

Topic Index

Band Leadership Introduction	2
What is Leadership	2
Three Laws of Leadership	3
Objectives to Achieve	4
Responsibility Statement	4
What is your Description of a Leader?	5
Band Name Anachronism/Traditions	5
The Magic Word Is Attitude	6
Enthusiasm	7
Commandments of Leadership/Working Together	8
Becoming a Quality Leader	9
Motivation vs. Manipulation	10
Rules for Motivation	10
Self Image	11
Seven Steps to Self-Esteem	12
Goal Setting	13
Other Misc. Duties of Band Officers	14
Working with your Band Director	15
Peer Conflict Resolution	16
Fundamental Teaching Techniques and Procedures	17
Suggestions for Teaching Fundamentals	18
Coordinate Charts	19
Discipline	20
To Live By	20
25 Catchy Leadership Phrases	20-21
Instrument Transpositions	22
Section Leader Training/Sectionals	23-24
Behavior and Etiquette	25
Band Success begins with Me	26-29
Conclusion	29
Credits	29
Personal Goals for Band Camp	30

Band Leadership

The purpose of this leadership manual is not only to prepare band students to become leaders in their band...but more importantly, to become leaders in life!

As leaders in your band program, you may be teaching music, drill, or running sectional rehearsals, but your main objective through any of these activities should be to instill pride and spirit in the band and the individual. Not only are leaders essential to any band director and the success of any band program, they develop the very people management skills which are needed by mature adults in the working world. Our goal here is not solely to build a nucleus for an efficient band program, but also to mold thoughtful, responsible adults.

We hope you will “revisit” this manual from time to time throughout the coming year(s) and let the material contained herein be a stimulus in recharging your “leadership batteries”.

What is leadership?

Leadership is an invisible strand as mysterious as it is powerful. It pulls and it bonds. It is a catalyst that creates unity out of disorder, yet it defies definition. No combination of talents can guarantee it. No process or training can create it where the spark does not exist.

The qualities of leadership are universal. They are found in the poor and the rich, the humble and the proud, the common man and the brilliant thinker. They are qualities that suggest paradox rather than pattern. But wherever they are found, leadership makes things happen.

The most precious intangible quality of leadership is **trust** – The confidence that *one who leads will act in the best interest of those who follow* – the assurance that he will serve the group without sacrificing the rights of the individual.

Leadership’s imperative is a sense of rightness – knowing when to advance and when to pause, when to criticize and when to praise, how to encourage others to excel. From a leader’s reserves of energy and optimism, his followers draw strength. In his determination and self confidence, they find inspiration.

In its highest sense, leadership is integrity. Be honorable...speak the truth! This command by conscience asserts itself more by commitment and example, than by directive. Integrity recognizes external obligations, but it needs the quiet voice within, rather than the clamor without.

Most band officers are elected or appointed and lack the formal training needed to be outstanding leaders and role models. There is much more to leadership than just having a “title”. You must earn the respect for that title through your actions and by your example. Good leaders also develop the people around them. Surround yourself with confident people.

Three Laws of Leadership

1. You can't lead others until you lead yourself.
2. You're only worth what you share with others.
3. You can only give away what you have. Use your talents to their fullest. Don't shortchange yourself or others because you have done little to prepare yourself for the leadership *commitment* you have made.

Success Depends on TEAMWORK!!!

LEADERS:

EVERYBODY MUST WIN BEFORE YOU WIN

As a leader, you play a crucial role in the success of this band. You are in an ideal position to contribute significantly to the success of your peers and consequently, to the quality of the rest of their lives. We acknowledge that fact that YOU MAKE A DIFFERENCE. The opportunity and challenge you now face can be satisfying and fulfilling. Leaders win when those around them are successful.

We are concerned about your success. We will analyze, talk about, and take active measures to improve your leadership skills. What are your strengths and weaknesses? What can you do to promote effectiveness? What do you need to do a better job? Communication with your band director(s) and band staff that is open and truthful promotes leadership success.

Good leaders usually have very specified goals. In the next few days, we will help you define these leadership goals more clearly and help give you a few tools that can help you get where you want and need to go with your responsibilities in your band. The most important and obvious conclusion of all this is that **LEADERS WIN WHEN THOSE AROUND THEM ARE SUCCESSFUL.**

Here are some other objectives to achieve:

1. Work to encourage spirit in the band.
2. Make sure each member knows their responsibility in learning their music and drill, and that they carry that responsibility out during rehearsals and performances.
3. Know the “drill manual” *before* band camp. Hold an “officer camp” before the freshman arrive.
4. Remember that you are a leader...keep up that role at all times, both in and out of the band room.
5. Keep in mind that people in the band are watching you. You must set a good example at all times in musicianship, attitude and cooperation. Be a role model!
6. Know that other students, faculty, parents and local citizens will associate your name with the band. Be aware of this and be willing to abide by the high standards of personal behavior at any hour of the day. Most people will not know your name, but will identify you with the hundreds of other band students in your school, especially that special “family” known as **your band!**
7. Live by the rules!

