

DEVELOPMENT OF MUSICIANS' LEADERSHIP COMPETENCES IN THE SYSTEM OF PROFESSIONAL TRAINING

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Abstract. The article substantiates the role of leadership competences in the professional activity of musicians, presents the structure and components of leadership competences of musicians. The author points out the ways of leadership competences development in professional training of musicians in the system of higher education, defines the methods of leadership competences formation assessment.

Keywords: musicians' leadership competences, structure of leadership competences, professional training of musicians, music education, methods of assessment of leadership competences.

РАЗВИТИЕ ЛИДЕРСКИХ КОМПЕТЕНЦИЙ МУЗЫКАНТОВ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

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Аннотация. В статье обоснована роль лидерских компетенций в профессиональной деятельности музыкантов, представлена структура и компоненты лидерских компетенций музыкантов. Автором указаны пути развития лидерских компетенций в профессиональной подготовке музыкантов в системе высшего образования, определены методы оценки сформированности лидерских компетенций.

Ключевые слова: лидерские компетенции музыкантов, структура лидерских компетенций, профессиональная подготовка музыкантов, музыкальное образование, методы оценки лидерских компетенции.

In today's dynamic and interconnected world, musicians are expected to possess not only exceptional musical skills but also strong leadership competences. The university educational process plays a crucial role in shaping these competences, as it equips students with the necessary tools to excel as musicians and leaders in various contexts. The concept of musicians' leadership competences in the university educational process refers to the recognition that in addition to musical proficiency, musicians, particularly those undergoing education at the university level, should also develop a set of leadership skills and attributes. These competences are essential to prepare them for successful careers in

the music industry and beyond. Musicians' leadership competences encompass a wide range of abilities, including effective communication, teamwork, adaptability, problem-solving, and emotional intelligence. These skills enable musicians not only to excel in their musical performances but also to guide and inspire others within the context of musical endeavors, whether it be leading an ensemble, collaborating with fellow musicians, or engaging with diverse audiences.

In the university educational process, the development of musicians' leadership competences is integrated into the curriculum and pedagogical strategies. This can involve dedicated courses or modules that focus on leadership development, experiential learning opportunities such as ensemble leadership roles, mentorship and coaching from faculty members and industry professionals, as well as self-assessment and reflection exercises. The assessment of these competences may involve clear rubrics and criteria specific to leadership skills, peer and self-evaluation, and the maintenance of a leadership portfolio to showcase students' growth in leadership abilities.

Ultimately, the concept of musicians' leadership competences recognizes the multifaceted nature of a musician's role in today's music industry and seeks to equip students with the skills and attributes needed to not only excel musically but also to navigate the complexities of the profession and make a meaningful impact as leaders and innovators.

Musicians' leadership competences include a wide array of skills and attributes that enable them to guide and inspire others within the context of musical endeavors. These competences go beyond musical proficiency and encompass aspects such as communication, teamwork, adaptability, problem-solving, and emotional intelligence.

Musicians' leadership competences are highly relevant in today's music industry, which requires artists to navigate a complex and competitive landscape. Leadership skills enable musicians to manage ensembles, collaborate effectively with fellow musicians, communicate their artistic vision, and engage with diverse audiences.

Universities can incorporate leadership competences into their music programs by integrating courses or modules specifically focused on leadership development. These courses should cover topics such as communication, conflict resolution, project management, and entrepreneurship, all tailored to the unique needs of musicians.

Experiential learning opportunities, such as ensemble leadership roles, student-run music organizations, and community engagement projects, «...provide students with practical experiences where they can apply and refine their leadership competences» [1, p. 32].

Effective mentorship and coaching programs can help students identify and develop their leadership potential. Faculty members and industry professionals can provide guidance and feedback to nurture students' leadership competences.

Encouraging students to engage in self-assessment and reflection allows them to recognize their strengths and areas for improvement in terms of leadership competences. This self-awareness can be a powerful tool for growth.

Assessment Methods

Rubrics and Criteria

Developing clear rubrics and assessment criteria specific to leadership competences is essential for evaluating students' progress. These criteria should include observable behaviors and outcomes related to leadership skills.

Peer and Self-Evaluation

Peer and self-evaluation can be integrated into assessment processes, providing students with opportunities to assess their own leadership competences and those of their peers, fostering a culture of continuous improvement.

Portfolio Assessment

Maintaining a leadership portfolio that documents their experiences, reflections, and achievements can help students showcase their development in leadership competences to potential employers or graduate programs.

Musicians' leadership competences are a vital component of a well-rounded music education, preparing students to thrive in the diverse and competitive music industry. By employing pedagogical strategies that emphasize curriculum integration, experiential learning, mentorship, and assessment, universities can empower students to develop and demonstrate these crucial competences. As the music profession continues to evolve, nurturing musicians' leadership skills will be instrumental in ensuring their success and impact in the field.

