

NEW EMPLOYABILITY
within
SELF-LEADERSHIP IN MUSIC ACADEMIC PROGRAMS



news
in
map



Conservatorio
Santa Cecilia



Royal Irish
Academy of Music



European
University Cyprus



Association Européenne des
Conservatoires, Académies de Musique et
Musikhochschulen (AEC)

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NEWS in MAP

IO7: Achievement of Explicit and Metacognitive Engagement of the Students/Trainers

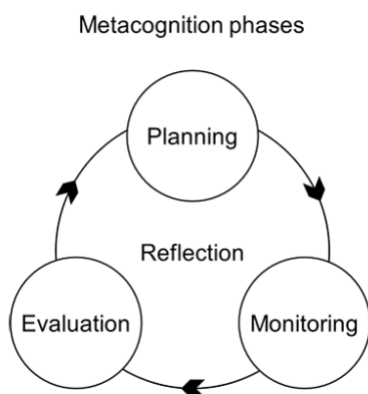
Leading Institution: Royal Irish Academy of Music

Sarah Sew, Vourneen Ryan, Mark Mahoney, RIAM

Introduction

As the landscape for musicians continues to change drastically, preparing students for the challenges they will face in the music profession is more important than ever. Through “thinking about thinking” metacognition enables students and trainers to self-reflect, self-assess and self-regulate their own learning.¹ The ability for a musician to plan their own journey, actively problem solve and habitually self-evaluate are key aspects in the development of self-leadership.

FIGURE 1. METACOGNITION PHASES



Source: “Getting started with Metacognition” from Cambridge International Education Teaching and Learning Team²

The NEWS in MAP team opted to present these examples primarily in video format published on a YouTube channel. As the sharing of video content increases dramatically, reflective engagement with

¹ For further information on metacognitive self-regulation refer to *Encouraging Metacognition in the Classroom* from Yale’s Poorvu Center for Teaching and Learning
Visit: <https://poorvucenter.yale.edu/MetacognitioninClassrooms>

² <https://cambridge-community.org.uk/professional-development/gswmeta>

video material through vlogging, interview and presentation activities offers a useful method for self-reflection while also creating an easily accessible interface to engage with audiences and collaborators. Multinational technology conglomerate Cisco recently declared that “Globally, Internet video traffic will be 82% of all consumer Internet traffic by 2022, up from 73% in 2017”³. In reference specifically to education, a 2015 study conducted by New York based software company Kaltura stated that “Video is permeating our educational institutions, transforming the way we teach, learn, study, communicate, and work” and found that “93% of respondents believe that video improves the learning experience”⁴.

The videos created by students and trainers were presented on a YouTube channel and curated into playlists in 3 sections:

1. Self-Reflections on Leadership

Personal reflections from students and trainers on leadership

2. Know Yourself – Brand Yourself: A NEWS in MAP Self-Leadership Module

Students and trainer take the viewer through an example class from the NEWS in MAP course content book via a series of videos with accompanying worksheets.

3. Vlogs and Podcasts

Students create a range of vlogs and podcasts, offering an insight into their artistic interests, thoughts and musical lives from countries around the world.

The NEWS in MAP team additionally created a variety of other metacognitive examples including reflective portfolio activity, self-assessment exercises, competitions promoting entrepreneurship, reflective presentations, panel discussions, interviews and research activity.

³ VNI Complete Forecast Highlights (Cisco, 2018)

Download report: https://www.cisco.com/c/dam/m/en_us/solutions/service-provider/vni-forecast-highlights/pdf/Global_Device_Growth_Traffic_Profiles.pdf

⁴ The State of Video in Education 2015, A Kaltura Report (2015)

Download report: https://site.kaltura.com/rs/984-SDM-859/images/The_State_of_Video_in_Education_2015_a_Kaltura_Report.pdf

1. Self-Reflections on Leadership

In a series of video reflections, the Royal Irish Academy of Music (RIAM), Conservatorio di Musica “Santa Cecilia” di Roma (CMSCR), European University Cyprus (EUC) and Yaşar University asked students and trainers to consider the role of a leader; the qualities, knowledge and skills needed to become an effective leader; and the role of self-awareness in developing self-leadership.

The following questions were asked:

What does leadership mean to you?

Why is it important for students to develop their leadership skills?

Can you share your experience of being a woman in leadership?

Considering the gradual transition from "being able" to "being a leader", in a musical context who is a leader and what is their role?