Responsibility Statement

We, as leaders, have a responsibility to uplift every person we come in contact with in our bands.

A pretty good tone, almost in tune, almost in rhythm, will not make a successful musician. Music is a profession that deals with a quest for perfection. Worthwhile results have never been easy to attain. Diligence and perseverance help. Remember, **genius is 1% inspiration and 99% per perspiration.** There is no more healthy feeling in the world than fatigue!

Enthusiasm is like the fragrance of a beautiful rose. It affects everyone that comes in contact with it. You must be able to accept criticism from your superiors and not be overly sensitive to it. Your criticism must always be balanced with praise. Pay attention to details. You must be prepared to be successful. Preparation is preparing for success.

Lack of it is preparing for failure.

Motivation...give of yourself. Don't look back. You'll never live this day again so don't waste it.

What is your description of a quality leader?

In the spaces below, list as many descriptive words as you can think of that best describe a quality leader...like yourself!

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Anachronism Using Your Band's Name

(Example below uses "Fighting Braves")

List those qualities you would like to find in each member of your band, using the letters in the name of **your band**.

- | | |
|---|---|
| F | B |
| I | R |
| G | A |
| H | V |
| T | E |
| I | S |
| N | |
| G | |

Make a short list of some of your band's traditions:

1. _____
2. _____
3. _____
4. _____

The Magic Word Is...ATTITUDE.

1. **It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.**
2. It is our attitude in life which will determine life's attitude toward us.
3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.
4. Before a person can achieve the kind of life he wants he must become that kind of individual. He must think, act, talk, walk, and conduct himself in all his affairs, as would the person he wished to become.
5. The higher you go in any organization of value, the better the attitudes you will find. There is a good reason for this.
6. Your mind can only hold one thought at a time. Since there's nothing to be gained by holding negative thoughts, hold successful positive thoughts. "Mind over matter". If you think you can...you can!
7. **The deepest craving of human beings is to be needed.** To feel important, to be appreciated. Give it to them, and they'll return it to you.
8. Part of a good attitude is to look for the best in new ideas, and look for good ideas everywhere. We hope you will take some ideas from this camp, and that you will share your ideas with others.
 - a. Keep your mind open – good things might enter.
9. Don't waste your time broadcasting personal problems. It probably won't help you, and it surely won't help others.
10. Don't talk about your health unless it is good...Unless you're talking to your doctor.
11. Radiate the attitude of well-being, of confidence, of a person who knows where he's going. You'll find good things will start happening right away.
12. Lastly, for the next thirty days, treat everyone with whom you come in contact as the most important person on earth. If you do this for thirty days, you will do it for the rest of your life.
13. Success is _____% attitude and _____% technical knowledge.

Enthusiasm

"Act Enthusiastic and You'll Be Enthusiastic!"

What do you have to do to be genuinely more enthusiastic?

1. _____
2. _____
3. _____
4. _____
5. _____

Commandments of Leadership

1. **Being right and how to conduct yourself when you are wrong** – Enthusiasm and warmth are important in making a good first impression. Like what you do and show it. Strive to be on time, organized and prepared. When you make a mistake, admit it. It's not the end of the world. We are human and all makes mistake occasionally.
 2. **Be Tactful** – Make requests, rather than demands; cooperative decisions; courtesy, rather than curtness; and respect the rights and opinions of others, instead of intolerance, constitute the essence of tact and consideration. Precede every criticism with a positive comment. *"You get more bees with sugar, than with vinegar."*
 3. **Be Cheerful** – Radiate good humor, an even disposition, and peace of mind in your face, your voice and your actions. Try not to be moody.
 4. **Be Just** – Avoid hasty judgments, partiality, or prejudicial treatment in working with others. If you make a mistake, and everyone does, then rectify it and get on with the task at hand. *"Think before you make rash statements."*
 5. **Be Persistent** – Expect appropriate behavior and insist on it. If you set out to settle a problem, see it through. If words are ineffective...then act!
 6. **Be Consistent** – Consistency of behavior is indicative of maturity and self-control. **Set the example and live up to it.**
 7. **Be Decisive** – You are responsible to help maintain an atmosphere that is conducive to effective learning. If you fail in your leadership, the conditions become chaotic.
 8. **Be Judicious** – Avoid a scenes or crisis. Avoid uncompromising situations, public arguments, sarcasm, or encouragement of open defense. Commend publicly and reprimand privately.
- * Enjoy your band experience. Show this enjoyment and enthusiasm in your actions and attitude.

Working Together

1. Everyone needs to feel that they belong...Especially students that have just moved into your area.
2. Quality control means individual goals.
3. Place a high premium on collaboration (working together)
4. "All for one and one for all."
Reward Cooperation – Assign responsibility of morale to the group
Plan fun occasions away from the band (social functions, picnics, parties)
5. Assign high value to communication. **Assign specific duties to officers.**
6. Listen!
7. Motivate by friendship

What does being a “Quality Leader” mean?

