often stated as a primary goal in many organizations, yet a validated general framework and theory for leader development does not exist, nor is there a method for determining who is

developmentally ready to engage in such training” (Keating et. al., 2014, p.3). The three-prong approach was created to fill the gap.

The first in the model, Ready, pertains to the exhibition of leadership self-efficacy. Students must be able to exemplify confidence in themselves to successfully take on the role of leadership (Keating et. al., 2014). For student leaders in marching band, they are appointed a title before summer, providing them time to build the confidence. Nevertheless, the beginning of the season can present challenges as leaders are put in front of their peers and asked to delegate, teach, and manage the group. Only once “students feel confident in their practice of leadership can they learn to augment their skills and motivation to lead in ways that include the needs and desires of others” (Keating et. al., 2014, p.12).

The second, Willing, is an expression of an inner motivation to lead. Chan and Drasgow (2001) explain motivation in three forms: affective-identity motivation as the level to which an individual feels drawn to leading their peers, non-calculative meaning a leader’s ability to avoid self-centered leadership in terms of what an individual gains from the position, and social-normative being one’s sense of responsibility to lead. Students may have a variety of motivations to pursue leadership in marching band; nevertheless, the model helps to understand each student’s unique draws towards the position and how that helps or hinders his or her leadership style, skill, and capacity. The last category, Able, requires the individual possesses the obligatory skill to act as a leader (Keating et. al., 2014; Rosch & Stephens, 2017). Marching band leadership contains a unique set of responsibilities including students teaching and correcting marching and music. Leaders must possess the leadership skill and combine it with the marching band knowledge to effectively work with, teach, and motivate peers.

This model has been utilized in several other studies. Correia-Harker (2016) completed a dissertation centered on better comprehending motivation's role in leadership development, including this model in the study. Correia-Harker (2016) found motivation as being “empirically confirmed as a critical component of the college student’s leadership development process” (p.106). Rosch & Stephens (2017) utilized the ready, willing, and able framework to study what degree of “formal opportunities for involvement predict durable growth in leadership capacity in students” (p.1108). The study utilized pre/posttests to analyze the significance of these programs in three areas of growth (Rosch & Stephens, 2017). All three publications go to support the original findings that if leadership self-efficacy is lacking, students may not be ready to engage in the leadership process and therefore, development will be stunted (Correia-Harker, 2016; Keating et. al., 2014; Rosch & Stephens, 2017).

From a theoretical standpoint, the process of creating “ready, willing, and able” leaders that possess requisite levels of leadership self-efficacy, motivation to lead, and leadership skill may need to begin with the development of efficacy. Our findings imply that only after students feel confident in their practice of leadership can they learn to augment their skills and motivation to lead in ways that include the needs and desires of others (Keating et. al., 2014, p.12).

Leadership Identity Development model (LID)

LID is a model designed to link development of leadership with the process of leadership to better assist educators in their facilitation of student leadership development (Komives et. al., 2006). It was specifically designed with the collegiate level in mind (Hall, 2015). “Leadership

development involves engaging with learning opportunities in one's environment over time to build one's capacity or efficacy to engage in leadership" (Komives et. al., 2006, p.402). The LID model analyzes this development as it moves from simple to more complex stages of growth (Komives et. al., 2006). Students follow a progression of stages beginning with awareness of leadership and the process that involves the entire group (Hall, 2015).

The LID model is categorized into six separate stages with development occurring in the transitions between stages (Wagner, 2011). Below is a brief outline of the stages along with a specific application to a music program:

1. Awareness: Students recognize leadership occurring around them, typically seen in older mentors and models.
 - a. Students recognize the director as the leader of music and learning.
2. Exploration/Engagement: Students desire to be an active member, developing personal skills, and self-confidence along with becoming aware of individual strengths and weaknesses.
 - a. Students desire to actively partake in music-making. This can be shown in a variety of ways including participating in class musical decisions, effort put towards learning and performing the music in and outside of class, understanding of individual musical strengths and weaknesses.
3. Leader Identified: Students see leadership as a position with the responsibility to accomplish a task or goal. This stage typically has three stages, 1) emerging when students see leadership as taking on responsibility and accomplishing tasks, 2) immersion when students differentiate if they see themselves as a leader or not and may practice different leadership styles to engage more members to help

accomplish the goal, and 3) transition as students begin to understand that the positional title does not make them a leader

- a. 1) Students take on more responsibility such as helping set-up the field, scheduling sectionals, and playing for pep bands or extra small performances. 2) Students begin assisting others in learning including music, marching, memorization, or other tasks. Students may prepare lesson plans for sectionals to help the group work towards a goal. Students may experiment with different leadership styles (emulating the director, a staff member, another leader/mentor). 3) Students begin working towards the success of the band rather than focus on only their section, do not value their role as highly but rather their contribution to the band.
4. Leadership Differentiated: Students learn leadership can be exhibited by anyone with or without a title. Leadership is a process involving trust, openness, and group effort.
 - a. Students become more comfortable acting as themselves in a leadership position. Students may begin to delegate to other leaders or members of the section. Students may assign tasks for others to accomplish outside of rehearsals (music memorization, practice of visuals, marking music and drill charts) and follow-up to promote others taking responsibility of themselves and the group. Student leaders may also inquire amongst peers about they see as needing more work and how the leaders can best help the group.

5. Generativity: Students understand their responsibility to develop leadership in others, to serve society, and learn to broaden their focus from current situations to the long-term conditions of the group.
 - a. Student leaders actively train and develop leadership in members of the group. This may be a head section leader training an assistant section leader in his or her specific responsibilities or a music instructor discussing planning a sectional with other music education majors in the section or multiple marching and maneuvering section leaders comparing notes on how to better utilize band camp instructional time the next season to better prepare for what is commonly used in the drill.
6. Integration/Synthesis: Students confidently see themselves as effective in working with others in any situation. They also do not see the need to hold positional leader roles to engage in leadership (Komives et. al., 2006; Wagner, 2011).
 - a. Students in this stage may not exhibit specific actions. However, it could be shown through individual confidence in a variety positions, such as a student with a leadership position in marching band still taking on the same responsibility and work ethic in other ensembles where the student does not have a specific leadership position.

As students transition between the stages, the LID model provides clarity by including actions and phrases commonly observed (Komives et. al., 2006). Students arrive on campus in disparate stages of the model; however, it is common for most students to be in stage 3, leader identified (Hall, 2015). When assessing students' LID stage, it is possible for students to

overestimate their stage, to articulate one stage but demonstrate a lesser stage (Owen, 2012). Educators using the LID model to learn more about student leadership development must be vigilant and follow up with students on specific incongruent incidents (Hall, 2015). LID provides clear insights of what to observe and can assist educators in knowing how to facilitate student development into upper stages.

With stage 3 being the most common for students entering higher education, LID publications tend to spend more time about the transition between stages 3 and 4. This transition is focused around understanding the interdependence between people in organizations and that leadership is a group process with the leader's focus on ensuring every member is actively involved in the process (Hall, 2015). Educators working with groups of students can incorporate tasks and concepts to assist students in their transition into stage 4, several main teaching points include teaching "the language of leadership, helping students learn the contributions others make to group process and to value diverse styles and ideas, and encouraging students to reflect on what they used to think leadership was (object) and what it is to them now (subject)" (Komives et. al., 2006, p.46). Through challenges and the show of support from educators, members of the group can all be empowered to transition into a cohesive group philosophy of leadership that focuses not on those holding titles, but rather on meaningful engagement with each other and valuing everyone's contribution (Hall, 2015; Komives et. al., 2006; Wagner, 2011).

Stage 5 (generativity) and 6 (integration/synthesis) begin as students process and encourage younger students to grow in their leadership development. Generativity is centered around learning from others and an openness to new ideas as leaders anticipate a transition of roles (Komives et. al., 2006). Integration/Synthesis, the final stage in LID, focuses on a student's

confidence to engage in leadership no matter the level held within an organization. Students are able to assess new circumstances and see how they would best fit in the group. Stage 6 is a “commitment to life-long development and...[a commitment] to the congruence of their beliefs with their actions” (Komives et. al., 2006, p.412). Growth into these advanced stages display a qualitative shift in how students are able to perceive and contemplate events, increased maturity, and an understanding of the importance of inclusivity and the complexity of relationships (Wagner, 2011).

Leadership Development in Post-Adolescents

In the early 2000s, research began examining student leadership development occurring on college campuses (Keating et. al., 2014). Research indicated moderate benefits for students taking structured leadership courses (Keating et. al., 2014); however, research focusing on smaller, campus-based studies suggest measurable results upon a student’s completion of a one semester leadership course (Moore, Boyd, & Dooley, 2010; Sessa, Matos, & Hopkins, 2009; Williams, Townsend, & Linder, 2005). A majority of the studies focus on leadership courses, knowledge acquisition, and reflective learning skills rather than student leadership capacity development. Little is known about the best method to develop a student’s leadership capacity while in a university setting (Keating et. al., 2014) that brings along with it possible changes to identity, gender, life values and goals, belief systems, self-image, and self-worth. The main research of leadership development stemming from the specific leadership courses means there is a large gap of knowledge outside of this setting. Despite the consistent use of leadership by countless band programs around the country, how student leadership develops remains undocumented.

Leadership Development in a Structured Learning Environment

In a structured leadership development environment, educators should provide varied experiences, catering to multiple disparate learning styles (Allen & Hartman, 2009). Combining feedback with fostering conversations that encourage reflection and application of learning can increase students' understanding of self and their leadership capacity (Priest & Clegorne, 2015). Music provides constant feedback to students as they hear themselves and those around them. Directors and staff provide additional feedback, initiate student to student reflection, and section reflection on rehearsals and performances to maintain consistent growth in the band. This system of revolving performance, evaluation, critique, and application pushes the leadership to attain more knowledge and skill as the season evolves.

Palmer and Zajonic (2010) employ intentionality and spontaneity as pertinent forms of teaching and learning to enforce the “educative order” (p.39) while also allowing free space for students to develop beyond what an educator planned for or expected. When leadership development is integrated, intentional, and multidisciplinary, it can act as a synthesizing force for learning challenging perspectives and processes of discovery and inquiry (Owen, 2015). A marching band brings together students of various backgrounds and degree programs to work towards a performance. The attainment of the goal relies on directors and student leaders doing what is necessary to maintain focus, motivate, and teach several hundred students. The intentional teaching combined with spontaneous conflict resolution and student interactions can bring about development in students as they are faced with a whirlwind of situations.

An integrative approach helps students to “think the world together...to know the world in a way that empowers educated people to act on behalf of wholeness” (Palmer and Zajonic, 2010, p.22). Building a bridge from classroom-gained knowledge to external experience provides

value and relevancy. For information to be retained, the brain must find relevancy and be able to make sense of it (Sousa, 2017). Skills such as communication, establishing goals, planning, and problem solving can be taught (Allen & Hartman, 2009) through scaffolding methods that provide challenges to maximize gains and minimize losses. Marching band runs under the understanding that students are taught these skills in countless classroom settings; therefore, student leaders are handed a plethora of opportunities to experience their knowledge in action. The knowledge is put to the test to discover meaning and relevancy in peer-to-peer interactions. These opportunities are embedded into the system: experiences to fail and succeed, to develop interpersonal skills, to discuss and reflect, and to be mentored, piecing together knowledge and experiences to develop students' leadership capacity.

Educators do not have to simply rely on their personal student interaction for leadership development. Mentoring relationships provide more direct and specialized guidance for individuals about their growth. A mentor is typically an educator, family, staff, or community member, or older peers who intentionally assists a student's growth or connects the student to opportunities for career or personal development (Dugan et. al., 2013; Komives et. al., 2006). Employing student mentors or educators using time to meet one-on-one can lead to "increased leadership efficacy and socially responsible leadership capacity in college students" (Priest & Clegorne, 2015, p.76). The sheer size of a marching band caters towards student to student mentorships. These relationships allow the experienced students to guide others through the unique experiences of a university marching band.

One of the most prominent plagues educator's face is the students' lack of motivation toward academic activities (Allen, 2001; Legault et. al., 2006; Miksza, Roeder, & Biggs, 2010). Academia has spent resources and time focusing on motivation; however, the problem consists.

To be fully prepared to foster student leadership development, motivation is one of the top skills band directors should acquire (Miksza, Roeder, & Biggs, 2010). “University professors believe the ability to motivate students is a beneficial skill for music teachers, and subsequently ranked the highest teacher skill one could possess by both preservice and experienced teachers” (Allen, 2011, p.19). Educators must find out what motivates a student to learn and then support their feelings of competence and mastery (Allen, 2011; Legault et. al., 2006). A stronger grasp of the student’s internal motivation and attribution of learning can assist educators in creating learning experiences applicable and relevant to the students.

University marching bands employ a variety of teaching techniques including constant feedback, reflection, and application, structured intentionality and spontaneity, and student mentorships. The well-rounded format caters toward the occurrence of leadership development. Every program is unique, but bands function on the fundamentals of creating, performing and responding to music (National Association of Music Education, 2020), an artistic yet structured concept that requires human interaction. Educators who utilize integrative forms of teaching and learning, facilitate experiences to put knowledge into action, and utilize mentorships see greater response and leadership development in students.

Student-Led Leadership Development

College is a key time for individuals to expand their perspective and develop leadership. The precollege experiences significantly affect leadership development trajectories in college (Dugan & Komives, 2010; Keating et. al., 2014); however, students are also evolving their sense of identity throughout this time, including their understanding of leadership (Torrez & Rocco, 2015). To develop leadership, students must first have a sense of self, understanding who they are, what they stand for, and what they value (Finnegan, 2013; Haber-Curran et. al., 2015). A

student's capacity to lead confidently, skillfully and knowledgeably while motivating themselves will be either championed or diminished by one's identity, perspectives and assumptions (Keating et. al., 2014, Torrez & Rocco, 2015). Leadership positions held during this time of personal development create a wide range of leadership styles and preferences. Students who understand themselves can work towards understanding the others in the band, leading to a more efficient and effective form of leadership.

Student leadership development relies on experiences as well as metacognition (Torrez & Rocco, 2015). Those acting in leadership must understand their unique perspectives and biases that could impact others within the group. Students engaging with one another, practicing leadership in context, develop a multi-disciplinary approach as differences and commonalities are shared (Haber-Curran et. al., 2015; Komives et. al., 2013; Owen, 2015). Marching bands are filled with students holding a variety of professional goals. Not every student will think like a student in music education, time-manage like one in engineering, or communicate like one pursuing hospitality management. The intersection of individuals influences every student. Leaders are challenged to explore these influences through self-reflection and dialogue with the other students (Priest & Clegorne, 2015) and utilize them for group growth.

A student's understanding of oneself impacts the learning absorbed and stored in the brain. Students connect learning to past knowledge and experiences to construct new meaning (Bruner, 1960), building upon the foundation of who a student has built oneself to be. Kolb's learning theory (1984) supports this constructional view of learning describing it as a process in which knowledge is created through experience. Lastly, Sousa (2017) adds more detail and explains learning through the brain-based concept in which learning must engage the whole body as an immersed experience in which students make sense of new knowledge by connecting or

building upon prior learning to create relevance and meaning. These three learning theories support the expanding knowledge that student leadership development cannot occur only in the classroom through knowledge acquisition but must be acted upon by the students. The collegiate marching band setting provides this experiential space for students to continually engage with learning alongside others, challenging students to determine relevance and construct meaning.

Marching band provides experiences designed around student-led leadership. The inherent expectations challenge students to take control of their circumstances, relationships, and performance. Overcoming these challenges results in cognitive transformation (Torrez & Rocco, 2015). Uniting together as one group, relying on a continual-developing group bond, and trusting leadership decisions is a gratifying and growing experience for every leader. The opportunities are inherent in the program, shared among the personnel, and part of the fabric of success. Leadership is not an outcome to be studied, but rather a continual learning process (Torrez & Rocco, 2015).

University Band Program

The goal of all education is to enable students to succeed in and outside of school, to become contributing members of society, and to reach one's full potential (Eisner, 2004). Music's reason for existence is "to create meanings and to engage with individual and cultural values as all the arts do, deepening them, critiquing them, exploring their nuances, making them vivid for all to share" (Reimer, 2003, p.60). Music education builds a structure to create a cognitive and emotional experience that can explore cultural contexts. Music is imperative to human life: it provides a form of communication, a way to express meaning and emotion, bonds individuals in a shared experience, and opens individuals to a unique way of thinking (Blacking, 1974; Dueck, 2013). Music is a craft that not only creates something to give the world but

creates and builds the participants. Through music, students may engage and communicate with others, explore cognitive and emotional means, and share collective group experiences (Seeger, 1992).

Band is a unique class as students' success is reliant upon each other's success. The interdependence required relies on a cooperative atmosphere not evident in many other classes (Bauer, 2001). Students may participate for various reasons; Allen (2011) found that a common reason to participate was to be with friends, not an interest in playing an instrument. Nevertheless, part of the success of a band program and value to a university is the musical performance. Students have a stronger desire to participate in a successful organization that carries value to something greater than the individual, in this case a community and university (Allen, 2011; Finnegan, 2013). Band programs provide an artistic outlet as well as the opportunity to work towards success alongside others to create something meaningful to society.

Band programs challenge students to create music in a variety of settings. Marching bands rely on the body to move in a sequenced pattern while maintaining breath control to play an instrument, the mind to remember the pattern, music, and finger patterns to play the instrument, and emotional connection to the music and/or performance to spur the individual on towards success. The band's individual demands can be encouraged through the relationships built: "Relationships are the connective tissue of the organization...over time, these new relationships, built on trust and integrity, become the glue that holds us together" (Allen & Cherrey, 2000, p. 31). Students need interaction with others, relationships that challenge and encourage them to new depths and developments.

Conclusion

Students making music together form a community, a group working simultaneously for a purpose of creating, performing, and responding (National Association of Music Education, 2020). Marching band creates opportunities for students to interact with peers from diverse backgrounds and staff members with an abundance of knowledge and experience. Tim Lautzenheiser (2002), Chief Education Development Officer & Vice President of Education at Conn-Selmer Inc., well-known and respected clinician, director, author, and speaker, advocates for the requirement of student leaders in band programs. He describes student leaders as not a luxury, but a necessity in every band director's ensemble (2002). Lautzenheiser conducts student leader clinics around the United States, training and developing students and educators actively seeking growth opportunities. In Warfield's dissertation centered on the perceptions of collegiate marching band student leadership (2013), Warfield expressed the need for student leadership in marching bands and the difficulty directors would experience in managing the responsibilities of the band without them. Student leadership in a marching band helps the organization run smoothly, efficiently, and with fervor towards a performance.

To assist the director in the management and organization of the ensemble, student leaders are faced with the task of actively leading and managing their peers and friends. Buyer (2009) notes student leaders comment on leading their peers while balancing friendships as the most difficult aspect of student leadership. The student leaders must receive peer approval to be effective in their teaching and motivation (Warfield, 2013). For leaders to be successful in fulfilling a managerial need, directors need to select, train, and guide students as they develop their leadership capacity (Lautzenheiser, 2002). Directors must understand a student's leadership perspective prior to the acquirement of a position so they can best prepare and train leaders

throughout the season. Increased understanding promotes better communication lending itself to increased learning and development.

Band programs are a place of community, of mixed race, gender, culture, and identities. Leadership teams have the opportunity to create connections across boundaries, creating a cohesive unit that works together toward the attainment of a goal. These are the opportunities outside of the typical classroom crucial to development, opportunities that are multi-disciplinary and hands-on (Keating et. al., 2014; Owen, 2015; Warfield, 2013). Marching band student leaders have the opportunity to create a unified musical entity that can undergo a week of fourteen-hour long grueling days in extreme heat, can perform two pep rallies, thirty-four restaurant/grocery store/bar/country club performances, eight hours of rehearsal, six parking lot pregame pep bands, a pregame on-field performance, and a halftime performance without a hitch. A disjointed marching band without leadership from the director down to the students cannot maneuver four hundred individuals in the manner demanded by most universities.

When studying leadership development in students, two methodologies focused on the development occurring in students attending higher education institutions. The Ready, Willing, and Able model presented three avenues of how a student develops the display of leadership capacity: self-efficacy in leadership behavior, personal motivation, and leadership skills. It provides three focuses to look for when students discuss the tasks and responsibilities of marching band leadership. The LID model provides a grid to assess the student's overall leadership identity, a way to map where a student's development throughout a leadership process. These models combined provide a methodology to understand students prior to attaining a leadership position, how students develop during rehearsals, performances, sectionals, and trips, and how one season of leadership in a marching band can create development in a student's

leadership capacity. Through students' telling of their experiences and understandings, the process of their development as explained through the Ready, Willing, and Able model (Keating, Rosch, & Burgoon, 2014) and Leadership Identity Development model (Komives et. al., 2006) can be better understood in the research process.

Band programs at a university level rely on students to fulfill roles of leadership. Marching bands provide an abundance of experiences for community and university members; therefore, the program has to work as one unit to continue moving forward and accomplishing the season's goals. Student leadership teams navigate the waters of leading their friends, communicating with individuals from a multi-disciplinary background, and assisting the directors with managerial efforts, all while maintaining the student's level of excellence in and out of the band program. This hands-on experience generates circumstances discussed in the classroom and challenged in the field.

Chapter 3 - Methodology

The purpose, to understand student leadership development within the organizationally constructed culture of a marching band program, centers around understanding rather than explaining or proving. The students undergo a variety of personal and shared experiences over the course of a marching band season, each experience open to interpretation. To understand an individual's development, one must understand the experiences, what was gleaned from them, and how it impacted the student's knowledge and reality. Utilizing the theoretical paradigm of constructivism within the interpretivist framework, this post hoc case study aimed to understand a student's experiences within a marching band context and how those experiences were interpreted to construct one's leadership capacity. This study aimed to fulfill the purpose and answer the research questions grounded in an interpretivist constructivist framework to unpack the complexity of each unique context rather than generalize a base of broad understanding.

