

MITCHELL HIGH SCHOOL BAND

LEADERSHIP CAMP

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**“MAKES SENSE” DRILL DESIGN AND LEADERSHIP
CAMPS**

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ALL MATERIALS CONTAINED IN THIS MANUAL WERE COMPILED AND/OR CREATED BY IVAN WANSLEY

LEADERSHIP – What is leadership? Leadership is an art and can be learned. Leadership is not inherent – it is based upon the development of individual personality traits and the application of sound leadership principles and techniques. The use or practice of leadership varies according to a person’s motivation, mental and physical ability and moral integrity. The objective of leadership is to achieve a preconceived goal or achievement with minimum expenditure of means and time and maximum harmony of group objectives with individual needs and goals.

Leadership is the art of influencing and directing people in such a way as to obtain their willing obedience, confidence, respect and loyal cooperation to accomplish the mutually agreed upon goals. Good leadership accomplishes these goals. NEVER FORGET – LEADERSHIP IS A RESPONSIBILITY, NOT A PRIVILEGE!

The common misconception among young people is that leadership is synonymous with popularity. To some degree it is related. Leadership and popularity both influence people but the distinguishing difference is that, leadership directs the student toward accomplishing a total group goal, whereas popularity is dependent upon the individual feeling he or she is the center of attention versus the group. Also a “popularity hunter” will make decisions based upon them receiving the spotlight versus the groups. A leader must have the cooperation of those he or she leads, but he or she is not required to be popular. Some leaders have achieved success by being unpopular – this is not the rule necessarily. Popularity can be earned by doing, serving and being consistent with everyone. Make decisions based upon the good of the entire ensemble.

Numerous leadership traits/qualities will be discussed. The following is a short list that means a tremendous amount to the instructor. These traits/qualities will not only assure you of having a successful band program but will assure you of having a successful life.

ATTITUDE – a mental position with regard to a fact or state – a feeling or emotion toward a fact of state.

CHARACTER – one of the attributes or gestures that make up and distinguish the individual – a person marked by notable traits.

DISCIPLINE – to train or develop by instruction and exercise self-control – to be under control of yourself.

PRIDE – the quality or state of being proud – a reasonable self-respect.

TRADITION – the passing down of elements of a state from year to year.

Best of luck! :) Never forget the difference you can make!! Hopefully upon completion of this packet you will discover what it takes to be a successful student leader in your band program.

MORE THOUGHTS ABOUT LEADERSHIP

A leader is someone who has the ability to alter the behavior of others. Leadership styles can be positive or negative, constructive or destructive, progressive or regressive. To qualify as an authority on a particular subject, a good leader must possess appropriate

skills and knowledge. Potential leadership tendencies are present in everyone, to some degree, and can be developed to various levels. That is why the title you now have, a student leader in your high school band does not mean you are a good leader - it simply provides you the opportunity to develop into a quality leader that is respected by their peers.

The reasons who people seek to become leaders range from personal recognition to a sincere desire to help others. Never forget you do not have to seek recognition – if you do your job with consistency and a high level of efficiency – you will be recognized. The real rewards of leadership are to have a sincere desire to help others. To make sure that everyone you work with feels like they are an important part of the “team.” Everyone knows that the only reason why you do what you do is to make the “team” better. Not for personal gain and to bring attention to yourself. As mentioned earlier – “do not become a popularity hater” – always wanting things to revolve around you. We must never forget that none of this is about us – it is about the organization – in this case your high school band program starting with the marching band.

RESPECT is the most common problem associated with leadership, especially when we are working with our peers. How do we gain respect and rapport needed to establish a healthy working relationship? Respect cannot be demanded or forced: It must be earned. Before a quality leader is qualified to function in a productive capacity, they must possess specialized skills and knowledge related to their area of expertise. In addition, an accomplished leader must be able to apply and communicate this information to others in a worthwhile fashion. A leader must be a model of what is expected from the others you work with. Leaders must be careful that they do not perceived themselves as being superior; but rather must consider themselves to be authorities who possess specialized skills and knowledge that can be used to benefit everyone they work with. Leaders – especially leaders in a high school setting working with their peers – are not respected by their peers when they “boss people around.” They will respond to leaders who concentrate their efforts in assisting them to improve in their overall performance in the marching band. Remember some of them have been in the band longer than you have. Always keep that in mind!

SELF ANALYSIS is a must for all of us to continue to mature and grow as a leader. People who are admired by others have many desirable qualities. A leader must be the kind of person that others revere. Usually self-improvement is necessary. This can be achieved by objectively analyzing one’s traits and working hard to strengthen their weaknesses. People can change themselves, thus altering how others will perceive them. Remember: no one is perfect: there is always room for improvement.

PROBLEM SOLVING skills are a must for any leader – no matter the organization or circumstance. As problems arise, and they will, leaders are faced with the challenge of finding solutions. Leaders must examine each possible cause of the problem and determine the most appropriate solution. Conflicts are usually caused by quick and careless decision, misunderstandings or poor communication. Good leaders are sensitive to other people’s feelings and are cautious about prejudging motives of undesirable behavior. Anyone can create problems – but only prudent and dedicated leaders and solve them!

LEADERSHIP TRAITS

Leadership traits are qualities of personality that help the leaders earn respect, confidence, willing obedience and loyal cooperation of the students and other related people. There are numerous traits that student leaders should demonstrate and continually attempt to improve.

BEARING – Bearing refers to a person’s personal standards of carriage, appearance and conduct. It should be an example for the band students to follow. The appearance of the leaders should display confidence. The actions and language should display a positive attitude and directness not be apologetic or foul. The student leaders should always be supportive of the band director and the goals of the ensemble. If you have a concern about something, you never voice your opinion to anyone until you have spoken to the band director(s) in the privacy of the office. Criticism of the entire group should be avoided. The leaders should deal only in the specifics, not generalizations. Sarcasm and irony seldom bring good results. The leaders should exhibit dignity at all times. This requires control of actions and emotions. A simple rule of bearing is to act, dress, speak and work in the manner in which the students would like to imitate. A band usually presents a mirror image of the attitude of actions of their leaders.

COURAGE – Courage is the ability of the leaders to face extreme situations with calmness. It is control of fear of mind over matter. The band director should possess moral courage along with the student leaders – knowing and standing for what is right in face of popular disfavor. Leaders who have moral courage will admit their mistakes but will enforce their decisions when they are sure they are correct.

CONFIDENCE – A leader who has confidence is characterized by assurance. They have the ability to achieve any task presented to them. They manipulate the situation to assure success in whatever they are doing. Part of their confidence is due to their superior knowledge.

DECISIVENESS – Leaders should develop the ability to make decisions promptly by weighing all factors. They should constantly review their decisions to be able to improve themselves. They must develop a positive attitude toward all aspects of their work and the decisions that affect them.

DEPENDABILITY – Leaders should be positive and accurate in their work and in working with their peers. They must continually produce their best efforts and avoid excuses. They must be exact in details – they must be punctual at all times. They never forget that the best excuse in the world will never get the job done. No matter the circumstances they get the job done!

ENDURANCE – Leaders must possess the mental and physical stamina to withstand fatigue and stress. They must attempt to complete every project they undertake.

ENTHUSIASM – Leaders should display sincere interest and zeal in all aspects of their work. They must be cheerful and optimistic – their glass is always half full versus being half empty. They must believe in what they are doing and reflect this attitude. They must work continually to improve themselves and capitalize on success.

INITIATIVE – Good leaders should develop the ability to solve new and unexpected problems with knowledge and tact. They must be able to improvise when the normal means are not available. They should be alert and anticipate problems. They should automatically handle (w/o being asked) whatever needs to be done!

INTEGRITY – Good leaders should be honest at all times. They should never attempt to “pull the wool” over the band members’ eyes. Band students are bright individuals just like you and can quickly “see through” a person.

JUSTICE – Good leaders should be impartial and consistent at all times. They should administer reward and punishment in accordance with the merits of the situation. Student leaders must never have favorites. The band director should never punish the group for the action of an individual. Reprimands should be private and the student should be told that the punishment is temporary and he is expected to improve. Also it is important for the individual or group to understand you are not mad at them. You are disappointed with the demonstrated behavior.

JUDGEMENT – Good leaders must decide on a course of action and the decision should be based on fact and logic not how you personally feel about the individual or situation.

KNOWLEDGE – Nothing inspires confidence and respect more quickly than the demonstration of knowledge. Leaders should always seek knowledge about every phase of their work. They should have knowledge in non-related areas as well. A wide base of knowledge is an asset to any person.

LOYALTY – Loyalty is faithfulness. This does not infer blindness. Good student leaders demonstrate loyalty to the band, school, family, band director and community.

TACT – Tact is the ability to relate to others without becoming offensive. A person must understand human behavior in order to employ tact. Simple courtesy is a strong aid in being tactful. Good leaders must be able to control their emotions in order to be tactful in their relationships with their fellow students, faculty/staff members, band boosters and the band director.

UNSELFISHNESS – Leaders who place the band, fellow students and other people ahead of themselves and their own ambitions with demand respect. Selfish acts are easy to detect.

LEADERSHIP PRINCIPLES

There are many principles of leadership that in varying degrees will determine the effectiveness of the band director and student leaders and their effectiveness. Not all of the principles will be applicable in any given situation but knowledge and use of them will bring good results and foster better relationships.

BE TECHNICALLY PROFICIENT – Student leaders should know every detail about their job. They should plan their work in detail and be able to predict the eventual outcome. Leaders should continually seek improvement and new knowledge.

SELF-EVALUATION – Good student leaders will evaluate their strengths and weaknesses. They should seek ways to improve upon their weaknesses. They should develop the ability to speak and write affectivity. **MAKE SURE YOUR HOUSE IS IN ORDER BEFORE YOU CONDEMN OR CRITIZE OTHERS!!!!!!!!!!**

KNOWLEDGE OF PERSONNEL – When you work with a group of people you will gain valuable information about them. This information will foster better understandings. The personal interest that leaders take with their peers can result in a rewarding experience. Sometimes we all need a simple pat on the back. The leader who demonstrates a personal interest usually obtains better cooperation and results. A knowledge of your fellow student’s personality, likes and dislikes, abilities, strengths, and weaknesses, enables student leaders to guide and help with progress. A pre-season picnic, organized by the student leaders with the guidance of the band director(s) and band boosters, with fun and enjoyment as the primary goals, is an excellent way to foster better understanding amongst members of the band.