1. Giving up privileges (Instead of first, be last in line for water)
2. Deliver on the rules...Practice what you preach. A rule is not a rule until it is enforced.
3. Be professional
4. Give up some of your popularity
5. Don't let your “ego” show

Characteristics of Quality Leaders

1. High level of energy
2. Know how to listen
3. Radiate self-confidence
4. Radiate self-control
5. High level of integrity (Honest and Trustworthy)
6. Sensitive to others and their feelings
7. Willing to fail
8. Sense of humor
9. Exemplify optimism
10. Caring and sharing
11. Being organized...Plan ahead (Do you keep a calendar?)
12. Having your priorities in order
13. Ability to express yourself clearly to others. Have your “act together”.
- 14.

Motivation vs. Manipulation

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

Motivation – finding common goals and working together to achieve a partnership; making people want to be a part of something special.

Rules for Motivation

Much of your success in this category will depend on your own personality and reputation.

1. Expect the best
2. Consider the other person's needs
3. Establish high standards
4. Create an environment where failure is not fatal
5. Allow others to join in and help motivate the team
6. Employ role models to encourage success
7. Recognize and applaud achievements
8. Employ positive reinforcements
9. Allow others to express their opinion
10. Make it your daily responsibility to keep motivation and morale high in your band (regular officer meetings)
11. Make small successes grow into large gains.
- 12. Reprimand privately...Praise publically.**

Motivational Characteristics

Characteristics of a good motivator of people are:

1. To instill confidence
2. Build a great desire for success
3. Establish a good rapport (one on one relationships)
4. Be a good team member. Sometimes you have to be an Indian...and not just the chief.
5. One who leads by example
6. Enthusiasm

Motivational Thought Question: *How do I motivate/convince others to stay in band when they are on the fence?*

Self Image

1. What is "Self image"? "Self image" is the sum of all the thoughts, attitudes and opinions you have of yourself.
 - a. Act like the person you see yourself to be.
 - b. What do you think about you?
2. Bands have self images also.
 - a. Put the word consistency in your vocabulary.
 - b. Who wants to be worse than last year?
3. You can change your image! If you don't like what you see in yourself, with some effort you can change...if you want to.
 - a. Pinpoint areas of little confidence.
 - b. You have to like who you are. If you don't like yourself, how do you expect others to like and respect you?
 - c. Write down your goals and revisit them on a regular basis.
 - d. Hard work never hurt anyone. Anything worth doing is worth doing right.
4. List 5 words/terms that describe your inner self:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Seven Steps to Self-Esteem

Robert Browning, a poet with timeless understanding, reminds us: “My business is not to remake myself, but to make the absolute best of what God made.”

Here are seven steps to self-esteem, the precious backbone of living beautifully.

1. **Accept and make it the best of who you are.** Live as fully and productively as possible.
 2. **Look inward for clues and answers.** When you tap into your essence, you will be content to do things for your own satisfaction. You will have less need for recognition from the outside world. Nothing gives you more self-worth than do things for others simply for the inner joy of giving – and to do things for yourself for the pure pleasure of the experience.
 3. **Don't be too hard on yourself.** All people who achieve any success and satisfaction in life have to learn to believe in themselves as well as learn certain disciplines and skills. Listen to other people when they praise you.
 4. **Discard the myth of perfection.** Perfectionists rate low on self-esteem because nothing they do ever meets their standards. In order to find contentment and fulfillment, we have to enjoy ourselves as well as the world around us as we go about our lives.
 5. **Do things you enjoy.** When you are in the flow of activities that give you satisfaction, you automatically feel more optimistic about your place in the world.
 6. **Take risks.** Dare. Be brave. If you don't try new things, you won't make fresh discoveries. Be willing to expose your vulnerability in order to grow.
 7. **Emulate role models.** Ever since I can remember, I've looked up to and learned from other people. Think about the people you admire, study how they do things and see whether you can adopt some of their good habits.
- * Remember that your uniqueness is your greatest asset. Throughout your life you can continue to develop your strengths, focusing on what is positive and worthy.

Goal Setting

1. We must have goals!
 - a. Always reevaluate them – and strive to achieve them.
 - b. You need your own each day.
 - c. Keep a personal calendar to keep yourself organized.
2. Groups need goals, too!
 - a. Leaders should always lead.
“Lead, Follow, or Get Out of The Way”.
 - b. Be specific and organized
3. How to set goals:
 - a. Look at the big picture. Take into consideration what you have to work with. Be realistic.
 - b. Accomplish the goal. Do your best to finish what you start. Be consistent from start to finish.
 - c. Time limitations. Be realistic in the time frames you set for yourself.
 - d. Accountability. The end result rests with you.
 - e. Continuous modification. You should regularly revisit your goal sheet and re-evaluate the status. You might need to reset your goals to a higher plane.
 - f. Write down your goals.
 - g. Make your mark in a good, positive way.