Because music is experience-based (Reimer, 2003), each individual develops uniquely, potentially influenced by musical, familial, and societal backgrounds and constructs. Students may construct understandings with every social and musical interaction, building upon prior learning. Chapter three, grounded in constructivism, presents the format of methodology for understanding students' perception and construction of themselves as leaders through the process of student leadership development. Through the use of interviews supported with qualitative surveys, data was collected and inductively analyzed through the case study methodology. Chapter three begins with the purpose and questions for the study, followed by research design, clarifies data collection methods and data analysis, and lastly includes a discussion of the researcher's background and a chapter summary.

Restatement of Research Purpose

The purpose of this descriptive research study was to understand student leadership development within the organizationally constructed culture of a marching band program. The student leadership members were selected by the university band staff and were challenged to teach, critique, motivate, and lead their peers in order for the marching band to continually grow during the year. Throughout this time of shared experiences, identity shifts, and outside influences, student leaders evolved. This study analyzed the development of leadership skill, leadership self-efficacy and an inner motivation to lead others as students grew in their leadership capacity within a university marching band program.

Student leaders from a past season were interviewed, some continued on with the band another season after the interview while others graduated. Through interviewing student leaders, this post hoc case study clarified a process and result of leadership development implemented in a marching band at a major R1 university. The study allows for a transferability to similar contexts of the process, knowledge, and discovery gained. Through the use of in-depth interviews employing stimulated recall to delve into individual experiences, the potential optimal structure of assessment and training catering to the process of student leadership development in a band program was discovered.

Restatement of Research Focus and Question

The purpose of this study was to understand student leader development within the organizationally constructed culture of a marching band program. For this study, the leadership growth was observed in terms of the band program; nevertheless, no human exists in a vacuum. The research focused on collecting data pertaining to the leadership development process in and

around the marching band setting while understanding that growth may have been spurred on or influenced by outside forces. There were four questions that framed the inquiry:

1. How did the individual see development in leadership self-efficacy and exhibition of confidence over the course of a season?
2. In what ways did the individual see growth and/or change in his or her motivation to lead one's peers?
3. What attributes of leadership skills developed and were put into practice during the marching band season?
4. How did the individual progress through the leadership identity development model?

Research Design

The purpose of qualitative research was not to produce answers, but increase understanding (Creswell & Poth, 2018). This qualitative case study research gave voice to the students in their leadership development so those that administer leadership training can more deeply comprehend the lived experiences of student leaders within a bounded system of a university band program. This study utilized interviews supplemented with stimulated recall to present a rich, in-depth description of the case. Case studies such as this is are designed to expose and re-present aspects of the student experience that are often unnoticed or unexamined (Bhattacharya, 2017; Mills et. al., 2010).

Each individual in a music ensemble lives in multiple realities, different domains of meaning (Eberle, 2014). The goal of a case study was to sharpen understanding of the case, in this study, of the students' process of student leadership development (Mills et. al., 2010). In qualitative research, lived experience is a "representation and understanding of a...research subject's human experiences, choices, and options and how those factors influence one's

perception of knowledge” (Boylorn, 2008, p.490). The researcher was intricately involved in the participants’ context as a graduate teaching assistant with the program. With this in mind, it was pertinent for the researcher to understand the influence one’s presence can have in each situation and how that may impact the data gathered (Mills et. al., 2010). The researcher was engaged in each student’s subjective experiences enabling direct insight through active engagement (Honer & Hitzler, 2015). This “intimate knowledge of the field [and students] ...[made] it easier to obtain and assess the information...the fact that the social researcher aspires to understand, oblige[d] him to appropriate the *typical* perspective of the actor to whom he [sought] to understand” (Honer & Hitzler, 2015, p.550). As the researcher and graduate teaching assistant with the program, it was essential to manage assumptions, beliefs, and values, (Honer & Hitzler, 2015; Mills et. al., 2010; Stoeltje, Fox, & Olbrys, 1999). Preparedness, discernment and perspective were displayed with authentic respect for the participants and the research process, which enabled the creation of an extensive and informative case study (Mills et. al., 2010).

Method

Data collection began in September 2020 upon the approval of the IRB and finished in November 2020. Participant names remain confidential to protect each participant’s anonymity. The researcher followed the ethical guidelines as required by the Kansas State University Institutional Review Board (IRB).

Research Participants

Participants were selected out of the sixty-five student leaders of the university marching band from the 2019 season. Of the sixty-five leaders, nine were selected and asked to participate in the study through a formal letter of invitation found in Appendix A. Within a section, there can be two to six leaders in charge of a section. Each participant was from a different section:

one drum major, one auxiliary leader, one percussion, three woodwind leaders from different sections, and three brass leaders from different sections. Participants were selected rather than utilizing random selection because it increased a reciprocal relationship. The researcher held a working relationship with selected participants prior to the researcher, and therefore, engaged more in the selected participants' contextual experience in marching band, a valuable aspect in interpretivist and constructivist framework (Creswell & Poth, 2018; Denzin & Lincoln, 2004; Hershberg, 2014; Hurworth, 2005; O'Reilly, 2009).

One selected participant decided not to participate, leading the researcher to select another participant. The newly selected participant did not reply back to the formal letter of invitation, leading to yet another new participant selection. At the time of the interviews, participants ranged from the beginning of their third year with band program, to graduated members who completed five years with the marching band. A student's degree program was not a qualifier for participation.

The leaders were selected from the following instrumentation: piccolo, clarinet, alto saxophone, tenor saxophone, mellophone, trumpet, trombone, baritone, sousaphone, drumline (snare drum, cymbal, bass drum, tenor drum), dance team, twirler, color guard, and drum major. The university marching band includes a group called student staff which is comprised of undergraduate students who do not march but rather assist the band staff with external duties and on-field instruction. Because student staff does not march and rather is viewed similarly to the staff rather than the students, they were excluded from the interview process. Selected were one drum major, one auxiliary leader, one drum line leader, three woodwind leaders, and three brass leaders from the 2019 season. Students were selected based on prior engagement with the researcher and because they represent a range of degree programs, ages, current academic status,

number of years on the leadership team, and individuals who progressed through different leadership positions within the marching band.

Interviews

The interpretivist framework is vital for this qualitative research because it focuses primarily on the students' interpretations and constructions about leadership while understanding the researcher will have biases (Atkins & Wallace, 2012; Johnson, 2001; Pham, 2018). This post hoc case study utilized interviews as the main source of data collection. Students described their notions about leadership prior to the marching band season, deconstruction and/or reconstruction of their personal leadership understandings, and interpretations of the experiences after the fact.

Utilizing in-depth, semi-structured interviews, based on open-ended questions, created conversation between the researcher and participant, after which the researcher uncovered themes between experiences and development (Johnson, 2001; Warren, 2001). Interviews incorporated stimulated recall in the form of pictures and videos serving as an introspective method to examine the process of development through stages of experience (Thorpe & Holt, 2008). It created an opportunity for the participant to confront what he or she may not remember in conversation (F. Burrack, personal communication, November 13, 2019; Johnson, 2001). Stimulated recall provided the researcher with an internal view to the participant's thoughts and reactions.

Through the interview, the researcher and participant came to a "working agreement rather than absolute consensus on every point" (Mabry, 2008, p. 223) because the researcher acknowledged personal subjectivities and worked with the participant to create a substantial intersubjective agreement (Atkins & Wallace, 2012; Mabry, 2008; Mills et. al., 2010). Themes were discovered through interview transcriptions and then analyzed through the lens of two

leadership models: Ready, Willing, and Able and Leadership Identity Development (Keating et. al., 2014; Komives et. al., 2006). The Ready, Willing, and Able model provided a framework to understand the development which occurred throughout the season through three guided points. The LID model provided an overarching model to understand where a student began in the stages and where he or she landed when reflecting back on the season. The student's understanding and development was tied to the context of marching band group and individual experiences, a basis for the interpretivist and constructivist framework (Hershberg, 2014).

Interpretivism places significance on the relationships between researcher and participants (Bhattacharya, 2008; Creswell & Poth, 2018; Guba & Lincoln, 2005; Hershberg, 2014; Johnson; 2001; Warren, 2001). The researcher's ability for immersion into the culture increased understanding of the participants' context, stories, interests, and actions, and therefore interpretations. This allowed the researcher to co-construct participants' social reality (Mabry, 2008; O'Reilly, 2009). Awareness, a sense of compassion, sensitivity, and a relationship with the participants prior to the research catered towards a more in-depth understanding (Hershberg, 2014; Honer & Hitzler, 2015; Johnson, 2001). The potentially sensitive questions may not have led to viable answers without said relationship (Honer & Hitzler, 2015; Johnson, 2001); the relationship created a foundation in which conversation focused on understanding participant's interpretations rather than following a precise route of development and interaction (Warren, 2001).

Interview Procedures

Each selected participant was sent an invitation letter noting the purpose of the interview, length expectations, use of Zoom software, voluntary nature of the study, and relevant participant information (Appendix A). Participants were asked to respond back either confirming or

declining their desire to participate. One individual elected not to participate; therefore, a new individual was selected and sent the same invitation email. Due to a lack of communication from the participant, a third participant was selected. Upon confirmation of participants' response, the researcher replied with another email (Appendix B) including the consent information, past leadership and demographic survey (Appendix C), and the google calendar to sign-up for their first interview time slot. The consent form provided the interview procedure, contact information for the researcher and IRB office, safety from class retribution, and instructions for questions and consent. Once the participant completed the calendar sign-up, the researcher sent confirmation along with the Zoom information needed.

Interviews took place during the coronavirus pandemic. Social distancing was still encouraged, and many businesses were operating with new standards encouraging employees and students to work from home. Due to the health concerns, all interviews were conducted through the use of virtual meetings using the Zoom platform. Each virtual interview utilized the same interview protocol and was recorded and transcribed through Zoom. The researcher took notes during the interviews about comments relating to the two leadership models and physical reactions. Transcriptions and the researcher's notes were utilized in tandem throughout the analysis process to uncover what needed to be asked or clarified in the second interview.

The first interview began by the researcher confirming the participant had read the consent form, asking if the participant had any questions, and asking explicitly "do you agree to participate in this research?". Upon the participant's agreement to continue, the researcher began with the first interview protocol (Appendix D) The interview protocol was used to ensure consistency of main topic questions while allowing for unexpected directions taken by the participant relevant to the study. Protocol questions centered around the Ready, Willing, and

Able model depicted in Figure 1 (Keating, Rosch, & Burgoon, 2014, p.4). However, questions were formatted in general terms to allow and encourage the student to explain his or her lived experience and personal understandings however fitting in a natural conversation. The protocol also included phrases and artifacts employed for stimulated recall of thought, development, and experiences. The need for stimulated recall applied in the interview can be found below.



Figure 1: Leadership Capacity: Being "Ready, Willing, and Able" to Lead (Keating et. al. 2014, p.4)

Once the interview was complete, the researcher informed participants of the process reviewing the transcript, uncovering further questions, and an incoming email to set a date for a second interview. The second interview protocol (Appendix E) was based around the same models as the first; however, the questions provided more depth into each topic. The protocol was fluid, allowing the structure and phrasing of questions to be manipulated based on the first interview with each participant. At the completion of the second interview, participants were told of the conclusion process and sent a conclusion email found in Appendix F. The email included an exit survey, Appendix G, pertaining to the LID model shown prior to ensure clarity of information and data analysis. One participant received a reminder email to complete the exit

survey after neglecting to for one week. Once the participants finished the exit survey, involvement in the study was concluded.

Stimulated Recall

The interview protocol included instructions for moments of stimulated recall. Verbal questioning can prove “inadequate for eliciting data of interest. In such cases, visual approaches may be more effective. Photographs, artifacts, actual items of interest, or virtually anything that can be visualized can be used in the elicitation process” (Johnson & Weller, 2001, p.22).

Utilizing stimulated recall exposed memories, thoughts, and development not remembered through questions. Several participants began discussing performances and moments slated in the stimulated recall; nevertheless, the participants remembered and explained more about the scenarios during the stimulated recall portion. Stimulated recall provided the researcher with an internal view as participants relived and accounted for the experience (Hodgson, 2008).

A variety of stimulated recall formats were included in the interview procedures, the first of which being a picture of the participant in uniform. The interviewer asked about the participants’ thoughts and emotions when seeing their picture in uniform. Secondly, the use of audio and video recordings from the year were shown via screen sharing as stimuli to allow the participant to re-live and recount the experience (Thorpe & Holt, 2008). The videos included a performance to honor service men and women, the final performance of the season, and a pre-game performance. The performance to honor service men and women was shown because it presented multiple challenges during the learning process for the band and therefore had the potential to provide an insight into the leaders’ ability to deal with conflict and motivation. The final performance of the season at the bowl game was the ensemble’s final performance. The ensemble began learning the show in September and continued to perfect the show until the bowl

performance in late December. The last selection, a pre-game performance, was shown to participants because of the traditions associated with the performance. Each participant had a unique experience and memories to share. The video was a format to delve into those stories while curbing researcher thoughts and emotions to increase reliable findings (Johnson & Weller, 2001).

Mapping Research Questions with Interview Protocol

Below is Table 1 with the four research questions leading to understanding a student's leadership development in the context of a marching band season. The numbers relate to the Interview Protocol #1 found in Appendix D and #2 in Appendix E.

Table 1: Mapping Research Questions

| Research Questions | Interview Protocol: Ready, Willing, and Able | Interview Protocol: Leadership Training | Interview Protocol: Stimulated Recall | Surveys | Interview Protocol 2: |
|--|---|--|--|----------------------------------|--|
| <i>1. How did the individual see development in leadership self-efficacy and exhibition of confidence over the course of a season?</i> | 3, 5, 6, | 7, 8 | Yes | Provides preliminary information | Reflection Questions and follow-up as needed |
| <i>2. How did the individual see growth and/or change in his or her motivation to lead one's peers?</i> | 1, 2, 6 | | Yes | Provides preliminary information | Reflection Questions and follow-up as needed |
| <i>3. How did the individual build upon leadership skills and put them into practice during the marching band season?</i> | 3, 4, 6 | 7, 8 | Yes | Provides preliminary information | Reflection Questions and follow-up as needed |
| <i>4. How did the individual progress through the leadership</i> | All questions provide data that can be compared to the LID chart. | | | Provides preliminary information | Follow-up and all reflection questions |

| | | | |
|------------------------------------|--|--------------------------|--|
| <i>identity development model?</i> | | and clarifies LID stages | |
|------------------------------------|--|--------------------------|--|

Pilot Testing Procedures

Prior to the invitation email being sent to the 2019 leadership team, the interview emails and protocol were piloted on a former student leader of the same university marching band. The individual was a member of the leadership team in 2019 who did not graduate and will be a member of the ensemble in 2020. The individual analyzed each document utilized throughout the process beginning with the invitation email and concluding with the formal letter of thanks. The student directed the researcher's attention to the formal nature of the questions and asked for clarification on the process of the interviews. It was acknowledged by the pilot participant to use the questions to promote conversation rather than a question-and-answer format: by reading the first two emails and then seeing the interview protocol, the student saw the formality as a barrier to receiving genuine and honest information. When overviewing the demographics questionnaire, the student recommended including age as another piece of information to take into consideration. Lastly, in testing the technological procedures of utilizing Zoom while screen sharing videos for the stimulated recall portion of the interview, the student provided useful comments on how to better improve the sound and question process.

Data Analysis

The data analysis was inductive in nature as pertinent information from transcripts were chunked into groups of information with similar meanings to identify broad themes (Bhattacharya, 2017). This form of analysis demonstrated the researcher did not start with preconceived hypotheses or assumptions about the data, but rather took an iterative approach to analysis through coding (Bhattacharya, 2017). Triangulation will be a comparison of participant

expected developmental experiences, unexpected experiences leading to development, development revealed through stimulated recall, and researcher observed development. Data was coded into themes, then analyzed through triangulation to further understand the process of development.

Transcriptions

All interviews were recorded and transcribed. Transcriptions aimed to distinguish relevant data in an effective way (Gibson & Brown, 2009). The Zoom platform recorded and transcribed interviews; however, the researcher took notes during the interview of themes, emotional, and physical reactions. The researcher's notes attempted to expand the depth of understanding gleaned from the interviews. Repetitive thought was removed, and transcriptions were analyzed with significant statements, experiences, and outcomes classified into themes to provide a foundation for interpretation.

Thematic Coding

To begin the thematic analysis, the researcher had a list of anticipated themes after hearing reoccurring ideas during interviews. The LID model and ready, willing, and able provided categories for the first round of coding. The original LID model grid published by Komives et. al. (2006) can be found in Figure 2 with the researcher's modification for the marching band setting utilized for coding can be found in Figure 3. Each transcription was analyzed and coded in the Dedoose software for key elements pertaining to the two models. Once excerpts were categorized based on the models, they then were further analyzed for specifics within the stages and experiences or thoughts dealing with ready, willing, and able. Using coding and memos within Dedoose, commonalities across transcriptions were compared and organized into a code map.

The themes were then compared, noting the number of excerpts, specifics that were brought up, and how that instance related to development. Each excerpt was reviewed for coherency and placed under the theme with which it best correlated. The list of themes was paired down, several themes joined together, and others highlighted their importance based on the sheer amount of relevancy found in each interview transcription.

| Stages → | 1 Awareness | | 2 Exploration/Engagement | | 3 Leader Identified | |
|-----------------------------------|---|---|---|--|---|---|
| Key categories | | Transition | | Transition | Emerging | Immersion |
| Stage Descriptions | <ul style="list-style-type: none"> •Recognizing that leadership is happening around you •Getting exposure to involvements | | <ul style="list-style-type: none"> •Intentional involvements [sports, religious institutions, service, scouts, dance, SGA] •Experiencing groups for first time •Taking on responsibilities | | <ul style="list-style-type: none"> •Trying on new roles •Identifying skills needed. •Taking on individual responsibility •Individual accomplishments important | <ul style="list-style-type: none"> •Getting things done •Managing others •Practicing different approaches/styles <i>Leadership seen largely as positional roles held by self or others; Leaders do leadership.</i> |
| Broadening View of Leadership | "Other people are leaders; leaders are out there somewhere" | "I am not a leader" | "I want to be involved" | "I want to do more" | "A leader gets things done" | "I am the leader and others follow me" or "I am a follower looking to the leader for direction" |
| Developing Self | <ul style="list-style-type: none"> •Becomes aware of national leaders and authority figures (e.g. the principal) | <ul style="list-style-type: none"> •Want to make friends | <ul style="list-style-type: none"> •Develop personal skills •Identify personal strengths/weaknesses •Prepare for leadership •Build self-confidence | <ul style="list-style-type: none"> •Recognize personal leadership potential •Motivation to change something | <ul style="list-style-type: none"> •Positional leadership roles or group member roles •Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects) | <ul style="list-style-type: none"> •Models others •Leader struggles with delegation •Moves in and out of leadership roles and member roles but still believes the leader is in charge •Appreciates individual recognition |
| Group Influences | <ul style="list-style-type: none"> •Uninvolved or "inactive" follower | <ul style="list-style-type: none"> •Want to get involved | <ul style="list-style-type: none"> •"Active" follower or member •Engage in diverse contexts (e.g., sports, clubs, class projects) | Narrow interests | <ul style="list-style-type: none"> • Leader has to get things done •Group has a job to do; organize to get tasks done | <ul style="list-style-type: none"> •Involve members to get the job done •Stick with a primary group as an identity base; explore other groups |
| Developmental Influences | <ul style="list-style-type: none"> Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders) | <ul style="list-style-type: none"> •Observation/ watching •Recognition •Adult sponsors | <ul style="list-style-type: none"> •Affirmation of adults •Attributions (others see me as a leader) | <ul style="list-style-type: none"> •Role models •Older peers as sponsors •Adult sponsors •Assume positional roles •Reflection/retreat | Take on responsibilities | <ul style="list-style-type: none"> •Model older peers and adults •Observe older peers •Adults as mentors, guides, coaches |
| Changing View of Self With Others | Dependent | | | | Independent | |
| | | | | | Dependent | |

