

NAMM[®] | U



Grow Your Business

**How to Double Your Lessons
by Retaining Your Students**

We're Losing Them!

- About 32% of all students who take 1 lesson will not take a 2nd lesson.
 - **That's 1 in 3 Students!**
- There is a 62% chance that you will never give a 5th lesson to any 1 student.
 - **Out of 10 new students only 4 of them will get a 5th lesson.**



We're Losing Them!

- 85% of your students will never get a 10th lesson.
- About 1½ out of 10 will continue with you long-term.



Let's Keep Them!

Students that take their 10th lesson have about a 70% chance to take a 50th lesson.



Reasons for Quitting Lessons

- The student 'thinks' they aren't musically talented.
- The student is too busy with other activities.
- The student hates practicing.
- The student doesn't like their teacher.
- For young students, a lack of parental support.
- Loss of interest (No. 1 reason).



It's Up to Us



The real reasons that students quit is often beyond their own understanding. It is up to teachers and parents to create “magical moments” during the year for students to want to continue on their instrument, especially during the early years of study, in order for the child to be successful and stay with their craft.



Anthony Mazzocchi

Impact of Student Drop-Outs To Your Business

- Student retention is one of the biggest challenges preventing music lesson programs from realizing their full potential.
- Student dropouts hinder income for your teachers and your business.
- Losing students impacts merchandise sales.

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RECURRING REVENUE

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5 Strategies for Retaining Students

1. Foster intrinsic rather than extrinsic motivation.
2. Create an addictive learning environment.
3. Build trust.
4. Provide added benefit to the value of the lesson fee/tuition.
5. Utilize technology.



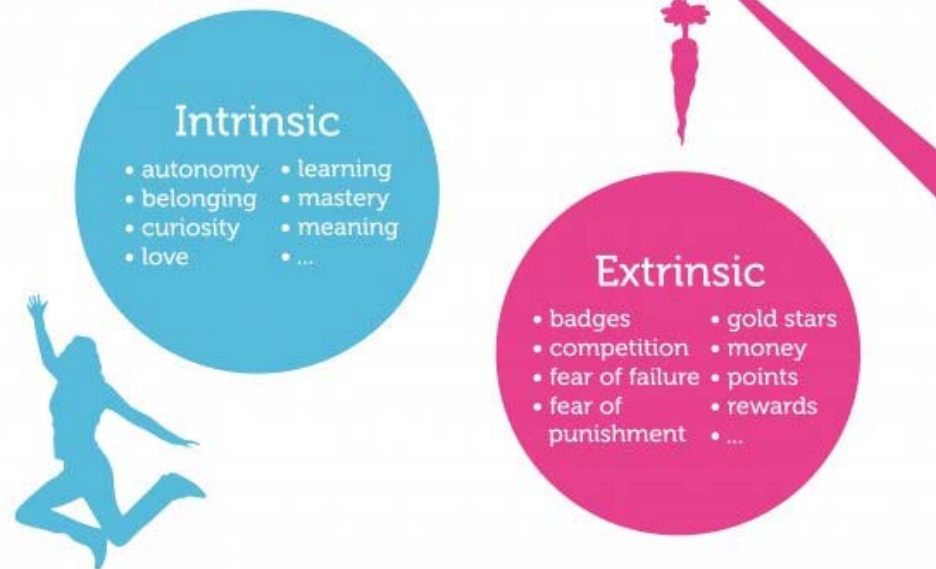
1. Intrinsic vs. Extrinsic Motivation

What motivates human behavior?