Some people dream of things and say “Why?”
I dream of things and say “Why not?”
Come dream with me. (From a speech by Robert Kennedy)

Other Miscellaneous Duties and Expectations of Band Officers

1. Maintain a high GPA in all classes. Remember, you are setting the example in all things with your classmates. Don't be satisfied with just getting by in life. Develop and maintain good study habits. Use your time wisely.
2. Display at all times an attitude which reflects the best interest of the entire band...never a selfish one.
3. Strive for perfect attendance at school and encourage the same of your peers. Does being tardy to class also help your image as a leader?
4. Make visitors feel welcome in your band room and at rehearsals.
5. Be enthusiastic and work to keep the morale high at all times. This takes constant effort on your part.
6. Could you take charge of the band rehearsal (or section 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?
7. If one of your bad habits is drugs, tobacco, or alcohol, take some advice...STOP RIGHT NOW!! Do yourself a big favor and get some help right away. Real leaders do not waste their time or bodies on such foolishness.
8. Wear your band uniform, T-shirt, Jersey, etc. with the **greatest of pride!**
9. Lead, follow, or get out of the way!
10. Learn everyone's name immediately! Make everyone feel welcome. Remember, the band, like a chain, is no stronger than its weakest link.
11. Overcome fatigue. **After all, fatigue is really your body trying to tell your brain that it can't handle any more, and you choose to believe it.**
12. Eliminate the word CAN'T from the band's vocabulary, if it's there. Most of the time the phrase "I can't" really means "I won't try", and that's even worse. Only positive attitudes help achieve your goals.
13. When in charge...Take charge! Be able to make decisions on the spot.
14. Remember that your "title" does not provide you with any talent or expertise as a leader. It represents an opportunity to lead people. Make the most of your opportunities, learn from your mistakes, and continue to grow as a person. That's what it's all about!

Working with your Band Director

1. **Be able to communicate with him/her.** Don't wait for him/her to come to you. Make yourself available and useful.
2. **Know your job!** Are your duties written down or outlined in a band handbook or manual? You should know your specific responsibilities.

It is impossible for the band director 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.

3. **Be Dependable.** Be available. First to arrive – last to leave.
4. **Be another set of eyes and ears.** Be a liaison, not the band nark.
5. **Never talk down about the band to others.** Don't talk bad about other officers, band members, or the director.
6. **Read the director's mind.** Look ahead for things to do and take care of. Anticipate their next move and be flexible to changes. Anything you can do to make you director's life easier...do it.
7. **Fully support the decisions and actions of your band director.** You might not always agree with him/her 100% of the time, but that's your problem – not the bands'. **The band must always see a unified director/student leader team in action.** The result will be a positive, unified band!
8. **Do you ever do something nice for your director?** Do you ever tell him/her that you appreciate the work he/she does for you and the band? Do you take the initiative to recognize your director, staff, and parents at your band banquet or awards presentation?
9. **The band officers can be very valuable and influential in the transition process for a new director.** Don't expect him/her to have the same personality, standards and work ethic as your former director. Be flexible, open-minded and supportive. Realize that the same end product can be obtained through different methods and procedures.

Ideas for dealing with a new band director **or** new band program.

- A. From the new director's view point.
- B. From the student's viewpoint.

Positive ways for handling this delicate problem.

Peer Conflict Resolution

Conflict is a part of life and is a common variable in high school bands. Learning to deal with conflict effectively is essential to maintaining a cohesive and effective learning and performing environment. Leaders today must be able to resolve conflict between them, and be able to assist their peers in resolution techniques. The following steps to resolution are based on those on the Conflict Resolution website through the National Youth Violence Resource Center. More detailed information can be found on their website listed in the footnote.¹

“1. Decide to meet and attempt resolution.

2. Listen to all sides of the story.

3. What do all parties agree occurred?

4. Brainstorm possible solutions.

5. Narrow the solution options.

6. Create an agreement.

¹ “Facts for Teens: Conflict Resolution,” National Youth Violence Resource Center, last updated in 2002, Accessed June 6, 2011, <http://herkimercounty.org/content/departments/View/11:field=services:/content/DepartmentServices/View/68:field=documents:/content/Documents/File/124.PDF>.

FUNDAMENTAL TEACHING PROCEDURE

By following the outlined procedure for each marching fundamental, you will develop a uniform and consistent strategy for teaching. This can also apply to teaching individual music parts to members of your sections.

Talk with your head up and have good eye contact. Use good voice projection and clarity.