Figure 2: Original LID model graph (Komives et. al., 2006, p.404)

| The KEY | 4 Leadership Differentiated | | | 5 Generativity | | 6 Integration/Synthesis |
|--|---|---|--|---|---|---|
| | Emerging | Immersion | Transition | | Transition | |
| <ul style="list-style-type: none"> • Shifting order of consciousness • Take on more complex leadership challenges | <ul style="list-style-type: none"> • Joining with others in shared tasks/goals from positional or non-positional group roles • Need to learn group skills <i>New belief that leadership can come from anywhere in the group (non positional)</i> | <ul style="list-style-type: none"> • Seeks to facilitate a good group process whether in positional or non positional leader role • Commitment to community of the group <i>Awareness that leadership is a group process</i> | | <ul style="list-style-type: none"> • Active commitment to a personal passion • Accepting responsibility for the development of others • Promotes team learning • Responsible for sustaining organizations | | <ul style="list-style-type: none"> • Continued self-development and life-long learning • Striving for congruence and internal confidence |
| "Holding a position does not mean I am a leader" | "I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader" | "Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible" | "Who's coming after me?" | "I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups" | "I need to be true to myself in all situations and open to grow" | "I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am a leader" |
| <ul style="list-style-type: none"> • Recognition that I cannot do it all myself • Learn to value the importance/talent of others | <ul style="list-style-type: none"> • Learn to trust and value others & their involvement • Openness other perspectives • Develop comfort leading as an active member • Let go control | <ul style="list-style-type: none"> • Learns about personal influence • Effective in both positional and non-positional roles • Practices being engaged member • Values servant leadership | <ul style="list-style-type: none"> • Focus on passion, vision, & commitments • Want to serve society | <ul style="list-style-type: none"> • Sponsor and develop others • Transforming leadership • Concern for leadership pipeline • Concerned with sustainability of ideas | <ul style="list-style-type: none"> • Openness to ideas • Learning from others | <ul style="list-style-type: none"> • Sees leadership as a life long developmental process • Want to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others |
| <ul style="list-style-type: none"> • Meaningfully Engage With Others • Look to group resources | <ul style="list-style-type: none"> • Seeing the collective whole; the big picture • Learn group and team skills | <ul style="list-style-type: none"> • Value teams • Value connectedness to others • Learns how system works | <ul style="list-style-type: none"> • Value process • Seek fit with org. vision | <ul style="list-style-type: none"> • Sustaining the organization • Ensuring continuity in areas of passion/ focus | <ul style="list-style-type: none"> • Anticipating transition to new roles | <ul style="list-style-type: none"> • Sees organizational complexity across contexts • Can imagine how to engage with different organizations |
| <ul style="list-style-type: none"> • Older peers as sponsors & mentors • Adults as mentors & meaning makers • Learning about leadership | <ul style="list-style-type: none"> • Practicing leadership in ongoing peer relationships | <ul style="list-style-type: none"> • Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors) | <ul style="list-style-type: none"> • Begins coaching others | <ul style="list-style-type: none"> • Responds to meaning makers (student affairs staff, same-age peer mentors) | <ul style="list-style-type: none"> • Shared learning • Reflection/ retreat | <ul style="list-style-type: none"> • Re-cycle when context changes or is uncertain (contextual uncertainty) • Enables continual recycling through leadership stages |
| Interdependent | | | | | | |

Figure 3: Original LID model graph continued (Komives et. al., 2006, p.404)

| | 1 | | 2 | | 3 | | |
|---------------------------------|---|------------------------------|--|---|---|---|---|
| Stages | Awareness | | Exploration/Engagement | | Leader Identified | | |
| Key Categories | | Transition | | Transition | Emerging | Immersion | Transition |
| Stage Descriptions | Recognizing that leadership is happening around you | | Intentional involvement in the band and band performances (pep bands, pub crawl bands, volleyball band, KKY/TBS) | | Identify skills needed to be a student leader, takes on individual responsibility, values individual accomplishment | Accomplishes goals, manages other student band members. <i>Leadership seen largely as a positional role (student leader) held by self or others. Leaders do leadership</i> | Shifting order of consciousness, takes on more challenges in working with peers |
| Broadening View of Leadership | "Other people are leaders" | "I am not a leader" | "I want to be involved" | "I want to do more" | "A student leader gets things done" | "I am the leader and others follow me" | "Holding a position does not make me a leader" |
| Developing Self | Becomes aware of authority figures effecting and leading the band | Want to make friends | Identify personal strengths/weaknesses in band, prepare to be a student leader, build self-confidence | Recognize personal motivation to participate in band personal leadership potential, motivation to | Looking for/ attaining positional leadership roles - actively helps outside of set rehearsal/ performance times | Struggles with delegation, moves in and out of leadership role as they interact with peers and friends, assists in others' learning of music/ marching, appreciates individual praise | Recognize they cannot do it all themselves, values others and their talents, encourages others to help, more focused on band's success rather than own or their section's success |
| Group influences | Uninvolved or inactive follower | Want to get involved in band | Active band member, taking initiative, engaging with other members | Narrow interests in leadership goals | Leaders get things done, recognizes the band has a job to do, organize to get tasks done | Is a leader to mostly their section, does not commonly critique/teach members of other sections | Meaningfully engages with others, uses those in the section to help lead/teach |
| Developmental Influences | Affirmation by teachers/professors/private lesson teachers | Observe/ watching bands | Affirmation by staff, attributions (others see me as a leader) | Understand who to learn from, work towards attaining a positional role | Takes on responsibilities | Models older peers/continuing student leaders, staff are guides/coaches | Older peers are mentors, staff are mentors and meaning makers, learning about leadership |
| Changing View of Self w/ Others | Dependent | | | | Independent | | |
| | | | | | Dependent | | |

Figure 4: Researcher Modified LID model grid

| | 4 | | | 5 | | 6 |
|---------------------------------|---|---|---|---|--|---|
| Stages | Leadership Differentiated | | | Generativity | | Integration/Synthesis |
| Key Categories | Emerging | Immersion | Transition | | Transition | |
| Stage Descriptions | Works with their section and others to accomplish goals of the band. <i>Leadership can come from anyone in the group</i> | Seeks to facilitate a group process, commitment to the community of the group. <i>Awareness that leadership is a group process, not a single person's responsibility.</i> | | Active commitment to a personal passion for band, accepting responsibility for the development of others, promotes the band not self, works toward leaving it better than they found it | | Continued self-development, striving for internal confidence |
| Broadening View of Leadership | Lead in a participatory way; "I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader" | "Leadership is happening everywhere, leadership is a process, we are all responsible for this band and its successes/failures" | "Who's coming after me? Who will be the student to take my leadership role next year?" | "I am responsible as a student leader of the band to facilitate the development of other leaders and build the band towards success" | "I need to be true to myself in all situations and open to grow" | "I know I am able to work better with others to accomplish change, a positional role does not make me a leader, I am a leader" |
| Developing Self | Learn to trust and value other section members & their involvement, openness to other ideas, develop comfort leading, let go of control (delegate, share responsibility) | Learns about personal influence, effective leadership in and outside of section, values servant leadership | Focus on passion, vision, and commitment to the section and band, wants to serve the whole band not individuals, begins thinking about leadership next year | Develops other members, concern for the leadership pipeline, concerned with sustainability of responsibilities | Openness to ideas, learning from others | Leadership is a life long developmental process, strives to leave the band better than they found it, trustworthy and creditable, recognizes themselves as a role model |
| Group Influences | Seeing the collective whole, purpose and goal of the band, learn group and team skills | Values the whole band, values section bond, learns how the band is successful | Values the process | Sustaining the band, ensuring continuity as a student prepares to graduate | Anticipating transition upon end of season and/or graduation | Sees organizational complexity, can imagine using leadership from band across multiple contexts |
| Developmental Influences | Practicing leadership continuously with peers (in and outside of band) | Responds well to the meaning makers (directors/staff) | Begins coaching others | Responds well to the meaning makers (directors/staff) | Shared learning, reflection | Re-cycling leadership capacity, enables continual recycling through leadership stages |
| Changing View of Self w/ Others | Interdependent | | | | | |

Figure 5: Researcher Modified LID model grid continued

Triangulation

Through the data analysis process, stories and thoughts shared were triangulated through the information gleaned in the two surveys, referencing similar information across various participants' interviews, the researcher's observations, and the researcher's notes taken during and proceeding the interview process. Triangulation can be defined as "an issue of research is considered-or in a constructivist formulation is constituted-from (at least) two points (Flick, 2007). Utilizing the various sources of data, data triangulation, allowed the researcher to obtain the greatest insight from using the same methods (Flick, 2007).

Themes in which data was triangulated pertained to the externally or internally generated influential experiences. The externally generated influential experiences included leadership training, conflict endured by the participants, risks and failures, leadership team culture, and

prior leadership experience. The internally generated influential experiences included feelings of readiness, reasonings for pursuing leadership before and during the position, internal conflict, and feelings of pride. The data's coding for LID was triangulated from interviews, surveys, and observations. These are displayed after discussing experiences pertaining to the Ready, Willing, and Able model. Triangulating data pertaining to both models across multiple participants' interviews and surveys uncovered instrumental moments of growth or change. The succeeding chapter will further clarify the diverse range of stories with the underlying similarities of development.

Reciprocity

Research was conducted to describe the participants' experience and construction of knowledge, skill, and motivation. "Good research ethics practice requires that researchers consider what they take from research participants as well as what they give to them" (Crow, 2012). A benefit for participants includes the opportunity to be listened to and granted a voice (Crow, 2012); a necessary opportunity to further the understanding of student leadership development. The researcher was transparent with participants about research methods and data collection, considering and respecting participants throughout all stages of the process to solidify sound ethics (Crow, 2012; Tisdale, 2014). Utilizing previously built and current rapport with the students allowed for open communication (Creswell & Poth, 2018).

Trustworthiness and Rigor

When utilizing interpretivist and constructivist frameworks, trustworthiness is deemed "the approximate equivalent of *validity*" (Mathison, 2005). Lincoln & Guba, 1985, first proposed the criteria of trustworthiness to include credibility, transferability, dependability, and confirmability. These criteria have been deemed foundational to qualitative inquiry, referencing

methodological concerns in research (Given & Saumure, 2008; Lincoln, 2004). Each of the four criteria are addressed below to discuss validation procedures.

Credibility

To uphold credibility in regard to the plausibility of an account, the researcher aimed to answer the research questions posed (Given & Saumure, 2008). Through methods of triangulation utilizing surveys, observations, and interviews as member checks (Creswell, 2007), the researcher revealed information in alignment with each category. Rich description and an abundance of participant statements corroborated the other participants' statements and ensured an accurate representation of data.

Transferability

Transferability requires an awareness of the scope of qualitative research in regard to its applicability to different contexts (Given & Saumure, 2008). To enable the determination of transferability of the research methods and the understanding of student leadership development, the researcher provided details of participant selection and setting and context of interviews. In a marching band with an established tradition of student leadership, the research and data collection methods can be utilized.

Dependability

Dependability, in a constantly evolving social world, includes laying out research procedures, instruments, and data collection methods (Given & Saumure, 2008). The researcher included a detailed description of the data analysis process to provide appropriate evidence for dependability (Lindon & Guba, 1985). Evidence includes interview procedure, number of participants, and interview protocols. Interview questions were asked in a consistent manner due to the researcher being the only person asking questions. Participants were then asked follow-up

questions, encouraging a deeper exploration into leadership development understanding. The researcher reviewed and analyzed the interview transcripts over a six month period.

Confirmability

In order to support confirmability, no claims were made outside of what was supported by the data (Givens & Saumure, 2008). Through extensive transcriptions observation notes, journal logs, and survey responses, the data reported can be connected back to the original data sources (Lincoln, 2004; Lincoln & Guba, 1985). All interviews were digitally recorded, transcribed, and saved along with all researcher notes to ensure confirmability of the study. Digital copies were saved on a password-protected file on the researcher's password-protected laptop. Only the researcher had access to the laptop and the files.

Researcher Background

The researcher of this study had a unique interpretive framework for this particular topic and setting. The researcher held a position as a graduate teaching assistant for the university band program binding the case study. The researcher also spent four years in the program as an undergraduate student, three of those years on the leadership team. The past and present experiences built biases into the research prior to beginning. A partiality towards the drum majors and belief that those individuals should show and develop an increased level of leadership capacity is held by the researcher. A second bias is towards the researcher's own drill writing. The researcher wrote the drill for the pre-game performance and two half-time performances and therefore understands the design, learning, and teaching process strongest for these three experiences. When reflecting back on the season, the researcher had a partiality to first inquire about the participant's developmental experiences in these settings as a means for personal reflection and growth.

As interviews took place, the researcher was sure to not assume an individual's process of development. Each participant had a story; therefore, utilizing the participant's words and asking for clarity when needed assisted the research in avoiding preconceived results. Despite personal biases recognized by the researcher, contrary evidence was respected as it was collected and verified (Yin, 2014). The study was not built around a preconceived notion of how leadership develops in students. It rather aimed to center around the students and their understanding of their leadership capacity as it grows within a university band program.

The researcher's position as a member of the band staff brought up the question of reliability. The researcher spent five semesters as a graduate teaching assistant working with the students who were asked to participate in the study. The time spent involved in the program by the researcher and relationships built prior to research could have built a level of comfort with the students. Some students may have chosen to disclose more information because the researcher was not their professor. They could have seen the researcher as an advocate for the students or as someone similar to them because both were students. However, some students may have chosen not to disclose personal information as the researcher may have been seen as a conduit for the director. Fear of information being passed along to the director, despite assurances of confidentiality and anonymity, may have limited the students' answers.

Chapter Summary

Student leadership development is a process described, analyzed, and understood by, in this study, descriptive case study methodology. Qualitative case studies aim to create an in-depth understanding of a lived experience within a bounded system. This post hoc case study was bound by the university, band program, director, and student leadership team. Through a method utilizing interviews including stimulated recall, the data was evaluated and thematically

analyzed. The salient themes created a coding chart utilizing the two leadership models as organizational tools to encompass the full process of student leadership development within a university band program.

Chapter 4 - Results

Leadership development is a process of knowing, being, and doing; it is an active engagement with the knowledge of leadership with an outward expression for others to follow (Komives, 2007). To best understand the students' perspective and understanding of leadership development, nine students were contacted, interviewed twice, and asked to complete two surveys providing demographic information, past leadership experiences, and exit information to ensure proper display of their understandings. The researcher, using Dedoose, coded each transcription based on the LID model and the three concepts of ready, willing, and able to uncover what themes arose.

Through the vulnerability of re-telling emotional experiences, participants portrayed risks taken, conflicts undergone, revelations experienced, and how they understand their leadership development after the 2019 marching season. Throughout the interviews, the researcher journaled physical attributes of interviewees, commonalities, and enlightening thoughts and statements. Once interviews and surveys were complete, the researcher continued journaling to better comprehend thematic experiences and their impact on student leaders' developed proficiencies in leadership. This chapter sections into externally or internally generated influential experiences and narrows the section further into common themes. Thoughts and stories pertaining to leadership experiences lending towards development shared by the interviewees were correlated with observations and the two surveys completed by each participant to uncover what students deemed significant to their leadership development.

Externally Generated Influential Experiences

Participants shared stories involving interactions with others, physical engagements, and conversations held. All influential moments involving an external influence are included in the

section below. Participants depicted experiences in and outside of their control that led to increased self-efficacy, leadership ability, and willingness to intentionally behave as a leader. Though experiences involved differing parties, reasonings, and outcomes, these situations were deemed influential in each participant's leadership experience. The past experiences built upon themselves over the season informing the growth of communication skills, conflict resolution, dealing with failure, and creating and participating in a culture emphasizing continuous refinement and success.

Training

Leadership training took on a variety of formats over the season. At the beginning, students and staff sat down as a team for a formal day of training. The session was led by two directors with a partial session led by the drum majors (student conductors, highest student leadership position). Students sat in a room, taking notes, and occasionally moving around to interact with different groups of peers. Participants noted the length of the day, the partial repetitive nature of information for the returning leaders, and how that day served as “a reminder of why I wanted to be here, why I wanted to be in this band and be a leader.” Over the course of the interviews, participants expressed a multitude of reasons leading towards the return or pursuit to be a leader, which will be addressed at the end of the chapter. The first training session was the antecedent of the season, setting the tone and expectation for what was to follow in the coming months.

Participants remembered analogies of growth and teamwork, metaphors told to better encompass the concept of culture, and a video that stuck in the minds of several participants with the reminder that everyone has a backstory:

We watched a video about this boy. [He was performing poorly in school, academically and socially. He was antisocial, would come to school with his hair disheveled while wearing unclean clothes, and a paper with blank spaces where the answers to the math assignments should have been. The teacher provided additional assistance to the boy during study times and allowed him to make up the homework assignments. One day, the boy stayed after his classmates left. He approached the teacher's desk and with a soft tone, presented her with a gift, a partial jar of perfume. It was his mother's; she had passed away leaving his father to work several jobs. The perfume was an expression of the boy's gratitude for the teacher's additional help in school. No longer having a mom meant he went home to an empty house most evenings while his father worked. He didn't know how to do laundry, didn't have help with his homework, and had to learn how to take care of a house.] The story of that little boy really got to me. I think about that with my peers because you never know what is going on behind the scenes, what else could be impacting their behavior or effort in band. I want to understand them and help them succeed in band despite outside circumstances.

The participant was not only focusing on the task at hand but on the individual performing the task. Rather than assuming or neglecting to care for the individual who is not displaying a recognition of understanding, the participant privately met with individuals to find out how they were feeling and what they needed in order to feel successful. "There's a reason that they're making these excuses, that they're struggling." The leader strove to empower section members by understanding them.

Along with the re-telling of the video, multiple participants remembered the phrase “row the boat” from the preceding year. The phrase, taken from football coach P.J. Fleck, encouraged leaders to be sure the entire group worked together to attain a goal. If even one member was not working in the same direction at the same pace as the rest, the group would waver, the boat would rock. Two additional frequently recalled phrases utilized in leadership training sessions over the years were to “be a sponge” and the teeter-totter:

The director told us to be a sponge and learn from every situation. When someone comes along and pours out information, act as a sponge that absorbs the information. Be curious, seek out new information, let the information fill the pores ... take everything in! But then, be able to squeeze the information out and utilize it in a personable way...The 10 – 80 – 10 teeter-totter we talked about that day still impacts me and I use it in my current job...If I could give 1% more positive energy to our team, then the rest of our team will tilt towards the positive energy rather than negative.

Phrases that students recollected during the interviews, “row the boat”, “be a sponge”, and “the teeter-totter,” spoke on leadership, being a life-learner, and establishing/building a culture. “I don’t remember much from the day, but I do remember the phrases [staff] used. Those were things I could easily use when leading my section.” “The only thing I still remember was the story of the boy. I saw that story in my section members, it related to my job as a leader: to take care of my section members.” Analogies and stories “made sense” and were easily remembered and “use[d] when leading [a] section”: they were transferable. Dissimilar from theses,

participants recalled the more cerebral and abstract discussions without remembering what was discussed or gained from the topics.

Gained knowledge, phrases they could reflect upon and easily retain, transferred to better leadership practices and increased confidence going into the season. Participants had resources to pull from when they came across a conflict or failure, discussed in the next section.

I mentioned that video [in front of the section] and then I know [another leader] pulled one or two things from there and [another leader] pulled one or two things.

We all had these two main ideas that stuck out to us from that. And then we [compare ideas], and we ended up having ten main points that we could reference.

Participants' confidence increased as they could "resort to using one of those phrases when I didn't know what to do." "When I knew something was off, I told them we weren't rowing the boat in the same direction and they understood." "When we met the freshmen, I told them to be a sponge during band camp rather than freak out – absorb, retain, squeeze it out later." These simple sayings participants could easily recall built confidence, discussed in internally generated influential experiences, knowing they did not always have to create the right thing to say, they could simply regurgitate it.

Times of discussion and training catered towards the construction or reconfiguration of knowledge pertaining to leadership in marching band:

I think that is what [the directors] both tried to get out during these talks is that you need to understand your style may work for you, but how is that going to be received on the other end. I think this is the ultimate key to leading people, and that's why it makes it so difficult to lead large groups. You have to lead in a way that works best for the majority, but it's never going to resonate equally across the

whole group. That's something I definitely got much better with at [the university] ... is figuring out how I can individualize my leadership style ... rephrase it in a way that would make more sense.

Topics at the training included culture, taking risks, and comfort zones. Student leaders were not told what culture to set, but rather how culture can impact progress and success. They were not told what risks were necessary to take or were forced to get out of their comfort zone; however, they were told about the impact both could have on their leadership and effectiveness in the band. Participants elected how they "individualized leadership style" and implemented their section culture. They took risks, differing from each other due to varying circumstances with varying outcomes. Participants selected the information they wanted to learn, "how does it best fit me and my section," and came out with individualized learning for individualized leadership.

However, the discussions on being a better leader helped only momentarily for some participants. "I still think about some of those things like the analogy with the sponge and row the boat ... we thought about that all year. Now, if it was sitting there for an hour and getting told how to be a better leader but in a PowerPoint presentation, there's nothing memorable about it." After a week, there were numerous occurrences causing the information to fade in comparison to the interactive experiences: "[the information] was helpful for a day or two. But after a week, there were so many experiences, it kind of fades." The risks taken, "crash, fail, and get back up," impacted participants' mindset and how they "adapted to make sure [they were] the best [they] could be for [their] section."

The day of training included setting goals for the upcoming season, envisioning how participants could impact the incoming freshman and leave a legacy, and building each other up to a level of excitement that fueled the week. They had the opportunity to work alongside their

peers discussing goal setting and the culture they aimed to cultivate. They also had moments of personal reflection: “I’ve heard a lot of what we talked about so the day was more about just thinking back to last year, what went well and what didn’t ... that day ended on a high, ready to take on another band camp.” From the researcher’s observation and confirmed through interviews, the training day occurring directly before peer interaction allowed for a quick transfer of concepts. Whether knowledge was gained from the videos, metaphors, lectures, and discussions or through personal reflection, “we discussed a positive culture, but what does that really look like? I had to decide what I wanted that to look like for my section, that wasn’t decided [or solidified] in one afternoon of PowerPoints and talking,” the training focused the leaders on seizing the week of band camp rather than letting it pass by as an arduous task. “Through blood, sweat, and tears band camp bonds you [with others in the band] ... It’s the best.”

Additional In-Season Training

In addition to the beginning day, the leadership team met on several separate occasions. The process of leadership development was not specifically related to when the trainings occurred in the season, but rather the plethora of engagements with the entire leadership team. Leadership meetings took place at a local restaurant directly after a marching band rehearsal, allowing students to satiate their appetite so they could focus on the task at hand. Leaders ate a meal together, typically sitting with their fellow leaders of the same section, and discussing rehearsals, upcoming events, and life outside of band.