KEEP THE STUDENTS INFORMED – Let your squad know how they are doing and what you expect of them. Do not call an extra rehearsal at the last minute. **PLAN AHEAD!** Work closely with the band director.

SET THE EXAMPLE – The band has a tendency to duplicate the actions and attitudes of the band director(s) and student leaders. The band director and student leaders should be aware of this awesome responsibility and provide a good example for the rest of the band to imitate.

TEAMWORK IS IMPERATIVE – The band should be trained and should perform as a team. The band can be broken down into as many small units as necessary to accomplish the goal. If sections demonstrate teamwork, with appropriate student leadership, it would be logical to assume that the band will function as a team.

MAKE SOUND AND TIMELY DECISIONS – As a student leader you will have to make numerous decisions. The decisions should be based on facts and environmental circumstances. The decision should reflect the best interest of the band and be consistent with the policy established by the band director(s).

SEEK RESPONSIBILITY AND TAKE RESPONSIBILITY FOR ACTIONS – The student leader should not avoid responsibility. **THAT IS YOUR JOB!** The student leader should take the initiative to improve upon existing conditions in order to contribute toward the overall progress of learning and performance.

ONCE AGAIN NEVER FORGET – BEING A STUDENT LEADER DOES NOT EARN YOU SPECIAL PRIVILEGES – IT EARNS YOU A TREMENDOUS AMOUNT OF RESPONSIBILITY!

Although there are no carved-in-stone rules about leadership, there are some concepts that seem to be common in all people who succeed at the task of helping others through their efforts (which ultimately improves the life of the leader). Here are more thoughts about the attributes of all leaders, whether they are leading a country or a squad of four people in their marching band.

REAL LEADERS ARE ALSO DOERS – Not only do they help direct the efforts of others, but they are willing to get their own hands dirty. These are the people who come early and stay late and they can always seem to find one more thing to do to make it better for the whole group. They lead by example.

REAL LEADERS ALWAYS HAVE TIME FOR OTHERS – Although they have an extraordinarily busy schedule, they can find time to squeeze in one more responsibility to help out the group or friend. They display a sense of anti-selfishness that is without fanfare – **THEY CARE!**

REAL LEADERS ARE QUICK TO IDENTIFY MISTAKES BUT THEY SPEND LITTLE TIME TALKING ABOUT THEM – Rather they go about setting a plan to correct the mistakes and do something about the situation. They always look upon failure as an opportunity to correct and improve.

REAL LEADERS DO NOT SPEND ANY TIME CRITICIZING OTHERS – They use their energies to help those around them. They never exclude but rather are always willing to include.

REAL LEADERS AVOID PUT-DOWNS AND SARCASTIC REMARKS WHICH CAN WOUND OTHER PEOPLE – There is not an attempt to make themselves look better by making others look worse. In fact, they are constantly looking for ways to compliment those around them and build common self-respect. Do not forget celebrate each bit of success but never be satisfied.

REAL LEADERS NEVER STRIKE BACK OR TRY TO GET EVEN – Even though they are susceptible to pain they refuse to hurt another person in an attempt to even the score. They see blame and revenge as wasted energy – therefore, they move ahead rather than dwell on the negative.

REAL LEADERS SHARE RATHER THAN COMPARE – They see competition as a chance to self-improvement and know the only person they really competing against is the person in the mirror. They accept others for who they are and support them in becoming better.

REAL LEADERS ACCEPT THE REALITY OF PEER PRESSURE BUT DO NOT GIVE IN TO THE THREATS OF NOT BEING “ONE OF THE GANG” - They understand that their integrity is the foundation of their present and future growth and they pride themselves in being a self-thinker.

REAL LEADERS ALWAYS GO THE EXTRA MILE – When others have given up, quit, rationalized an easier shortcut, the real leaders are on the job getting it done. Yet when the awards of championship are passed out, they are always in the background applauding everyone else.

LEADERSHIP

DO WE FOLLOW – OR SET THE STANDARD?

YOU HAVE WORKED HARD TO EARN THE RIGHT TO BECOME A LEADER – NOW THAT YOU ARE HERE – ARE YOU REALLY WILLING TO TAKE THE NECESSARY STEPS TO BE

AN EFFECTIVE LEADER ? IF NOT NOW IS THE TIME TO RESIGN AND NOT HINDER THE GROUP. THE FOLLOWING ARE ITEMS TO THINK ABOUT AND DISCUSS.

BE CONFIDENT IN YOURSELF

- remember this comes with knowledge
- if you have hang ups or fears then face them up front – be honest with yourself – you must be willing to admit a weakness before steps can be taken to correct

BE IMAGINATIVE

- never be ordinary or predictable – find new ways to introduce important materials
- do not be afraid to be laughed at
- plan ahead for any emergency or situation you might encounter

RESPECT YOURSELF AND OTHERS

- strive to see things from the other persons point of view as well as your own
- treat others as you would like to be treated – this is mentioned more than once in this packet – never forget how important this is
- never remind people how important that you are – earn their respect – work with them – do not be in charge of them – **LEAD THEM!**
- never forget the more you know about an individual the easier it will be to communicate with them – without effective communication you will never be able to lead them

KNOW YOUR “STUFF”

- be prepared and show your knowledge – do not waste their time – do not think you can simply “fake “ your way through
- always have a “game plan” – have a top ten list of items to accomplish – then double that list – you need to always have a secondary plan in place – you never know when the situation might change or possibly you accomplished your “top ten” list – remember this in life – if your are caught short and panic you invite loss of leadership and trust.

HAVE GREAT COMMUNICATION SKILLS

- half of effective communication involves listening and learning – always take the position that you can learn something from everyone you come in contact with
- if you can not communicate – how can you lead?
- strive to create an atmosphere that people are not afraid to open up to you – they know that you will listen and strive to improve upon the problem if at all possible

HAVE A SENSE OF HUMOR

- put everything in perspective – laughter is often the best cure-all in the world – feel free to laugh at yourself from time to time
- anything that is fun is never work – turn life and all of its challenges into fun - of course hard work is needed to be successful – still strive to make it enjoyable for everyone involved – never forget when people feel they own something – they tend to take care of it better!

LEADERSHIP IS NOT SOMETHING THAT WE CAN FORCE ON OTHER PEOPLE. SHOW THEM YOUR KNOWLEDGE – ENTHUSIASM – GREAT IDEAS – AND A DESIRE TO GET THINGS DONE. THEN ONE DAY YOU WILL LOOK AROUND AND REALIZE THAT PEOPLE ARE FOLLOWING ALONG WANTING TO BE PART OF YOUR PLAN - ASKING YOU “HOW DO YOU DO IT?”

Suggestions for selected Student Leader Responsibilities

General Requirements

- At least one year experience with an outstanding record of achievement and discipline in band and any other music class.

- 2.5 GPA (non-weighted) – at least a 3.0 in Band – should be a 4.0.
- Outstanding recommendations from teachers and administrators.
- Record of helping others – volunteer service without worrying about recognition.
- Obvious peer respect – earns the respect of their peers by should knowledge and consistency.

Band Captain (must have a close working relationship with the head drum major)

- Takes care of issues inside the band room – non-marching related primarily
- Responsible for organizing the leadership team – keeping them informed – constant communication with the director(s) is required
- Leads the weekly leadership meeting with guidance from band director(s)
- Liaison between the leadership team and the band director(s)
- **Sets the standard, in all situations, for the rest of the band to follow**
- Capable/has knowledge of all leadership team positions – must fill-in at any time
- Capable of running a sectional and/or warming up the concert band
- Appoints committees needed with the leadership team – t-shirt, social, etc.
- **Is always available and looking for ways to help out in any situation**
- Is capable of teaching ALL marching fundamental with confidence and consistency
- **Must be accountable for all actions and decisions**
- Demonstrates a high level of musicianship
- Works directly with the logistics and facilities managers to make sure concert band seating is ready for all concert/jazz band rehearsals and concerts
- **Promotes band “PRIDE” and “DISCIPLINE”**
- **Willing to do whatever it takes to get the job done – avoids excuses – simply gets the job done for the betterment of the band**

Head Drum Major (normally in conjunction with other major(s) – must have a close working relationship with the band captain)

- Primarily handles issues associated with the marching band
- Primary conductor of the marching/pep bands
- Responsible for the member discipline during any marching activity – all leadership team members must support 100%
- With guidance/knowledge decides music that is performed in the stands
- **Sets the standard, in all situations, for the rest of the band to follow**
- Able to warm-up entire marching wind and percussion section with designated sequence
- Demonstrates a high level of musicianship
- Able to warm-up any individual musical section of the marching band
- Able to rehearse any section of the marching band
- Able to run the basics block if the director(s) and/or instructional staff are not available
- Attends all meetings concerning the leadership team
- **Is always available and looking for ways to help out in any situation**
- Is capable of teaching ALL marching fundamentals with confidence and consistency
- **Must be accountable for all actions and decisions**
- Attends ALL (wind, percussion, auxiliary) sectionals (as needed) to secure timing issues – communication with adult caption heads is imperative
- Works directly with the logistics manager to make sure practice field is ready for all marching rehearsals BEFORE THE REHEARSAL BEGINS!
- **Promotes band “PRIDE” and “DISCIPLINE”**

- **Willing to do whatever it takes to get the job done!**

Instrumental Section Leaders

- Must be a dedicated and ever improving musician
- Must be able to warm-up the section in an appropriate manner
- Must be able to perform all the different parts of the section – not just their own
- Must be able to rehearse the section with efficiency
- Must be able to evaluate members of the section
- Must be able to teach them what they do not know
- **Must be accountable if the section is not prepared – all actions and decisions**
- Liaison between the members of the section and the band captain
- **Sets the standard, in all situations, for the rest of the band to follow**
- **Promotes section/band “PRIDE” and “DISCIPLINE”**
- Makes sure that all members of the section have everything necessary
- Attends all meetings concerning the leadership team
- **Is always available and looking for ways to help out in any situation**
- Is capable of teaching ALL marching fundamentals with confidence and consistency
- Double checks and makes sure the section is appropriately set-up for all concert band rehearsals
- **Willing to do whatever it takes to get the job done!**

THE ONE THING THAT ALL BAND LEADERSHIP TEAM MEMBERS MUST REMEMBER – IT IS NOT ABOUT YOU – IT IS ABOUT THE SUCCESS OF THE BAND!!