1. Explain the fundamental.
Example: "The next fundamental is... the position of "attention".
2. Break down the fundamental into command and response.
Example: "The command for attention is... Your response is..."
3. Give the command to the squad and have them give the response.
(This should be done in tempo)
4. Demonstrate the entire fundamental to the squad in sequence by calling the command and executing the fundamental with the response.
(A picture is worth a thousand words)
5. Demonstrate the fundamental By-The-Numbers, breaking down each movement and explaining proper positioning of hands, feet, legs, head, instrument, etc.
Example: On count one, the left leg snaps to the position, etc.
6. Give the squad the command and have them begin trying each movement By-The-Numbers as you demonstrate. Check each position and correct as necessary. (Move quickly while checking positions By-The-Numbers to avoid people standing in an uncomfortable position for long periods of time.)
7. Continue to have the squad execute By-The-Numbers until each position of the fundamental and movement from one position to another is memorized. (Note: It is unrealistic to expect beginners to perfect each fundamental immediately. A great deal of time can be saved if you can determine that the basic objectives have been mastered and then move on. There will be time for review later.)
8. Give the command and have the squad execute in sequence. Check to see that each point is being executed properly as the entire fundamental is rehearsed. (Note: Speed kills. Keep the tempo slow in the beginning).
9. Once the fundamental is being executed with a reasonable amount of proficiency, you may move on to the next fundamental and begin the procedure again.
10. Use the "choral response" frequently when giving instructions and/or information to the entire band or small groups.

SUGGESTIONS FOR TEACHING MARCHING FUNDAMENTALS

1. Teach the fundamentals in a specific order.
2. Plan the teaching strategy well in advance.
3. Study the instructions and be able to demonstrate the fundamentals.
4. Try to achieve specific goals with each rehearsal.
5. Do not hurry through the fundamentals.
6. Teach the fundamental, then take time to get it right.
7. Reviews frequently.
8. Establish high standards with each rehearsal.
9. Compliment quick response.
10. Avoid unnecessary repetition of instructions.
11. Give commands in a manner that is easily understood.
12. Be energetic and enthusiastic in every rehearsal.

TEACHING TECHNIQUES

1. Correct information – Keep it simple.
2. Clear and concise.
3. Voice projection – Don't yell, but keep your head up.
4. Positive teaching and reinforcement
5. In control at all times.

PROCEDURES

1. Dictate Information.
2. Give Command.
3. Watch Critically. (Good/Bad)
What's wrong?
Cause?
How can it be fixed?
4. Positive Comment...Then criticism.
5. Watch critically for correction.

Coordinate Charts

Coordinate Charts are used so that individual students can find their position on a particular drill page. The concept allows a director to instruct students to set themselves according to vertical and horizontal coordinates on a graph. The student will have a sheet with a list of coordinates that correspond to the drill page. The amount drill pages in the show determine the amount of coordinates.

Creating Coordinate Charts

Many drill-writing software programs have the ability to create these charts automatically. To truly understand how to read a drill chart and a coordinate chart it is vital to be able to create a coordinate chart by hand.

Step one -determine the horizontal reference point using yard lines. First determine whether the position is on side one or side two of the 50 yard line. (Director's left is side one) Then determine which yard line is closest to the coordinate and work from that point. The drill chart will be broken into 8 to 5 size increments. Determine how many 8 to 5 size steps they are from the yard line and whether they are inside or outside of that yard line. (Inside is toward the 50 yard line, Outside is toward the end zone)

Create a horizontal coordinate in short hand.

Ex.- 1. S1, 3I45= Page 1, Side 1 of the field, 3 steps inside the 45 yard line

Step Two- Determine the vertical reference point using sidelines and hash marks.

Determine whether the position is closest to the front sideline, back sideline, front hash or back hash. Designate whether it is in front of or behind that reference point.

Create a vertical coordinate in short hand.

Ex. 1. 5FBH = Page 1, 5 Steps in front of back hash

Step Three -synthesis the coordinates.

Ex. 1. S1, 3I45, 5FBH= Page 1, Side 1 of the field, 3 steps inside the 45 yard line, 5 Steps in front of back hash

This process is tedious but it will provide you with a true understanding of how to find positions on the field and will make setting drill much more efficient.

Abbreviations

I=inside

FS=front sideline

O=outside

BS=back sideline

F=in Front

B=behind

S=side

BH=back hash

FH=front hash

DISCIPLINE

1. One minute reprimand – make it immediate with all facts confirmed.
2. Be specific – criticize the behavior, not the person. Isolate the person from the group and say what needs to be said without embarrassing him/her.
3. Make sure the punishment fits the crime. Isolate. (No recognition or embarrassment). If too involved, bring to the director.
4. Be sure people avoid negative behavior – not you.
5. Halt negative stimulus as soon as negative behavior stops.
6. Praise should outweigh scolding so that you build an allegiance to high values rather than fear of discipline.

TO LIVE BY'S:

I. Never hurt intentionally!

II. Be all that you can be!

III. To have is to give! “It is more blessed to give than to receive.”

IV. Love does not need any reciprocation.

V. Parent relationship is fundamental! Love and respect your parents always and thank them for the sacrifices they make for you.

VI. Trust!

VII. Integrity! Are you an honest, trustworthy person? Do you cheat on tests? Do you copy someone else’s homework because you were too lazy to stay up and do it they night before?