The private meeting room was packed full of student leaders and staff members, barely able to close the doors for the meeting. The director stood saying “alright folks, let’s get started” and the room fell quiet. Leaders waited to see what

direction the director wanted to take the evening's meeting – discussing future events, what happened the weeks leading up to the meeting, or asking leaders how they were doing, what problems they were solving, and how they were coping with the mid-season slump. The director asked his question and silence fell over the room. Staff peered around, wondering which leader would answer first. An older leader raised a hand, offering up a vulnerable answer about how the section was progressing. After that first response, the hands continued to reach towards the sky, each leader itching to be a part of the conversation. Some offered advice, others posed questions, while others boasted about their section's progress. The director took the time to acknowledge each response and offer advice as deemed fitting. After an hour discussion, the director dismissed the leaders with words of advice, a list of upcoming events, and a reminder for leaders to reach out to staff and utilize each other as a support system when problems arise.

These meetings discussed conflict, potential resolutions, and new ideas, providing insight into participants' peer leaders' circumstances. Staff oversaw the discussions and provided further analogies, solutions, and stimulating thoughts to assist in the learning process.

Over the course of the interviews, participants mentioned returning to last season's notes to recall important teachings and understandings.

Researcher: What can you recall about the training session before band camp.

Participant: Okay let me get my journal really quick...

Researcher: Oh did you use this journal during the season to remember the training sessions?

Participant: Yes! I took it to each of the leadership training sessions and kept taking notes. I would also use it when I wrote weekly emails to [members of the band]. It was just a good reminder of where we had come from. I'm also glad I have it now with my current job and training other leaders. It gave me a foundation of information that I could pass along while also reminding me of where I came from.

The concepts and lessons gleaned in training have reimagined themselves in the participants' current environments. For those who entered the workforce, they have utilized the information and sayings when working on team projects or to gain a promotion to project manager.

Participants use the metaphors to build up others: "the 10 – 80 – 10 teeter totter is what I remind my team of on a weekly basis" and "I told my students the first week to be a sponge."

Others still attending the university employ concepts in class when working on group projects or as a class leader: "my students saw a big difference in me ... even professors noticed how much more confident I was in my ability to teach and relate to students. As class leader, I could use what we talked about in training sessions." Another participant takes on the lead role in class projects saying, "I'm not afraid to do it anymore ... we need to get it done well and in an organized fashion" through remembering and using the teeter-totter concept. In personal reflection after discussion with the participants, the researcher felt "the training sessions brought forth revelations and created new avenues to expand upon the job responsibilities.

Conflict

As students began the season and endured multiple months of new shows, new music, weather changes, fluctuating relationships, and academic course loads, conflicts boiled to the surface. Many of the conflicts participants shared were handled within the group of section

leaders without being brought to the attention of staff members. “[Directors] don’t come and over-see sectionals. They don’t ask you to give them a lesson plan. They help you, but it’s up to you to take it on, figure out how to teach while keeping their attention.” The participants expressed a feeling of expectation to create solutions and navigate the group dynamic themselves: “I make mistakes. The section caught it. I had to fix it. No one was going to take my hand and say, ‘it’s fine, no one noticed’. They always do. I had to admit I messed up, figure it out.” The variety of individuals, majors, backgrounds, and experience created tension: participants shared how they processed, tackled, and overcame each tension-filled moment.

Conflict Between Student Leaders

The marching band utilized for the study had a leadership team made up of sixty-seven diverse students. Each student was first nominated by their peers and then interviewed and selected by the staff with the goal of building a cohesive section and band leadership team. Nevertheless, conflict arose between returning and new leaders, leaders of different sections, and leaders with contradictory opinions on the most effective leadership style for their section. Participants felt a degree of protection over their section and title because the leadership positions are sought after by many. “There were so many in the section who interviewed and didn’t get a spot. I couldn’t just do a bad job knowing they were watching me. I wanted to do well for them and for myself. I had that responsibility.” There is a great deal of expectation placed on leaders to teach music, critique marching technique, communicate clearly and effectively, and manage the various personalities within the section; leaders take great pride in their responsibilities. Pride, discussed in further detail towards the end of the chapter, led to discourse in several situations.

A participant who first joined the leadership team in 2019 described a strange dynamic with returning section leaders.

I had to jump right in. It was a kind of a strange dynamic with three section leaders returning and they had only lost one person. So I wouldn't say it was a clique, but they had a working relationship. It was kind of hard to ask them questions about it because they would be like 'well don't you already know?' That was a little tough ... I like to be very creative, very excited, and do a lot of fun things. Like I wanted to do these headbands at the beginning of the year where we put our little names on them. Then I wanted to do t-shirts and have all the [section members] have one. Then I brought all this information up [to the other leaders], and then I went to Hobby Lobby and got all that stuff by myself. I got all the little glitter glue and headbands. I made them all by myself. And I was like, here you go. They're excited for like five minutes, [the participant stated while rolling the eyes and putting hands in the air in a gesture of helplessness].

This individual stepped into a working relationship amongst peers with new ideas, a desire to foster creativity and fun within the section, and lack of knowledge pertaining to leadership duties in comparison to the returning leaders. The participant understood the need for structure but felt individual creativity and excitement for band was quenched by the other leaders. Discourse in communication and teamwork skills were unintentionally on display for the section members to judge and scrutinized because one leader chose to reprimand another in public rather than private.

Making sure a leadership team of the three to five leaders in a section was "in alignment wasn't always the easiest": "egos get in the way" and "every leader says they know the 'right'

way ... getting us all to work together sucked sometimes”. “We didn’t always agree on each other’s thought processes”, which caused decision-making and clear communication to be more difficult.

[Talking about a parade in which the marching band performed] I don’t remember what happened, but something changed last second. I remember I made a quick decision and in hindsight, it wasn’t the best decision. But I had ten seconds to make that decision, and then we were going. Another section leader realized very quickly it wasn’t the best decision. We began to argue over a decision about a parade. He tried to inform me that it wasn’t the best decision, but at that point, I’ve already told them this. At that point, it’s going to be confusing, and the band was already moving. So, we had to stick to it, and talk about it later.

The participant had to make the first decision with little time and not all the information. The choice to stick with the decision was essentially choosing communication in a difficult setting over quality of the decision. Leaders did not think alike, did not see problems and solutions similarly at times, creating tension amongst them. This participant wanted to avoid confusion and potentially tension in the section members. In doing so, the participant endured tension with the other leader to maintain calmness and clarity of a decision within the section.

Continuing on in the participant’s story:

That’s always a challenge because, personally for me, I don’t feel good about making a bad decision and then having to stick with it. We finished the parade, and I gathered my group together and said ‘look, I know I screwed up, and I’m sorry. But, there was no way we could have fixed it, and it would have made things worse [in the moment]. I had to recognize the importance of the team of

leaders. The other section leader and I talked. We came to an agreement and continued on ... That was definitely a challenge when things didn't go well between the leaders ... it just snowballs from there, especially in the section leader position ... I learned a lot about how I lead and what people respond to the most, including my leadership team...Constant refinement.

The participant prioritized the section above self when deciding to attempt to keep communication clear and to apologize after the matter. The team of leaders provides multiple angles to see a problem; nevertheless, it was not always possible to corroborate with the team prior to decision-making. The participant recognized a need to adapt for the section and for the leadership team, experienced how to address personal failure, and make amends with fellow leaders to continue a working relationship with them. Dissension among leaders of a section and between leaders across section divisions were not uncommon.

The same participant who wanted to create headbands and t-shirts continued the story saying,

I have these wild ideas, but they wrangled it back. Structure is still important I definitely wouldn't have had the same experience and probably growth pattern if I hadn't been the new section leader, along with all my other new section leaders. If there wasn't that guiding light, the section probably wouldn't have been running as well as it could have.

The participant saw how the leadership group balanced each other, creative and structured, excited and stern. New leaders learning from the returning leaders as a "guiding light" ensured traditions continued and responsibilities were fulfilled. However, newer leaders also brought

forth new ideas, so there was a balance between discovering and experimenting while maintaining the group structure.

Each section (mellophones, color guard, drum line, etc.) had a structure. Section members became accustomed to their section's structure and their section leaders' leadership style. Participants observed instances in the previous seasons of section leaders attempting to critique band members outside of their section. Section leaders became protective of their members and section members got upset at the feedback:

Staff definitely encourages [us to] step up whenever you see problems. But they never say, step up, but stay within your section. It's very much how other section leaders react, because if I went up to a trumpet, and this happened with tenor [saxes] and trumpets last year. They [the tenor sax section leaders] commented about marching [to a trumpet player] and so one of the section leaders reacted say 'hey don't talk to someone in my section like that'.

Sometimes I would talk to [another section members'] leader, because that made them feel more comfortable. They didn't necessarily like being talked to by somebody who wasn't in their section. They thought maybe we didn't understand or something like that. I don't know. But I definitely should help everyone that I'm around and not just my own [section]. Just because we look really great doesn't mean that everybody looks really great. So we should do what we can for everyone that were around.

Instances of contention and the desire to avoid conflict created boundaries between sections and between leaders, however, participants "felt the responsibility to be a leader to whoever [they were] around." Boundaries did not exist between every section due to time spent in close

proximity to each other when learning music or marching band drill: sections such as the piccolos and clarinets, trumpets and mellophones, and tubas and baritones. “[My section] was usually smashed up against [another section, so whoever I was around I felt the need to help. I felt I could help because they were used to seeing me.” Participants navigated between who they felt they could help and when they should approach another leader with the feedback. Having the leader of the section member deliver the feedback tended to avoid conflict and ensure the feedback “instilled confidence in [band members] that they were capable of doing it.”

When processing through the conflict participants shared, the perceived value the students placed on the title was recognized as a commonality with the participants; however, the value of their peers’ title and capability to lead was also held with great regard. Leaders addressing other leaders about problems showed respect for their positional title, knowledge, and leadership style, and resulted in a more positive leadership team. “The leaders for [a particular section] usually know what’s best for their section. They have that relationship and built respect with the group. If I tell them the problem, they’ll take care of it.” Participants believed they were appointed the position because staff saw “our confidence and willingness to step up to the plate to do what needed to be done.” The title was a representation of these traits. When asked in the exit survey, five out of the nine agreed or slightly agreed with the statement “having this position made them a leader in the band.” However, seven out of nine disagreed or slightly disagreed with the statement “having this position did not make me a leader in the band” (Appendix I). Seven out of the nine believed the title represented their confidence, willingness, and ability to do what needed to be done within this organization. The positional title and others’ reaction to the position was valuable in establishing the role.

Conflict Between Student Leaders and Peers

“As a leader, you put yourself on a platform to be judged and interpreted.” The band members did not always respond to or allow for the students’ leadership. The 10 – 80 – 10 teeter-totter from the first training session was an analogy pertaining to people progressing forward. The 10% of people on one side of the teeter-totter can influence those in the middle of the teeter-totter, the 80%, through positive actions to build progress. The more individuals who move from the middle 80% cause the teeter-totter to begin to tilt towards the side that is improving and growing, the top 10%. Eventually those on the bottom 10% not wanting to grow or improve will fall to the middle because of the tilt of the teeter totter. The analogy reminded participants to lead with positivity, building up a community that fosters progress in every individual.

Discussing peer-to-peer interactions brought forth the experiences leading and working with friends: “I don’t hold myself in friendships above another person because I have a different position. That was one of the hard things in our friend group.” Navigating the gray space between being a leader and a friend proved a balancing act as participants elected to treat band as a job: “being able to flip that switch and still have that respect for your friends but not give them special attention, not allow them to distract you, was hard.” To gain respect from the student peers over which they actively led, the study participants worked to hear from everyone in their section and get input from whoever spoke up, attempting to eliminate potential conflict rooted in special treatment. Eight out of nine participants agreed or slightly agreed they worked to trust members in their section to improve and accomplish tasks (Appendix I). The data suggests that students placed in a leadership position actively worked to include others and build connections through working alongside section members. To circumvent an accusation of special treatment, leaders modeled the actions of older leaders in dealing with their peers (an aspect delved into

further in the chapter). As students developed leadership skills, observing, attaining, and implementing successful ideas proved beneficial in avoiding and handling conflict.

In handling conflict, the commonality between participants was adaptation. After facing a difficult interaction, participants adjusted how or why a decision was made. After being accused of special treatment, “my first year I didn’t do great with [not giving friends special treatment]”, participants adapted how they responded to and interacted with friends: “my second year, I talked with my friends before the season. Band wasn’t the time to be buddies. I couldn’t mess around with them and they couldn’t give me a hard time in front of the group.” “Treat everyone as an adult with adult privileges ... when it seemed like I wasn’t being fair, the section said something. I wanted to be respected so I had to make sure I was being respectful too.” Each moment of conflict spurred the participants on towards a new idea, developing increased knowledge and awareness, building the ability to lead.

The leaders focused on trying to make our section better. We had long chats [with the section members] about challenges and our appreciation for everyone. We wanted them to know we were learning the same information at the same time as they were learning. We were trying our best, and we appreciated their patience and help as we all grew.

Learning and adapting to the situation came from both sides of the title. One participant stated that if every section strictly focused on themselves, then they could not call themselves a band. The sense of responsibility for a leader was to the band as a whole, but the job was to make sure the section was where it should be so the band could continue forward. Leaders had a job. They did their job and then looked around to see if someone needed help. In band, “we care for everyone because band is a ‘we’ activity and not a ‘me’ activity.” Leaders learned to adapt to

others to be more effective for the group, this involved a learning curve in navigating failures, a concept uncovered in the next section.

Individual Participant's Experience

Participant: There was a group [of section members] that since the moment that I became a section leader were not happy that I was a section leader. My first year like actively tried to kick me out of the leadership position and would go to [the director] and tell lies about things that had happened – very toxic environment, not a good time ...

Researcher: Do you mind me asking if you know why that group of individuals didn't want you to be a section leader. Would you mind sharing?

Participant: Yeah, so my first year of leadership there were two spots open and there was the marching and the assistant, which can went to me and [another individual]. So, [another individual] really wanted to be a section leader and his group of friends all really wanted him to be a section leader. But I got it ... They were immediately furious, and then decided to do little things that would make it seem like I hadn't been doing my job. Then they would have all these issues that were like happening in the section, but wouldn't tell any of the section leaders. Then we would have our [section meeting with the staff and drum majors]. They would bring them all up and say we've tried to get it fixed, but nothing will happen. And we told [the head section leader] and he didn't do anything. I don't like that's a lot.

We would do quarterly evaluations [of the section leaders], and they would have nothing constructive to say about me. They would just like say how

terrible I was ... We ended up sitting down [with the director]. He'd be like, 'I don't think that you're doing any of these things' which was like very nice. I was afraid that like he was going to think that it was me. I was doing all these things wrong. Yeah, it was not a good time.

When I got head section leader, ... I can't go to [another leader] and [have them handle it]. I've got to like deal with this. That was a very challenging time of trying to deal with [those people who spread gossip] instead of just ignoring it or just making someone else deal with it. I can't just let this keep happening, it was very challenging trying to get us back to a place where we could work together, even if we didn't enjoy each other as people. We could at least work together and not just get into arguments and things ... It was also very rewarding because I do think we got to that place where we could do things together.

This participant walked through a manipulative occurrence instigated by section members who did not believe the individual should have been granted the position over their friend who interviewed. The spread of gossip about the participant's inability to lead, neglect of responsibilities, and inadequacy of skill caused the participant to seek out older leaders in the section. The student leader did not feel confident or capable of squashing the rumors and approaching the group. Enduring the manipulative acts, as viewed by this participant, inflicted copious amounts of grief and confusion, turning the participant inward to question personal leadership capabilities. Nevertheless, support from student leaders and staff members encouraged the participant to embrace a personal leadership style while also adapting based on how it may impact a diverse range of peers:

I realized I was going to have to change, adapt, and be a different type of leader for different people. At the moment, I thought I wasn't doing anything wrong. Looking back, there are better ways I could have handled this situation [confronting the individuals spreading the rumors]. It was a learning experience I'm glad I had.

The participant endured a dissension distant from the realm of conflict others experienced. This occurrence, taking place before the 2019 season, confirmed areas of growth for the individual in adaptation and understanding the section members.

Risks and Failures

Participants, whether first time or returning leaders, were allotted space to experiment, take risks, and uncover how to best lead their particular group of peers. This freedom was taken on in diverse ways by participants, leading to failure, recognition of new ideas, and self-discovery. Participants depicted risks not by specific experiences, but rather through remembering their recovery and what was gleaned from each opportunity.

Going into it, I knew I needed to find opportunities to be a little bit more outgoing or be the one to start the conversations. I've learned to be willing to make in-the-moment decisions and run with them. I had to trust my intuition and the choices I was making. I was realizing opportunities to be resilient when there was a lot going on with my studies and getting ready for student teaching while handling this position. There were a lot of opportunities to grow – truly leave stuff at the door and come into rehearsal focused. I learned that you don't know what you don't know until getting into the position. But I was also aware of where I could grow before I went into that and was proactive. Knowing where to grow and

being willing to grow are important skills as a leader along with being willing to take chances and go outside of your comfort zone ... You always want to become better. You want to be a better person for those that you are leading, because if you're growing and learning new things then that will hopefully help them in their growth as well.

Each positional title comes with a small list of responsibilities (see Appendix J), some positions have more detailed guidelines than others. However, it is essential for those in leadership positions to fully understand the expectations prior to active leadership. Each participant discussed a sense of fear, lack of confidence, or lack of knowledge when beginning the acting role of the position. "You're just thrown in there and you have to lead this section until they know the shows ... once we got into it, my confidence was lacking." When band camp began, "I really didn't know what I was needing to do to be a leader. I was marching and maneuvering, and I thought oh that's easy! I can march. But then actually getting into it was like Oh God! Okay, here I go!" (For full description of the positions, see Appendix H).

[In regard to challenging experiences], I would say it's never the technical marching band stuff. It's always something personal or something that a section member's going through that hits everybody. And the downside of the way that I started with running things like a business is you lose all of the personal touch of being a section leader. But being a friend is definitely important. When a section member loses her father, you step back and say 'okay let's just focus on this for five minutes, and then if you need us we're there ... I've always struggled with the more personal stuff and I definitely think that being part of leadership is 100% dealing with that or creating an environment to where that stuff [bullying] either

doesn't happen or when it does, it is put out and handled in a mature way. I think last year, we had a few section members who made a rookie just feel not welcome, and they [the rookie] wanted to switch sections. Granted this rookie has an interesting personality and liked to talk out of turn and a few of the vets just didn't take to it. Everyone's different ... but we focused on creating a family and really using each person as a part of the family. I was the mom, [another member] was the crazy aunt. It just worked ... the family we created was my favorite part.

The student leaders were expected to take care of their section, motivate them, and help members build their physical and mental capacity and skill, enabling them to perform at a high level. Though it was not the first leadership position for these participants (Appendix I), many were nervous about knowing what to do, how to handle their section's emotions and turmoil, and how to create an encouraging community atmosphere.

As participants grew more comfortable with themselves as leaders, many experimented with new ideas: "the best teacher is trial by error." Through implementing new ideas, they worked to make learning more enjoyable and increase retention: "I timed my lessons so we never spent too much time on one section of music, so they would never get bored ... we also implemented [new aspects to the sectionals] so more people could teach and get involved". Non-leaders were having an opportunity to teach and implement ideas into the section, increasing section ownership. Participants delegated responsibilities to various section members to keep them involved in the progression of the group and increase team spirit. The section began spending more time together, going for ice cream after their one-and-a-half-hour music rehearsal, watching Netflix series as a section, and having tailgate parties for the away football games.

Employing new ideas did not always go as well and brought forth contention followed by failure to accomplish the task altogether. The ability of the participants to recover from failure squandered self-efficacy and willingness to lead in the moment. Reflecting back, these moments were vital to increasing understanding of the group and of themselves. Student leaders gained experiential leadership knowledge in handling situations and building self-efficacy as the section responded and recovered alongside the leader.

Participants discussed the importance of preparation while being flexible to adapt based on success or failure.

Having that confidence in the back of my mind that I've prepared for this and making sure that I took the time to prepare would help. And if something went wrong there were people that were going to be there to pick me up and it might be a scramble for a couple seconds ... I felt the best, but I also knew just the nature of this organization and the nature of what we're involved in stuff comes up. And so just being able to adapt on the fly to be willing to make a decision and live with that decision and run with that decision and not because I had seen other people that would be like wishy washy on it, and that would just result in more confusion for everyone else, and more frustration oftentimes from everyone else. So being the one I knew that oftentimes I had to be the one not to be afraid to make a decision.

Participants stepped into the position having observed older leaders and having the support of the leadership team, a topic further clarified in the following section. The preparation prior to the position increased confidence in taking risks and accepting failures because they had seen it happen before and knew they were supported by their peers. If something went wrong, others

were there to pick them up and brush them off. Participants' self-recognition of the impracticality of omniscience was also a comfort for several participants: "There's never been a moment that I was done. There's something new to learn and something to adapt to which is always fun and challenging." Another participant succumbed to this reality after a year of anxiety and fear of blundering through the position:

The reality is leaders are going to run into bumps in the road. I was terrified my first year to make mistakes. My second year I learned mistakes are inevitable and that's okay as long as you get up after failing. I got to watch this group of people grow and be a part of something bigger than I am.

Failure was unavoidable as an innovative leader working with a multifarious group of peers; however, the recovery brought on confidence, boldness, greater understanding of one's ability, and an increased desire to continue and be influential in the band.