TOP TEN MISTAKES

MADE BY NEW LEADERS

- 1. FAILS TO TAKE CHARGE**
- 2. PLAYS FAVORITES**
- 3. CONSTANTLY GIVES NEGATIVE CRITICISM**
- 4. TRIES TO BE “ONE OF THE GUYS”**
- 5. DOES NOT USE TIME EFFECTIVELY – DISORGANIZED**
- 6. HOGS THE LIMELIGHT**
- 7. BREAKS OR BENDS THE RULES**
- 8. TRIES TO DO EVERYTHING THEMSELVES**
- 9. TRIES TO PLEASE EVERYONE**
- 10. DOES NOT TAKE RESPONSIBILITY FOR MISTAKES –
BLAMES OTHERS VERSUS DISCOVERING HOW THEY CAN
PERSONALLY IMPROVE**

SUGGESTIONS CONCERNING DISCIPLINE

Learn to “ride your eyes” through the eyes of your sections so that everyone knows you are paying attention.

Be business-like and professional.

Use social occasions to show your section that you are interested in them as individuals. Inquire by text or e-mail when they are absent or sick.

Be impersonal in discussion of discipline.

A sense of humor and smiles are important tools to remember.

Let the section know that you are in complete control of the situation at all times by being consistent with actions and demonstration of knowledge.

At the close of each session, review with your group some of the high points of the session.

Preserve your poise – keep your temper – no one else wants it.

Try to reach basic causes in the trouble makers and treat the causes – the more you know about them the easier this will be.

Sarcasm and ridicule have no place in discipline.

Plan constructive work for the section at all times – always have a game plan before the rehearsal begins.

Consult with the Director(s) – but handle your own disciplining when possible.

Be specific – criticize the behavior – not the person. Isolate (no recognition or embarrassment). If too involved, remember the chain of command. Never forget you are not upset with the individual but concerned about their behavior.

Praise should outweigh scolding so that you can build an allegiance to high values rather than fear of discipline.

Do not expect to use lax discipline at first and tighten up later. It will not work. Be consistent with your discipline and you will gradually learn when it is appropriate to relax from time to time. Never forget that learning can not take place in a state of confusion.

Do not be afraid that you will lose face by saying “I don’t know.” Once in a while, “I don’t know” is a blessing. The main thing is to be 100% truthful.

Do not make a student the brunt of a joke or a sarcastic statement.

Do not count on voice volume for control. Overpowering volume is not discipline.

Do not pretend to know it all. There is something to be learned from everyone you meet or instruct. The day you think you know it all is the day you are no longer effective in your task. Have confidence but do not be a “know it all.”

Do not play favorites – you must treat everyone equally at all times. Friends, boyfriends/girlfriends do not get special privileges.

Do not assume anything when it comes to a discipline situation. Make sure you hear and understand both sides of the story before you make any decision concerning discipline.

MORE THOUGHTS CONCERNING DISCIPLINE

Dealing with discipline and attitude problems is perhaps the most perplexing challenge that faces a young student leader. Because student leaders are dealing with their peers, authority and respect become pressing issues. Still one of the keys to discipline is to “establish your expectations to achieve the group goals and consistency reinforce those group goals.” Not your goals – group goals.

Since a student leader in the high school band does not have the training of a professional teacher or the experience of an adult, it is often difficult to make the right decisions. Please note the following factors when considering human behavior:

- **Many times leaders seek solutions to solve problems, rather than the causes of problems.**
- **Discipline problems are usually a result of inefficiency, disorganization, misunderstanding, a lack of communication or a breakdown of the system.**
- **Most leaders blame others for discipline problems before looking to themselves for potential causes.**
- **Student leaders tend to jump to conclusions.**
- **Leaders often assume that negative behavior signifies a bad attitude or a lack of concern.**
- **Pride, enthusiasm, and good mental discipline cannot be achieved with demands. They come from positive experiences and successful activities in which everyone has made a contribution.**
- **Student leaders cannot be everything to everyone. Some problems are caused by circumstances beyond their control.**

POSITIVE VERSUS NEGATIVE REINFORCEMENT

Groups of individuals can be encouraged to behave in certain ways by using positive or negative reinforcement. The negative approach uses such tactics as fear, stress, threats, demands and usually includes some form of punishment when behavior does not meet the established standards. Leaders who use the positive approach encourage students to succeed by being helpful, patient, compassionate, enthusiastic, sincere and dedicated.

Although it is possible to achieve success with either approach, the positive method will produce individuals who are self-motivated and have good attitudes and work ethics because they have a personal desire to contribute to the group's efforts and ultimate success. Therefore, good discipline is, in reality, a product of success. Students learn to develop great attitudes because they want to achieve success. Success breeds success, and failure breeds bad discipline.

Before deciding how to deal with a discipline problem, gather all the facts. Don't make false or hasty assumptions about the reasons underlying a discipline problem. Next look for every possible solution and determine the most appropriate action for each situation. There are not real formulas for solving problems. Each situation is unique and must be treated as such.

Student leaders need to be careful not to overstep their authority or get involved in serious or crisis situations. They should focus on efforts to improve the band's morale, and remain compassionate and patient. Always give troublemakers the benefit of the doubt; they are more likely to respond to people who are patient and helpful with them.

Peer trust and respect must be earned; it cannot be demanded. Students will judge leaders based on their consistent effort towards the band's success – the band's goals – not their individual goals. There are no ready-made answers. Be prepared for situations for which solutions are not readily apparent. Above all, remain compassionate, positive, and patient.

DEALING WITH CONFLICTS

Conflict will always occur when one or more people are working together. Consequently, one can expect that there are going to be conflicts within the student leadership team and of course the full band. Conflict is natural and does not always have to be negative. It can

promote creativity. Conflict needs to be dealt with openly through communication. Conflict should always be taken care of sooner than later. Suppressing tensions is not productive. Conflict must be dealt with over issues and not personalities. Innuendoes, put-downs, or personal embarrassment will not resolve conflicts. The driving motivation to resolve conflict is to search for an alternative to solve the problem and avoid involving individual personalities. It is good to be “now” oriented and not try to refer to prior disagreements, or conversations which have taken place. What matters is the “here and now.” It is important to understand that disagreements that affect certain team members become issues for the entire group to deal with in order to maintain team cohesiveness.

What happens when you receive opposition to your ideas? Probably the most common thing to do is to become defensive. How can this person or other team members disagree with your idea? Physically, your pulse quickens, heat and color flood your face, palms sweat, your voice raises in pitch and volume, etc. Defensiveness usually hampers one’s ability to listen. You worry more about defending yourself than listening to other’s appraisals of your idea.

Here are some suggestions to handle opposition or conflict in a positive and productive manner:

- **Relax and remain attentive. No frowning or scowling allowed! When you look relaxed, you look confident and others will be more open in their communication with you. You may actually pick up some valuable tips on how to improve our idea.**
- **Listen and maintain eye contact. Do not interrupt others while they are talking. Pay attention not only to what is being said but also to who is saying it!**
- **Accept what others say even if you do not agree with their opinions because those people are taking their disagreement or suggestions seriously. Try to avoid outburst such as, “That’s ridiculous!” or “How in the world did you come to that conclusion?” Be sure your “non-verbal communication” does not belie your appearance of acceptance.**
- **Make it a group issue. If you hang back from defending your idea, you may be pleasantly surprised to hear someone else take up the defense instead. That person/s will have more credibility because on this issue they are considered “nonpartisan” or “neutral.”**
- **Answer. If the group discussion still leaves something missing or to be desired, you may have to respond to some of the disagreement. However, it is very important to address your responses to the group and not to your critic/s. Remember, you have made it a group issue now!**

THE MAGIC WORD IS ATTITUDE

It is our attitude at the beginning of a task which more than anything else will affect its successful outcome.

It is our attitude toward life which will determine life's attitude toward us.

We are interdependent – it is impossible to succeed without others.

Before a person can achieve the kind of life he wants, he must THINK, ACT, TALK, WALK, AND CONDUCT himself in all of his affairs as would the person he wishes to become.

The higher you go in any organization of value, the better will be the attitudes you will find. There is a good reason for this. Our goal should be for everyone to feel like they are an important part of the organization therefore demonstrating a positive attitude will be present in everyone.

Your mind can only hold one thought at a time. Since there is nothing to gain by holding negative thoughts – hold successful positive thoughts.

The deepest craving of human beings is to be needed, to feel important, and to be appreciated. Give it to them and they will return it to you.

Part of a good attitude is to look for the best in new ideas and to look for new ideas everywhere.

Part of a good attitude is to look for the best in everyone that you deal with. Do not judge someone by the color of their skin or the clothes they are wearing – find out what is in their heart and soul – that is where you find the true attitude of an individual.

Do not waste your time broadcasting personal problems – everyone else has problems also. If you broadcast be willing to listen also.

Radiate the attitude of well-being, of confidence, of a person who knows where he is going.

Remember the golden rule – “Treat others like you want to be treated!”

Remember the “best excuse in the world will never get the job done.” Do not make excuses – roll up your shirt sleeves and do whatever it takes to reach your goals or to accomplish the assigned task.

ATTITUDE

BY CHARLES SWINDALL

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company – a church – a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We can not change our past – we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one strength we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it.

THE FOLLOWING ARE CONCEPTS PRESENTED BY DALE CARNEGIE

FUNDAMENTAL TECHNIQUES IN HANDLING PEOPLE

1. Do not criticize, condemn or complain.
2. Give honest and sincere appreciation.
3. Arouse in the other person an eager want.

SIX WAYS TO MAKE PEOPLE LIKE YOU

1. Become genuinely interested in other people.
2. SMILE :)
3. Remember that a person's name is to that person the sweetest and most important sound in any language.
4. Be a good listener – encourage others to talk about themselves.
5. Talk in terms of the other person's interests.
6. Make the other person feel important – and do it sincerely.