25 CATCHY LEADERSHIP PHRASES

1. You can’t do everything, but you can do something.
2. To lead a symphony, one must sometimes turn his back on the crowd.
3. Ships don’t come in; they’re brought in.
4. There are no limits to the amount of good you can accomplish if you don’t care who gets the credit.
5. Oversleeping will never make dreams come true.

6. Unless you know what port you sail, no wind is a good wind. Remember too, that winds change each day and sails are trimmed to meet existing winds.
7. Where I was destroyed – Where I am stands condemned – Where I shall be must now be built.
8. Ability is rated by what is finished, not what is started.
9. Courage is not the absence of fear, it is the conquest of it.
10. Each man has many faces: Those he exhibits...Those he has...Those he thinks he has...And those he hopes he will one day have.
11. A mistake is at least evidence that someone tried to do something.
12. There aren't any rules for success that work unless you do.
13. A diamond is a piece of coal that stuck to the job.
14. One reason the big apples are always on the top of the basket is that there are always a lot of little ones holding them up there.
15. There are no uninteresting things; just uninteresting people.
16. Keep your mind open; Something good might enter.
17. Failure is the line of least persistence.
18. One of the best things a man can have up his sleeve is his funny bone.
19. Success depends on the second letter.
20. Ideas are funny things – They won't work unless you do.
21. Opportunities always look bigger going than coming.
22. Tomorrow is often the busiest day of the week.
23. When you make your mark in the world, watch out for the guys with the erasers.
24. If you blame others for your failures, do you credit them with your successes?
25. Trouble may ring at your doorbell, but it's your fault if you invite it in!

*Duplicate this page and hang it up where you can read them often. They are thoughts that are important to you as you become the architect of your leadership style.

BAND INSTRUMENT TRANSPOSITIONS

Bb **C Instruments sound in the Concert Pitch**

Flute	Tuba
Oboe	Mallets
Bassoon	Timpani
Trombone	Baritone BC

C **Bb Instruments sound down one whole step/ Major 2nd / 2 half steps**

Bb Clarinet and Bass Clarinet
 Trumpet
 Baritone TC
 Tenor Sax

G **Eb Instruments sound up a Minor 3rd / 3 half steps**

Eb Alto Sax
 Baritone Sax

F **F Instruments sound down a Perfect 5th / 7 half steps**

French Horn
 Mellophone
 English Horn

Section Leader Training

I. Preparation for Sectionals

- a. Know what is to be rehearsed and in what order (communicate with your director)
 - i. Create goals and objective for each sectional and WRITE THEM DOWN
- b. Know the strengths and weaknesses of the players in your sections
 - i. Anticipate problems areas and solutions
- c. DEVELOP A PLAN!!! – Don't just wing it.
 - i. Read through
 - ii. Fix as you go
 - iii. Rehearse specific sections
 - iv. Develop plans for overcoming problems in the music
 1. Create exercises that utilize keys and rhythms from the music you are playing. Include these in your warm-up!
- d. Develop techniques to accomplish your rehearsal/performance goals
 - i. Slow it down and slowly speed it back up
 - ii. Note by note
 - iii. Play and hold (listening to tune chords)
 - iv. Count/sing/scat it
 - v. Linking/chaining
 - vi. Bop it (for timing)
 - vii. Play the rhythm on one note
 - viii. Simplify the rhythm
 - ix. Meaningful repetition
 - x. Modeling
 - xi. Many others

II. Personal Music Preparation

- a. Be able to count all rhythms in all parts within your section
 - i. Make sure to get trumpet 1,2, and 3 parts etc.
- b. Know all fingerings/locate accidentals
- c. Identify the key(s)
- d. Identify time signatures and any tempo changes
- e. Prepare a vocabulary of articulations (especially for jazz/swing music)
- f. Observe dynamic markings
- g. Practice basic beat patterns for conducting or find an alternate method to keep everyone together
- h. Be able to PLAY all of your music BEFORE you teach it

III. Sectional Time

- a. Create a learning environment
 - i. Be able to maintain your sections focus and attention
- b. Psychological
 - i. Positive reinforcement
 - ii. Reflect a positive attitude
 - iii. Reflect your abilities as a musician
 - iv. Radiate confidence, not arrogance
 - v. Be the best example of how you want others to play/act
- c. Communicate
 - i. Leadership – don't be shy or reluctant
 - ii. Speak up – articulate clearly and loudly; address the entire section
 - iii. Motivate – get the players to do what you want them to do because they want to do it

