**DATE:** Saturday, June 4th, 2016

**CLASS TITLE: *Truth or Consequences***

**CLINICIAN:** Harriette Walters

**CLASS CONTENT:** The *process* for identifying values, behaviors, vision, etc.

**AUDIENCE:** Region 16 Chorus Administrative Leaders

**AUDIO LINK:**  <https://app.box.com/s/hot1riqie29eo7b3fxe8sgwo8l9opor8>

**Blue (Pages 2 & 3) = Notes taken at this class Black (Page 3) = From Harriette**

CORE VALUES DEFINITION (review from “How to Get Unstuck” class)

* Define beliefs, standards and acceptable behaviors.
* Guide and govern the decisions and actions of individuals and organization.
* Shape the organizational culture and the behavior and actions of all who are associated with it.
* Provide the framework for decisions, priorities and actions.

THINGS TO KEEP IN MIND

* Seeing the Core Values it on paper and talking about it is very unifying (even if they don’t end up being that different than what we thought our values were to begin with.)
* Put all the brainstorming items through the Core Value filter.  (Some fit as Core Values and some do not.) We must reconcile with the group that we have the right words that everyone can live with.
* The desired outcome is to end up with 5 or 6 core values that describe who your chorus is/will be over the next 5 years.
* Identifying Core Values is time very well spent.  Once they are established, you have a framework for everything.
* Everyone buying in to Core Values, etc. doesn't happen overnight. We, as leaders, must have the courage to make it happen as far as everyone following the core values.
* We leaders must also be committed to changing our behaviors to live the Core Values.
* People who walk in to your rehearsal hall should be able to *feel* your Core Values without you even saying the words.  I.e. they will experience the behaviors and actions that come from our Core Values.  New people coming in will either buy in or not based on their observations.
* Q: What is the difference between the Mission Statement and Core Values?

A: Core Values should be *part* of the Mission Statement.

* Core Values should be posted on your website.  They don't even need to be labeled "Core Values."

METHODS

There are 2 ways of handling the Core Values discussion/exercise:

1. Start brainstorming process with Music Team & BOD/Management Team and *then* go to chorus OR
2. Skip the leadership brainstorming phase and go directly to the chorus Core Values discussion.

CORE VALUE CLASS BRAINSTORMING

*Core Values*

|  |  |
| --- | --- |
| Commitment  Trust  Integrity  Respect  Honestly  Charitable (i.e. that we are there to serve)  Competitive | Empowering  Passion  Authenticity  Community  Personal Responsibility (includes financial responsibility)  Love (Love what?  Love to sing?  Love each other? All of these? )  Musical Excellence |

*Not Core Values* (These will instead fall under a core value/are a result of a Core Value): Unified, Confidence, Personal Responsibility

WHAT DO THE PRECEDING CORE VALUES MEAN TO YOU?

* Trust - Trust that we're on the same page
* Integrity - Walk your talk, be fair, respect, understand differences, be good to one another
* Empowering - To feel your have the ability to contribute and your voice will be heard
* Personal Responsibility - In all things, understand and do what's asked of you.  Be self-motivated.  We shouldn't have to remind people to do anything.
* Passion - Energy, commitment
* Musical Excellence - Attend all coaching sessions, being prepared to learn, personal accountability, etc. (Note:  Musical Excellence should be all the time vs. just at contest time. If people are buying into all of this all year 'round, the work should get more even throughout the year and not just at contest time.)

VISION

* After the Core Values are ranked, the next step is to develop a Mission Statement and Vision
* A successful Vision should convey what the future should look like and set your organization apart from others.  (So, when people hear your chorus name, they know exactly who you are and why.) Positive and inspiring, it should appeal to the long-term interests of all your major stakeholders (your chorus members.) It should be focused and clear so people should find it easy to understand and communicate.  A Vision should be realistically high, attainable and it should have reach which causes people to stretch.  It should be vivid and spark commitment and ownership in all who are involved in realizing the Vision.
* Again, if Musical Excellence is part of your Vision, it should be all year vs. only competition-based.

BEHAVIORS

* After the Vision Statement has been created, then we next start talking about the behaviors and tying them back to the Core Values
* Behavior examples:
  + Talking on the risers
  + Arriving Late
  + Being unprepared
  + Walking on and off the risers
  + Not focused

SOME PRACTICES OF EXEMPLARY LEADERSHIP:

1. Model the way - Set a personal example, clearly communicate expectations, etc.)
2. Inspire a shared vision - Leaders cannot command commitment, but must inspire it by getting people involved in things, talk about the future, higher meaning and purpose of what you're doing every day.
3. Challenge the process - Challenge the status quo.  Mediocrity will not yield sustainable, long-term results.  Continually look for new ways of doing things.  Challenge people.
4. Your number 1 asset is human capital - Strengthens everyone's capacity to get the job done.
5. Actively encourage diverse points of view
6. Encourage the heart - Continually give people credit and recognition.

MISCELLANEOUS ATTENDEE COMMENTS:

* Therese Antonini has a list of 100-150 words you feel about your chorus/that you like about your chorus.  The results of this key descriptor ‘survey’ can go to the Music Team and BOD/Management Team, and then these leadership bodies can take it to the chorus.
* ‘Chorus is (Monday) night for the rest of your life.’
* Greater Nassau has a zero tolerance policy for negativity
* A humorous approach to undesirable behaviors – For example, winner of award for the last on the risers at rehearsal, etc.

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| --- | --- |
| **Belief System**   * **Vision** * **Core Values** * **Mission** * **Culture** | **Balance**   * **Tend to State of Mind** * **Tend to State of Management** * **Lifestyle Goals** |
| **Strategic Planning**   * **Analysis** * **Objectives** * **Action Items** * **Governance (Authority, Accountability, Autonomy)** * **Strengths** * **Weaknesses** * **Opportunities** * **Threats** | **Everyone has value.**  **Anyone can be reinvented or rediscovered.**  **Everyone needs and deserves to be validated.**  **When properly motivated, people rise to occasion and exceed expectations.**  **Be in Control, not Controlling.**  **Create Space for Failure** |
| **3 As YIELD 3 Ps**   * **Authority Producers** * **Accountability Problem Solvers** * **Autonomy Peace Makers** | **Leadership is Behavioral**   * **Honest** * **Forward Looking** * **Inspiring** * **Competent** |

* **WORKSHOP within each Chorus to address Core Values, Culture, Vision, Mission today and going forward.**
* **WORKSHOP to understand how to begin here, to set and achieve goals, while managing any and all obstacles that may present themselves along the way.**