Does self-awareness help a person to become a leader?

Should a leader also be a mentor to themselves?

Video reflections by students and trainers:

→ [Watch the video playlist of Self-Reflections on Leadership](#)

Quotes from respondents:

“I believe that self-awareness is essential to be a good leader. In my opinion the true leader is not the strongest or the best, but is one who helps others to be stronger and better. A true leader knows how to listen to others and acts with understanding and empathy. He/she aims for cooperation rather than competition. Awareness is key, because a leader must be able to identify all aspects of a work environment. In addition to this, he/she must be able to assess the importance [of the environment] and to maintain control at all times.”

Giulia Deda

“Leadership is enabling those around you to get the most out of themselves.”

Peadar Ó Loinsigh

“During my studies, I have always asked myself whether having a convinced self-awareness, planning future events with a watchful eye on the present, can play a

decisive role in the development of the figure of a leader (...) Being aware of who you are and having the goals you set yourself clearly, helps significantly to bring out and consolidate your leadership."

Oliva Benedetto

"A leader is not always what it seems (...) Leadership is actually in a lot of different places. It is important for students to develop leadership because it boosts your own confidence, you meet new people, it builds your network, you identify your own strengths and weaknesses which facilitate your own personal growth and I think this is conducive to making us better musicians"

Jenna Raggett

"Leadership is about evaluating your resources and the capabilities of the people in the group you are leading."

Sefa Kuşçu

"We should not focus solely on our strengths but also on our weaknesses to always improve maintaining a creative and stimulating environment. Also, there should be a free flow of opinions and feedbacks between the leader and his collaborators. At the same time, the leader must have a lot of faith in their own ideas, expose them and assert them clearly without ever being presumptuous or bullying other collaborators. Finally, I stress again that a good leader must have a strong ability to collaborate and always strive to motivate his colleagues in order to achieve maximum results and the set goals."

Erminia de Meo

"In fact, it is necessary to work on yourself to discover what one's skills and abilities are, abilities that belong to the person as a baggage of innate qualities. This to be able to deepen them and develop them to the fullest."

Silvio Barbanera

"It is important [for a leader] to hear everyone's voices and be democratic"

Nicolas Argyrou

One of the fundamental traits that distinguish a good leader is the ability to be a mentor of oneself, meaning the ability to become aware of one's strengths or weaknesses in order to exploit them to improve oneself. Knowing how to do this sort of self-diagnosis well, also means starting to observe from day to day what is happening around us as if it were all new. The leader commitment in improving his own self-diagnosis and evaluation capacity, however, must be accompanied by an equal willingness to be evaluated and judged by others. In fact, this judgment

combined with a good self-assessment ability will allow leaders to improve each time. For these reasons, the leader must first and foremost be his own mentor.

Giulia Deda

“When it comes to leadership, the gender dimension is what really matters (...) If we consider leadership as an assumption of responsibility...many people are used to being leaders, but if we take leadership as a power of decision, in music hierarchies, men are still getting the highest positions. For this, we should answer the question, what does leadership in music make possible?”

Carla Conti

“The leader is undoubtedly an exemplary figure and a model to aspire to and to imitate. I say this because being a good leader means knowing how to guide a group of collaborators towards a common goal and through defined strategies. With this, growth can be achieved not only in the professional sphere but also from a human point of view and as individuals. In my opinion, we can always learn a lot from our colleagues. Among the various skills and competences, the awareness of oneself and one's team is what a good leader should have in any area, such as music, school, or business.”

Erminia de Meo



2. Know Yourself – Brand Yourself: A NEWS in MAP Self-Leadership Module

In Chapter II of the NEWS in MAP course content book ([IO5: “News in Map: A Guide to Self-Leadership in Higher Music Education”](#)⁵), Vourneen Ryan (RIAM) outlines how to identify and align core values and strengths with career objectives. The following video series presents exercises from the personal branding workbook ‘Know Yourself, Brand Yourself’ developed by the RIAM. The videos feature Vourneen Ryan with RIAM students: pianist Rachel O’Hara, violist Lucy Varney and flautist Michael Noonan.