BE A LEADER

A leader's job often includes changing your people's attitudes and behavior. Some suggestions to accomplish this:

1. Begin with praise and honest appreciation.
2. Call attention to people's mistakes indirectly.
3. Talk about your own mistakes before criticizing the other person.
4. Ask questions instead of giving direct orders.
5. Let the other person save face.
6. Praise the slightest improvement and praise every improvement. Be "heartily in your approbation and lavish in your praise."

"TROUBLE SHOOTING" 101

Problems that every band student leader will probably encounter at one time or another. Remember the key is knowledge – striving to be prepared for all situations – flexible enough to handle any situation.

Upper classman in your squad
Boyfriend/girlfriend in your squad
Supposedly “good” friend(s) in your squad
Challenge of your authority
Time management
Parent(s)/guardian(s) management
Overall peer pressure
Friends outside of band who do not understand your commitment
Band Director/band staff/student leaders not following the established rules
Disagreements with other student leaders
Students sitting out at rehearsals – heat, stomach hurts, etc.
Student who lost leadership role but still in band
Two leaders working together – one is stronger than the other
Other school activities that overlap with band
Able to negotiate responsibilities
Boyfriend/girlfriend switching within a circle of leadership friends
Disgruntled band members – talking about quitting and encouraging others to follow
Getting the “big” head – allowing the leadership role to change his personality
Striving to take your roll – current student leader or non-student leader
Conflict with 2 members of your squad
Be consistent with how you treat each individual – this includes how you listen
Group having too much fun – work not getting done – how do we get back on-task
“Right foot Randy” – how do we get him to finally march in tempo?
Not enough warm-up time
Fellow leader sets you up for failure
Asked something you do not know

WORKING TOGETHER

Everyone needs to feel that they belong – especially students that have just moved into your area and the new students from the local middle schools.

Place a high premium on collaboration – working together – “All for one and one for all” – reward cooperation – student leaders must work together to assure a positive morale with the band – plan fun occasions away from the band – social functions, picnics, parties, etc.

Assign high value to communication between the student leadership and the band director(s). Consider a weekly meeting – possibly the first day of every week. Director can explain game plan for the week – assignments can be given – preparation can start to assure a successful week of practice and progress with our project.

LISTEN!! You want people to listen to you – Remember the “Golden Rule” – Treat others as you would like to be treated.

Motivate by friendship – every effort possible should be made to assure group unity. Make sure though that friendship does not get in the way of discipline and progress. Always remember we are all working together for the benefit of the band.

WHAT DOES BEING A “QUALITY LEADER MEAN?”

Giving up of privileges – instead of being first in line – go to the back of the line – make sure everyone else is taken care of.

Deliver on the rules – be 100% consistent.

Be professional with everything you do – with your language – dress – attitude.

Give up some of your popularity – gain their respect! You can not and will not please everyone but you can earn the respect of everyone. This will be achieved by showing consistency and knowledge with everything that you do.

Do not allow your “ego” to show – it is not about you it is about the band. If you do your job rewards/recognition will follow.

Understanding that you do not win until everyone else wins!

CHARACTERISTICS OF A QUALITY LEADER

High energy level – get plenty of rest and eat healthy – set the tone for the activity.

Know how to listen – this will save time in the future.

Radiate self-confidence – knowledge is the key here.

High level of integrity – be honest and trustworthy.

Sensitive to others – you never know what they are going through.

When you fail do not be afraid to admit it – self-evaluation is imperative for personal growth.

Sense of humor – life is too short – it takes 9 muscles to smile and 13 to frown.

Amplify optimism – stay focused – success is a result of hard work and a strong belief system.

Avoid comparison games – your goal should be individual growth – this will assure ensemble growth.

Caring and sharing – strive to make one person daily feel special. You never know what a simple greeting can mean to someone.

Be organized – plan ahead – do you have a calendar right now for the 2011-12 school year?

Having your priorities in order – get the job done first – then socialize!

Ability to express yourself clearly to others – have your act together – radiate confidence.

Striving to learn – the day that you think you know it all is the day you need to stop what you are doing – you are now no longer affective.

RULES FOR MOTIVATION

Expect and demand the best – not only from others but from yourself.

Study the other person’s needs – will help you understand how to motivate them.

Establish high standards and be consistent with their presentation.

Create an environment where failure is not fatal – at least an attempt was made.

Allow the squad members to motivate – this is the best source of motivation in reality – turn the sectional over to someone else and you join the ranks. This allows your peers to understand that you are not afraid to work or that you outrank them. This is especially true for the drum major(s).

Employ models to encourage success.

Recognize and applaud achievements – turn small successes into large gains – important to build a strong foundation - Remember though to “be happy but never satisfied.”

Employ positive and negative reinforcement. Never forget though “a drop of honey catches more flies than a gallon of gall.”

Appeal sparingly to competition – your goal should be each individual to reach their full potential assuring that the ensemble will reach its full potential.

Be specific in praise – concentrate on success for success is humble – tolerant – fair. Failure is bitter and cruel.

MOTIVATION VERSUS MANIPULATION

MANIPLATION involves intimidating someone to do something that is in your best interest not theirs.

MOTIVATION is finding common goals and working together to achieve a partnership where everyone involved wants to be part of something special.

Motivational characteristics

Instill confidence – share with them your knowledge.

Build a great desire for success – failure should not be part of your vocabulary. Remember success is measured by our individual and group accomplishments – not by what someone else is doing.

Own a bit of the band – confirm with what is proper. When people feel like their own something they are more likely to take care of it and work hard for its success.

Establish a good one-on-one relationship with your squad and other band members. Know something about each of the people that you work with. This will allow you to communicate with them more efficiently and makes them realize that you care about them as an individual. For example – know their birthdays and give them a simple hand make card. A simple gesture like that will be priceless in your relationship with the majority of your peers.

Goal setting

We must have goals – follow the leadership of the band director(s) concerning the band. Even in your personal life you must set goals – plans after high school – getting my math grade up to a B or higher, etc.

Always re-evaluate them and strive to achieve them – set goals that appear to be unattainable – always have something to work towards.

Each of you needs to establish daily individual goals – make a daily checklist of things to do and then achieve them.

Leaders should always lead towards the established group goals – not their individual goals. Remember our primary goal is to have the best possible band in all areas of presentation.

Be specific and organized – **DO NOT WASTE TIME WITH ISSUES NOT PERTAINING TO THE ESTABLISHED GOALS** – again remember it is about the **BAND!**

MORE THOUGHTS ABOUT MOTIVATION

There are two types of motivation – intrinsic and extrinsic. Psychological needs and drives characterize intrinsic motivation – for example hunger and being accepted. Extrinsic motivation is characterized by outside sources like grades, rewards and the band director(s) yelling. With any

band program both styles of motivation will probably be used. Being accepted into the band family will be an intrinsic motivation for many – acceptance is a basic human need. Extrinsic motivation will come with a job well done and not giving the band director(s) reasons to dwell on the negative issues. The actual performance of one of the band components is extrinsic and intrinsic in nature. How will people react to the performance? A group with intrinsic motivation – a group who demonstrates “pride” - will take the necessary steps – no matter what - to assure a fantastic performance - which in return will provide extrinsic motivation when the group enjoys the applause of the audience – of course an even bigger extrinsic motivation would be earning a standing ovation at an away football game!

Learning can take place without motivation but motivation does enhance and speed up the learning process. A positive attitude is important. Anyone who intends to learn learns more quickly when intrinsic motivation is in place. Motivation can only be measured from behavior. How is the band reacting to the current activity? Was everyone on the field early and in their spots one (1) minute before the rehearsal begins? Is everyone involved with the rehearsal striving to give 100%? Is everyone excited about the upcoming performances? Is everyone prepared musically, mentally and physically for the rehearsal or performance?

One can tell if motivation is present when efficiency is increased, learning persistent and individuals experience interest and satisfaction in a task. If the answer is “yes” to the above questions then one can confirm that there is a high level of intrinsic motivation present. Remember the goal is do increase productively during the rehearsal – with the goal of staying on task and going beyond anticipated expectations – to achieve more and more within the same period of time!

How do we motivate everyone associated with the band to give 100% towards the success of the band? That will only start when:

1. The leadership team provides the necessary leadership and knowledge that instills confidence and shows consistency – always realizing that it is for the band – not worried about recognition – never forgets that a real leader does not “win” unless everyone around them “wins” – unless the team/band wins!
2. The leadership team must provide a safe environment and strives to always to be truthful.
3. The leadership team must provide opportunities for a high level of performance both musically and visually.
4. The leadership team must never waste time on items that simply do not benefit the well being of the band.
5. The leadership team must provide an opportunity for everyone to be rewarded for a job well done.
6. The leadership team must be consistent with every action – understanding that they can NOT expect the “team/band” to be held to a higher standard than they demonstrate! Remember they will be a reflection of you – you always must set the appropriate example in and out of the band room!

Only when these items begin to happen will the leadership team have a chance to reach everyone in the band.

As student leaders you must never forget the power of motivation and the success it can bring any organization. Never forget about self-motivation. You have to look yourself in the mirror and make sure that you are constantly striving for ways to keep the morale and motivation high with the band. The work is hard but the rewards are priceless.

WORKING WITH YOUR BAND DIRECTOR(S)

Be able to communicate with them. Do not wait for them to come to you. Make yourself available and useful.

Read the director's mind. Ask if there is anything that needs to be done and/or anticipate what needs to be accomplished and do it.

Know your job and do it with efficiency. It is impossible for the band director(s) to single handedly do everything in the day-to-day operation of today's band program. Good student leadership and involvement is essential to the maintenance of a quality band program.

Be dependable. First to arrive and last to leave – make sure that the band director(s) knows if you are in charge everything will be handled appropriately. Make sure each band member in your section is learning the music and drill and that they are prepared for every rehearsal.

Be another set of eyes and ears. Be a liaison – not the band “narc.” At the same time it is important to keep the band director aware of all situations.

Never talk down about the band to others. If you can not say something positive do not say anything at all. You should encourage spirit in the band – this will build unity.

Fully support the decisions and actions of your band director(s). You might not agree with them 100% but that is your problem – not the bands. The band must always see a unified director/student leader team in action. Do not hesitate to schedule a private meeting so a better understanding will be achieved. The result will be a positive and unified “winning band.”