The structure of musicians' leadership competences in the university educational process can be broken down into several key components, each representing a facet of the skills and attributes necessary for students to become effective leaders in the field of music. Here is an outline of the typical structure [2, p. 107]:

Foundational Musical Competence

This forms the basis for musicians' leadership competences. It includes technical proficiency on their chosen instrument or voice, music theory knowledge, and a deep understanding of musical styles and genres.

Communication Skills

Effective communication is fundamental to leadership. Musicians need to develop strong verbal and non-verbal communication skills for conveying musical ideas, providing feedback, and collaborating with other musicians and stakeholders.

Teamwork and Collaboration: Leadership often involves working within a team, such as an ensemble or band. Musicians should acquire the ability to collaborate effectively, resolve conflicts, and contribute positively to group dynamics.

Adaptability and Problem-Solving

Musicians encounter diverse challenges in their careers. Leadership competences include the capacity to adapt to new situations, think critically, and solve problems creatively, whether in a rehearsal, performance, or career-related decision-making.

Emotional Intelligence

Recognizing and managing emotions, both their own and those of others, is crucial for musicians in leadership roles. This skill helps in building positive relationships, handling stress, and making sound decisions.

Entrepreneurship and Business Acumen

Many musicians are self-employed or engage in entrepreneurial activities. Understanding the business side of the music industry, including marketing, financial management, and networking, is essential for leadership in the field.

Artistic Vision and Interpretation

Leaders in music should possess a clear artistic vision and the ability to interpret and convey their artistic ideas effectively to others, whether through performance or composition.

Audience Engagement

Leaders must engage and connect with their audiences. This involves understanding the preferences and expectations of different audience demographics and tailoring performances or projects accordingly.

Leadership Ethics

Ethical leadership is essential in any field. Musicians «should be aware of ethical considerations related to issues like copyright, cultural sensitivity, and the treatment of fellow musicians and collaborators» [1, p. 105].

Self-Reflection and Continuous Improvement

Leadership development is an ongoing process. Musicians should engage in self-reflection, seeking opportunities for growth and learning from experiences and feedback.

Assessment and Documentation

The university educational process may include assessment methods for evaluating students' leadership competences, such as rubrics, peer evaluations, and leadership portfolios.

Mentorship and Guidance

Faculty members and industry professionals can provide mentorship and guidance to help students identify and develop their leadership potential.

The structure of musicians' leadership competences in the university educational process is dynamic and evolves with the changing landscape of the music industry. Therefore, universities must adapt their curricula and pedagogical approaches to ensure that students are well-prepared to excel as leaders in this multifaceted field.

Components of Musicians' Leadership Competences [3, p. 172]

- Foundational Musical Competence. Elaborates on the necessity of a solid musical foundation as a precursor to leadership competences.
- Communication and Articulation Skills. Analyzes the role of effective communication in leadership contexts, encompassing verbal, non-verbal, and musical communication.
- Collaborative Musicianship. Explores the collaborative aspect of leadership, examining teamwork, group dynamics, and conflict resolution.
- Adaptive Problem-Solving. Examines the capacity for adaptive problem-solving, focusing on critical thinking and creative solutions in musical contexts.
- Emotional Intelligence. Analyzes the importance of emotional intelligence in leadership, including self-awareness, empathy, and emotional regulation.
- Entrepreneurial Acumen. Discusses the development of entrepreneurial and business skills to navigate the music industry.
- Artistic Vision and Interpretation. Explores the formation and communication of artistic vision in leadership roles.
- Audience Engagement. Examines strategies for engaging and connecting with diverse audiences.
- Leadership Ethics. Investigates ethical considerations in leadership, including cultural sensitivity and responsible practices.
- Self-Reflection and Continuous Improvement. Analyzes the role of self-reflection in leadership development, emphasizing continuous learning and growth

Pedagogical Strategies:

- Curriculum Integration. Explores the integration of leadership competences into music programs, including dedicated courses and modules.
- Experiential Learning. Analyzes the significance of practical experiences, such as ensemble leadership roles, in leadership development.
- Mentorship and Coaching. Examines the role of mentorship and coaching in nurturing students' leadership potential.
- Self-Assessment and Reflection. Discusses the importance of self-assessment and reflection as tools for personal growth and development.

Assessment Methodologies

- Rubrics and Criteria. Explores the development and utilization of assessment rubrics and criteria specific to leadership competences.
- Peer and Self-Evaluation. Analyzes the integration of peer and self-evaluation as methods for assessing leadership skills.
- Portfolio Assessment. Examines the creation and utilization of leadership portfolios as a means of documenting and showcasing growth.

The conclusion synthesizes the key findings of the analysis, reiterates the significance of musicians' leadership competences, and underscores the importance of

ongoing research and pedagogical innovation to prepare musicians as effective leaders in the evolving landscape of the music industry.

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