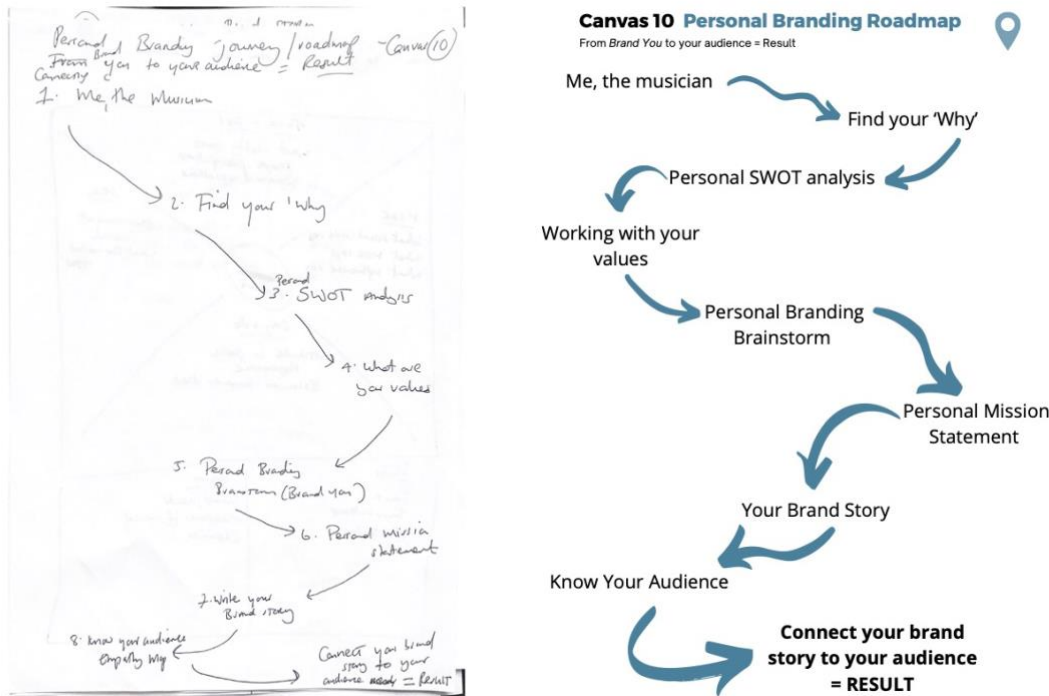
Playlist of videos:

→ [‘Know Yourself – Brand Yourself’ Video Playlist](#)

Accompanying Personal Branding workbook:

→ [‘Know Yourself – Brand Yourself’ workbook](#)

FIGURE 2. EXTRACT ILLUSTRATING DEVELOPMENT OF PERSONAL BRANDING WORKBOOK



Hand-drawn exercise developed by Vourneen Ryan (left) and digitized by Mark Mahoney (right), RIAM

⁵ For full bibliography of NEWS in MAP Self-Leadership modules, refer to IO5 Guidance and Course Content book: <https://www.newsinmap.eu/wp-content/uploads/2022/06/2022-06-13-susanni-book.pdf>

Introduction Video: Know Your Self, Brand Yourself

Finding our authentic musician self requires us to engage in regular reflective practices. The career of a musician is a lifelong journey with many twists and turns along the way (Ann, 2007). Having a strong awareness of one's purpose, core values and strengths can help us navigate this bumpy ride (Baumgardner, 2019).

Understanding ourselves can be our anchor when the seas around us get stormy and we go off course. Understanding ourselves is also necessary as we navigate the arena of social media marketing, funding, concert promotion, self-management and audience development. In order to communicate our message/offering to others effectively we must have complete clarity around who we are as musicians, what story we have to tell, why we want to tell it, why society should care and why we care (Sinek, 2009).

Video 1: Me, the Musician

As professional musicians, many of us start playing music at a young age and continue through the exam/competition/assessment system until we reach a point where, as adults we may decide to pursue a career in music. The journey to get to this point is guided primarily by our principal study teacher. We spend valuable time honing our craft, perfecting our technique, developing musically, and priming ourselves for performance. However, we rarely have the chance to reflect on the following questions:

Who am I?

What do I do?

Why do I love music?

How do I like to play music?

Where do I like to play music?

Refer to exercise 1 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 2: Find your 'why'

Simon Sinek (2009) in his book 'Start with Why' compared the two main ways to influence human behaviour: manipulation and inspiration. Sinek argued that inspiration is the more powerful and sustainable of the two.

Sinek (2009) believed individuals are inspired and motivated by a sense of purpose (their "Why"), more than "How" or "What". Sinek calls this process *the golden circle*.