Intrinsic

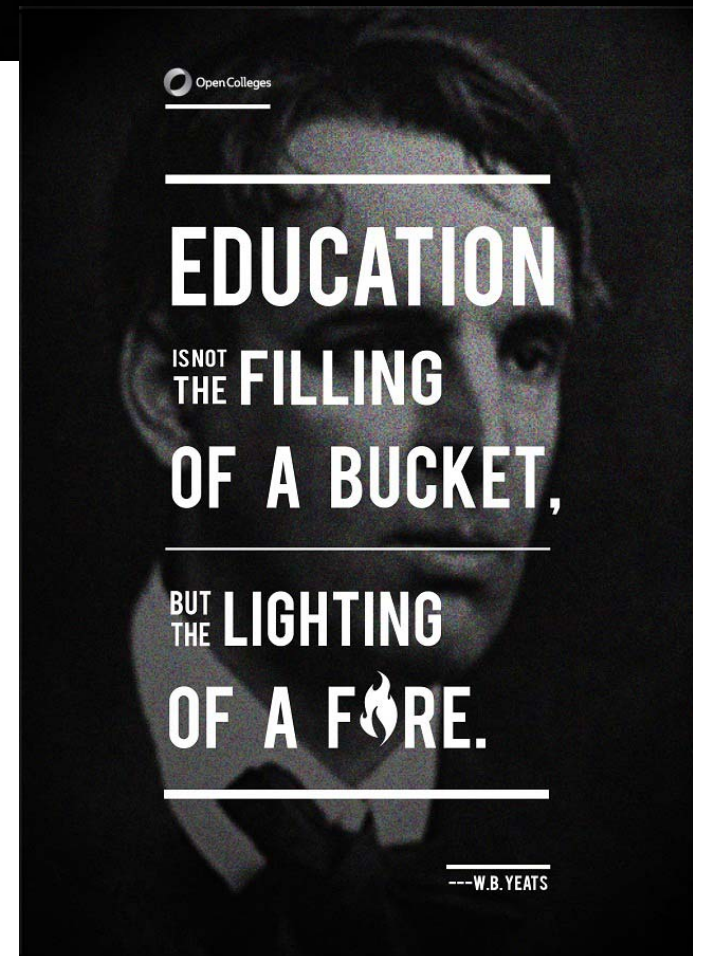
Extrinsic

Types of Motivators



1. Intrinsic Motivation Strategies

- Find passionate teachers.
- Help students feel capable.
- Educate parents on how to be involved.



1. Intrinsic Motivation Strategies

- Let students play music they like.
- Involve the student in planning and setting goals.
- Recognize student achievement.
- Provide opportunities for social contact.



1. Intrinsic Motivation Strategies

- Put them in the spotlight.



1. Intrinsic Motivation Strategies

- Provide opportunities for social contact.
- Put them in the spotlight.
- Play a duet.



2. Create An Addictive Learning Environment

- Make sure your store's vibe is welcoming.
 - Welcome students/parents/families.
 - Create a nice waiting area.
- Provide clean and comfortable studios.



2. Create An Addictive Learning Environment

- Hire great teachers that are passionate and care (and 'get it').
 - Have a great personality.
 - Have the ability to socially connect.
 - Be able to give praise and support.



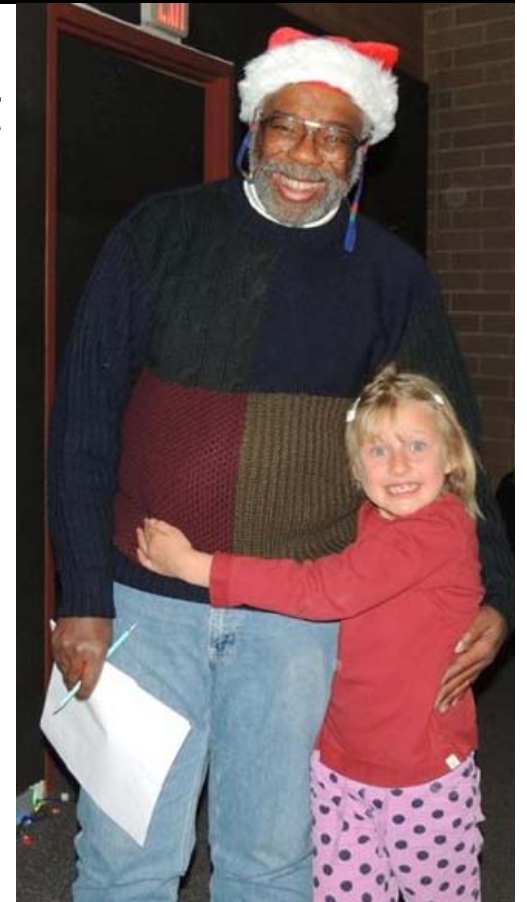
2. Create An Addictive Learning Environment

- Hire great teachers that are passionate and care (and 'get it').
 - Are positive and enthusiastic.
 - Can create a fun learning experience.



2. Create An Addictive Learning Environment

- Hire great teachers that are passionate and care, (and 'get it').
 - They should create anticipation for the next lesson (not fear).
 - It's about the student, not the teacher.



2. Create An Addictive Learning Environment

- Create opportunities to play with others.
- Post successes and activities on social media.
- Schedule 'bring a friend to your lesson' days.
- Keep lessons interesting.