When recovering from failure, participants deemed vulnerability and admitting wrongdoing as crucial to the process of development. "Leaders should admit their mistakes... Leaders make mistakes just as much as others do. Being able to own [your mistakes] shows that you're not above them... I truly believe vulnerability as a leader makes a huge impact on a group of people." When asked to share stories about failures participants endured, many had outward physical reactions: sighing, rubbing a hand across the forehead or over the mouth, long pauses, or looking off-camera while telling the story. The distressed physical attributes displayed the internal emotions associated with the failures, the apologies, and the recovery. Nevertheless, each stated the importance of a face-to-face apology either with an individual or section to begin the process of recovery. One participant summed up the aspect of recovering from failure in the following manner:

I can grow in areas ... being willing to take risks, be vulnerable, and with those risks be willing to fail, pick yourself back up, and keep going. I learned the most about taking a different perspective on failure – being able to brush it off a lot quicker. I realized that even if I dwell on it long after the fact, the vast majority of people forgot about it. They're caring more about how you recover than what actually happened. How you respond is more important than what actually happened.

Participants varied in experiences, failures, and innovative ideas executed. Nonetheless, each changed in some manner – learning how to admit a mistake, gaining confidence in themselves through the implementation of original ideas, accepting personal portrayal of vulnerability, or acting with humility. These experiential learning opportunities were easily observed; the researcher watched as leaders handled situations in a more cognizant manner each time. Participants attempted to avoid repeating mistakes and rather utilize them as a propellant into informed and successful solutions. When asked in the exit survey, eight out of nine knew their weaknesses, and all participants knew their strengths, were open to developing their leadership, and had gained leadership skills/techniques during their tenure of leadership in the marching band (Appendix I). Participants combined a firm foundation of themselves with a desire for growth within a diverse environment working with peers. Working within a leadership team and a marching band that fostered a family atmosphere led to an openness to share, in the setting and with the researcher, and the support to recover and continue. This allowed for the processes of failure and enactment of original ideas not to hinder the organization, but rather to spur the leaders, and therefore section members, forward.

Culture

Participants in the study expressed a love and appreciation for the band and those involved, which sparked each participant's desire to interview for a positional title as well as influenced how each handled conflict, failure, and peer interactions. The directors explained at the beginning of every season the "family feel" of the marching band: any student who worked hard and wanted to be part of the group was welcome. Malice and purposeful acts done to harm members were not accepted by the leaders or the staff. The band was to be a safe, inclusive space for every student. The community and inclusive nature of the group encouraged close relationships and a space for the students to grow, building the success of the band. The close-knit community between leaders and between leaders and members reinforced each participants' willingness to lead and gain better understanding of how to effectively lead for each unique group of individuals.

We care for everyone because band is a 'we' activity and not a 'me' activity ...

Being on leadership gave me an opportunity to deepen the friendships that I had already made with people in my section. I got to know them better because when they were struggling with stuff, they would come to us to talk about it. Maybe that was why they were acting a certain way in marching band or they weren't coming to sectionals because of anxiety or their dad passed away. Whatever the reason, it gave me an opportunity to know them better. I got to know their heart because I was in a leadership role. We would support, challenge, and encourage them. That was cool getting to see our friendships grow.

A similar story was told throughout multiple participants' interviews. Band was not separate from life but rather entangled within it. Building connections and a mutual respect for each other

in the individual sections created an atmosphere where conflict could be resolved through conversation and section members and leaders felt free to interact with each other. To maintain section comradery, decreasing the likelihood of conflict and increasing the leaders' opportunity to be effective leaders, several participants discussed understanding the need to set aside time with the section to discuss life outside of band when it created complications within it.

We had a section member who lost family member during the season. We focused on hearing from and expressing our support for that individual. It was not an easy conversation and not the most comfortable conversation to be a part of, but we all knew the importance of it. We needed to be there for the individual. I've always struggled with the more personal aspects, but I think being part of leadership is 100% dealing with that and creating an environment where that stuff can be brought up. These are some of my closest friends. We spent an intense week of band camp together with blood, sweat and tears. We work intently on putting on a good performance. We are bonded. Band is an amazing culture. Part of that culture is sharing and being open about yourself, the good and the bad.

These types of interactions built the community, the tight-knit group that withstood the challenges and celebrated the victories.

Student Leadership Team

For multiple participants, a vital component of their development was having a student leadership team. A group of sixty-seven students with varying titles joined together for training sessions and leadership meetings throughout the season. Interactions included those forced by staff and spontaneously occurring meetings as leaders saw fit. There were moments of comradery and fun and moments of serious problem solving. Participants discussed two aspects

of working with a team: (1) friendship and support and (2) exposure to diverse problems and solutions leaders were experiencing specifically pertaining to the marching band.

Participants had opportunities to interact with their peer leaders throughout the training sessions depicted earlier, during rehearsals on the field, and large group sectionals (rehearsals split into groups based on instrument type i.e., low brass and tenor saxes, piccolos and clarinets, etc.). Whether it was leaders within or outside the participant's section, the team worked together to build each other and the band towards successful performances. "Leaders took it seriously...they're passionate about band"; "If something went wrong, there were people who were going to be there to pick me up ... The relationships that came out of this position ... those lifelong friendships are really special." Participants bonded with their peers because of similar experiences with risks, failures, experimenting with how to lead their peers, problem-solving, and many more experiences.

Though the stories were different, the problems were similar between participants. They shared with the team their irritations, confusion, and advice when needed. Two participants discussed the necessity of friendship and support in a position such as this to build self-efficacy and support each other when a willingness to continue seemed nonexistent:

It's important to have a good channel of people you can reach out to you.

Other leaders helped push me along. We would all push each other knowing we could not settle. We took turns reminding each other of that throughout the season. When someone struggling a bit more with motivation, the others could bring them up.

The whole leadership team is quality people to get to be around. You're surrounding yourself with awesome people. Then you make decisions because

you want to make those people proud. It was a great opportunity. There are great people within band, but the leadership team is the best of the best. That was probably my favorite part.

Support from their peers while the participants were experimenting and growing gave participants a sense of security. The friendships in the leadership team propelled participants forward as they did not want to let each other down. There was a group understanding of the position, shared struggles, the purpose, and passion for band. These connections were valuable enough to participants that they continued on after graduation: “I still keep in touch with [other leaders],” “I called [a former co-section leader] just yesterday,” and “I’m still close with [individuals from the leadership team] ... they’re good people.”

The second benefit of working with a leadership team was exposure to diverse problems and solutions. In the leadership trainings during the season, participants sat together in section groups swapping stories from rehearsal, discussing strategies for maneuvering upcoming events, or simply sharing how life was outside of band. They ate together and laughed together; the room was alive with conversation. When it came time to discuss as a group, the director began the conversation with various questions. Participants generally felt comfortable and safe to say the good, bad, and the ugly; they recognized not always knowing the ‘right’ way and needing to hear perspectives from outside of their entity:

I’d say the biggest thing from the leadership meetings was it showed me that everyone else was there to talk to each other. At first, I felt like my bubble of people I knew in leadership was essentially a team of six to eight people, [my section of leaders] and maybe a couple of friends. I feel like having those meetings helped me become closer to leaders that are in other sections.

Communicating between them helped us solve some issues. We had some really good points brought up – someone would pose a question and then some other section would answer the question with an idea ... the meetings created an environment where leaders could bounce off each other and come up with ways to improve the band.

Leadership meetings were deemed a neutral space to work together and resolve problems through new solutions. Having staff present gave students a sense of security and support as they progressed. This structure helped participants gain insight through a supportive environment, keeping one's self-belief intact while building the ability to lead through an increase in knowledge.

Outside of the meetings, participants continued to seek out advice from other leaders.

One participant stated:

Growth was due to the community of people I had, especially living with three leaders in the band that I trusted and knew well. I remember many times coming home and asking what did or didn't work or what more they wanted from me as a leader. I knew they were going to be honest. That was helpful and in those tougher situations, being able to bounce ideas off other people was helpful. It was a team effort.

Several other participants mentioned impromptu meetings with their group of leaders from one section or with the same titled leader from every section (all the head section leaders or all the music instructors). The culture of leadership development encouraged student leaders to operate in a partnership. They swapped details about what they saw and heard on and off the field that could hinder rehearsals and what went well and needed to be showcased to help spur motivation.

They also utilized those gatherings to discuss irritations so leaders could lead without emotions impacting interactions.

The researcher observed disagreements about handling situations, trials, and what was desired from the band members. Participants and their peers challenged each other to find a new perspective, construct a new understanding, and attack a problem from a different angle all while rooting for each other's success. For those who graduated after the 2019 season, these friendships have extended beyond the confines of band. These relationships, as one participant stated, made participants want to work harder and do well to "make each other proud". The culture of collaboration amongst the leaders, which was established through personal connections, built up participants' leadership skills, outlook on self, and personal desire to progress, and willingness to lead their peers towards improvement.

Modeling

The traditions of the organization continued partly due to the culture amongst students of modeling past leaders of the organization. Leaders modeled older peers in terms of how to tackle arduous situations, section traditions, and detailed responsibilities necessary to keep the band progressing. Leaders then became models for members of the ensemble, purposefully pouring into others to bolster the organization. Attending to, mimicking, and expanding upon what participants saw was a common theme in how they uncovered their leadership abilities and confidence:

It's important to have models in positive and negative leadership. We all look up to people when we're younger and hopefully, it's positive leaders. I remember the negative leaders; they showed me what I didn't want to be. I wanted to avoid those tendencies or situations when those tendencies came out of me ... I learned

a lot about leadership that I didn't get before this point in college because of modeling others and being a model for younger leaders.

A concept from the training was to "be a sponge" (an analogy brought up first in the training sessions): always absorb as much information as you can and figure out how to squeeze it out and make it your own. Participants "sponged" information from older leaders, hoping to fill their roles and be "as great as they were." Through observing older leaders, participants gained insight into how the leader's behavior impacted the section. After their positional appointment, participants imitated the actions and behaviors of older members, hoping that what they observed and learned prior to the position would ease the leadership skill learning curve.

Along with observation, participants openly sought out advice from older or graduated leaders as well as staff members. Conflicts arose that they never knew occurred before being appointed a leadership position and having developed an understanding of leadership responsibilities. Participants named one or two leaders whom they reached out to in these circumstances, individuals who embodied a leadership identity that did not fade upon graduation. Those graduated members, whom they built relationships with because of the familial atmosphere of the band, continued to pour leadership knowledge, skills, and motivation into the participants. The importance of the role model relationship was recognized by participants, and in turn they actively sought out times to pour into younger leaders and members of the band: a sense of reciprocity and leaving behind a legacy.

Participants discussed active steps taken to build up future leaders, passing on lessons learned, risks which proved successful or not, and advice on how to begin preparing for a leadership position: "I passed off responsibilities to the other leaders at the bowl trip ... it was soon their section, so they needed to really own it."

I just wanted to show the future leaders of the section what a good leader looks like so that they can take that and learn from my mistakes and make the section better than I could have ... throughout the entire semester, I was very, very transparent. I really feel like the whole section leader team had a pretty good grasp on what I was doing that they didn't see, how my role as a head section leader was different from theirs ... it's mainly the transparency that we all shared throughout the entire season that I wanted them to learn from, not just me telling them.

I worked individually with people, trying to mentor them for leadership based on what I knew about them already. If I knew they were quiet and needed to gain confidence and loudness when talking, we worked on that. If they get all worked up about stuff and stress out easily, we worked on being focused and accomplishing things rather than stressing out. I try to really cater how I approach people to each individual ... I helped them, but really, they helped me. It was fun getting to know them and also feel like I knew what I was doing, like I was doing something good by helping them be better.

Working with others solidified participants' skills and understanding of their personal leadership capacity. In the exit survey, all nine agreed or slightly agreed to the statement "I delegated jobs and/or responsibilities to others in my section" (Appendix I). All also agreed they "purposefully helped others develop as a leader" and they "thought about the long-term condition of the band and my section" (Appendix I). Participants varied in how they invested in other potential leaders; nevertheless, preparing the organization for after the participant graduated was valued by each.

During and after the season, the researcher witnessed younger individuals mirroring leaders. Interviewed participants were sought out by younger members for information, support, and assistance in learning skills needed to gain a leadership position. Prior to participants' appointment, the researcher worked with the leaders from whom they learned; the process of modeling has been evident in the organization for years. The organization performs at a wide range of venues, with specific responsibilities, duties, and timelines each section follows to best lead to success. Outside of the logistical aspect of modeling, participants discussed the attitudinal and relational aspects. Not every experience undergone was new to these student leaders; therefore, noticing and replicating a solution eliminated potential scuffles the group may have experienced while building participants' belief in their ability to lead.

Prior Experience

Each participant held a leadership position prior to the student leader title in the collegiate marching band (Appendix H). Several held positions in entities outside of band over the same span of time. Though the information was not sought out by the researcher in the interviews, many participants shared how these past or simultaneous experiences fed into and fostered their leadership capacity as revealed during the marching band season.

Several participants discussed leadership titles held in high school. Though the "responsibilities and atmosphere [were] very different", the experience provided these participants with a sense of comfort walking into a leadership position at a university. "I had a lot of knowledge coming in, but it became more natural throughout my time and leadership. You can know the concepts, but it takes practice to actually execute that ... practice I got in this position." Many participants utilized their prior leadership experiences as a reference point before beginning the leadership position in the collegiate marching band. "I knew I needed to

step into the shoes of my section, not just always someone who knew more”: through a previous position, the participant knew the importance of relating to the section members rather than dictating over them. A leadership position in the marching band then impacted willingness, grew ability, and boosted readiness that could be seen by referencing the starting point. Below is table 2, the sum of the information uncovered in the first survey (Appendix C) with results shown in Appendix H.

Table 2: First Survey Responses

| Past Leadership History Questions (Appendix C) | Responses (Appendix H) | | | |
|---|-------------------------------|---|-------------------------------|---------------------------|
| Before attending K-State or any other university, did you hold a leadership role in an organization at one point? (i.e. high school band, clubs, service organizations, church, scouts, etc.) | Yes – 9 out of 9 | | | |
| Were you a leader in your high school marching band? | Yes – 8 out of 9 | 1 out of 9 – Was not in high school marching band | | |
| Have you taken a leadership class at K-State? | Yes – 1 out of 9 | No – 8 out of 9 | | |
| Have you partaken in a leadership seminar or workshop put on by K-State or another entity? | Yes – 8 out of 9 | No – 1 out of 9 | | |
| During your time at K-State, have you held a leadership position in an organization/group outside of band? | Yes – 9 out of 9 | | | |
| If you answered yes to the previous question, how many total leadership positions have you held during your time attending K-State? | 1 Position – 3 out of 9 | 2 or 3 Positions – 3 out of 9 | 4 or 5 Positions – 2 out of 9 | 6+ Positions – 1 out of 9 |

Throughout the interviews and confirmed in the exit survey responses (Appendix I), participants advocated for the journey they experienced as leadership development. The journey involved infusing knowledge from training sessions, assessing and problem-solving when conflict arose between peer leaders or band members, and experimenting, failing, and recovering. Participants also saw the effects of working within a benevolent atmosphere to build connections and build up new leaders, reflecting upon role models and becoming that for

younger members, and morphing prior experiences into current knowledge. The student leaders reflected upon their behavior in response to external experiences. Some perceived the alterations as growth reflective of the ready, willing, and able model; however, several participants noted the importance of introspection during the interview process to be able to firmly grasp how their overall leadership capacity developed in response to the circumstances. Reflection during the interviews provided a focused view on the internal experiences simultaneously occurring with the external. Willing participants shared emotions and memories pertaining to each unique internal experience, provided increased understanding of external experiences and leadership development and identity.

Internally Generated Influential Experiences

External engagements were observed by the researcher and various parties; however, the internally felt experiences provide additional insight to how leadership was being constructed, lending to an outward display of action. When exploring internal feelings, participants explained psychological and emotional experiences at varying levels, depicting a level of comfortability with the researcher, the topic, or an understanding of their processing. Internal situations participants willingly shared delved into concepts of self-belief, confidence of ability, desire to be beneficial for the organization, and the mental and emotional processing through outward conflict. There was clearly a sense of pride for the organization and how these common themes impacted and changed leadership capacity for the participants.

Feeling Ready

Participants discussed the internal notion of being ready to take on the position. “I thought I was ready. I had prepared. I knew what I was doing.” This feeling was rooted in a confidence of skills acquired and past leadership experiences. However, for many there was a

fluctuation of self-belief that occurred throughout the duration of the position. Internal feelings of confidence and self-efficacy were discussed in relation to willingness to lead and having the skills needed to be an effective leader. The beginnings of confidence centered around the interview process.

Participants went through an interview process to attain the positional title. During the season prior, all members of the band had the opportunity to nominate who they thought would be an effective leader. The nominations were gathered by staff who then notified the nominees about the process to interview. The nomination process was deemed an important part to multiple participants' readiness: "my peers thought I could do it. There had to be something in me that told them that.". They saw their peer nominations as a testament to their leadership capacity, and therefore, felt more confident to progress forward in the process: "there was a little bit of pressure from the graduating seniors who talked to me about doing it. Because I was nominated, they said 'this is a great opportunity for you!' I definitely took their advice because I respected their input, and I did want to better myself." Participants felt their desire to improve their sections was seen by their peers. This bolstered their confidence to implement changes which improved and built upon past leaders' accomplishments. Self-efficacy was high walking into the interview due to the sense of reinforcement gained through the nominations.

In the interview, students had the opportunity to discuss their abilities as they pertained to the band and to their section. "I felt very prepared going into that interview. I had looked at those questions. I knew my answers to them, but it was very superficial. I knew what I needed to say to make it sound good". Participants knew the questions that would be asked, knew their strengths and weaknesses (Appendix I), and did their homework to fill in any gaps. Past experiences in

high school marching band, leadership opportunities at the university, and leadership classes were deemed useful in the preparation for the interview.

I had a strong confidence in my people skills. Going into the interview, that was my strongest asset. I felt the most confident in being able to relate to people, to help people, and be kind to people. I think those are the qualities of a leader I feel are most important. I knew I had room to grow in all those, but I felt I had a pretty solid foundation.

Participants believe they were selected because staff saw “our confidence and willingness to step up to the plate to do what needed to be done.” Nevertheless, the high confidence levels during the interview weaned as multiple participants experienced their feelings of preparedness shift once the season began: being prepared meant recognizing one “would not have all the answers but [one] knew where to go to find them.”

Was I Ready?

Reflecting back to the beginning of the season, “I was honestly crawling out of my skin because I was so excited for the opportunity to be a leader”. However, the excitement did not block the doubt and realization of what skills on which participants did or did not have a full grasp: “we all try to tell ourselves ‘I have experience here and there’...but being prepared was being prepared to not have the answers”. The clarity with which participants grasped a lack of readiness barraged into the forefront of their thoughts and actions:

I would like to say that I was prepared, but not in the way that I should have been.

I was ready to go be a teacher for the section, but that’s not what my section needed. They needed communication skills, personal skills, and conflict

resolution. I thought I had the skills, but they weren't as high as I would have liked them to be when I took over the position initially.

Participants recognized a need to better understand those they were leading along with other styles of leadership, "constant refinement".

Following feedback from peers, participants adjusted their style and adapted to subsequent scenarios.

Last year, at the beginning of the season, I knew there was something we needed to do to get us to the point I thought we should be at. But I couldn't figure out what it was. That sucks as a leader to feel helpless. It was nice to hear from them [section members] so I could figure out how I can better help during rehearsals.

The [show] was not a good performance and it was very frustrating because I felt like it was my fault my section didn't do great. I wasn't prepared enough or I should have done better. I should have made sure we were focusing more in rehearsals. It was very frustrating and I was scrambled ... I didn't know how to adjust after that so I just asked my section 'where do we go from here ... how do we not let that happen again and what do I need to do for you?'

Asking the section members for feedback allowed participants to see what they were missing, to gain insight into how they were coming across to the section members, and better understand what their section needed. They also sought out counseling from graduated leaders who they modeled: "I called [a graduated leader] multiple times during band camp and continued during the season ... [We talked about] how to run sectionals and how to deal with [upper classmen] who didn't care ... We had freshmen who just didn't get it and upperclassmen who thought

yelling at them was how they should learn ... [The graduated leader] was a sounding board to help me understand my section but not compromise myself.”

The researcher could not observe the internal conflict and growth occurring in participants. The roller-coaster each participant’s confidence levels endured was activated by varying aspects; however, the peaks continuously reached higher with each folly.

I wasn’t as prepared as I am obviously now with two years of leadership experience in marching band under my belt. I couldn’t really predict how my peers who are my age or younger would react or even the people older than me. I didn’t know how they would react ... I wasn’t super prepared. But I kept trying things, picking myself up ... and things got better. I got better. I’m a lot more confident now because I’ve failed and seen how I can pick myself back up again. Peer nominations and feedback provided substantive support as they built participants’ trust in their leadership skills. As the researcher reflected back to observing participants, the self-confidence was evident as leaders built their ability to effectively communicate not only with their section but also with other sections and staff members.

I gained confidence and knowledge of what being a leader actually entails. I felt way more confident and understood better how to talk to my section and that they aren’t always going to have the most positive attitude towards you. But that’s okay. Be confident.

As I got into the position, I saw how they picked each of us to balance each other out, make a good team. I grew in confidence in who I was as a leader and then could better help [the other section leaders]. I learned how my section needed direction and how I fit into that with the others.

The confidence and understanding of what and how to delegate information to members and leaders along with the personality that shone through the season were outward reflections of development. The following evolved internally as the researcher began to code the transcriptions and journal through the process: “the participants advocated for themselves, believed in their growth and therefore in themselves, a key to leadership. Speaking up and describing what they undertook to get to their present selves speaks for itself. Self-efficacy was transformed; therefore, action was seen.” Another participant pictured self-efficacy in the following manner:

I was a less effective leader than I am today ... when I first got a leadership position, I was not on top of things. This gave me the opportunity to step up and be more involved. I was nervous as anyone is who gets a leadership position. Other people wanted that position, so there are going to be people who are upset with the decision. Most assume they can do it better than you. I know after watching others, that I didn't want to mess up in front of others, but that was inevitable. I wanted the position and felt confident, but it was nerve racking.