Never forget like you the band director(s) is involved with numerous other responsibilities outside of the band. If you both do your job other important aspects of your lives will not suffer. A well balanced life is imperative for personal and professional growth.

Keep in mind people are always watching you. You must set the appropriate example both in and out of the band room. You must set a good example at all times in musicianship, attitude, cooperation and discipline. Be a role model at all times – people will judge the quality of the band many times based upon the quality of the student leaders.

TO LIVE BY' S

Never hurt intentionally.

“Be all that you can be”

A strong parent/guardian relationship is fundamental. Love and respect your parent(s) guardian(s) always – thank them for the sacrifices that they make for you. This goes for your band director(s) and band boosters.

TRUST! Student leaders must be a strong team – any mistrust will cause major problems with the groups.

INTEGRITY! Are you an honest and trustworthy person? Do you cheat on your tests? Do you copy someone’s homework because you were too lazy to stay up and do yours the night before? Do you allow people to copy your homework after you have stayed up the night before doing it? Do you rely on others for virtually everything? Do you use people for personal gain?

Practice the “Golden Rule” – “Treat others as you would like to be treated.”

Leadership means you will have to point out problems. Strive to say something positive before you say something negative. If you are only negative your group will eventually tune you out and lose respect for you.

Be who you want to be – not what others think you should be. Do not act, dress, etc. to become part of a certain clique. Be your own clique – have people who want to be like you. Be extremely strong and consistent in your convictions and beliefs. The previous statements do not describe a leader – they describe a follower. Which one are you?

Traits you develop and practice now will definitely affect your life in the future. Start preparing now for a successful and joyous adult life.

OTHER MISCELLANEOUS DUTIES AND EXPECTATIONS OF BAND OFFICERS/STUDENT LEADERS

Maintain a high GPA in all classes. Remember you are setting the example in all things with your peers. Do not be satisfied with just getting by now or as an adult. Develop and maintain

good study habits – wise your time wisely – show your discipline. **Never forget – “With everything that you do be happy – but never satisfied!”**

Display an attitude that reflects the best interest of the entire band – never a selfish one. As we know a positive attitude leads to greater rewards in life.

Strive for perfect attendance at school. Encourage the same of your peers. When members of the team are absent it is difficult to continue progress. Does being tardy to class help your image as a leader?

Make visitors feel welcomed to the band room and at rehearsals.

Be enthusiastic and work to keep the morale high at all times. This takes constant effort on your part. A positive attitude and self-discipline are imperative here.

Could you take charge of the band rehearsal or sectional rehearsal at a moment’s notice and continue to conduct a constructive rehearsal? Would your peers respect you and follow through with your requests? Or would the rehearsal turn out to be a joke because of the poor example you have already set?

Wear your band uniform and other band attire with the greatest of pride. Encourage others to do so as well. If you/they are not proud of wearing band attire why are you in the band?

“LEAD – FOLLOW – OR SIMPLY GET OUT OF THE WAY.”

Learn everyone’s name immediately. Make everyone feel welcome. We all appreciate when someone takes the time to learn our names. This is a simple way to get everyone to take ownership with the band. We tend to take care of things when we feel we own it.

Overcome fatigue. After all fatigue is really your body trying to tell your brain that it can not handle any more and you choose to believe it. Strive to be as mentally and physically in-shape as possible.

Eliminate the work CAN’T from the band’s vocabulary. Most of the time the phrase “I can’t” really means “I won’t try,” and that is even worse. Only positive attitudes help to achieve your goals.

When you are in charge – take charge! Be able to make decisions on the spot. Demonstrate your knowledge and confidence.

Remember that your “title” does not provide you with any talent or expertise as a leader. It represents simply an opportunity to lead people. Make the most of your opportunities, learn from your mistakes, and continue to grow as a person. That is what it is all about!

LEADERS – EVERYONE MUST WIN BEFORE YOU WIN!

As a leader you play a crucial role in the success of the/your band. You are in an ideal position to contribute significantly to the success of your peers. Consequently you must strive to provide a positive example that just might add to the quality of their lives now and in the future. Without a doubt you will make a difference in how successful or not successful the/your band will become. The opportunity and challenge you now face can be satisfying and fulfilling. Of course before that happens there will be good and bad days and even days you might think about quitting. But, one thing that all quality leaders understand is that they are not successful unless everyone else is successful. Leaders win when those around them win.

Your band director(s) are concerned about your success. They will analyze, talk about and take active measures to improve your leadership skills. They will provide feed back about your development. Your improvement will be based solely upon your willingness to practice daily the necessary traits required to be a leader. Also you must be willing to look yourself in the mirror and be brutally honest with yourself about your weaknesses and strengths. What can you do to improve your effectiveness? What areas do you need to do a better job? Effective communication with the band director(s), any support staff, your fellow student leaders and your peers that are open and truthful promotes leadership success. Ineffective communication will surely lead to failure. Never forget that leaders only win when those around them win.

Good leaders normally have specific needs and set incredibly high goals. By using a logical course to take care of individual needs and to reach those incredibly high goals, they will set the pattern needed for them to get where they want to be in life. One thing they will never forget though, leaders are only successful when everyone around them is successful. Leaders only win when everyone around them wins.

THE TONE OF VOICE

AUTHOR UNKNOWN

**It's not so much what you say
As the manner in which you say it;
It's not so much the language you use
As the tone in which you convey it.
"Come here," I said –
He looked and smiled
And straight to my lap he crept.**

**Words may be mild and fair
But the tone may pierce like a dart;
Words may be soft as the summer air
But the tone may break my heart;
For words come from the mind
Grow by study and are –
But tone leaps from the inner self,
Revealing the state of the heart.**

**Whether you know it or not,
Whether you mean or care,
Gentleness, kindness, love and hate,
Envy, anger, are there.
Then, would your quarrels avoid
And peace and love rejoice?
Keep anger not only out your words –
Keep it out of your voice.**

As you can quickly see, the demands for being a great leader in the high school band are extreme. It's certainly not all spotlight and glitter. Yet the personal satisfaction that comes from doing the job is of immeasurable value. The good news is it will always lead you to a new and bigger challenge. It will also help secure success as you enter your adult life.

It is much easier to join the masses and complain about everything than it is to roll up your sleeves and do something about it. Yet we all know regardless of how much fussing and fuming we do, eventually, it is all going to come down to getting on our feet and taking on whatever task lies ahead. The real shortcut is to jump in and do it. Never forget, “the best excuse in the world will never get the job done.”

There are many times when we don't want to be responsible. It is much easier to blame someone for the circumstances than to go about making the situation work; yet, this is the one quality evident in all great leaders – the ability to stay in there until the job is done. They take on every task with a sense of pride and purpose. Great leaders are not necessarily smarter, more talented or luckier than anyone else – they simply do not give up. They do not quit! They strive for daily improvement. They are happy about progress but never satisfied!

I leave you with a challenge – a challenge for you to meet the requirements of being a real leader in your band. In this most sophisticated time in history when we can travel outside of our solar system, communicate with people around the world immediately and prolong life with artificial organs, we have never been in such need of real leaders. All one has to do is look around, watch T.V. or read on the internet to confirm this. It is imperative that we all strive to develop into better human beings.

One more time never forget that being a student leader is a huge responsibility. Remember it does not give you extra privileges but extra obligations. You must be willing to arrive early, leave late, anticipate any problems and resolve them before they happen, be able to take the good with the bad, and be able to be held accountable for any decision you make. You of course are not perfect, who is, but you must remember that people are always watching. In fact, people you may not expect. If another teacher is aware that you are a student leader in the band but in their class you are constantly demonstrating inappropriate traits that define a leader, how does this reflect not only on you, but the band? Never forget that the traits that you develop as a student leader will help you obtain your goals and ambitions well after you leave Mitchell High School. Best of luck as you work with your band director(s), band staff, band parent(s)/guardian(s) and your band peers to make the 2011-12 school year the best it can possibly be.

“The band's success – starts with me”

“success lies not in being the best – but in doing the best!”

“an amateur practices until he can do it right. A professional practices until he can not do it wrong”

WHAT IS YOUR DESCRIPTION OF A QUALITY LEADER

Name current or past leaders – list at least 5.

List adjectives or short phrases that describe what a quality leader is to you. List at least 5.

List your personal goals for band camp – things you hope to accomplish individually. List at least 5.

List your goals for the band this year – marching – concert – jazz – any part of the program. List at least 5.

What leadership qualities do you feel you already possess and are your strengths?

Which leadership qualities do you feel you still need to develop? If you are going to be effective you must be honest with yourself.

Identify positive contributions by the 2010-11 leadership team.

Identify negative contributions by the 2010-11 leadership team.

What are positive goals for the 2011-12 leadership team? What will distinguish this leadership team from previous ones?

THOSE WHO MAKE THINGS HAPPEN

THOSE WHO WATCH THINGS HAPPEN

THOSE WHO WONDER WHAT HAPPENED

**SELF-EVALUATION OF SPECIFIC LEADERSHIP
TRAITS/QUALITIES**

TRAITS/QUALITIES :

Compassionate
Confident
Courage
Creative
Dedicated
Dependable
Disciplined
Emotionally mature/not self-centered
Endurance
Enthusiastic
Flexible
Friendly
Helpful
Honest
Initiative
Integrity
Knowledgeable
Organized
Patient
Perceptive
Personable/likable
Positive Attitude
Responsible
Skillful
Tactful

INSTRUCTIONS - The traits/qualities listed itemize important traits/qualities as they relate to leadership. Assign a number, based on the chart below, to establish a general understanding of your current strengths and weaknesses. After a number is assigned to each listed trait, add and divide by 25. It is important for you to be brutally honest with yourself. This is how we get better - when we are 100% honest and have a positive attitude it allows us to move forward. Think about your final average score. Evaluate the areas that are 2 and lower and establish a game plan for improvement. Hopefully you have an average score of 2 or higher. To measure progress, in approximately six (6) weeks do another assessment - hopefully your game plan has worked and your average score is moving ever closer to an average of 4.0!