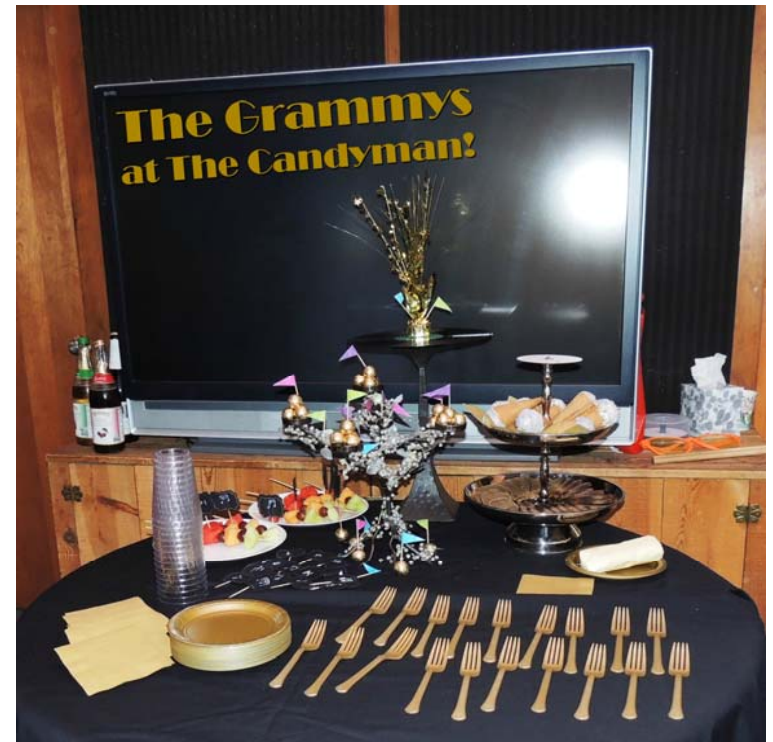
2. Create An Addictive Learning Environment

- Student Showcases
 - Set the tone to be relaxed and fun.



2. Create An Addictive Learning Environment

- Student Showcases
 - Set the tone to be relaxed and fun.
 - Have fun with themes!
 - Have food and beverages.
 - Award raffle prizes.
 - Take photos and videos and post to social media.



2. Create An Addictive Learning Environment

- Student Showcases
 - Have teachers perform with their students.
 - Have teachers collaborate with each other to create simple ensemble performances.



2. Create An Addictive Learning Environment

- Student Showcases
 - Encourages parental involvement.
 - Builds confidence.
 - Allows for skill building.
 - Provides short-term incentive goals.



3. Build Trust

- Make personal connections.
- Involve parents in student progress.
- Make them feel like part of the family.
- Become familiar with student activities and interests outside the lesson.



3. Build Trust

- Have student perform for parent/family.
- Teachers must manage time.
- Subs should stand in for absent teachers.
- Attend student events.



3. Build Trust

- Provide a way to give feedback.
- Have clear and flexible policies and make them accessible.
- Appropriate dress and hygiene are a must.



4. Add Value to Lesson Fees

- Newsletters & Blogs
- Lending Library
- Student Only Area on Website (Student Portal)
- Contests
- Teacher and Student Resource Center
- Student Waiting Area
- Music Folders
- Student Showcases & Performances



5. Utilize Technology

- Streamlines administration and student management.
 - Invoicing and A/R
 - Teacher Payroll
 - Lesson Scheduling and Robust Calendar
 - Attendance & Notes

✓ Attendance & Notes Home > Attendance & Notes

10/13/2017 Columns ▾

Event ▾	Date/Time ▾	Attendance ▾	Notes
Lesson	10/13/2017 9:00 AM	Unrecorded	
Masterclass	10/7/2017 10:00 AM	Present	
Lesson	10/6/2017 9:00 AM	Unrecorded	Student: Eric you are showing amazing progress! Keep it up.
Group Theory Class	9/30/2017 2:00 PM	Present	
Masterclass	9/30/2017 10:00 AM	Present	
Lesson	9/25/2017 9:00 AM	Absent, No Make-Up	
Recital	9/24/2017 6:00 PM	Present	Student: All that practicing really paid off :)
Group Theory Class	9/23/2017 2:00 PM	Present	
Masterclass	9/23/2017 10:00 AM	Present	

85% attendance over the last 90 days.

Eric attended 29 of 34 scheduled events (5 absences).

Attendance Report

Start Date

End Date

Include


Student Notes

Parent Notes

Print

5. Utilize Technology

- Integrate with your existing website.
 - New Student Sign-Up Forms
 - Contact Forms
 - Student Surveys/Feedback
- Incorporate a blog.

 **Join Us for the December 7th Student Showcase!**
 Tuesday, December 5, 2017

Hello!

We're sending a reminder that our quarterly student showcase is scheduled for Thursday, December 7th, at 6:00pm. If you haven't signed up to perform, you may do so at [this link](#) or on the sign-up sheet outside the education office. The Showcase theme will be:

Snow Days and Christmas Sweaters!