Refer to exercise 2 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 3: Personal Swot Analysis

The SWOT analysis tool was created by business gurus Edmund P. Learned, Kenneth Andrews, C. Roland Christensen and William D in the 1960s. The analysis tool can help assess a person's Strengths, Weaknesses, Opportunities, and Threats. This kind of simple analysis structure can provide useful career guidance as it looks at internal and external factors. Its main purpose is to develop identified strengths, be aware of weaknesses, exploit opportunities and plan to minimise threats. A SWOT analysis focuses on the 4 elements included in its acronym.

There are many benefits and advantages of using the SWOT Analysis tool for personal career development. Some of the most common benefits of conducting a personal SWOT analysis are as follows:

- Helps to develop strategies to attain your goals
- Shows where you currently stand on your career path.
- Boosts your career, life and personality.
- Helps to understand yourself.
- Explores your strengths and weaknesses.
- Enhances your human skills.
- It helps you understand your preferences and personality traits.
- Focuses on your attitudes, abilities, skills, capabilities and capacities.

Refer to exercise 3 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 4: Values

Values are who we are. Not who we would like to be, not who we think we should be, but who we are in our lives, right now. Our values serve as a compass pointing out what it means to be on the right path for us. They are the ‘hot buttons’ that drive all your behaviours and are your unconscious motivators and de-motivators (Whitworth, 2007). When we align our values with our career objectives on a regular and consistent basis, our life as a musician can be fulfilling and enjoyable. Being aware of your core values can bring you closer to your career goals and objectives.

Refer to exercise 4 from the personal branding workbook ‘Know Yourself, Brand Yourself’

Video 5: Creative Manifesto

Writing a personal Creative Manifesto helps us to connect with our values, strengths, and purpose.

I love –

I believe –

I am committed to –

Refer to exercise 5 from the personal branding workbook ‘Know Yourself, Brand Yourself’

Video 6: Personal Branding Brainstorm

Building your personal brand is an important aspect of being a professional musician. There are so many wonderful musicians around the world doing amazing things. But how do you get noticed? It is useful to have a clear idea of who you are and what message you want to communicate, in other words, your brand. In both our look-at-me influencer culture and the evolving job market, it’s both helpful and necessary to stand out when applying for a position or starting your own business (Baumgardner, 2019).

Your brand is your reputation. Each interaction you have with others can create an experience, communicating what you have to offer. To build a strong reputation, it is important to be consistent with your message. Your brand is your personal calling card, an authentic representation of who you are and what you have to offer.

Building your personal brand will define your individuality and help create future opportunities and new audiences (Baker, 2013).

Before embarking on a personal branding campaign, it is essential to develop clarity around your personal brand (Osinski, 2017).

Refer to exercise 6 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 7: Personal Mission Statement

A personal mission statement defines who you are as a person and identifies your purpose and vision. It explains how you aim to pursue that purpose, and why it matters so much to you (Baumgardner, 2019).

Refer to exercise 7 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 8: our Brand Story

Stories connect us as human beings. They create meaning by lending emotion to objects and experiences. They teach us lessons by the sharing of experiences, and they track the arc of transformation. Stories hold our interest and attention, and they are essential tools to develop and advance the relationship between You and Your Audience (Osinski, 2017).

Refer to exercise 8 from the personal branding workbook 'Know Yourself, Brand Yourself'

Video 9: Know Your Audience

To understand our audiences/followers and what their needs are, we need to walk in their shoes. Design thinking can help us empathise with their needs, desires, and wants.

Design thinking is a method of creative problem solving used to produce productive solutions to practical problems. Originally used primarily for solving design issues, this method of thinking is now used to tackle problems in a wide range of settings, including business, sport, and life design. At its core, design thinking involves using creative thinking and models to offer a range of innovative solutions to a given problem (Lee, 2018).

Refer to exercise 9 from the personal branding workbook 'Know Yourself, Brand Yourself'

3. Vlogs and Podcasts

“Social media vlog packed in project-based learning can be an alternative to an innovative learning model, and is able to increase the creativity of learners.”

Utilization of Social Media Vlog to Enhance Creativity Students in Project Based Learning (Sahara et al., 2018)⁶

Students from RIAM, CMSCR, EUC and Yaşar University created their own vlogs and podcasts to give an insight into their interests, thoughts and musical lives from in countries around the world.