Never - 0
Seldom - .5 or 1 or 1.5
Sometimes (average) - 2 or 2.5
Usually - 3 or 3.5
Always - 4

General and Secretary of State Colin Powell's Rules

- It ain't as bad as you think. It will look better in the morning.
- Get mad and then get over it.
- Avoid having your ego so close to your position that when your position fails, your ego goes with it.
- It can be done!
- Be careful what you choose. You may get it.
- Don't let adverse facts stand in the way of a good decision.
- You can't make someone else's choices. You shouldn't let someone else make yours.
- Check the small things.
- Share credit.
- Remain calm - be kind.
- Have a vision. Be demanding.
- Don't take counsel of your fears or naysayers.
- Perpetual optimism is a force multiplier. (In the military, one always looks for ways to increase or multiply your forces).

ENRICHING THOUGHTS

The most destructive habit – WORRY
The greatest joy – GIVING
The greatest loss – LOSS OF SELF-RESPECT
The most satisfying work – HELPING OTHERS
The ugliest personality trait – SELFISHNESS
The most endangered species – DEDICATED LEADERS
Our greatest natural resource – OUR YOUTH
The greatest “shot in the arm” – ENCOURAGEMENT
The greatest problem to overcome – FEAR
The most effective sleeping pill – PEACE OF MIND
The most crippling failure disease – EXCUSES
The most powerful force in life – LOVE
The most dangerous person – A GOSSIPER
The world’s most power-filled words – I CAN
The greatest asset – FAITH
The most worthless emotion – SELF-PITY
The world’s most incredible computer – THE BRAIN
The worst thing to be without – HOPE
The deadliest weapon – THE TONGUE
The most beautiful attire – A SMILE
The most prized possession – SELF-ESTEEM
The powerful channel of communication – PRAYER
The most contagious spirit – ENTHUSIASM

“To the world you might be one person; but to one person you might be the world.”

EXCUSES ARE:

TOOLS OF THE INCOMPETENT

EXCUSES BUILD MONUMENTS OF NOTHINGNESS

EXCUSES DO NOT EXCUSE

EXPLANATIONS DO NOT EXPLAIN

YOU DECIDE WHICH ROAD TO TAKE BECAUSE YOU
ARE THE MASTER OF YOUR FATE

WHICH ROAD ARE YOU GOING TO TAKE? THE EASY
ROAD OR THE ROAD THAT WILL LEAD TO SUCCESS
THROUGHOUT YOUR LIFE!

THE BEST EXCUSE IN THE WORLD WILL NEVER GET
THE JOB DONE.

AVOID MAKING EXCUSES - SIMPLY BUCKLE DOWN
AND GET THE JOB DONE!!

RISK

TO LAUGH IS TO RISK APPEARING A FOOL.

TO WEEP IS TO RISK APPEARING SENTIMENTAL.

TO REACH OUT FOR ANOTHER IS TO RISK
INVOLVEMENT.

TO PLACE YOUR DREAMS BEFORE THE CROWD IS TO
RISK RIDICULE.

TO LOVE IS TO RISK NOT BEING LOVED IN
RETURN.

TO GO FORWARD IN THE FACE OF OVERWHELMING
ODDS IS TO RISK FAILURE.

BUT, RISKS MUST BE TAKEN - THE GREATEST
HAZARD IN LIFE IS TO RISK NOTHING.

YOU MAY AVOID SUFFERING AND SORROW, BUT YOU
CANNOT LEARN, FEEL, CHANGE, GROW OR LOVE.

CHAINED BY YOUR UNCERTAINTIES YOU ARE A
SLAVE.

ONLY A PERSON WHO TAKES RISKS IS FREE!

11 RULES FOR RESPONSIBILITY

IF YOU OPEN IT - YOU CLOSE IT
IF YOU TURN IT ON - YOU TURN IT OFF
IF YOU UNLOCK IT - YOU LOCK IT BACK
IF YOU BREAK IT - YOU REPLACE IT
IF YOU CAN'T FIX IT - CALL SOMEONE WHO CAN
IF YOU BORROW IT - YOU RETURN IT
IF YOU VALUE IT - YOU TAKE CARE OF IT
IF YOU MAKE A MESS - YOU CLEAN IT UP
IF YOU MOVE IT - YOU PUT IT BACK
IF IT'S NONE OF YOUR BUSINESS - DO NOT ASK
QUESTIONS
IF IT WILL BRIGHTEN SOMEONE'S DAY - SAY/DO IT

THE WALL

ONE OF THE MOST FRUSTRATING ASPECTS OF CHOOSING TO
LEAD IS WHEN YOU HAVE DONE YOUR BEST AND WORKED AS
HARD AS YOU COULD - AND YOU STILL FLOP

THAT IS CALLED HITTING AN OBSTACLE. HITTING THE
WALL IS RUNNING UP AGAINST SOMEONE OR SOMETHING
THAT STANDS BETWEEN YOU AND SUCCESS

THE WALLS ARE OUT THERE AND WHEN YOU CHOOSE TO LEAD
- YOU ARE BOUND TO HIT THEM

IT IS OK TO HIT WALLS - JUST KEEP GOING

SOMETIMES WALLS MAKE THE GOING TOUGH - BUT LEARN
HOW TO DIG DEEP FOR INNER STRENGTH

SOMETIMES WALLS HURT BAD - ESPECIALLY WHEN THE WALL
IS A CLOSE FRIEND - BUT LEARN HOW TO GROW FROM IT

SOMETIMES WALLS MAKE YOU WANT TO GIVE UP - BUT AT
THAT MOMENT -----

CHOOSE TO LEAD AND GO RIGHT THROUGH
THE WALL

AVOID THESE DEADLY PLAGUES THAT ERODE CHARACTER, SUCCESS, PRIDE AND SELF-WORTH IN THE INDIVIDUAL AND GROUP'S "IMAGE OF GREATNESS." NEVER FORGET THE IMPORTANCE OF A POSITIVE ATTITUDE AND HAVING PRIDE IN EVERYTHING YOU DO!

Attention to oneself
Rudeness
Bullying
Rowdiness
Showing off for visitors
Excessive defensiveness
Moodiness
Lack of personal pride
Improper care of equipment - uniform - instrument
Member of clique-power groups
Drugs
Swearing
Lack of respect for others
Stealing
Excessive teasing - gossips and rumor mongers
Overaggressive "nerdism"
Carrying grudges
Refusal to recognize teacher and student leader's authority
Continuous complainers
Attempts to get even
Pretense of ignorance of rules
Tardiness
Cutting rehearsal
Chronic complainers - illness - afflictions (referring to fakers and wimps)
Apathy concerning individual or group performance or improvement

In reality we have two paths we can travel in life – one path is for winners and the other path is for losers. As discussed the majority of the time we can decide which path to travel based upon our attitude, character, discipline and pride. Do not confuse a winner with someone who gains great wealth or a loser with someone who is poor. A winner is someone who succeeds in whatever they make up their mind to achieve. A loser is someone who looks for excuses and is sad and bitter. You decide – the following will help you understand the difference between “WINNERS” and “LOSERS.”

WINNERS – Go about correcting their mistakes before others point them out.

LOSERS – Are interested in justifying and not correcting mistakes.

WINNERS – Always produce “excellence” no matter how much effort it takes.

LOSERS – Uses excuses to boost their sagging self-image.

WINNERS – Know that the team can only win when each person wins.

LOSERS – Have a general attitude of skepticism and suspicion.

WINNERS – Know themselves and never have to be compared to others.

LOSERS – Pretend that they really do not want to win.

WINNERS – Know that more love and less need is the key to success and happiness.

LOSERS – Eventually lose the opportunity to love themselves or anyone else.

THE DIFFERENCE BETWEEN A WORKER AND A LEADER

WORKERS are full of excuses but.....
LEADERS have plans, goals and visions.

When you see a **WORKER** in the morning, they are tired but.....
When you see a **LEADER** in the morning, they are helping someone.

WORKERS dress like laborers but.....
LEADERS dress for success.

WORKERS sit in the back of meetings but.....
LEADERS sit where they can learn.

WORKERS complain about other people, places and things but.....
LEADERS compliment people, places and things.

WORKERS blame other people, places and things but.....
LEADERS work cooperatively with people, places and things.

WORKERS speak negatively of their obligations, as in “Do I have to do this?” and “I am only doing this because I have got to.” While.....
LEADERS speak enthusiastically about their options, as in, “I want to have the extra rehearsal” and “It is my choice to always set the appropriate attitude and to lead by example at every band function.”

WORKERS talk about not getting respect while.....
LEADERS’ success earns them respect.

WORKERS are unwilling to learn or turn elsewhere for help. While.....
LEADERS are knowledgeable and can turn elsewhere for help.

WORKERS are victims. While.....
LEADERS have power and are in control.

At the end of the school day, **WORKERS** are tired, but.....
LEADERS at the end of school are waiting for a parent or helping a student.

WOKERS decide
Life comes from what others get for me.

LEADERS choose
Life comes from what I can earn for myself.

I expect others to bring me happiness.

I will generate my own happiness.

**IT IS ALL A MATTER OF CHOICE – WHAT DO YOU CHOOSE TO BE A WORKER
OR A LEADER?**

LEADERSHIP/MOTIVATIONAL THOUGHTS
**WE ALL NEED MOTIVATION FROM TIME TO TIME. HOPEFULLY THE FOLLOWING THOUGHTS WILL
PROVIDE INSPIRATION AND “FOOD FOR THOUGHT” FOR YOUR LIFE.**

LEADERSHIP – “Tell me and I forget; show me and I remember; involve me and I understand.”

There are no limits to the amount of good you can accomplish if you do not care who gets the credit.

Ability is rated by what is finished – not by what is started.

Courage is not the absence of fear – it is the conquest of it.

A mistake is at least evidence that someone tried to do something.

A diamond is a piece of coal that stuck to the job.

When you make your mark on the world – watch out for the guys with the erasers.

If you blame others for your failures – do you credit them with your successes?

Trouble may ring your doorbell but it is your fault if you invite trouble in.

Every day is full of choices and it is up to you to decide whether you will be optimistic or pessimistic – whether you will believe in yourself or doubt yourself.

Listen and silent are spelled with the same letters – they are obviously related.

Alone we can do so little – together we can do so much – Helen Keller

You are your own greatest asset – there is nothing you can not do. No one can keep you from dreaming your dreams and only you can prevent them from coming true.