We encourage everyone to wear their ugly (or beautiful) Christmas sweater as we offer beautiful music to the snow gods in hopes they will finally send us some snow.

We will provide hot chocolate, snowball cupcakes, and a melted snowman dip with crackers. Bring something to share if you'd like!

If you missed the original announcement with more information about our student showcases, we've included it below for your reference. We hope to see you there (even if you won't be performing)!

Please note: The showcase is scheduled to be held in the large ensemble studio on the second floor. Because The Candyman store closes at 6:00pm, access will be at the back door. (If additional sign-ups are received, we may change the location to the main floor of the store and will send out a notification.)

Merry Christmas and Happy Hanukkah!

Edward and Cindy



At The Candyman, we feel that even new students can perform what they're learning in their lessons. Taking music lessons and not showcasing what you've learned is like...

Taking art lessons and not showing your work
 or taking cooking lessons and never cooking for someone!

- ~Our student showcases are fun, encouraging, relaxed, and themed. Refreshments are served.
- ~Each performance is video-taped and photographed at your request.
- ~Many students play along with their teacher or other family members.

If you won't be performing this showcase, consider joining us to support your fellow students. We hope to see you there!

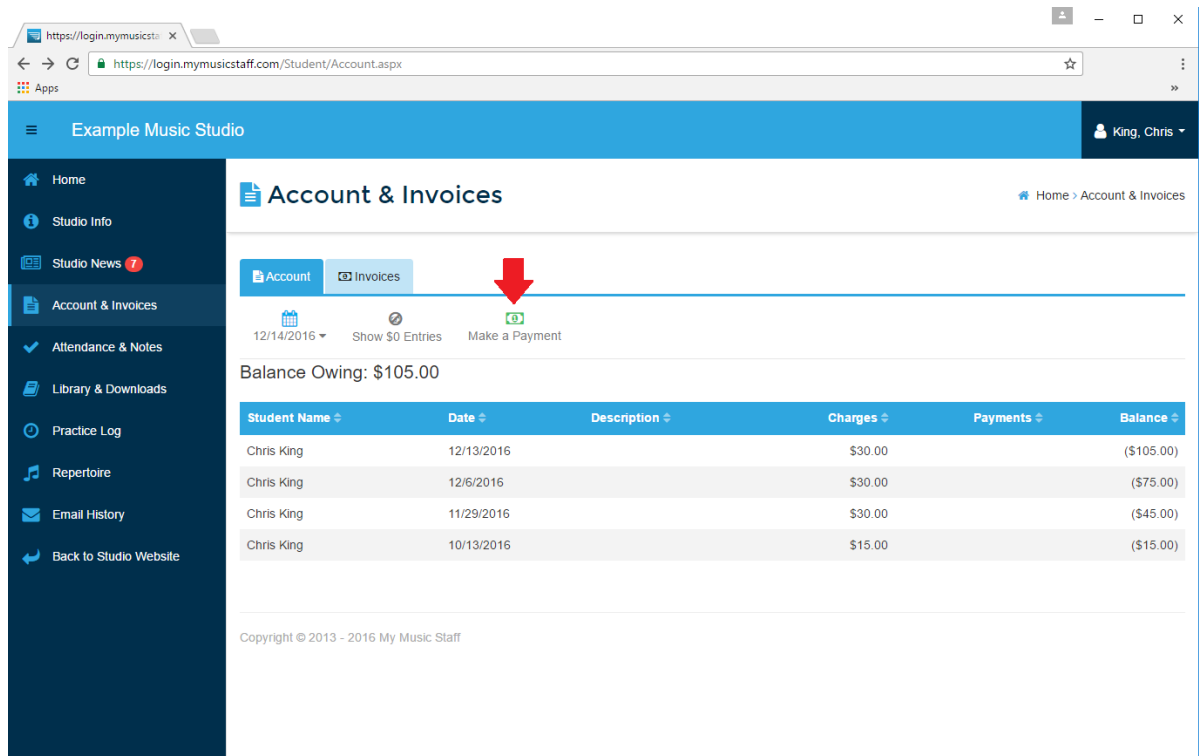
5. Utilize Technology

- Improves Communication
 - Automation
 - Text and Email Reminders
 - Auto Emails
 - Birthday Wishes
 - Sends Mass Emails
 - Makes Blogging Easy