The varied content created included musical “how-to” education vlogs, daily vlogs showing the lives in musicians in different environments, reviews and opinion pieces. In addition to developing communication skills, the act of vlogging and podcasting enhances both entrepreneurial and self-reflection skills, central to the development of self-leadership.

FIGURE 3. EXAMPLE OF COURSE MATERIAL TEACHING VLOGGING AND PODCASTING



Extract from slides by Brendan Breslin (RIAM) teaching vlogging and podcasting projects for C2 Mosso con brio

⁶ Paper accessible via <http://digilib.uinsgd.ac.id/13107/1/AP-25900598%20Sahara%20&.pdf>

Educational Mini-Vlogs

[Quick Voice Tips with Styliani](#) – Episodes 1, 2 & 3

Styliani Papadamou (EUC) shares her musical knowledge and offers voice tips to teach her audience.

[Yagmur on Jazz Vocals](#) – Episodes 1, 2 & 3

Yagmur Sena Mete (Yaşar University) shares her experiences as a jazz vocalist, including practical tips on how to use technology to transcribe and memorise solos.

A Day in My Life Vlogs

[Tala's Vlog](#) – Episodes 1, 2 & 3

Tala Akkawi (EUC) vlogs on student life for a musician studying remotely in lockdown. Tala documents her return home to Jerusalem following lockdown in Cyprus.

[Giulia's Vlog](#)

Giulia Deda (CMSCR) shows a day in her life as a music student studying remotely during Rome's lockdown.

Behind the Scenes

[Jenna and Niamh's Industry Placement Vlog](#)

Jenna Raggett and Niamh Huethorst (RIAM) vlog their experience of RIAM Philharmonia Orchestra performing alongside Irish Baroque Orchestra with behind-the-scenes footage and interviews.

Reviews and Opinion Pieces

["Music for Thought" Podcast with Styliani and Lorenzo](#)

Styliani Papadamou (EUC) and Lorenzo Di Ionna (CMSCR) discuss musician unemployment, hope and solutions. They look at opportunities to connect internationally with colleagues and new audiences through the Erasmus+ scheme and modern technologies.

[Lorenzo's Vlog](#) – Episodes 1, 2 and 3

Speaks about his experiences in the World Music Competition in Kerkrade and his thoughts on how to learn a new musical score and relax with music.

4. Further Metacognitive Engagement Examples

In addition to the content displayed on the NEWS in MAP YouTube channel, the NEWS in MAP team created varied content encouraging metacognitive engagement and self-regulation. A selection of examples are detailed.

Reflective Portfolio, RIAM

RIAM students assembled a reflective portfolio containing:

- Reflections on their learning in masterclasses, rehearsals, concerts, lessons, auditions
- Inspiring performances or experiences accompanied by short reflective writing pieces
- Feedback from internal and external auditions, competitions and exams
- Letters written to concert promoters, professionals, funding bodies etc.
- Interesting links, articles, videos, resources
- Diary of performances, programme notes
- Teaching material and resources
- Self-promotion material – CV, biographies, website, promo videos, social media pages

→ [See an example of a Reflective Portfolio](#) (Jenna Raggett, RIAM)

Soundtracks and Website restyling

To enhance self-leadership and entrepreneurship, the NEWS in MAP team launched two student competitions:

1. The creation of soundtracks for cartoon and comics on the NEWS in MAP website

The soundtrack competition was linked to composition modules and activities, creating a competitive gamification aspect to traditional composition classes. Gamification is described in Chapter I of the NEWS in MAP [guidance and course content book](#) (IO5).

See the playlist below for winning soundtrack compositions:

→ [Student-created soundtracks for cartoons and comics](#)

2. Restyling of the NEWS in MAP website

The website restyling competition related to NEWS in MAP's C3 *Let's Create the Future with Music* course, which focused on a website development project through cooperative learning models.