Your achievements are not determined by your ability alone but by the desire you possess to reach them. All of you have to do is keep believing in yourself – take the best of care – try to put things in perspective and always remember what is most important. It is what is inside that makes you your best!

The best excuse in the world will never get the job done!

Be happy with your accomplishments – but never satisfied.

SUCCESS – The people who are successful in this world are the people who get up and look for the circumstances they want, and, if they can not find them they make them.

To lead is to serve – to give – to achieve success. Success is the result of serving – giving – caring and obtaining knowledge.

COMMITMENT – Commitment is what transforms a promise into reality. It is the words that speak boldly of your intentions. The actions which speak louder than words. It is making the time when there is none. Coming through time after time after time – year after year after year. Commitment is the stuff character is made of. The power to change the face of things. It is the daily triumph of integrity over skepticism.

Let your efforts rise above your excuses.

**In the matters of style swim with the current – in matters of principle – stand like a rock.
Thomas Jefferson**

If you judge people you have no time to love them. Mother Teresa

Most people are about as happy as they make up their minds to be. Abraham Lincoln

Some goals are so worthy it is even glorious even to fail.

If your life is free of failures – you are not taking enough risks.

**When an archer misses the mark he turns and looks for the fault within himself. Failure to hit the bull's eye is never the fault of the target. To improve aim – improve yourself.
Gilbert Arland**

**COURAGE – The time is always right to do what is right. Dr. Martin Luther King, Jr.
- “With courage you will dare to take risks, have the strength to be compassionate, and the wisdom to be humble. Courage is the foundation of integrity.” Keshavan Nair**

HONESTY – Stand up for what is right even if you stand alone: “Honesty is the first chapter in the book of wisdom.” Thomas Jefferson

CHARACTER – What you say or do when no one else is looking or listening

**VISION – The future belongs to those who believe in the beauty of their dreams.
Eleanor Roosevelt**

CHARACTER – What lies behind us what lies before us are tiny matters compared to what lies with us. Ralph Waldo Emerson

TEAMWORK – “Our greatest glory is not in never failing, but in rising every time we fall.” Ralph Waldo Emerson

DETERMINATION – “I am not discouraged, because every wrong attempt discarded is another step forward.” Thomas Alva Edison

KINDESS – Kindness is a language we all can speak – even the deaf can hear it and the blind can see it. Mother Teresa

GENEROSITY – “The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves.” Helen Keller

OPPORTUNITY – “The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty.” Winston Churchill

PROGRESS – “If there is no struggle, there is no progress.” Fredrick Douglass

Quitters never win – winners never quit.

Winners are too busy to be sad – too positive to be doubtful – to optimistic to be fearful – to determine to be defeated.

**ATTITUDE – You can get the best out of others when you give the best of yourself.
Harry Firestone**

SUCCESS – “Success usually comes to those who are too busy to be looking for it.”

TO ACHIEVE YOUR DREAMS – REMEMBER YOU'RE A-Z'S

A-void negative sources, people, things and habits.

B-lieve in yourself.

C-onsider things from every angle.

D-on't give up and don't give in.

E-njoy life today: yesterday is gone and tomorrow may never come.

F-amily and Friends are hidden treasures. Seek them and enjoy their riches.

G-ive more than you planned to give.

H-ang on to your dreams.

I-gnore those who try to discourage you.

J-ust do it.

K-eeep on trying, no matter how hard it seems. It will get better.

L-ove yourself.

M-ake it happen.

N-ever lie, cheat or steal. Always strike a fair deal.

O-pen your eyes and see things as they really are.

P-ractice makes perfect.

Q-uitters never win and winners never quit.

R-ead, study and learn about everything important in your life.

S-top procrastinating.

T-ake control of your own destiny.

U-nderstand yourself in order to better understand others.

V-isualize it.

W-ant it more than anything.

X-cellerate your efforts.

Y-ou are unique of all of Nature's creations. Nothing can replace you.

Z-ero in on your target, and go for it!

Author – Bhagwati Prasad

MUSIC - IT IS THE ONE SUBJECT THAT PREPARES STUDENTS FOR LIFE.

"I have always believed in the definition of an educated man or woman as one who could, if necessary, reflect his or her civilization. That means we must teach our students more than just hard facts. We must teach them the rich artistic inheritance of our culture, and an appreciation of how fine music enriches both the student who studies it and the society that produces it.

Music educators deserve special recognition for the valuable service that they perform for our children. I know that all of us who care about education and the arts sometimes feel we are fighting a losing battle against institutional mediocrity and cultural illiteracy.

But as society becomes all the more technical and complicated, we must keep an eye always to the future, and to the type of people we wish to be. The existence of strong music and fine arts curricula are important to keeping the humanities truly humanizing and liberal arts education truly liberating.

What we teach in our classrooms today will determine America's ability to produce capable and compassionate leaders for tomorrow."

PRESIDENT RONALD REAGAN

MARCHERS CHECK LIST

The following are examples that have been successful with the top drum corps and high school marching band around the country. The final decision is the responsibility of the

band director(s). Whatever style is finally used - the key issue is CONSISTENCY from person to person with everything!

PARADE REST – head is up – chin is parallel – feet parallel and shoulder width apart-feet must face directly towards the front sideline-forms a 90 degree angle with the sideline-possible exceptions are bass drums and the color guard – hold instrument in right hand – place in front of body – laying left hand over right – all like instrument angles must be the same – The percussion, color guard and tubas should follow the basic set-up as listed – adjust according to equipment being used – still the key is consistency from person to person.

ATTENTION – a total of five (5) counts – please note the words in the “ “ represents one count each – if a verbal command is used – “Band Silent Ten Hut Move” – instruments move to carry position and guard moves to right shoulder arms or preferred starting position – percussion should move to attention – To help with consistency consider the following checkpoints: 1 – bell front brass (with valves) place the first valve casing at the bottom of the chin. The instrument needs to be perpendicular to the ground – if you should let go of the instrument it would stand up on a table. 2 – Percussion instruments must have each individual drum at the same angle along with the angle of their hands and sticks. 3 – Visual ensemble member’s equipment must be identical with angles – do not forget the free hand. 4 – Flutes should place the “barrel” of the main body of the flute at the tip of the nose. 5 – Clarinets place the barrel of the clarinet at the tip of the nose. 6 – Alto and tenor saxophones hold your instruments parallel to the ground. 7 – Trombones place the top of the mouthpiece at the tip of the nose. 8 – Sousaphones must develop a method that is comfortable for the entire section – the main concern for the sousaphones is to make sure that the bell of the instrument is always pointing directly at the press box. All instrument players must have a 90 degree angle with their arms – this is imperative not only for consistency but also for the illusion of consistent spacing.

WHEN AT ATTENTION THE FOLLOWING SHOULD BEEN SEEN:

- Feet together (no room for variation this way – the percussion can do it also)
- Legs straight – relax knees slightly – important not to lock your knees
- Pull your hips back so they form a straight line with the shoulders and ankles – you should feel like you are slightly leaning forward – move your body weight towards your toes – heels should feel like they can easily come off the ground – 60% of weight forward – 40% backwards
- Raise shoulders are up, back and relaxed – this elevates the ribcage giving upper body presence and freedom to breath. Feel like your sternum bone is projecting upward.
- Head/chin elevated 10 degrees upward
- Stern look on your face
- Eyes fixed on a single point on the horizon
- Make yourself as tall as possible – everyone is ten (10) feet tall
- Engage your brain and listen for instructions
- Being at attention is a sign of being ready!

HORNS UP – Like attention five (5) counts are needed if this is going to be a verbal command – “Band Silent Horns Up Move” – if verbal command is used voice should be crisp and precise hopefully reflecting the movement of the horns up. All brass instruments besides the tuba and the clarinets should simply be able to move their wrist to get their mouthpieces to their mouths. Rest

of the instruments will require more arm motion for appropriate mouthpiece alignment – in either case the one count move needs to be crisp and precise.

MARK TIME – Heel lift only – a couple of inches off the ground (1 or 2) – toes do not leave the ground – hips are used to control upper body rocking – use the hips as shock absorbers - there should be no movement from the waist up – feet reach their highest point and the “&” of the beat – mark time establishes tempi and allows you to fix a form if needed – it is not recommended that you use a high mark time for than four (4) beats or so – the difficulty in getting the entire ensemble to do it and look 100% consistent is virtually impossible to do – there are numerous more important things to work on.

FORWARD MARCH – Right foot/shoe pushes off on the “&” of the beat – you always lead with your hips not your shoulders – leading with your shoulders means ensemble members are leaning forward, giving the impression of anticipation and making themselves look smaller – back of left shoe will hit the ground on the beat giving maximum toe height – if a number was written on the bottom of the shoe you should be able to read it – feel like you are planting the back of the shoe on the ground – if you are planting the back of the shoe you will feel a pull in the calf – that is a good check point for everyone – feet swing through like a pendulum not lifted like you are riding a bike – the inside of your shoes should brush together – toes must be straight ahead – we naturally walk with our toes facing outward - when marching remember your upper body is at attention – no movement in the upper body is required besides and special occasions by the winds and percussion and pending on the type of movement being used by the visual ensemble members – use the hips as shock absorbers – if the band could not be seen from the waist down it should appear that everyone is floating on a conveyer belt – feet pass each other on the “&” of the beat – if a picture was taken on the “&” of the beat from the side you should appear to be at attention – if this is not happening the band is probably experiencing “foot phrasing” problems – the back of the shoes plants on the beat and the feet are side by side on the “&” of the beat – imperative that ALL steps are of equal value – the first and last steps are the most difficult to achieve this with – if you should freeze on the beat the back of the shoe should be planted with one foot and the other foot should be on the “ball” of the foot – remember that it is important that consistent step sizes are used from move to move – if it is an eight count phrase or move everyone must take eight (8) identical size steps – step size will differ from person to person unless a float or a similar move is being used.