5. Utilize Technology

- Parent/Student Portal



The screenshot shows a web browser window displaying the 'Account & Invoices' page of a music studio's parent/student portal. The page title is 'Example Music Studio' and the user is logged in as 'King, Chris'. The left sidebar contains navigation options: Home, Studio Info, Studio News (7), Account & Invoices (selected), Attendance & Notes, Library & Downloads, Practice Log, Repertoire, Email History, and Back to Studio Website. The main content area shows the 'Account & Invoices' section with tabs for 'Account' and 'Invoices'. A red arrow points to the 'Invoices' tab. Below the tabs, there are controls for the current date (12/14/2016), a 'Show \$0 Entries' button, and a 'Make a Payment' button. The 'Balance Owing: \$105.00' is displayed. A table lists the following transactions:

Student Name	Date	Description	Charges	Payments	Balance
Chris King	12/13/2016		\$30.00		(\$105.00)
Chris King	12/6/2016		\$30.00		(\$75.00)
Chris King	11/29/2016		\$30.00		(\$45.00)
Chris King	10/13/2016		\$15.00		(\$15.00)

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5. Utilize Technology

- Reporting

Studio Reports Home > Studio Reports

+ New Report
Download
Delete
Search

	Report Type	Format	Created	Date Range	Note
<input type="checkbox"/>	Sales Tax		10/13/2017 12:17 PM	10/1/2017 - 10/31/2017	
<input type="checkbox"/>	Student Retention Report		10/13/2017 12:17 PM	10/1/2017 - 10/31/2017	
<input type="checkbox"/>	Family Account Balance		10/13/2017 12:17 PM	10/13/2017 - 10/13/2017	
<input type="checkbox"/>	Billable Hours		10/13/2017 12:17 PM	10/1/2017 - 10/31/2017	
<input type="checkbox"/>	Revenue & Expense		10/12/2017 4:18 PM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Revenue & Expense		10/10/2017 11:33 AM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Expense		10/10/2017 11:32 AM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Revenue & Expense		9/9/2017 12:13 PM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Hours Taught		8/25/2017 11:09 AM	8/1/2017 - 8/31/2017	
<input type="checkbox"/>	Revenue		8/25/2017 11:08 AM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Revenue & Expense		8/15/2017 12:23 PM	8/1/2017 - 8/31/2017	
<input type="checkbox"/>	Revenue & Expense		7/27/2017 12:12 PM	1/1/2017 - 12/31/2017	
<input type="checkbox"/>	Revenue & Expense		7/27/2017 12:11 PM	1/1/2017 - 12/31/2017	

5. Utilize Technology

- Allows more time to:
 - Clean studios and waiting areas,
 - Add new things to the bulletin board or resource center,
 - Spend more time interacting with students and families,
 - Create new group classes, contests, and performance opportunities,
 - And more!



5. Utilize Technology

- Better Customer Experience!
- Leverage the software to stand out from the competition.





5 Strategies for Retaining Students

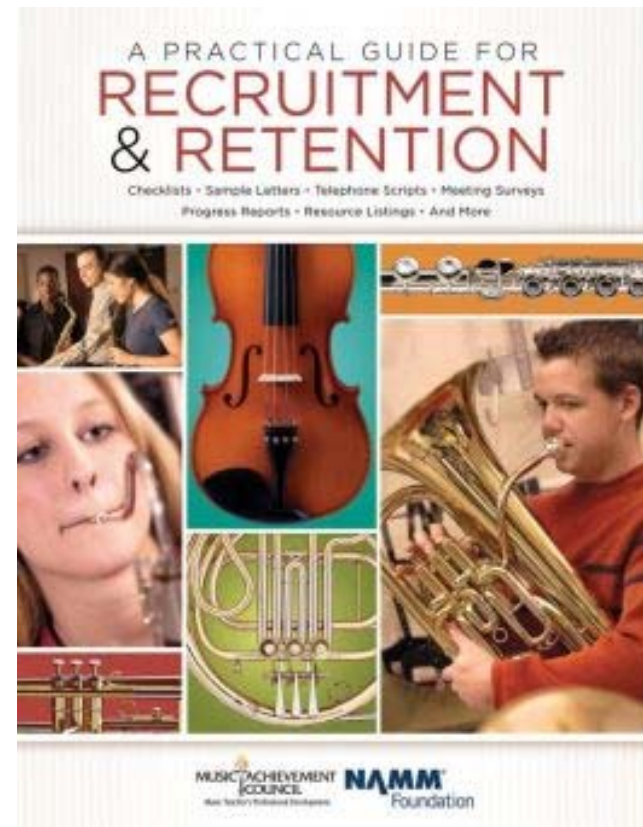
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This is you



