

Lee's Summit West

High School

Titan Pride

Leadership Handbook

Lee's Summit West High School "Titan Pride" Marching Band

LEADERSHIP HANDBOOK

Clifton Thurmond and Shawn Harrel, Directors

REAL LEADERSHIP

By Dr. Tim Lautzenheiser

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This article goes out to all of those people who wish to be leaders. Probably everyone is going to say, "That's ME . . . I want to be a leader, to have everyone look up to me, to be important, to be able to tell other people what they should do, to have others be envious of my position. Yep . . . I want to be a leader. How can I do that?"

To begin with, many people get leadership and politics mixed up. Being a leader is much different than being a politician. If you want all those things described in the first paragraph, I suggest you try politics. But if you want to be a leader, it is going to be a long haul . . . and it won't be easy. Lots of people say they "want to be a leader," but there are only a choice few who actually achieve this very special title.

We often think we can read a book and it will give us all the answers. Not true!!! We can learn some "concepts" about what it takes to be a leader, but every situation is different and the true leader must be able to take the concepts and "apply" them to the specific situation at hand. Therein lies the secret: "Can you take what you know and apply it to what ever circumstances happen." (As you can see, real leaders have to be very flexible.)

The easiest part about "leading" is getting the job. Whether it's a drill team captain, drum major, flag captain, band president, section leader, or whatever . . . the election or appointment carries with it a lot of excitement and roaring congratulations for the victory. Then, the trouble starts! First of all, you are confronted with people who thought they should have received the position and didn't . . . then you have all of their friends to contend with. Soon your own friends may begin to pull away and resent the position of authority you have attained. Are you prepared to handle this kind of damaging jealousy in your life? The "glory" will certainly not offset the hurt. Here is your first chance to show that you're a leader. Move forward knowing this is part of what every leader experiences. Chin-up . . . Move forward!!

Next . . . this "assigned authority" will diminish in effectiveness. You may delegate some things to be done only to find they were never carried through as per your orders. When you question the person about the lack of follow-through, you might well be told in no uncertain terms what you can do with your position, your authority, and your stupid assignment! **HAVING A TITLE DOESN'T MAKE YOU A LEADER.** With

your hallowed title and a quarter, you can't buy a Coke!!!! Your job is "to lead," not to be a dictator of unquestioned power. What you may find happening is "a sense of feeling alone." It may seem that nobody understands your predicament and what you are going through. Talking to people about the situation won't make any difference . . . and it will be so tempting just to "cash it in." Let someone else do all this leadership stuff!!

There is no question that the position of leader has been over-glamorized to the point of non-reality. Our society has given the impression that leaders are given special privileges, are exempt from many menial tasks, and are constantly in the spotlight of fame and fortune. Nothing could be further from the truth! Leadership involves "giving." It is about doing for others . . . it is based on making "we-us" more important than "I-me". . . it is about wanting to be excellent regardless of the price.

Although there are no "carved in stone" rules about leadership, there are some concepts which seem to be common to all people who succeed at this task of helping others through their efforts (which ultimately improves the life of the leader). For those people who truly want to take on this job, here are ten thoughts about the attributes of leaders, whether they are leading a country or a squad of four people in their marching band.

1. **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 in 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!!!
2. **Real leaders always have time for others.** Although they may have an extraordinarily busy schedule, they can always find time to squeeze in one more responsibility to "help out" the group or a friend. They display a sense of "anti-selfishness" which is without fanfare. They care!!
3. **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.
4. **Real leaders do not spend time criticizing others;** they use their energies to "help" those around them. They never "exclude," but are always willing to "include."
5. **Real leaders avoid "put-downs" and sarcastic remarks,** which can wound other people. They never 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.

6. **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 out the score." They see blame and revenge as wasted energy, therefore, they move ahead rather than dwell on the negative.
7. **Real leaders "share" rather than "compare."** They see competition as a chance for self-improvement and know the only person they are really competing against is the person in the mirror. They "accept" others for who they are and support them in becoming better.
8. **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."
9. **Real leaders never attack anyone or purposefully hurt another person.** They understand that we always end up hurting ourselves when we choose to attack another.
10. **Real leaders always "go the extra mile."** When others have given up, quit, or rationalized an easier shortcut, the real leaders are "on the job -- getting it done." Yet when the awards are passed out, they are always in the background applauding everyone else.