- d. Listen – Respond
 - i. Use your ears
 - ii. Respond to what you hear
 - 1. Encourage, correct, appreciate
- e. Focus – purpose
 - i. Keep goals and objectives in mind
- f. Pacing
 - i. Don't waste time
 - ii. Don't move too slow – some will get bored and will lose focus
 - iii. Don't teach too quickly – some won't comprehend
 - iv. Stop for specific purposes
 - v. Involve all players as much as possible
 - 1. Don't work with just 3rd part or any other part
 - vi. Use your other members of your section if some players need more remedial help!
- g. Positive reinforcement
 - i. Avoid being cynical or condescending
 - ii. Don't dwell on mistakes or criticize individuals
 - iii. Compliment and encourage, acknowledge good playing
- h. Eye Contact
 - i. Look at specific players
 - 1. Avoid gazing into space or closing your eyes
 - ii. Use the parts for reference
- i. Everyone makes mistakes – EVEN YOU!
 - i. Don't dwell on it
 - ii. Don't gloss over them or blame someone else
 - iii. Admit it and move on
- j. Things to avoid
 - i. Looks of embarrassment
 - ii. Gestures of insecurity
 - iii. Lack of confidence
 - iv. Overly apologetic
 - v. Unnecessary questions
 - vi. Nervous habits
- k. Closure
 - i. Conclude with a feeling of accomplishment
 - ii. Encourage continued practice
 - iii. Evaluate yourself
 - 1. Accomplishment of goals
 - a. Successful techniques
 - b. Unsuccessful techniques
 - c. Re-evaluate goals
 - 2. Time wasted?

Responsibilities Regarding Behavior and Etiquette

It is our responsibility as leaders in our band programs to act responsibly and professionally in all situations. The following suggestions and guidelines are offered as a means to maintain only the highest of ethical behavior throughout the band programs of our state.

(These suggestions were extracted from a position paper prepared by Martha Stark, Band Director, Gainesville High School, For the Florida Bandmasters Association, 1992-93.)

A. General Behavior

1. Students should know all policies for all events in which they are participating.
2. Comments about other groups should always be kept positive.
3. Students are never to question an adjudicator about a rating.
4. Students should never display any type of improper behavior around an adjudication area.
5. Disrespect or unacceptable behavior will never be tolerated.
6. Hats and camp are not to be worn at any indoor event.

B. Football Games

1. Officers/Drum Majors should be prepared to greet the opposing band officers (as instructed by your band director).
2. Politeness is expected at all times.
3. Drum Majors must know all game policies (e.g. when to play and when not to play).
4. Drum Majors must understand that bands will take turns playing in the stands.
5. Courtesy is expected during the opposing school's performance at half-time.

C. Behavior When in the Audience

1. No food, drink, or gum should be present at any performance either on stage or in the audience.
2. When a group is announced, applause is acceptable. Refrain from yelling, screaming, whistling, etc. Remember this is a musical performance... not a pep rally!
3. Listen quietly and attentively during the performance. Do not talk, laugh, or otherwise be a distraction to the other members of the audience, or especially the performers. This is unacceptable behavior.
4. At the conclusion of the performance, enthusiastic applause, and even a standing ovation, is acceptable. Loud yelling, screaming, or whistling are not appropriate for a concert event.

It is our responsibility as leaders to set the example for others in our band regarding proper behavior and etiquette at musical performances. Let's all maintain a professional, classy behavior at all times.

Meet the challenge...

Show us, and yourself what a real leader is all about!

“The Band’s Success --- Starts With Me”

“Success Lies Not In Being The Best...But Doing The Best!”

“An amateur practices until he can do it right. A professional practices until he can’t do it wrong.”

Avoid these deadly plagues that erode character, success, pride, and self-worth and the individual and group “image of greatness”.

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, gossip / Overaggressive nerdism / Carrying grudges / Refusal to recognize teacher and student leaders authority / Continuous complainers / Attempts to get even / Pretense of ignorance of rules / Tardiness / Cutting rehearsal / Chronic complainers / illness, or afflictions (referring to fakers and wimps. etc.) / Apathy concerning individual or group performance or improvement / Hazing and initiations

Proper rehearsal attitude = values / goals / direction

If only you think you can.

Leadership/Life Points to Ponder

A failed attempt is not necessarily a dead end; it can be a way station on the path to something even better!

It’s never too late to start over again – It’s always too soon to just quit!

The Fellowship of Doers

Doers never let the feat of failure or even actual failure keep them down!

It doesn’t matter what you think about me, what matters is what I think about you. We can choose to destroy our spirits by thinking bad thoughts about others or we can choose to build a spirit of grace and gratitude by thinking good thoughts about others. We can’t do anything about what others think about us, so we should simply forget it.

The man or woman who understands delayed and displaced gratification realizes that “others” are what it is all about. Instead of demanding our rights and satisfaction, we can work for the rights of others, find fulfillment in seeing other people satisfied and serve instead of trying to conquer.

Once you have tasted culture’s highest and best, you are pointed toward respect rather than prejudice.

The biblical truth – when you help other people, you win!

The right result comes first from working hard to make the right decision, and then working even harder to make the decision right.

Circumstances do not determine character, they reveal it.

Real character is not shown when everything is going your way; it is demonstrated when you are left alone, when a sudden shock has cheated you out of the resources on which you have come to depend, when unexpected adversities present themselves with a malicious ferocity, and you're living on the edge of fear and faith.

Character is what you're made of when everything that might hold you up evaporates on the spot.

Even if you have made a few wrong decisions, by carefully considering all the options you can create new opportunities.