Resources

www.nammfoundation.org



Resources

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MUSIC RESEARCH

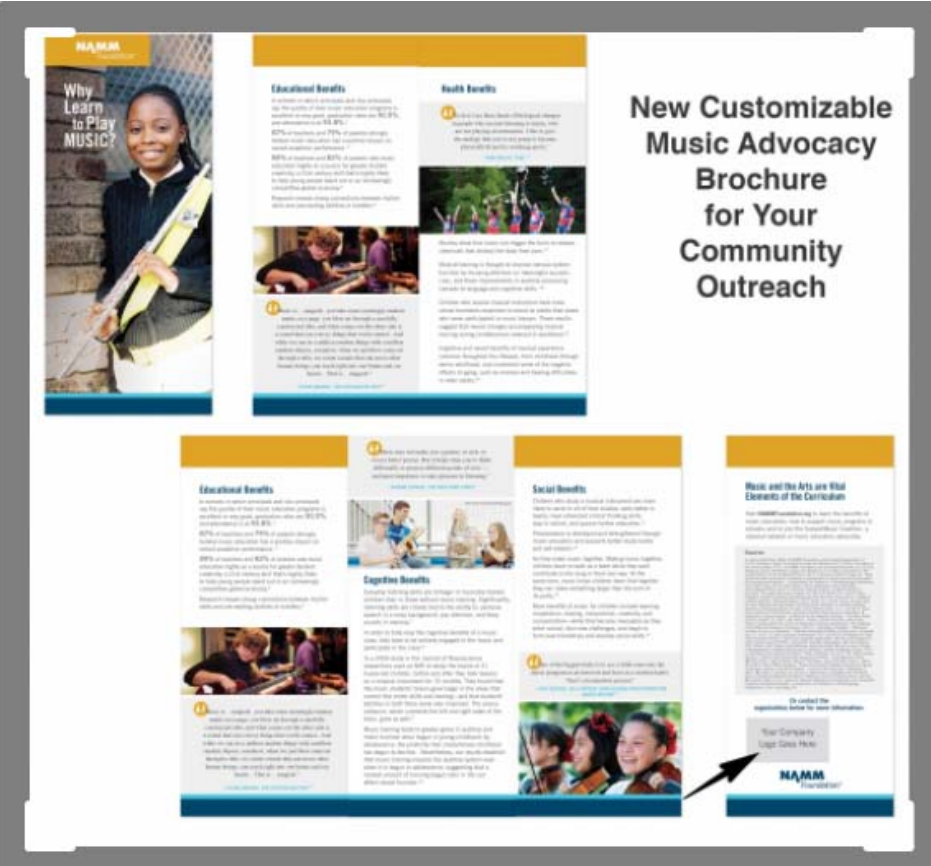


Scientific knowledge about the effects of music and music making is constantly expanding, and the NAMM Foundation has taken a global leadership role in supporting music research. Research expands understanding about the impact of music making and music education, the importance of music at every stage of life, and relationships between music and physical and emotional wellness. Outcomes of music research support NAMM's public relations programs along with public policy and advocacy activity.

The NAMM Foundation provides funding for projects such as the work by neurobiologist [Nina Kraus](#), which offers insight into how musical experience affects brain function across the lifespan.

Resources

www.nammfoundation.org



Why Learn to Play Music?

Educational Benefits

Health Benefits

Social Benefits

Music and the Arts are Vital Elements of the Curriculum

NAMM Foundation

**New Customizable
Music Advocacy
Brochure
for Your
Community
Outreach**

Resources

www.nammfoundation.org



ADVOCATING FOR MUSIC EDUCATION

Music and the arts are vital to every child's education. SupportMusic provides tools and resources to advance community support for music education. You CAN make a difference!



Photo credit: Rob Davidson Photography

The SupportMusic Coalition is a program of The NAMM Foundation which unites non-profit

Resources

www.nammfoundation.org

MUSIC MAKING RESOURCES

IN THIS SECTION:

- [Download Our Guide to Exploring Music-Making at Any Level or Age](#)
- [Recreational Music Making: Anyone Can "Just Play"](#)
- [Building Community Through Local Music Store Connections](#)
- [West Music Sponsors Choirs for Adults and Teens with Disabilities](#)



[Download](#) Our Guide to Exploring Music-Making at Any Level or Age

Resources

www.nammfoundation.org

RESOURCES FOR EDUCATORS

- [MAC: A Practical Guide for Recruitment and Retention](#) »
- [MAC: Tips for Success](#) »
- [MAC: Bridging The Gap](#) »
- [MAC: First Performance for Band](#) »
- [MAC: First Performance for Orchestra](#) »
- [MAC: Flash Drive](#) »
- [MAC: First Performance - A Demonstration Concert](#) »
- [Striking A Chord: The Public's Hopes and Beliefs for K-12 Education in the United States: 2015](#) »
- [NAfME: National Association for Music Education](#) »