Pursuing Leadership

Researcher: Why did you want to be a leader in the marching band?

Participant: Being in the band was the best thing that ever happened to me in college. I got really excited about the opportunity to be able to lead my peers and hopefully pass on my excitement and why I did band like to other people. Maybe they didn't know why they were there. They just thought 'I need to do something.' I was hoping for a chance to lead them, have a team, and show them why band is the best thing at [the university].

To understand development, knowing why participants sought out this position provided valuable insight pertaining to willingness. Participants were asked why they wanted student leadership positions. Responses varied with common themes being to influence peers, give back to an entity that gave to them, and a responsibility to build the program for its future.

Influence Peers

It feels good to be able to work with people on an individual level. Especially with rookies ... when they come in, I see myself when I was there and remember the wide-eyed look of terror when you first come into this band. It feels good to be able to be that mentor to them and make a difference. Hopefully I'll have an impact so that in four years someone who's the head section leader of this section goes 'I remember when [the head section leader] did this, and it's stuck with me the whole time ... Hopefully I can make an impact the way that someone did to me.

Participants perceived older leaders of the band as role models: individuals who were passionate about band and ignited passion in others. After seeing how these individuals influenced those around them, participants excitedly awaited a similar opportunity. One participant labeled band as "a gift" and desired a leadership position to be able to give that to others and help others see the joy, the gift that band can be. Participants wanted to influence their peers, support the group, and help band members: "I wanted to make a difference ... watch people grow and be a part of something bigger than I am ... I wanted to be a part of what my team was creating but also get to influence what that was."

The terms "influence" and "legacy" were commonly used in interviews. Participants wanted to leave a lasting effect on a large group of people. One did not have to be a leader to

acquire influence over others; nevertheless, the title opened doors to more than an immediate group of friends. Leaders were able to work with other leaders who then influenced their sections. Leaders often held positions in Friday evening pep bands that went around the city performing for the community and building anticipation and excitement for Saturday's home football game. Through those pep bands, leaders had access to the public in a more intimate setting than a home football game performance. The marching band often had high school visitors, younger individuals, and even celebrities join them on a Saturday game day. Leaders were expected to include the visitors and expose them to the exhilarating atmosphere embodied on game days.

When interviewing for the position, participants stated a desire to influence the band. Not all realized the extent the influence reached; however, through the guidance of peer and graduated leaders, they rose to the occasion. Willingness to act as a leader and grow from moments of failure and conflict was often sparked by the notion to influence and leave a legacy: "marching band was my college career. It was all the defining moments. I wanted to make sure others experienced that too ... others have those moments they'll never forget."

Give Back to the Band

In conjunction with influencing others, participants saw leadership as a way to give back to the entity which had given to them friendships, challenges, opportunities for growth, traveling experiences, and lifelong memories. The director of the band includes a phrase in countless speeches which each participant included in their reasoning to pursue leadership: leave it better than you found it.

This concept spurred participants to "step into that role," "do what the leaders before me did and give back," and "be that role model for the younger members". Leadership shined a

spotlight on participants' weaknesses, compelling them to grow as an individual and utilize that growth to spur on the section. One participant described a desire to give back and build the program:

It wasn't the desire to be in charge that propelled me to leadership, it's the desire to be on the back side of things. I'm interested in how things run, behind the scenes of everything. If you learn how it runs, then you can find a way to make it even better. If you can make it better, than you're leaving it better than you found it, you're giving back so the band has a new threshold to aspire for and aim even higher.

Responsibility to Build the Program

As described above, there was a sense of responsibility amongst some participants to have a titled leadership role. Due to experience, time spent in the band, and ideas that would help make the band better, participants expressed responsibility to utilize this information rather than keep it hidden internally. "I wanted to do it because I knew what it took to make the [section] better, and I wanted to be a part of making it better as a whole. There was a sense of responsibility to be a leader." The responsibility stemmed from an awareness of others as well as the organization as a whole.

Each participant felt responsible to be a leader whether or not that spurred them on toward attaining the title: "I've never felt pressure to be a leader ... I never felt a responsibility to be in a leadership position, but I felt a responsibility to be a leader." The marching band culture set by the directors is that each individual must take responsibility for their music and marching efforts: "We do a very good job in this band of making everyone feel like they have a responsibility for their section, whether they have that title or not." For these participants,

fulfilling a responsibility as a leader translated into pursuing a position rather than coerced them into it.

There was a little bit of responsibility. I knew I had ideas that could help us be better. I felt like I needed to do it. I could bring something to the table that wasn't being seen in prior years of leadership ... If all of us are only focused on our own sections, then we're not a band. We're just a group of individual sections that don't work together. I feel like I have a responsibility to the band as a whole rather than just the section to make sure that we are where we should be.

All nine participants answered in the survey they trained others and thought about the future of the organization (Appendix I). Pondering the future of the organization led to a desire to influence peers, build the band by giving back and a responsibility to lead. These desires for leadership require work: sacrificing time and effort to take on responsibility, energy to give back to the band, and communicating and getting to know their peers to be able to influence them. The willingness to lead drove each to work towards attaining the position; however, the season's conflicts and failures caused turmoil to stir within.

Internal Conflict

"There comes a point where leadership becomes a lot. I felt like I was barely holding on." As insinuated prior, internal conflicts were unavoidable. Whether it be lack of motivation, conflict with external entities that never surfaced therefore boiled inside, or reconfiguring beliefs about self, the participants elected to share challenges they faced pertaining to leadership and personal development. Each participant shared their understanding of personal motivation. Several shared stories of internal unrest with leaders above them, and multiple discussed the

commotion between knowing one had to develop but not always feeling capable or receptive towards the growth.

Personal Motivation

“Sometimes I didn’t know how to motivate my peers.” “There were moments I wished I did not have the responsibility.” “I didn’t know how to motivate myself.” Participants openly admitted not always being motivated or willing in band. Whether it was due to lack of knowledge, skill, or simply being tired, participants experienced moments of utter defeat.

When faced with such feelings, the awareness of how others around them were doing forced the lack of willingness aside. Participants used phrases such as “I had to push through and invest,” “I didn’t have the option to quit,” “set aside time to take care of yourself so at band you can take care of them.” Those they were leading, the individuals they wanted to influence and inspire, were the reason these participants decided to “dig deep” and overcome a lack of motivation. In the training, it was established that the leaders will never have a section that is more motivated than the leaders. The leaders set the threshold everyone else tries to meet and continually pushes that higher; being downtrodden as a leader could have detrimental effects on the section. Participants recognized their role when it came to motivating the band.

Another factor to build motivation was recognizing weaknesses. Motivation was at times influenced by others in the band “the director or other leaders would yell motivational sayings, and it made me want to do better for them”; however, needing motivation from others brought forth a perception of one’s lack of personal and group motivation. “When I wasn’t motivated to do well, it fed into everything I did for my section. I didn’t communicate well. The section suffered, and I kept feeling worse and worse.” When a participant experienced failure or cluelessness with how to handle a problem, the frustration and feelings of inadequacy crept in

and altered a desire to grow. At times, they pushed problems off to other leaders they viewed as more capable. Nevertheless, each entered the position with a desire to help others grow and to grow themselves: “I wanted to develop my leadership skills more...it makes me feel like I’m living up to my potential ... I worked to make myself better and showed people they can be better.” An acknowledgment of the past to propel them into the future, with the assistance and reminder from other leaders to push forward, built motivation and kept the participants progressing and willing to lead through the difficult moments.

Three participants aligned in the opposite category: free from the struggle with personal motivation during the 2019 season. These three participants held a position prior to the 2019 season and recognized a large change in confidence levels between the first year of leadership and the 2019 season, each of these participants’ last season. This confidence in themselves and in their section influenced their personal motivation to strive for success. Two of those individuals were pursuing degrees outside of music, stating band was an escape from their academic course load. The other participant was pursuing a music education degree and depicted marching band as “something you get to do. I go to band. I do my best. I leave it all out there on the field...I didn’t have to motivate myself to do that”. These three individuals applied prior experiences in the position with an understanding of how they had developed to enjoy band without the overwhelming feelings others experienced.

Pursuing leadership was a journey (as confirmed in the exit survey Appendix I) because of a decision rather than a feeling. From the statements above, the feelings of motivation were not persistent for each participant, the same can be said of confidence. The researcher reflected back to the motivating conversations held with participants and their peer leaders during the season: “don’t let your section drag you down to their level,” “it’s just band,” “leaders empower

others, empower them to make decisions, do more, and you'll be amazed at how they step up to the plate". Emails were sent by the directors, encouraging student leaders to continue forward recognizing the value they had in the band's success. The conflicts described earlier fed into internal struggles; however, each participant described a desire to actively improve, use band as an outlet, or make band better for others. Decisions like these feed into the culture and relational aspect of marching band.

Internal Unrest, External Sources

With a large group of leaders, both in the ensemble and on staff, there were bound to be different opinions on how to motivate and teach. Leaders chose how they responded to others' style and whether or not that would impact their personal leadership method.

[Staff] didn't implement leadership style; they implemented ideas. The idea of leave it better than you found it – I can take that and move it however many ways I want. I could be silly with it. I could be serious about it. [Staff] doesn't define how to do it. They set out clear expectations of what was wanted and what was happening. It definitely made me think of what the core values and beliefs of a leader were and what I needed to do to attain those goals.

Participants expressed how diverse styles impacted them personally in their development and behavior.

The directors are responsible for the growth of the band as one unit. The participants, due to the sheer size of the organization, do not always see what is occurring on another side of the field or in another section. There were moments when the directors critiqued sections in front of the ensemble. Directors, staff, and student leaders have all been seen yelling on the field out of an effort to motivate others.

At times I got really frustrated with how [various leaders] tried to motivate the group. I felt like the motivation was often rooted in negativity, and that's not my motivational style. The root of the conflict is I don't agree with tearing people down to push them. I always want to try to build people up and have encouragement outweigh negative.

Participants, whether they agreed or disagreed with motivation tactics, were charged with maintaining morale of the group. Those who disagreed chose to motivate in a way that felt effective in their leadership style: "I'm a positive person. I'm not going to change that to motivate. I'm going to motivate in a positive way". The decay in personal motivation was not just a struggle for leaders. Participants recalled the necessity of "keeping my head up" and understanding when they or those around them were not doing the best possible. The shortage of motivation was evident in the sections, forcing participants to move beyond personal feelings and be the leader that was expected and needed.

Every participant viewed the same performance from that season as the most challenging in terms of morale. From the student leaders' standpoint, there was a lack of leadership all around. Participants felt the communication struggled throughout the learning process of this show, but overall struggled to pinpoint the overarching problem.

It was definitely one of the most challenging parts because the overall morale of the band went down and people were not excited. Things were different. People were frustrated. It made it a pretty challenging atmosphere to lead in. There's a point where we as a leadership team had to do whatever we could to make our section succeed. We all were struggling to make it happen ... But I don't know why that week turned out that way. We all knew it was coming. We knew it was

going to be a short period of time to learn the show. But things were different this year; that was the most challenging performance to put on but also to recover from.

Many participants felt they were expected to salvage the morale of the band; however, many did not understand why the failure occurred. Recovering from a negative experience took a toll on their willingness and confidence to lead.

Growth: The Difference Between Knowing and Doing

There is always room for growth, we can always do something. I had to get past those feelings, remember my responsibility, and push through that. I can deal with the hesitation or lack of motivation; I knew I needed to show up for the people in front of me and take on this responsibility I had been given.

Participants were perceptive of their skillset and shortcomings. They understood there was room for growth, as clarified in the exit survey responses (Appendix I). Despite awareness, participants did not always desire to grow in knowledge or behave as a leader: “There were parts I did not like. I missed being a normal section member who had more freedom and didn’t have to watch everything they said and did.” Being a leader in a marching band that is well-known and visible to the community required a level of professionalism from student leaders. Maintaining this nature rather than succumbing to the lazier nature of the band members was not always a desirable aspect of the position to the participants.

Challenges would come weekly forcing participants to problem-solve and think quickly on their feet. For younger participants, the fast-paced environment created dissonance between prior and current experiences. They had to adjust, though they did not always enjoy or appreciate having to act quickly: “this band is much quicker paced. As a leader, I was not ready for what

that meant for me in doing my job. I got frustrated and fell behind, but I didn't have an option to not suck it up." Nevertheless, the participants expressed the forceful nature of growth. If they were unaware, unknowledgeable, or unskilled, the section then became those things as well. The position did not always allow for the forgiveness of not being knowledgeable and communicative. Through this environment of expectations set and passed down by the directors, "[staff] really uncovered to me my ability to reach and surpass my potential. I never thought I'd be able to juggle the amount I did. I didn't know I was capable of it." Expectations led to failure and recovering which bred success of the leaders and the band.

Reconciling Internal Conflict

Student leaders dealt with internal tension due to a revolving door of emotions, outside entities, and deciding whether or not to overcome one's dissonance. The researcher remembered visibly watching the band falter in some weeks and excel the next. Participants shared inner thoughts about experiences and the reciprocal actions, which substantiated the observations. To reconcile the internal conflict, several participants yelled accolades of encouragement to others while also encouraging themselves; another participant held a section rehearsal strictly to encourage each other and reestablish the culture. Lastly, several participants held impromptu meetings to share their frustration and anger pertaining to outside factors so they could move forward in band without any suppressed feelings: "these meetings saved me and probably my section someday". These observed actions by the researcher, then confirmed with the participants, and further clarified through the telling of internal turmoil, created a more complete picture of development.

As stated at the beginning of the chapter, leadership is an active engagement with the knowledge of leadership and an outward expression for others to follow. However, the

researcher reflected that visibility of the process does not determine the processes existence. For the participants, the internal feelings of self-doubt, questioning previous learning, lack of motivation, or frustration with oneself created dissonance. Dissonance led to one of two options: striving to overcome through a fresh perspective or neglecting the dissonance. The timeline of overcoming dissonance was different for each. Nevertheless, the next aspect of pride depicts the reflection on feelings of satisfaction and achievement not possible if dissonance was chosen to be neglected. Participants chose to take steps to relinquish the dissonance, gain a new understanding, and further the progression of success. The band and the individuals' successes led to the participants' establishment of pride.

Pride

Participants were shown an individual picture in uniform along with three performances from the 2019 season. They were asked to reflect on how they felt, what they remembered, and anything that came to mind during this time of stimulated recall. The common response, with tears in the eyes and smiles stretched across the face, was pride. Participants felt pride in their section, in the band, and in themselves.

Participants spoke on their section. Pouring into others, watching them grow and being part of others' development, which likely impacted their future, fueled these participants. Present-day influence that left a legacy built willingness. Out of these feelings, leaders invested into their section to strive for a successful season. "I'm prouder of my section than I am of myself. It felt really good to be a part of that group and be a part of it when we were at our high." "I'm still very proud of the band, but I'm prouder of the members as individuals. I love my section members more than anything." "There's a lot of pride. The band meant a lot to me." Through the lens of seeing themselves in a uniform, they saw their section and their band. They

saw an organization of which they were proud to be a part. “I’m proud because we’re one big band. A cool thing to be a part of is a big family.”

The primary uniform was an important aspect to the participants: “it’s never the same when we march a performance in our secondary uniforms. The t-shirt and shorts don’t even compare to the polyester overalls and jacket. There’s something magical about that uniform.” The leaders have additional pieces to their uniforms. Section leaders add an addition rope cord around the shoulder while head section leaders have one on both shoulders. These cords “made me feel so official and so proud.” The additional piece(s) is minimal, not always noticeable to an outsider; nevertheless, it carries great weight to the leaders who rummaged through the drawer to select the whitest and nicest cord to ornament their uniform. “I’m proud to wear that uniform and I’m proud I got to wear a cord. The cord has a sense of pride knowing you stand out slightly because you serve and lead the band.” “The uniform brings back a lot of memories of good times. I remember the times I failed in that uniform and succeeded. It’s an overwhelming wash of emotions.”

Participants felt pride in their peers and pride in a material uniform. Lastly, they discussed pride in themselves: their participation and dedication. “I’m just so proud of what I did”: this participant spoke this phrase through the tears and sniffles that rushed in unexpectedly. Emotional responses varied between participants: some teared up, some took a moment of silence to watch and reflect, some grinned while others sighed, and some talked exhaustively about the “gift” that was marching band.

I immediately feel joy [when seeing a picture in uniform]. I could cry, it was such an incredible opportunity. It’s something I wish I could have back because in that moment, I was really happy. Being a part of marching band made me feel so

proud. I've never felt a sense of pride about something as much as I do about band.

The organization strives for success and requires the same of the members. These leaders, as depicted through the stories, emotions, and thoughts, put in the effort to better themselves and the band. In the exit survey (Appendix I), nine out of nine agreed in being active participants in band, helping those who needed it, gaining leadership skills, being open to developing leadership more, and seeing how their leadership spreads to areas outside of band. Each participant saw themselves as a leader and worked to improve. They were proud of the organization and proud of themselves: "I don't think I'll ever be as proud to be a part of an organization as I was in this one." Through the responses above, the researcher gleaned how the Ready, Willing, and Able model can be used to understand leadership development along with the LID model.

Leadership Identity Development Model

Throughout the sections above, participants' development has been shown through the experiences both external and internal. Student leaders underwent times of uncertainty or doubt in self, unhappiness with other leadership, adverse interactions with peers, fear of failure, decisions of who to model after or from whom to ask advice, shifting leadership styles, and situations of conflict forcing growth of ability. Participants' varying experiences created varying growth; nevertheless, each participant understood growth did occur in multiple leadership aspects.

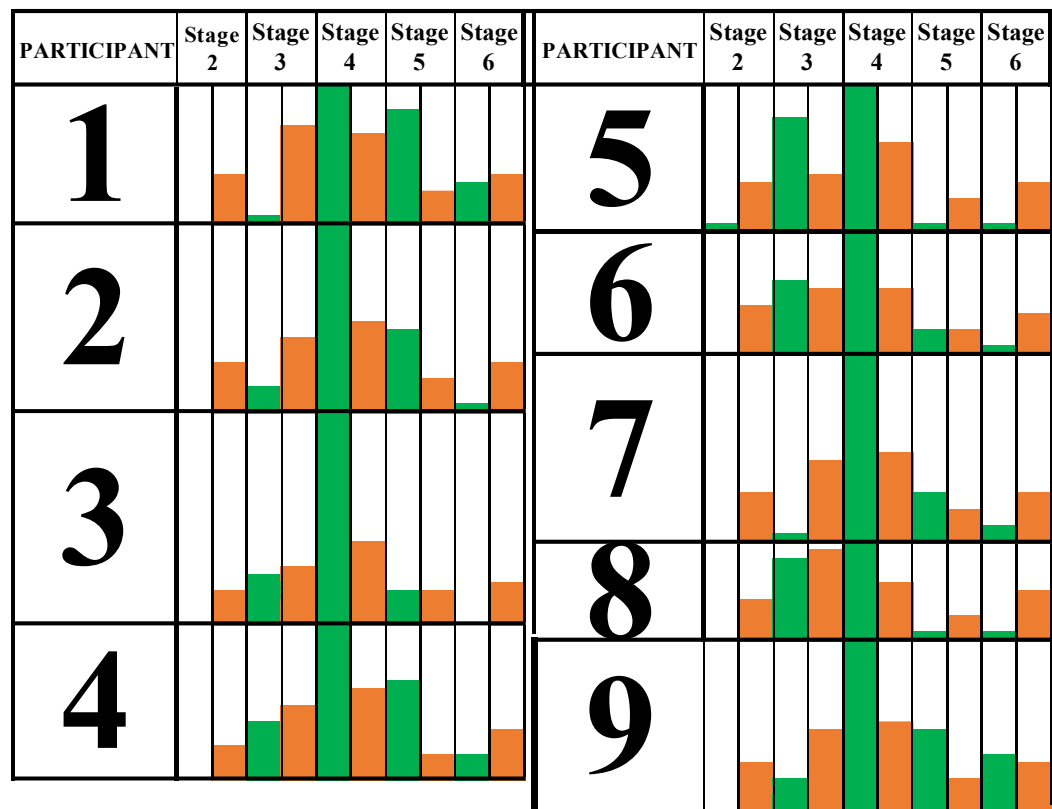


Figure 6: LID Charted

The LID graph (Figure 4) is a visual representation of the fluctuating growth students experienced. The height of the green bar resembles the occurrence in which those ideas and topics came through in the interviews. Several participants span into more stages than others. The orange bars are the sum of the exit survey responses. The survey varied in number of questions for each stage, with three and four having the most questions because of the wide range of development they cover. Participants were similar in their responses to questions pertaining to stages two, five, and six. Stages three and four had more fluctuation; however, responses were fairly similar across all nine individuals. Participants see leadership in various capacities with numerous purposes and responsibilities. This visual representation is not quantitative, but rather an insight into the eighteen interviews.

The LID charts are a visual representation of growth and change as it represents each participant. During the interview, answers pertaining to stage one in the LID model did not arise, stage two came up for one individual, while stages three through five occurred at highest frequencies. Every participant varied in time and amount of information given during the interviews; nevertheless, each had clear standings within the LID model while growing and building knowledge in higher stages. For each student, the lower stages represented how students understood their leadership capacity upon interviewing and first receiving the position. Each participant understood stage four (leadership differentiated) throughout their duration; while several, as seen above transitioned into stage five or six towards the end of their time of leadership in the marching band.