When Michael Jordan was in midair, Phil Jackson could not coach him. Those famed Nike shoes couldn't deliver him. It was just Michael Jordan, one-on-one with the defender. Somehow he had to get the ball out of his hand and into that hoop. That's when greatness was revealed.

When the details fall apart, the entire operation disintegrates.

People who will join us in our vulnerability are our true friends; people who want to join us solely in our assets are our associates.

You can never know where you stand with someone until your capacity to benefit that person is gone.

Don't major in the minors. If we're smart, we'll major in the majors.

It is more noble to kneel than it is to stand.

Silence sometimes shouts.

It's the condition of the heart that counts!

When you've considered all the options, work to expand your options.

Success comes from working hard to make the right decision, then working even harder to make your decision right.

When you have something important to say, write it down.

Little things mean a lot!

There are more important things than me.

Never be sorry for what you've given away, only sorry for what you've kept.

Not only does what I do have great consequences, but how I do what I do has great consequences.

Your talk talks and your walk walks, but your walk talks louder than your talk talks.

It is not fair to ask of others what you are not willing to do yourself.

Most of the significant things done in the world weren't done by persons who were either too busy or too sick!

The very essence of leadership is vision.

Leadership always requires courage. In fact, the word courage comes from the French word “coeur”, meaning heart. A leader must have the heart to communicate his vision no matter how absurd it may sound to others, to resist defeat, to put himself and his reputation on the line and to reach out to others. A leader’s courage is not for himself, but for all those who depend on him to lead.

Every significant relationship in your life has your fingerprints all over it – the fingerprints of your character. And those impressions on another person’s life are true indications of what your character is really like.

With a vision, a leader is on a mission.

Commitment in the face of conflict creates character.

Being the first to cross the finish line makes you a winner in only one phase of life. It’s what you do after you cross the line that really counts.

Leadership always has a cost.

Wise leaders take risks. They:

- Gather information wisely
- Prepare thoroughly
- Fail successfully
- Display flexibility
- Observe timing
- Envision what can be gained
- Understand what is at stake
- Stay on a mission
- Possess the right motives
- March forward with confidence

To measure a leader, put a tape around his heart, not his head.

There is no royal road to anything. They tackle one thing at a time and all things in succession. That which grows fast withers as rapidly; that which grows slowly endures.

Good character is more to be praised than outstanding talent. Most talents are, to some extent, a gift. Good character, by contrast, is not given to us. We have to build it piece by piece, by thought, choice, courage, and determination.

You’ve got to love your people more that you love your position.

The purpose of life is not to win. The purpose of life is to grow and to share. When you come back on all that you have done in life, you will get more satisfaction from the pleasure you have brought into other people’s lives that you will from the times that you out did and defeated them.

Serving and leading are really two sides of the same coin. A servant-leader will always consider what is best for the group they are in charge. Serving involves using one’s gifts in ways that add value to others’

gifts. Servant-leaders are not focused on displaying their gifts; rather, they use gifts to make a difference, to create positive change. They serve rather than impose, empower rather than control.

Conclusion

The root of any leadership program is more than taking the band member and instructing him/her in conducting and the reading of a drill chart. It is selecting those special individuals and instructing them in the art and of that Leadership position.

They must learn to sacrifice self for the program, deal with the petty arguments and individual frustrations and form a cohesive, cooperative bond within the group, striving for the same goal of perfection. It takes motivational, technical and even diplomatic skills to forge the group – Remembering that it is first and foremost comprised of individuals.

Not only are leaders essential to any director and success of any program, they develop the very people-management skills, which are needed by mature adults in the working world. Our goal here is not solely to build a nucleus for an efficient marching band, but also to mold thoughtful, responsible adults.

Credits and References

1. "Attitude Concepts for Today" by Tim Lautzenheiser
2. "Daring to be Yourself" by Alexandra Stoddard, McCall's, May, 1991
3. Eric Allen, Assistant Director of Bands, Texas Tech University
4. Roanna Combs, Associate Director of Bands, Ridge Community HS, Davenport, FL
5. Bert Creswell, Director of Bands, Fleming Island HS, Orange Park, FL, retired
6. Rodney Dorsey, Associate Director of Bands, University of Michigan
7. Ashby Goldstein, Director of Bands, Gifford Middle School
8. Ken Nickse, Director of Bands, Lawton Chiles MS, Lakeland, FL
9. Jon Sever, Director of Bands, Bloomingdale Senior High School, Valrico, FL
10. Phil Wharton, Director of Bands, Ridge Community HS, Davenport, FL, retired

YOUR NAME _____ TODAY'S DATE _____

Personal Goals for Band Camp

- 1. _____

- 2. _____

- 3. _____

Your Basic Goals For This Year In Your Band

- 1. _____

- 2. _____

- 3. _____

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

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Which qualities do you feel you still need to develop?

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

*Re-read this page periodically to see if you are making progress in becoming a better leader. You may also have to re-define your goals from time to time.