TIPS FOR SUCCESS VIDEOS (BROUGHT TO YOU BY THE MUSIC ACHIEVEMENT COUNCIL)



Resources

www.nammfoundation.org

MUSIC ACHIEVEMENT COUNCIL



Music Teacher's Professional Development

The Music Achievement Council (MAC) is an action-oriented nonprofit organization sponsored by the National Association of School Music Dealers (NASMD) and NAMM, the National Association of Music Merchants (NAMM). MAC is made up of three representatives from NASMD, three manufacturers and suppliers of Instrumental Music Products and one representative from NAMM. The group's purpose is to enable more students to begin and stay in instrumental music programs, to share real-world, successful strategies developed by instrumental music teachers. The council was formed in 1983 and reorganized in 1990, forming a nonprofit 501(c)(6) organization.

If you are an instrumental music educator, [click here](#) to learn more about the materials, tips, tools and resources available from the Music Achievement Council that support you in your goal of recruiting and retaining students.

Educational Advisors to the Music Achievement Council (MAC)

Charles T. Menghini, President
Vandercook College of Music

Marcia Neel, President
Music Education Consultants

Resources

www.nammfoundation.org

RESOURCES FOR ADVOCATES

brought to you by *The SupportMusic Coalition*

The NAMM Foundation's SupportMusic Advocacy program empowers people in communities everywhere to be advocates for music and music education. Below are a few resources we provide that are particularly helpful for advocates.

- [Why Learn to Play Music Advocacy Brochure](#)
- [Why Learn to Play Music Advocacy Brochure \(Spanish\)](#)
- [Why Learn to Play Music Advocacy Brochure \(Portuguese\)](#)
- [Tips for Producing Your Own Music Advocacy Booklet](#)
- [SupportMusic Instrument Luggage Tags](#)
- [ESSA Parent Brochure—Music is Part of a Well-Rounded Education](#)
- [Grassroots Community Guide](#)
- [The Advocates Plan](#)
- [What Research is Telling Us](#)
- [Make Your Case Database](#)
- [Keep Music Education Strong Brochure](#)
- [ESSA Parent Brochure \(Spanish\)](#)
- [Sesame Street Brochure - Sing It, Strum It](#)
- [Sesame Street Poster- Sing It, Strum It](#)



Resources

www.researchgate.net

« By Alejandro M. Cremaschi, NCTM; Ksenia Ilinykh; Elizabeth Leger, and Nathan Smith

Students Who Quit Music Lessons Recent Research And Recommendations For Teachers

Music teachers recognize that most students will stop taking music lessons sooner or later. In some cases, lessons stop because the student, parent or teacher believe the primary goals have been achieved, and it is time to move on—for example when the student has become independent enough to play on his or her own. But in other cases students or parents decide to quit lessons prematurely, before these goals have been attained. Are there common factors among students and families who choose to quit prematurely? Can teachers somehow identify at-risk students and prevent lesson attrition from happening in their studios? This article reviews several research studies that have focused on the phenomenon of attrition in music lessons. The goal is to provide an overview of the reasons influencing premature dropouts and to offer suggestions that may help teachers prevent attrition in their studios.

Attrition in music lessons is a concern not only because of the financial implications for the teaching profession, but also because dropping out prematurely from music instruction may preclude students from experiencing the full benefits of music

learning. Researchers have found several factors that influence student dropout. Some of these factors include the type of initial and continuing motivation displayed by students, their practicing habits and practicing strategies, the characteristics of their teachers, their family's parenting styles, their parents' attitudes toward music, and the self-concept and expectations for success of the students themselves.

Student dropout at certain ages and stages of music study is a trend that was clearly documented by 2 large-scale studies conducted more than 20 years ago. Daniel V. Steinel, who gathered information from hundreds of independent music teachers, reported a sharp drop in students taking private lessons as they grew older. For example, the percentage of boys taking lessons dropped from 33.6 percent when they were 9 years old, to 9.8 percent when they were 17.¹ Likewise, a 1990 survey of independent music studios conducted by Music Teachers National Association documented a large decline in studio enrollment between elementary and secondary school.² While there are no recent large-scale studies on lesson dropout rates, anecdotal information gathered by these authors seems to support the existence of trends even now.