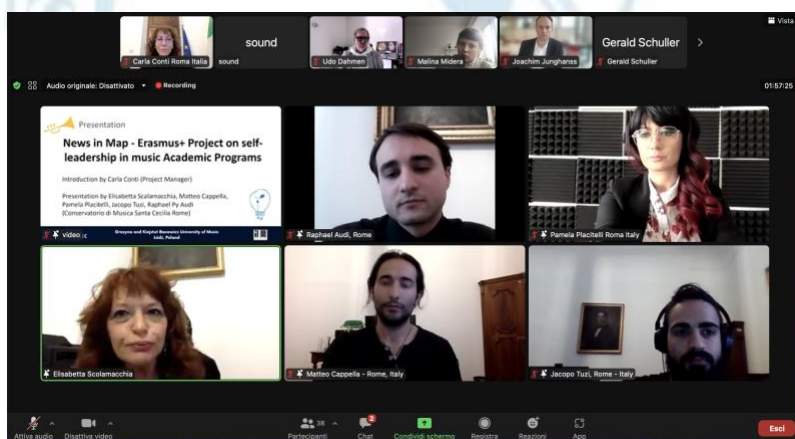
View the website restyled by Yaren Tarimer (Yaşar University):

→ <https://newsinmap.eu/>

Reflective Presentations, Interviews and Research

At the AEC's Pop & Jazz Platform 2022, students from CMSCR reflected on their learning during NEWS in MAP courses and activities in a group presentation and interview.

→ [Read Matteo Cappella's interview](#)



Elisabetta Scolamacchia (CMSCR) writes her dissertation on *Didactics of Music Education: Adolescents in chorus and a confrontation among conducting styles. A relationship-oriented perspective*.

Elisabetta reflects on her experience during NEWS in MAP and considers the concept of leadership and meta-cognitive skills related to the musician.

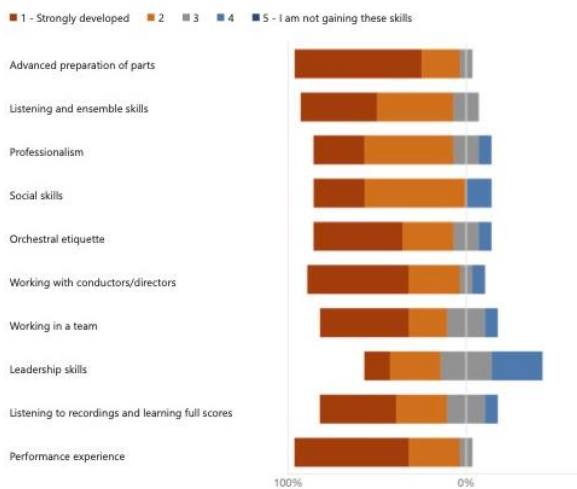
→ [View Elisabetta's abstract, table of contents and bibliography](#)

Orchestral Self-Assessment Survey, RIAM

In order to enhance metacognitive learning, RIAM re-evaluated their approach to orchestral assessment. Students completed a self-assessment survey to reflect on their orchestral learning, achievement and graded themselves based on their answers to a series of questions and grading criteria.

FIGURE 4. EXTRACT FROM RIAM'S ORCHESTRAL SELF-ASSESSMENT

3. Consider your participation in RIAM Orchestral Projects (Philharmonia, Opera Orchestra, other Performance Spotlight Week Orchestral Projects) this past academic year and rate the development of your skills in the following areas.



Extract from results of the pilot orchestral self-assessment designed by Sarah Sew (RIAM) in collaboration with orchestral students.

Category A 100% Meticulous preparation, professional attitude, excellent musicianship

Category B 80% Very well prepared, good attitude, strong musicianship

Category C 60% Prepared, showing diligence and satisfactory musicianship

Category D 40% Acceptable preparation, reasonable attitude and evidence of musicianship

Category F Fail Inadequate level of preparation, unprofessional attitude, limited musicianship

Self-assessment grading categories

Responses to self-assessment questions in Figure 4 highlight the challenge of developing leadership skills in the formal structure of an orchestra where there are few formally designated leadership positions. Future possibilities to enhance leadership amongst more students include exploring leadership skills in non-formal leadership positions (e.g. section positions), re-examining leadership roles in formal hierarchies and introducing string section rotation as a learning tool.

Gender in Orchestral Leadership Panel Discussion, RIAM

The RIAM presented an online workshop which shines the spotlight on the issue of gender in orchestral leadership. Featuring musicians from the RIAM, London Symphony Orchestra and RTÉ National Symphony Orchestra, the online panel discussion explored topics including the reasons to implement blind auditions and gender balance in the orchestral profession, stemming from RIAM's research into gender in leadership⁷, as part of NEWS in MAP.

→ [Listen to the panel discussion on Gender in Orchestral Leadership](#)

⁷ IO2: Comparative Country Analysis on Leadership in Music Employability
<https://www.newsinmap.eu/wp-content/uploads/2021/01/NEWS-in-MAP-IO2-report.pdf>