Conclusion

When asked, each participant overwhelmingly agreed leadership capacity developed over the duration of the position. Pinpointing the moment a concept became solidified or the action, which developed confidence can prove impossible; nevertheless, reflection brought forth recognition. Participants defined the concept of leadership to provide further insight into their current viewpoint. Many also shared how the growth is coming forth in current situations involving jobs, classes, and personal development. Below is Table 3 showing each participant's definition along with leadership development's impact currently.

Table 3: Leadership Definition and Viewpoint

| PARTICIPANT | LEADERSHIP DEFINITION | Current Thoughts on and Impact of Leadership Development in Band |
|--------------------|--|--|
| 1 | The opportunity to influence others, no matter your motives. It's about service, modeling and enthusiasm | I'm so thankful for the opportunity to have served as a [leader] and get to know everybody. I think it set me up for my career, being able to see the logistics that go into it ... I see the impact of my experiences on my development and outlook on leadership which impact my current situation ... I can't |

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| | | <p>imagine what college would have been without this. The sheer number of opportunities that come out of it. I love marching band. I loved marching band before I came to college, and I can't imagine doing college without it. Of course, it exceeded any expectation that I had because of the people that came out of it. It always goes back to the people.</p> |
| 2 | <p>Leading by example and doing what is right for the group. Admit when you're wrong, be vulnerable, and own what you're doing</p> | <p>My peers and professors saw a big difference in me from my junior to senior year. They noticed my increased confidence in my ability to teach and relate to my section and to walk that line between being a friend and a teacher. That's important in band. We have these peers that are under us, (I don't like to say it like that), but being able to take that authority position became easier over time. We as leaders have the opportunity tell others 'we got to do this,' 'we're going to do it,' and 'you're going to do a good job.' Marching band is everything. It developed me as a person. I would describe marching band as a gift.</p> <p>In my current job, there are a lot of times I have to speak up, potentially on the behalf of others. I have to correct and give feedback to others. I feel so much more confident in speaking up because it might upset people at that time, but ultimately it's going to help them grow.</p> |
| 3 | <p>Leadership is about the followers, making sure they're heard, valued, and growing. Leaders are adaptable and empower others.</p> | <p>I love that I got to make those friendships. To me, leadership is all about building personal connections. I wanted to change things up in band, pass on my knowledge and keep growing, so I sought out leadership positions. However, if you're focusing on yourself, you're focusing on the wrong thing. It should be all about whoever you're helping.</p> |
| 4 | <p>Helping others by showing them how to do it correctly and giving them opportunities to try it and help as needed. Leaders</p> | <p>'Leave it better than you found it' is a huge thing in the band. It's something that most people in the band really take to heart and try to do out in the world other than band. The amount of work and dedication that is</p> |

| | | |
|---|---|--|
| | fight for the good of the group and do what needs to be done. A significant quote to this individual: “a good leader makes you feel important to the organization, while a bad one makes you realize they are important.” | required to be an ensemble like this is something that definitely affects me outside of this ... I strive to create that legacy and [build the band towards success] even though I will not be a part of it. It’s a really cool thing to say that I got to help build and maintain this band and then let it go. Hopefully it gets better and improves, and I get to come back and see it as an alumnus. I can say ‘I remember when I did that.’ I think that’s really cool. |
| 5 | Leaders should be humble and personable. They should fight to do what is right and learn how to adapt to those around them. | I haven’t found the balance between friendships and leadership; it’s going to be an ongoing process ... I use what I learned in this position in my professional life, but by no means am I an excellent, strong leader. I’m a leader who’s still figuring things out. I have a lot to learn. If I want to excel in life, that’s the way it goes. |
| 6 | Helping others by showing them how to do it correctly and giving them opportunities to try it and help as needed. Leaders are positive, communicate well, value trust, and do not do the job for themselves. | In my current job, I utilize what I learned as a leader in marching band. I try to give clear guidelines and goals to team leaders under me and allow them to create a plan and use their unique leadership style to accomplish the goals. I feel more prepared for life from this position: speaking in front of my peers, showing I’m competent, knowing what to do, and understanding the different ways to lead and adapt. |
| 7 | Leadership is giving an example for others to follow. It requires self-confidence, being able to relate to different types of people, and be flexible in how you approach people so you can adapt to what they need. Leaders need to be able to recognize what does or does not work. | <p>I always try to do things that make me a better person. I’m always growing and learning. I try to challenge myself as a leader.</p> <p>A lot of growth was in the in the interpersonal skills; as a leader I worked with such a diverse group of students. Talking to people never changes as far as approaching people in ways that they feel comfortable. The interpersonal skills I developed in being able to exercise my leadership skills in band is definitely something I still use every day. The urgency to get something done and do it right (which I think is pretty prevalent in the marching band world), and not settling for poor or good and always going above and</p> |

| | | |
|---|--|---|
| | | beyond, definitely were lessons solidified in band ... I want to get to a point where I am in a manager leadership position at my job, so I really did take advantage of every leadership opportunity or potential leadership opportunity I was given and band is definitely a one-of-a-kind, opportunity. |
| 8 | Leadership is organizing a group, communicating clearly, and working towards an end goal | <p>I have noticed that I take the lead a lot more when I do projects ... I'm not afraid to do it anymore.</p> <p>My confidence has gone up. I wasn't very confident last year in my leadership. At first, I grew a lot actually during band camp. It helped me become more confident because you're thrown in there and expected to lead. That definitely progressed my leadership skills.</p> <p>I'm still learning things. I would like to think there is an end point, but I'm still learning new stuff about myself and new techniques I can do for leading. I don't know everything, but I'll have more knowledge over time.</p> |
| 9 | Leadership is about behavior, not titles or positions. Leadership traits are honed. Leaders take responsibility, find solutions, take ownership of the task and move forward | I use the 10 – 80 – 10 teeter totter (10% on each end and then the 80% in the middle) at work all the time. We were having some issues with our team culture at work, and I was thinking back to what I learned with band. If I could give 1% more positive energy to our team then the rest of our team will tilt towards that positive energy, rather than negative. I try to keep that in mind when I'm working with a team where I feel there's a lot in the middle or it's leaning more negative. So, specifically that one point is something that I use all the time now. |

Students expressed through stories and the re-telling of performances and the emotions how they experienced and understood their personal leadership development. The LID model assisted in the overall assimilation of leadership development – it occurred in every student at varying levels and due to varying causes. The ready, willing, and able model provides three

focuses of development which helps further understand the external and internal experiences. The stories and reasonings told correspond to growth in self-efficacy, willingness to lead, and ability to handle a revolving set of circumstances.

When asked in the interviews and in the survey, participants agreed with fervor marching band impacted their conceptualization and display of leadership. Not only did develop benefit the participant in the position, but knowledge constructed through the student leader position fed into outside courses and jobs. The next chapter will uncover how this information coincides with the four primary research questions, implications and recommendations to move forward in better understanding and preparing for student leadership in the collegiate marching band scene, and recommendations for further study.

Chapter 5 - Discussion

Introduction

The purpose of this descriptive research study was to understand student leadership development within the organizationally constructed culture of a marching band program. Utilizing the Ready, Willing, and Able model (Keating et. al., 2014) coinciding with the LID model (Komives et. al., 2006), the researcher aimed to answer four questions which will guide the discussion of findings. Through these models, the researcher saw how participants conceptualized, comprehended, and displayed leadership over the course of the position. Understanding development then leads to a recognition of the implications and recommendations which may be taken to best select leaders and spur them on in their growth. Finally, this chapter concludes with recommendations for future study and the researcher's concluding thoughts.

Discussion of Findings: Research Questions

The Ready, Willing, and Able model (Keating et. al., 2014) provided a pointed lens to categorize and understand the development that occurred in each participant. The three groupings guided interview questions used to glean participants' stories and understanding of their personal leadership development. The previous chapter depicted how participants grew and what they deemed influential in their development process. Due to the previous chapter, first navigating through externally generated influential experiences then shifting internally, the research questions will be discussed out of numerical order to coincide with the depiction of development.

Research Question 3

What attributes of leadership skills developed and were put into practice during the marching band season?

Attributes gained over the leadership positional experience were seen in each participant through externally generated influential experiences. The organization utilized student leaders to teach, communicate with, and organize sub-sections of members, allowing participants opportunities to take risks, implement personal styles of leadership, and create an atmosphere within their group. Within the leadership team, the culture of support, in friendship and in sharing similar goals of progressing the band forward, spurred leaders to take on the position in stride.

Working with section members, peer leaders, and staff proved to bring forth conflicting thoughts and actions. As participants experienced conflict amongst their team of section leaders or others within the leadership team, they began to see what each leader brought to the organization and how the differences created a cohesive unit that could balance itself through opposing styles. They were encouraged to work together for the sake of the band members, a goal of effective leadership (Avolio et. al., 2004; Rost, 1991; Sinek, 2017). Through this they gained skills in communication, clarity of instruction, and stronger understanding of when and where to have disagreements. Participants also utilized the team for new ideas, discussing problems, and giving or receiving advice. The leadership culture of working with and learning from peer leaders encouraged each individual to find their style while embracing the style of others.

Participants spoke frequently of modeling peers, including those who had graduated. However, they continued to work in new ideas and take risks leading to both successes and failures. Modeling others only provided one lens into leadership. Experiential learning clarified information gained through observing older leaders and provided a substantial amount of additional information to increase the attributes of leadership: making decisions, recovering from

failure, and adaptability. The culture of the leadership team to pass down knowledge from one generation of leaders to the next strengthened the leadership attributes previously held and obtained during the position. It also encouraged participants to teach leadership attributes and responsibilities to younger leaders in an environment that fostered conversation with application of learning (Priest & Clegorne, 2015). Leaders were seen as role models and expected to display effective leadership styles and strategies. Participants were expected to adapt, grow, and pass knowledge along to others.

Working with groups with upwards of sixty members forced the issue of communicating with the masses as well as making decisions based on the majority rather than the individual or the leader. Student leaders obtained phrases and analogies from training sessions which proved useful in bolstering teaching and group motivating. Participants displayed their knowledge of the material through utilizing it in front of section members. They made wrong decisions, misspoke, and failed, but had to learn to work with a diverse range of individuals and recover from conflict and failures.

Participants adapted to various situations when working with section members, revealing their conflict resolution capacity. Through these interactions with others, participants exhibited a capacity to see a situation, an alternative option, and confidence to act, though the action did not always lead to success. Failing was inevitable, as seen in the stories of chapter four. Participants adapted and adjusted after failure, hoping a new approach would prove better. Recovering from failure brought forth moments of vulnerability, humility, and openness along with a recognition of the importance of relationships in leadership (Avolio et. al., 2004; Sinek, 2017). Apologizing was not an easy feat, yet participants saw the value in saying those two words to others. Displays of humility and openness to new approaches coincides with the participants' viewpoint of

leadership. This display of leadership and act of service allowed for the recovery and continual progression forward to occur.

Research Question 2

In what ways did the individual see growth and/or change in his or her motivation to lead one's peers?

Participants' willingness was unveiled as they discussed emotional responses to externally generated influential experiences. Willingness was seen primarily as an internal struggle as participants experienced a high prior to the attainment of the positional title with fluctuation occurring throughout the season. Whether it be to personally progress forward or to situationally move forward and upward, the willingness to behave and develop as a leader was anything but stagnant and consistent. Motivation was understood and recognized as a critical component to leadership in action and leadership development (Correia-Harker, 2016). For each participant, willingness to be a leader was bread in more than one of the categories in the model: affective-identity, social normative, and non-calculative.

Affective-Identity

The position started with each feeling drawn to the position of leadership, the very definition of affective identity (Chan & Drasgow, 2001). The three main reasons students sought out the position included influencing their peers and a desire to give back to the band. Participants knew why they were involved in the band and wanted to spread their positive experiences and associations to others. They wanted to encourage, teach, support, and build up others through their leadership. This desire was partially ignited due to older leaders who had been role models for the participants, encouraging and building them up to potentially take on the position and flourish within the role.

Modeling leadership was vital to the leadership team culture, as expressed by the participants. One or more leaders who came before them was influential whether through a personal relationship, display of effective leadership, or by passing along information pertaining to the responsibilities of the job. Participants recognized aspects of the job along with the access to members of the organization, building the desire to attain and develop within a student leader position.

As participants developed leadership attributes and experienced success despite the failures, their pride in themselves, their section, and the marching band surged. The older leaders they modeled left a legacy in which they strove to uphold. As the season continued, the concept was reconfigured as participants discovered younger leaders' view of them as models. They realized the legacy they were leaving in the band. The sense of pride held by participants along with the outward exemplifiers of the title (i.e. the additions to the uniform), spurred participants along in their leadership behavior leading towards an acquisition of leadership attributes, personal motivation, and confidence.

Social Normative

Participants discussed a sense of responsibility, social normative (Chan & Drasgow, 2001), felt before acquiring the title. Nevertheless, once involved with the position, participants varied in the willingness to take on the responsibilities. When participants underwent difficult situations, conflict, failures, or lack of motivation, the job aspect of the title reminded them to keep their head up and continue forward. The responsibility felt when interviewing for the position and knowing they gained the title above others in the section forced them to progress and not surrender to a difficult task.

The responsibility to build, teach, and motivate others also acted as a personal motivator for many participants. There was an awareness of the section and what they needed from the student leaders that served as a continual reminder of one's responsibility. The leaders not only were responsible to their section, but also to the leadership team. The leadership's team culture of support and friendship was a reciprocal relationship: leaders were expected to give support as well as receive support. They had a responsibility to aid their peers in their responsibilities as that assistance would come back to them in a time of need.

Non-Calculative

Conflict and disagreements on leadership approach and style caused a waver in desire. But the self and section development participants longed for hurdled them through each circumstance towards innovative ideas and increased adaptability. Participants recognized their role in their section's growth and success. The desire to give back to the marching band, willingness in the form of non-calculative motivation (Chan & Drasgow, 2001) spurred on personal development and motivation. Leaders recognized their status and their ability to leave a legacy; therefore, they chose to lead despite a feeling or a difficult circumstance. Willingness was not always felt, but it was ultimately always chosen.

As described prior, participants faced conflict: these moments of seeking out a resolution built tension amongst parties and internally in participants. Feeling guilty for making the wrong decision or feeling unprepared and nervous to teach or lead decreased personal motivation, altering the momentary willingness to have a positional title. However, a momentary deterrent lowering motivation did not last long enough to encourage participants to escape the position. Multiple participants spent several years as a leader, describing conflict occurring over the

course of those years. Though these conflicting interactions were not ideal and caused great difficulty for the leaders; the willingness to lead and develop individually prevailed.

In conjunction to a non-calculative approach, several participants replied openly about the position's ability to personally impact students for the future. Through the developmental opportunities, the organizational and managerial demands, and the well-known reputation of the organization throughout the area, a leadership position was a positive addition to a job application. Those who graduated shared a plethora of stories how leadership development impacts decisions and interactions in their current jobs. Participants still in the band recognized the personal gain that can be attained through a position such as this. Though the personal gain towards a future was not a driving force, it existed in the participants' minds.

Research Question 1

How did the individual see development in leadership self-efficacy and exhibition of confidence over the course of a season?

The participants' readiness hinged on the externally and internally generated influential experiences. Each felt ready at the beginning, which proved to wain as the season began. Participants had to choose at times to imitate confidence and self-efficacy, to put on a façade until they grew. The leadership team provided support and friendship for each participant, encouraging each other when the confidence weakened. Participants were not stranded and therefore not strictly reliant on their own capacity to lead. The encouragement from others and space to release emotions and receive advice was the additional boost participants needed when they felt incapable or unknowledgeable.

Participants accepted and recognized the aspect of being a role model, influencing others, and dedicating time to purposefully train younger members in leadership. These outward actions

exhibited an internal confidence and belief in their abilities and knowledge to pour into others. It does not speak of the level of ability or knowledge, but it speaks to self-belief. When reflecting on their experiences in the marching band, participants described a feeling of pride in self, peers, and the band. Feeling accomplished and satisfied in the success speaks to displayed confidence as well as the internal confidence of participants knowing how they are benefiting the band and leaving a legacy.

As leadership ability was seen evolving externally, internally participants' self-belief experienced a change. While undergoing changes in willingness and ability, participants spoke of confidence as a prevalent factor impacting both. The external failures took a toll on confidence, in trusting oneself to do better the next time. When they failed, the internal state of guilt as well as the cognitive dissonance bred from disagreeing thoughts on leadership styles and approaches caused confidence to nose-dive. Nevertheless, when reflecting on the season each participant spoke of gaining confidence in themselves throughout the season. Participants experienced growing pains with risks, failures, and conflicts; nevertheless, the persistence to recover uncovered new processes, ideas, and communication skills. As leadership skills developed outwardly, self-efficacy and confidence surged internally, supporting several findings of the importance of self-efficacy in leadership progression (Correia-Harker, 2016; Keating et. al., 2014; Rosch & Stephens, 2017).

Research Question 4

How did the individual progress through the leadership identity development model?

The LID model corroborated what was uncovered in the smaller details of development through the use of questions guided by the Ready, Willing, and Able model. Participants shared a litany of experiences and understandings. In occurrences prior to and at the beginning of the

attained position, earlier stages of the LID model were reflected. However, the later season and post-season reflection pertained to later stages. Utilizing the surveys to enhance the graphic depiction showed a similar understanding of the information across the nine participants.

Participants underwent the same training, worked under the same staff, and were enveloped in the same leadership culture; therefore, the similar conceptualization of each topic was not surprising to the researcher. Yet, the different conflicts, peer interactions, and older models coinciding with a diverse range of leadership experience prior to the attainment of the position led to an assortment of explanations pertaining to leadership conceptualization and understanding of development. The similarity of overall understanding in reference to the LID model displays a collective comprehension of the training session material within a shared culture of impactful performances and experiences.

Leadership displayed in action did not perfectly align with conceptualization. For some participants, the 2019 season was not the end of their time with the marching band. Therefore, steps to actively train younger leaders were not taken, stage 5, (Komives et. al., 2006) but was understood as valuable to those participants. These same participants recycled leadership attributes in other classes and held a desire to continually grow as a leader; however, they did not have similar opportunities to develop leadership capacities outside of the marching band experience.

Lastly as seen when discussing training, participants understood the value of knowledge; however, knowledge did not always have an experiential impact. Participants' factual comprehension of leadership is only one representation of leadership development. Knowledge of leadership included with displayed and desired leadership come together to create a more in-depth understanding of student leadership development. Utilizing the LID model with the Ready,

Willing, Able model allowed for a greater understanding of knowledge, desire, and confidence to act as a leader.

Additional Findings

Information that did not directly pertain to the four questions asked but enhanced the focus to better understand leadership development pertained to past experience and active reflection during the interview. Prior experience was not a requirement for development in this context; however, the researcher found that all participants discussed past experiences and their relation to circumstances during the season. The past experiences served as a reference point to better understand personal weaknesses.

Participants also expressed an appreciation to the researcher for the opportunity to discuss and reflect on their leadership development. Time of reflection allowed for a further understanding of the outward displays of change coinciding with the inward change of feelings. Participants stated reflecting increased understanding of what occurred then, leading to a potential increase in future growth. Participants had not all had taken a moment to uncover what was gained personally through the leadership experience. Moments of self-reflection revealed and solidified development, which could then be used to better lead and develop in the future.

Implications and Recommendations

Understanding student leadership development within a university marching band can help prepare educators to better understand, assess, and train leaders. This study showed students participated in a plethora of experiences, planned and unplanned. Throughout these experiences, students elected how to react and adapt, further influencing leadership development. If educators are informed of what type of experiences pour into development in a positive fashion, they are

more knowledgeable in creating an environment and experiences that lead to increased impact for leaders (Keating et. al., 2014; Owen, 2015; Warfield, 2013).

The Ready, Willing, and Able model provides three clear check points for educators and student leaders to utilize before, during, and after the marching season. Moments of self-reflection, moments not taken by multiple participants until this study, allow students to better recognize what instances fed into or took away from their leadership development (Priest & Clegorne, 2015). This will also encourage students to better understand their leadership style including what drew them to this position initially, what is currently keeping them in position, what internal conflicts may be impacting their leadership, and what abilities are developing or lacking. Assessing the health of student leaders can lead into the betterment of the team and the band.

The LID model utilized can provide another avenue of information when preparing and understanding student leaders. Understanding students' conceptualization of leadership and how that influences their actions may help directors prepare a team that can help each other develop along with the section. This model can also be used as an exit survey to encourage student leaders to reflect upon the year. Student leaders have a greater chance to develop further upon recognizing growth that occurred in self, individual sections, and in the band (Bruner, 1960; Kolb, 1984). An explanation of leadership development and how that development impacted other entities could then be passed along to the staff to better prepare them for the next season. This information can provide insight to potential future leaders of the section and show with what stage potential, continuing, and graduating leaders pursue leadership. Allowing graduating leaders to inform staff what they saw internally in the section and who sought out training and

personal growth would be another piece of information building to the most informed selection of student leadership.

Utilizing models to navigate leadership development in a marching band context can allow educators to better reconcile and assess the amount of development over the seasons. Multiple years of leadership development assessment would provide educators with an average of where development is or is not occurring. An understanding of where and why development is commonly taking place within the organization can provide another set of data to assist with improving the leadership structure within the band (Torrez & Rocco, 2015). The researched study provides the initial lens with which educators can confirm, develop, and progress leadership development strategies within a university marching band. A summation of ideas to develop students' leadership abilities is found below and in Appendix K.

Developing Students' Leadership Abilities

Selecting Leaders:

- It is vital to understand what students know about leadership.
 - Within the group of leaders, attempt to create a balance of older and younger leaders. This will allow older leaders to be models for the younger ones as well as train them in responsibilities and traditions.
- Know what motivates individuals towards becoming an effective leader for their peers.
 - Feelings of responsibility, desires to influence others, and giving back to the band will motivate students to overcome challenges in leadership.