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Lessons Guru Pete Gamber
The Lesson Room
Music Inc. Magazine

IDEAS >>>

THE LESSON ROOM | BY PETE GAMBER

Managing Teachers

Managing music teachers is like building a house. You need a blueprint. And you need to show that blueprint to all the independent contractors (i.e. the teachers not on staff) that are building the house. Otherwise, you'll have a house that isn't what you wanted!

My lesson program is successful if I have musically qualified, fun and dependable teachers who help students realize their musical dreams. If this happens, we retain students and customers, and teachers are successful. They have a full schedule of students and can pay their bills. If not, the reverse happens. This sounds academic, but it isn't. To keep your teachers in touch with your "blueprint," consider the following.

PETE'S EIGHT RULES OF TEACHER MANAGEMENT

1. Constantly remind teachers of your long-term goals. But music teachers are musicians and often not great business people, so corporate CEO-style management might not provide the best results. (A written memo may work for some, while others might not read it for two months.) Building trust between the store and teacher is a must. A one-on-one approach with casual chats works best with most teachers. Discuss new gear, books and events related to the lesson program. Bounce ideas off them.
2. Music teachers seek the path of least resistance. It's easier for them to follow your plan than create their own. Will every teacher follow your plan 100 percent? No, but if they follow it 70 percent, it's better than no plan. To resistant teachers, I will say, "OK, what's your plan? Let's try that!" Most of the time, I get, "I don't have one." To this I say, "Why reinvent the wheel?" If the teacher has a "do my own thing" vibe, I direct that energy toward coming up with new student events.
3. Check in with teachers. If you don't pay attention to them and if you're not talking with students, they'll start developing their own blueprint.
4. Assign a "teacher manager." You've got a rental manager (or a go-to person) and a guitar department manager, so who's your teacher manager? It can be the store owner, assistant manager or a separate person, but you need someone who stays in contact with teachers. This person is the keeper of your blueprint. He or she hears customer and teacher problems, and pays the closest attention to your lesson program. The teacher manager needs to address issues, such as being late, not participating in student events, and unhappy staff and parents.
5. Music teachers must be thought of as a product. Your staff won't sell a product with problems. If you have a teacher who is late all the time, has non-

existent people skills and doesn't help students realize their musical visions, your staff would stop booking lessons for that teacher, just as they'd stop selling a bad guitar. I explain this to all the teachers when they start at our stores.

6. Teachers want to be cool, so if everyone is doing it, they will, too. I use the "Vic is really having success with this" approach with teachers. Or the "Dave, can you help organize some kids for the next student showcase?" approach. Teachers don't want to feel left out.
7. Know when to let a teacher go. If a teacher is a flake and you've tried getting them on track, you don't have much choice but to fire them. They will ruin your lesson program's reputation. The public won't remember the teacher's name, but they will remember your store's name. "Don't go there for lessons," they'll say.
8. Be committed to helping your teachers make a living. Your store needs to be committed to them being successful. If you have no compassion for their needs, why should they want to follow your plan? This is an important element of managing. It goes back to product. You'll do anything to keep a major product line. What do you do to keep a valuable teacher? **MI**

Pete Gamber is the owner of Alta Loma Music in Rancho Cucamonga, Calif. He welcomes questions at pete@altalomalomusic.com.

52 | MUSIC INC. | JANUARY 2007

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Lessons in Loyalty: How to Keep Your Students

Want to boost retention in your lesson program? How about increase referrals and student involvement? Then check out this session from Melissa Loggins of Music Authority, who has built a lesson program that families and students wouldn't think to quit—even when overscheduled with school, sports and other activities. Hear simple but effective steps she's taken to create a program that's designed for growth, community involvement and retail sales.



New Technologies to Grow Your Lesson Program

YouTube, Skype and smartphones have changed the way people learn music. Is your lesson program keeping up? In this session, Billy Cuthrell of Progressive Music Center, a successful lessons business with 1,100-plus students weekly, shows how he's expanded, modernized and updated his lessons using simple technologies.



Lesson Program Do's and Don'ts

Lesson programs need constant fine-tuning to stay relevant and successful. During the past 23 years, The Music Room has regularly refined its program to keep up to date with customer trends while also protecting its bottom line. Here, company owner Carol Cook shares her biggest takeaways and hard-earned wisdom from more than two decades of working and reworking her program.



The Biggest Mistakes in Lesson Programs

Sometimes, making just one big mistake can stall a lesson program. Here, lessons guru Pete Gamber lays out the biggest mistakes that impede a program's success. He also shows how fixing any one of these "big mistakes" can transform a weak lesson program into a growing program that differentiates your business from the competition.

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Thanks for listening!

cindy@candymansf.com

rand@candymansf.com

candymansf.com

505.983.5906