BACKWARD MARCH - many similarities to a forward march – right foot/shoe pushes off on the “&” of the beat – heels are lifted just enough to clear the ground – marching occurs on the ball of the foot – each step is a “push” and “point” motion with the toe of the foot – a consistent backward step size is vital – body posture (weight centered) must be maintained to prevent loss of control – marching backwards requires even more concentration of the projection of the upper body – you are moving away so automatically this hurts your presence – it will appear to make you smaller – like marching forward the feet pass on the “&” of the beat – if you should freeze on the beat both you should be on the “ball” of both feet and your knees should both be locked – when marching backwards an 8 to 5 step will seem bigger – there is still no movement allowed in the upper body – must always have the conveyer belt appearance – upper body is along for the ride.

SLIDE – The body remains at attention – upper body should still have that conveyer belt appearance – equipment remains to the press box while lower body move parallel to the sideline either in a forward or backwards march – getting into a good “slide” position requires the gradual rotation of the upper body – start with the waist and gradually increasing the rotation of the upper

body until the shoulders are parallel to the sideline – feel like the outside shoulder is being pushed around versus the inside elbow being pulled – have we mentioned the importance of a consistent step size? If the shoulders are not parallel to the sideline the odds are the spacing between the sideline and the individual marcher will change – a slide position requires parallel movement to the sideline with that distance not changing.

FORWARD TO BACKWARD DIRECTION CHANGE – On the last count of the phrase of move the right foot extends with only the toes touching the ground – must flex the ankle downward to achieve this - it must be a full size step – the weight remains on the left foot – if not you will lean forward – the marcher hold on the first count of the next phrase or move – it is this hold that allows a picture to lock before it instantly starts the transition to the next picture – right foot moves on the “&” of one and hits on beat two (2) – it is important that your weight remains centered – if not you will rock forward and end up out of step.

BACKWARD TO FORWARD DIRECTION CHANGE – On the last count of the phrase or move the right foot extends to perpendicular to the ground – it must be a full size step – weight must remain on the left foot – if the right foot bends you have weight going backwards – the marcher hold on the first count forward – the right foot moves on the “&” of count one and hits on beat two.

FORWARD MARCH RULE – Anytime you are moving at an angle that moves you CLOSER to the front sideline, no matter how slight the angle, you should be using a forward march – this is true 99.9% of the time.

BACKWARD MARCH RULE – Anytime you are moving AWAY from the front sideline – no matter how slight the angle – always use a backwards march – this is true 99.9% of the time.

FORTY YARDLINE RULE – Anytime you are moving parallel to the sideline outboard of either forty yard lines you use a backwards march – there are exceptions pending on the size of the ensemble – be careful that we are focusing our sound to the press box at all times – upper body presence is always a major focus – as you cross the forty yard line the right foot is planted perpendicular (on the forty yard line) to the front sideline instead of straight across the forty yard line – the marcher then pushes off with the right foot so the marcher can start the backwards march with the left foot – that step must be a full size step – DO NOT pivot – push off – never forget that upper body presence is important to every member of the marching band.

Teamwork is imperative for your band to be successful. Everyone must strive to reach the highest possible ability as possible. It is the job of the student leader to continue to motivate everyone to strive for perfection.

A SUGGESTED TEACHING PROCEDURE FOR MARCHING FUNDAMENTALS

1. Identify fundamental to be taught – for example attention
2. Explain the importance of each fundamental – sign of being ready – starting position – position our upper body is normally in
3. Demonstrate the fundamental – notice I have pulled my hips back so I have a straight line between my shoulders, hips and ankles – you are always teaching
4. Break down the fundamental – teach in the same manner/order each time – always start with the feet – move to the knees – hips – etc. – give all of the recommended checkpoints – refer to the manual
5. Teach command used for the fundamental – refer to the manual
6. Demonstrate the fundamental using the command
7. Have the section practice and give appropriate feedback – remember check list
8. Show your knowledge and present with confidence and consistency – practice with other student leaders – learn your marchers checklist in your packet
9. Realize that perfection is not the goal at the beginning – execute several times make sure a basic understanding of each fundamental is present and then move on – everyone should realize that marching fundamentals must be consistently practiced and reinforced if we want to reach a high level of performance
10. Recognize and give praise for a job well done – “Be happy but never satisfied” – for example – Thank you for all of your efforts – I can see improvement by everyone – since our goal is to get better and better lets consider the following to help us reach our group goal – notice they are not doing it for you but for the betterment of the total band
11. Start each session with a review of what has been previously taught - this process will become shorter and shorter as the year moves on.

**THE FOLLOWING EXERCISES ARE SUGGESTIONS TO HELP
BUILD BALANCE AND STRENGTH IN THE LOWER BODY AND
OUR ARMS AND SHOULDERS**

This exercise will also allow you to check the form and consistency of the marching step and will help work on maintaining balance by keeping our weight centered.

Quarter note equals 96-120 – should be executed in a basics block – use a non-adjusted step.

One step forward – hold for 16 counts – start with left foot

Switch to right foot – hold for 16 counts

Switch to left foot – hold for 8 counts

Switch to right foot – hold for 8 counts

Switch to left foot – hold for 4 counts

Switch to right foot – hold for 4 counts

Switch to left foot – hold for 2 counts

Switch to right foot – hold for 2 counts

Then take 8 non-adjusted steps forward – MT 4 – halt – remember the MT is to adjust the form.

This exercise will help build endurance and balance – quarter note equals 96-120 – use a non-adjusted step when moving foot forward or backwards – constantly check upper body presence.

Center weight on right foot

Left foot moves forward – toes pointed down – hold for 4 counts

Left foot moves to the side – toes pointed down – hold for 4 counts

Left foot moves back – toes pointed down like a backwards to front directional change – hold 4

Feet back together on count 13 – hold for 3 beats

REPEAT process using the right foot.

This exercise will help build leg strength – quarter note equals 60-90

Everyone bends their knees for 4 counts

Everyone goes up on their toes for 4 counts with knees still bent

Everyone locks their knees for counts

Heels down on count 13 – hold for 3 – repeat process several times.

This exercise will help build arm and shoulder strength

Stand with feet shoulder width apart

Extend both arms out – lock your elbows – form a fist with your thumbs facing upward

Using the shoulder joint pulse upward 15 short times – do not use your elbows

Hold

Turn thumbs downward

Using the shoulder joint pulse upward 15 short times – do not bend your elbows

Hold

Turn thumbs upward and repeat the process several times

EFFECTIVE USE OF THE COORDINATE OR “DOT” BOOK

The purpose of the dot book is to enable a marching ensemble to learn/set drill quicker and more efficiently. Members of the ensemble are responsible for finding

their own drill coordinates. The person running the rehearsal simply calls out the page number they would like to start or continue from once part of the drill is learned.

Materials needed – 3 X 5 spiral bound index cards
Pencil
Access to drill charts
String or shoe string

VOCABULARY:

Inboard – movement towards the 50 yard line

Outboard – movement away from the 50 yard line

Adjusted step – any size step besides a 22.5 or 11.25 inch step

Non-adjusted step – 8 steps to 5 yards – 22.5 inches in length

Half step – 16 steps to 5 yards – 11.25 inches in length

Front sideline of football field – the home side

Back sideline of football field – the visitor's side

Yard line – vertical lines located every 5 yards on a football field

Front hash marks – located 28 non-adjusted steps from the front sideline

Back hash marks – located 28 non-adjusted steps from the front hash mark and 28 steps from the back side line – the hash marks on high school football fields divides the field into three equal parts

Side 1 – if looking at the football field from the stands – left of the 50 yard line is side 1

Side 2 – if looking at the football field from the stands – the right of the 50 yard line is side 2

INFORMATION LOCATED ON YOUR COORDINATE CARD

EACH DRILL PAGE RECEIVES ITS OWN 3 X 5 INDEX CARD. IF THERE ARE 32 PAGES OF DRILL THEN YOU WILL USE 32 DIFFERENT 3 X 5 CARDS!

Chart/page number

Title – can actually list the name of the piece or simply list opener, production, closer, etc.

Measure numbers

Number of counts located in the phrase or move – adjusted or non-adjusted

Which side

Your coordinates

Where are you dressing/guiding

Direction of the next drill move

You can even draw a simple sketch of the drill set – name the drill set – mention a music highlight – anything that helps you recognize where you are in the drill.

WHAT A COORDINATE CARD WILL LOOK LIKE

Page 1 – opener

Measures 1-4

16 counts – adjusted

Side 2

3 steps inboard the 40 yard line

5 steps behind the front hash

Guide to the outside shoulder of the person in front of me

Next drill move is outboard

Draw a simple sketch or anything else that helps you definitely know where you are in the drill/music

TO HELP ELIMINATE PROBLEMS WITH COORDINATE BOOKS BEING LOST OR NOT MAKING IT TO THE REHEARSAL – CONSIDER THE FOLLOWING.

Once the first coordinate book is made – immediately copy a 2nd one – it is a lot easier to copy than it is to recreate.

Have the student leaders collect the coordinate books at the end of every rehearsal for the members of their section – the student leader is responsible for keeping the coordinate books safe and available at the next rehearsal.

HOW WELL DO YOU KNOW YOUR PEERS?

- Has a pet besides a dog or cat –
- Listens to the music of the Red Hot Chili Peppers –
- Has three (3) or more brothers or sisters –
- Loves to surf – skateboard or water ski –
- Listens to or plays the music of Mozart –
- Was born on the same day as you –
- Listens to the music of JayZ –
- Was born in the same month as you –
- Was born outside of Florida –
- Was born outside of the USA –
- Has a relative currently living outside of the USA –
- Has played the music of Frank Tichelli –
- Kissed their mom before coming to the leadership camp today –
- Listens to the music of Black Eyed Peas
- Has played the music of David Maslanka
- An only child –
- A middle child –
- The oldest child –
- The youngest child –
- Listens to the music of Frank Zappa –
- Loves math –
- Listens to the music of Keith Urban –
- Plays piano –
- Wants to teach (any subject) –
- Wants to go into politics –
- Loves to go fishing –
- Wants to teach music (any level or genre) –
- Loves to go hunting for deer or quail –

Find a fellow student leader that meets one of the above statements. Your goal should be to get to know every fellow student leader even better. Of course the ultimate achievement would be to know more about each individual band member. Never forget that the more you know about someone the easier it is to communicate with them! DO NOT SIMPLY YELL A STATEMENT – GO AND GET TO KNOW THEM PERSONALLY! Please only use the same person twice.