Before Season:

- Establish a leadership team culture.

- Students need to feel supported in the team, bonded through shared experiences.
- Students can receive advice, encouragement, and guidance from peer leaders.
- Establish clear responsibilities for the leadership positions.
- Hold a leadership training session to provide students with knowledge (stories/metaphors/analogies) that can be helpful in teaching and motivating their peers.
 - This builds students' confidence and excitement entering the season.

In-Season:

- Training during the season is crucial to build self-awareness.
 - Students need to reflect on what has happened, how they have developed, and what needs to happen moving forward.
- Set clear guidelines for how student leaders should handle conflict with their peers and encourage leaders to work through conflict when possible.
 - Students will gain a better understanding of their peers as well as gain confidence as they overcome conflict and recover after failure.
 - Be respectful and acknowledge each party involved in the conflict, then move forward in a positive light.
 - Some conflicts will need staff guidance; therefore, be sure leaders feel they can come to staff with those concerns.
- Provide student leaders the freedom to display leadership and potentially fail/recover.
 - Examples: running music and marching sectionals, holding section meetings, deciding on a section schedule within the parameters of the band schedule, creating horn moves, etc.
- Trust and support student leaders.

Post-Season:

- Take the time to reflect on the season.
 - How did students change and grow in leadership behavior and understanding?
 - How did the leadership effect those around them?
 - What are areas that need to be improved for the next season?

Recommendations for Future Study

For future study, the researcher recommends utilizing these models in selecting, training, and assessing a leadership team within a university marching band. The models would need to be utilized in a marching band with an established tradition of student leaders to allow for transferability and better assess the impact had on each category. Incorporating the models into an accustomed system would better support their usefulness and ease of use for staff and student leaders.

The first three primary questions in this study fashioned from the Ready, Willing, and Able model would be utilized on multiple occasions throughout the year. Student leaders would utilize these three questions for invoking self-reflection. They can continually assess themselves and see changes, which potentially would lead to increased motivation. The questions could also be used for group discussions. The team of leaders for a section could assess each other, providing another perspective to development. Involving others builds upon the leadership team culture found to be useful and impactful in students' development in this study.

The LID model would be utilized in a similar fashion to the exit survey (Appendix H). The first distribution of the survey could be when students undergo the interview or selection process for leadership titles. The survey would provide additional insight into how students

conceptualize leaders and what actions they deem important (i.e., training younger leaders, delegating tasks, establishing and conquering goals, etc.). Student leaders could then take a survey at the initial leadership training session immediately before the season's start and succeeding the season. Having the students assess themselves immediately before and after the season might provide a different type of outlook in the LID stages due to the assessments' propinquity to the experience.

These models could additionally be used in understanding leadership development in all members of a marching band. If the band values student leadership as a necessity (Lautzenheiser, 2002), gaining a perspective of leadership development throughout the ensemble could assist in better understanding student leaders and their impact on others' growth as well. As leaders develop, they continuously influence others around them. Seeing how everyone in the organization develops can help directors see what experiences are feeding into the marching band members' construction of knowledge pertaining to leadership.

Concluding Thoughts

The prevailing thought when starting this research was 'are educators doing enough in a university marching band to guide and train student leaders to be the most effective they can be?'. Breaking this question down resulted in a need to first understand how the students conceptualize and see leadership development over the course of a season. Being able to reconstruct the student leaders' viewpoint of the significant and influential moments over the season allowed the researcher to breakdown where development was occurring and how that was shifting the leader's capacity. The Ready, Willing, and Able model provided a clear scope to assess leadership while the LID model created an overarching conceptualization of leadership catered to the marching band system.

Students were filled with anticipation and excitement as they sat ready for their leadership interview. They were confident in their ability to lead their peers and had a strong sense of self-efficacy. Students felt confident in their practice of leadership and were therefore able to augment their skills and motivation to lead in ways that included the needs and desires of others (Keating et. al. 2014). As the season transpired, readiness fluctuated as skills were put to the test and the outside world crept in to diminish motivation and remind students of the realities of mid-term season in college.

Participants made a conscious decision to propel beyond the failures, gaining new perspectives and insight. They rallied in times of low motivation internally and externally in the group and sought out other leaders in times of confusion. Through their experiences, they exemplified a progression through the LID stages as each category of Ready, Willing, and Able underwent tumultuous and strenuous times. Participants' pride, persistence, and dedication to the program and those in it led to a diverse range of outcomes in terms of readiness and motivation (Keating, et. al. 2014); however, each fed into a differentiated and visible growth in leadership development.

The research did not provide a quantitative data set for what development occurred and in what amounts; however, it shed light on students' understanding of their growth and changes. Better understanding the students who learn and perform while they are expected to teach, critique, and motivate can lead to the next steps of supporting, training, and assessing student leaders in an informed and beneficial format for every party involved.

I'm so thankful for the opportunity to have served as a [leader] and get to know everybody. It set me up for my career ... I see the impact of my experiences on my development and outlook on leadership which impact my current situation ...

I can't imagine what college would have been without this [experience]. The sheer number of opportunities that come out of marching band ... I love it. I love marching band. I loved marching band before I came to college, and I can't imagine doing college without it. This experience of being a [leader] exceeded all my expectations.

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Appendix A - Formal Letter of Invitation

Dear Students:

I am Allegra Fisher, Graduate Teaching Assistant and Ph.D. Candidate in the Department of Curriculum and Instruction at Kansas State University. I am looking for past and current student leaders in the marching band program who would consider participating in a potentially valuable study.

Research has consistently shown that leadership development is critical for most work environments and that motivation in the classroom has become harder these days. Limited attention has been given to the development of student leaders outside of leadership classes and how leaders impact their peers. Students who are confident in their leadership role, have the skillset to act as a leader, and can self-motivate, make for the most effective leaders. Through interviews with student leaders, I hope to gain an in-depth look into the process and result of students' overall leadership development within a university marching band. By understanding the process of development, educators may be able to provide the optimal structure of leadership in a marching band setting.

As a participant in this study, you will be asked to participate in two interviews and two short surveys. All information obtained will be treated confidentially. No names or personally identifiable information will be included in the analysis and research report.

I welcome the opportunity to talk with you and to answer any questions you may have. Please feel free to contact me at anfishe@ksu.edu or (316) 640-8043. Please email me back with your response about your willingness to partake in the study.

I appreciate your time, and I am grateful for your contribution to an effort for increased understanding.

Best,

Allegra

Allegra Fisher
Ph.D. Candidate, Curriculum and Instruction
Graduate Teaching Assistant, KSU Bands
anfishe@ksu.edu, 316.640.8043

Appendix B - Participant Confirmation Email

Date _____ Dear (participant),

Thank you for agreeing to partake in the study. Below you will find the consent form. Please read this prior to the interview. You will also find the link to the demographic survey and the Google Calendar sign-up for when you would like to have your first interview.

Informed Consent Form

The purpose of this study, Understanding Student Leadership Development in a University Marching Band Program, is to gain a deeper understanding of how undergraduate student leaders in a university marching band develop their leadership capacity. As a participant in this study, you will be asked to partake in two interviews during the fall semester. Each interview will last approximately 30-45 minutes and will be scheduled with the co-investigator. Participants will be asked about their experiences with leadership and their process of development pertaining to marching band. They will have the opportunity to include any additional remarks at the end of the interview. The co-investigator will complete a transcription of the interview and send it to the participant. The participant will have the opportunity to read over the transcript and ensure he or she was represented correctly. Participants will be recollecting their experiences on the student leadership team during the fall of 2019.

There are no known risks in this study. Your participation will help inform the researcher and the School of Music, Theatre, and Dance Band Staff on how to support, train, and develop student leadership for the benefit of the student leaders and band. Through active reflection of your experience by participating in this study, you will be able to learn more about your lived experiences and leadership development.

Participant information and responses will be kept confidential. Participants will remain anonymous in all published writings. This project was approved August 2020 and will expire May 2021.

CO-INVESTIGATOR: Allegra Fisher, 226 McCain Building, Kansas State University, Manhattan, KS 66506, 316.640.8043, anfishe@ksu.edu

PRINCIPAL INVESTIGATOR(S): Dr. Frederick Burrack, Co-Major Professor, 226 Anderson Hall, Kansas State University, Manhattan, KS 66506, 785.532.3429, fburrack@ksu.edu

PRINCIPAL INVESTIGATOR(S): Dr. Frank Tracz, Co-Major Professor, 226 McCain Building, Kansas State University, Manhattan, KS 66506, 785.532.3816, ftracz@ksu.edu

Rick Scheidt, Chair, Committee on Research, Involving Human subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, 785.532.3224, rscheidt@ksu.edu

I understand this project is research, and that my participation is completely voluntary. I understand my completion of this survey serves as my consent. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits as a student leader, or academic standing to which I may otherwise be entitled.

Leadership & Demographic Survey

Interview Calendar (please use the color “(insert individual color for each participant)” for your time slot)

I look forward to meeting with you in the near future.

Thank you,

Allegra

Appendix C - Past Leadership & Demographic Survey

LEADERSHIP HISTORY QUESTIONS

1. Before attending (this university) or any other university, did you hold a leadership role in an organization? (i.e. high school marching band, service organizations, church, scouts, etc.)
 - ☐ Yes
 - ☐ No
2. Were you a leader in your high school marching band?
 - ☐ Yes
 - ☐ No
 - ☐ I was not in marching band in high school
3. Have you taken a leadership class at (the university)?
 - ☐ Yes
 - ☐ No
4. Have you partaken in a leadership seminar or workshop put on by (the university) or another entity?
 - ☐ Yes
 - ☐ No
5. During your time at (the university), have you held a leadership position in an organization/group outside of band?
 - ☐ Yes
 - ☐ No
6. If you answered yes to the previous question, how many total leadership positions have you held during your time at (the university)?
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4
 - ☐ 5
 - ☐ 6+
7. How many years were you a leader in the marching band (before the 2020 season)?
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4

DEMOGRAPHIC QUESTIONS

8. What section were you in for the 2019 season?

- ☐ Piccolo
- ☐ Clarinet
- ☐ Alto Saxophone
- ☐ Tenor Saxophone
- ☐ Trumpet
- ☐ Mellophone
- ☐ Trombone
- ☐ Baritone
- ☐ Tuba
- ☐ Snare
- ☐ Cymbal
- ☐ Tenor Drum
- ☐ Bass Drum
- ☐ Classy Cat
- ☐ Color Guard
- ☐ Twirler
- ☐ Drum Major

9. How many seasons did you complete with the marching band before the 2020 season?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6

10. Fall 2019 Academic Status

- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ 5th Year Senior
- ☐ 6th Year Senior
- ☐ Masters Student

11. Fall 2020 Academic Status

- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ 5th Year Senior
- ☐ 6th Year Senior
- ☐ Masters Student
- ☐ Graduated

12. Degree Program:

13. With what gender do you identify?

- ☐ Female
- ☐ Male
- ☐ Prefer Not to Say
- ☐ Other: _____

14. Ethnicity:

- ☐ American Indian or Native American
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other: _____

15. Age

- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ Other

Appendix D - Interview #1 Protocol

When responding to the following questions, please do your best to recall specific episodes, situations, or events that you have experienced while fulfilling your position as a student leader and how those experiences impacted your leadership development.

Ready, Willing, and Able

1. Why did you interview to be a leader?
2. Explain why you choose to become a leader of your peers.
 - a. Share the extent to which you felt a sense of responsibility to become a leader in the band.
3. When you first interviewed, how prepared were you in leadership skills and knowledge for effective leadership?
4. As the season went on, how did you see your leadership skills change?
5. How did you feel about being a leader?
6. Tell me about your experience as a student leader in the marching band.
 - a. Tell me about some of your favorite experiences of being a leader.
 - b. Tell me some of the more challenging experiences you had.
 - c. What adjectives would you use to describe your experience as a student leader?

Leadership Training

7. Remember back to the Monday before band camp, (the two directors) talked about leadership. Tell me what you remember if anything about:
 - a. Taking Risks
 - b. Comfort Zone/Comfort Coma
 - c. Culture
 - d. Additional Comments
8. How did the staff and section leader (restaurant) meetings impact your leadership? What about the meeting with just your section?

Stimulated Recall

9. Show picture: Tell me about your thoughts and emotions when you see yourself wearing that uniform.
10. Show #1: Talk me through your experiences as a leader associated with this show
11. Show #2: Now talk me through your memories and experiences associated with this show
12. Show Pregame: When I play this video of Pregame, what comes to mind? Talk me through what you experienced during Pregame.

Appendix E - Interview #2 Protocol

Based on your responses from the first interview, the second interview will aim to clarify and expand upon information shared. When responding to the following questions, please do your best to recall detailed experiences and development which occurred while fulfilling your position as a student leader.

Follow-up Questions from Interview #1

Reflection

1. How were relationships with others affected by your position?
2. What have you learned from your experience as a student leader?
 - a. What did you learn from leading your section/being a drum major/being on student staff?
 - b. What did this experience teach you about leadership?
 - c. How did this experience affect your personal growth and development?
 - d. How did this experience contribute to your way of leadership?
3. How has or did this experience impact(ed) your college career?

Appendix F - Formal Letter of Thanks

Date _____ Dear (participant),

Thank you for your involvement in the interview process. I appreciate your involvement in my research as well as your time invested as a leader in the marching band. I appreciate your willingness to participate in this research that will provide beneficial to the band into which you spent countless hours investing. Best of luck with your future endeavors either in the career field or in another year with the marching band.

Below you will find the link to the Exit Survey. Once you complete this survey, your participation will be complete.

Thank you once again for your time and participation. All your information will be kept confidential.

All the best,
Allegra Fisher

Appendix G - Exit Survey

| | Disagree (1) | Slightly Disagree (2) | Neutral (3) | Slightly Agree (4) | Agree (5) | Unknown (6) |
|---|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am an active participant in band (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I view myself as a leader in band (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know what my strengths are in terms of marching band (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know what my weaknesses are in terms of marching band (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know what the goals are of the band (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have set personal goals in band (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a lot of responsibility in band (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would like to have more responsibility in band (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I help those in my section with things they struggle with (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would like to help others in my section, but I do not know how (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Disagree (1) | Slightly Disagree (2) | Neutral (3) | Slightly Agree (4) | Agree (5) | Unknown (6) |
|--|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Having this position makes me a leader in band (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Having this position does not make me a leader in band (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have gained leadership skills/techniques in band. (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have not gained leadership skills/techniques in band. (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I trust that most members in my section will accomplish a task if I give it to them (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am comfortable being a leader in band (16) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership is a journey, not a destination (17) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I delegate jobs and/or responsibilities to others in my section (18) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I purposefully help others develop as leaders (19) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Disagree (1) | Slightly Disagree (2) | Neutral (3) | Slightly Agree (4) | Agree (5) | Unknown (6) |
|---|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| As a leader, I accomplish tasks by looking at what is directly in front of me and accomplishing that before I move on. (20) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a leader, I accomplish tasks by looking at everything that needs to be accomplished and prioritize the order. (21) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am open to developing my leadership (22) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think about the long-term condition of the band and my section (23) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My leadership skills in band spread to other areas (24) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because of my position in band leadership, I am comfortable being a leader in other areas/classes (25) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Appendix H - Past Leadership Survey Responses

| Questions | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 |
|---|-----|-----|-----|-----|----------------------|-----|-----|-----|-----|
| Before attending K-State or any other university, did you hold a leadership role in an organization at one point? (i.e. high school band, clubs, service organizations, church, scouts, etc.) | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Were you a leader in your high school marching band? | Yes | Yes | Yes | Yes | Not in Marching Band | Yes | Yes | Yes | Yes |
| Have you taken a leadership class at K-State? | No | Yes | No | No | No | No | No | No | No |
| Have you partaken in a leadership seminar or workshop put on by K-State or another entity? | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| During your time at K-State, have you held a leadership position in an organization/group outside of band? | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| If you answered yes to the previous question, how many total leadership positions have you held during your time attending K-State? Skip if you did not previously answer yes. | 5 | 4 | 1 | 1 | 3 | 3 | 6+ | 1 | 2 |

Appendix I - Exit Survey Responses

Key:

P1 = Participant 1

A = Agree

SA = Slightly Agree

N = Neutral

SD = Slightly Disagree

D = Disagree

| Questions | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 |
|--|----|----|----|----|----|----|----|----|----|
| I was an active participant in band | A | A | A | A | A | A | A | A | A |
| I viewed myself as a leader in band | A | A | A | A | A | A | A | A | A |
| I know what my strengths are in terms of marching band | A | A | SA | A | A | A | A | SA | A |
| I know what my weaknesses are in terms of marching band | A | A | SA | SA | N | A | A | A | A |
| I knew what the goals are of the band | A | A | N | A | A | A | A | A | A |
| I set personal goals in band | A | A | SD | A | SA | SA | A | A | A |
| I had a lot of responsibility in band | A | A | A | A | SA | A | A | A | A |
| I wanted to have more responsibility in band | SA | SA | SA | SA | SD | A | SA | SA | SA |
| I helped those in my section with things they struggle with | A | A | A | A | A | A | A | A | A |
| I wanted to help others in my section, but I do not know how | SA | SD | D | SD | SD | N | SA | SA | D |
| Having this position made me a leader in band | A | SA | SA | SD | SD | SD | SD | SA | A |
| Having this position did not make me a leader in band | D | D | D | SA | SD | SD | SD | N | D |
| I gained leadership skills/techniques in band | A | A | A | A | A | A | A | A | A |
| I did not gain leadership skills/techniques in band | D | D | D | D | D | D | D | D | D |

| Questions | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 |
|---|----|----|----|----|----|----|----|----|----|
| I trusted that most members in my section would accomplish a task if I gave it to them | A | A | SA | A | A | SA | A | SA | N |
| I was comfortable being a leader in band | A | A | A | A | A | SA | A | A | A |
| Leadership is a journey, not a destination | A | A | A | A | A | A | A | A | A |
| I delegated jobs and/or responsibilities to others in my section | A | SA | A | SA | A | SA | A | SA | A |
| I purposefully helped others develop as leaders | A | A | A | SA | A | A | A | SA | A |
| As a leader, I accomplish tasks by looking at what is directly in front of me and accomplishing that before I move on | SA | SD | SD | SA | SA | SA | SA | SA | SD |
| As a leader, I accomplish tasks by looking at everything that needs to be accomplished and prioritize the order | A | A | A | A | SA | SA | A | SA | A |
| I am open to developing my leadership | A | A | A | A | A | A | A | A | A |
| I thought about the long-term condition of the band and my section | A | A | A | A | A | SA | A | A | A |
| My leadership skills in band spread to other areas | A | A | SA | A | A | SA | A | A | A |
| Because of my position in band leadership, I am comfortable being a leader in other areas/classes | A | A | A | A | A | A | A | A | A |

Appendix J - Leadership Titles

The titles and job descriptions were taken from the marching band's "2019 Member Handbook."

Drum Major

- Highest ranking student member of the band.
- Work directly with staff and directors to lead rehearsals.
- Teach marching and playing fundamentals to the band.
- Make sure that the band looks and sounds great!

Head Section Leader

- Primary spokesperson for the section.
- Has the final word in any section decisions both on and off the field.
- Answer any questions from rookies and other band members.
- Promote leadership qualities and give everything maximum effort.
- Ensure that all uniforms and instruments are well maintained.
- Ensure that the section looks and sounds good at all times!

Music Instructor

- Conduct music sectionals and warm-ups for your group.
- Address errors in the band and make corrections.
- Assign part placement to members of the band.
- Address anything and everything great!

Marching and Maneuvering Instructor

- Conduct marching sectionals and on-field marching warm-ups
- Address proper posture and form to make sure the band sounds great.
- Fix errors in drill charts and parade formations.
- Address anything and everything to make sure the band looks great!

Assistant Section Leader

- Assist the Head Section Leader in any way needed.
- Act as a positive role model to all members of the band.
- Carry out orders as needed and take command in lieu of other leaders.

Appendix K - Developing Students' Leadership Abilities

Selecting Leaders:

- It is vital to understand what students know about leadership.
 - Within the group of leaders, attempt to create a balance of older and younger leaders. This will allow older leaders to be models for the younger ones as well as train them in responsibilities and traditions.
- Know what motivates individuals towards becoming an effective leader for their peers.
 - Feelings of responsibility, desires to influence others, and giving back to the band will motivate students to overcome challenges in leadership.

Before Season:

- Establish a leadership team culture.
 - Students need to feel supported in the team, bonded through shared experiences.
 - Students can receive advice, encouragement, and guidance from peer leaders.
- Establish clear responsibilities for the leadership positions.
- Hold a leadership training session to provide students with knowledge (stories/metaphors/analogies) that can be helpful in teaching and motivating their peers.
 - This builds students' confidence and excitement entering the season.

In-Season:

- Training during the season is crucial to build self-awareness.
 - Students need to reflect on what has happened, how they have developed, and what needs to happen moving forward.
- Set clear guidelines for how student leaders should handle conflict with their peers and encourage leaders to work through conflict when possible.
 - Students will gain a better understanding of their peers as well as gain confidence as they overcome conflict and recover after failure.
 - Be respectful and acknowledge each party involved in the conflict, then move forward in a positive light.
 - Some conflicts will need staff guidance; therefore, be sure leaders feel they can come to staff with those concerns.
- Provide student leaders the freedom to display leadership and potentially fail/recover.
 - Examples: running music and marching sectionals, holding section meetings, deciding on a section schedule within the parameters of the band schedule, creating horn moves, etc.
- Trust and support student leaders.

Post-Season:

- Take the time to reflect on the season.
 - How did students change and grow in leadership behavior and understanding?
 - How did the leadership effect those around them?
 - What are areas that need to be improved for the next season?