As you can see, the demands for being a great leader are extreme. It's certainly not all spotlight and glitter. Yet, the personal satisfaction, which comes from doing the job, is of immeasurable value...and it will always lead you to a new and bigger challenge.

It is so 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 how much "fussing and fuming" we do, eventually, it is all going to come down to: get on our feet and taking on whatever task lies ahead. The real shortcut is to jump in and do it!!!

There are many times when we don't want to be responsible. It is so much easier to blame someone else 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 purpose and caring for those around them. They are not smarter, more talented, or luckier than anyone else . . . they just don't give-up!!

ARE YOU READY TO MEET THE CHALLENGE?

SECTION LEADER/DRUM MAJOR EXPECTATIONS

Congratulations on your desire to become a leader! As you know, student leaders play a vital role in our success. You will serve as leaders, teachers, organizers, and spirit leaders for the group. We depend very heavily on you for our success!

Below we have listed your duties for the year. Do not be afraid to ask the directors for help in fulfilling these duties. We will go over all of these responsibilities thoroughly during your meetings and we will have regular meetings to further discuss your role in the program. Leadership meetings will be held occasionally throughout the marching season.

1. **Above all else**, you are expected to be a model member of the band program whose example others will follow. The effort, discipline, pride, enthusiasm, etc. you demonstrate will influence the band more than anything you or anyone else could say. Be the type of band member you want each of your section members to be.
2. You will be responsible for checking music memorization for your section. This might involve time before rehearsals or after school. You will schedule this time based on your schedule. About every two weeks there will be a new assignment that must be checked. This will include music for the show. Be sure that the members of your section have fulfilled the requirements before they pass their music tests.
3. You will attend and, occasionally lead, scheduled sectionals. You are also expected to call additional sectionals as necessary to improve the quality of your section if it is behind.
4. You will assist in rehearsal by keeping your section focused, intense, and motivated. This can best be accomplished by your positive example and by encouragement but will also require you to assign push ups and/or laps to your section (AND YOURSELF!!) at times. This is a very difficult responsibility that must be used wisely and consistently.
5. You will assist in the teaching of drill during marching rehearsals throughout the marching season. This will involve reading drill charts and assigning drill spots, running drill movements with your section, correcting interval and alignment problems in your section, and maintaining marching basics within your section.

6. You will inspect your section prior to each performance to make sure they are properly attired and have the proper equipment in working order. Any member *who passes your inspection* but is not adequately prepared for a performance will cause their grade as well as your grade to be lowered.

7. You will take attendance for your section at the beginning of each rehearsal and let the directors know who is absent or tardy each day.

8. You will be responsible for making sure your section is seated correctly at Games and will help maintain control within your section at performances and on trips. With these responsibilities come expectations for your behavior and performance level.

All section leaders/drum majors are expected to be high quality examples in every aspect of the band program including attendance, performance, discipline, enthusiasm, and respect. Mistakes in the attempt to fulfill your role may happen, but failure to display exemplary qualities in areas of attendance, performance, discipline, enthusiasm and respect will not be tolerated. Section leaders/drum majors who fail to demonstrate these qualities will be removed from their position. If you feel that you are unable to fulfill any of the expectations addressed above, please discuss the matter with the directors. There may be other positions of leadership in the band which do not require the same commitment as section leader.

We know that we can expect great things from all of you. A great deal of thought will be put into determining who will serve as section leaders and drum majors and, unfortunately, not all of you can be chosen. But simply by attending these meetings, you have indicated to us better than anything you could say that you want to help make the 2005/06 year the best possible. Our success next year depends upon **all of you!!**

Thoughts on Leadership

If You Think.....YOU CAN

If you think you're beaten, you are.

If you think you dare not, you don't.

If you'd like to win but think you can't,

It's almost sure you won't.

If you think you're losing, you've lost.

For out in the world we find--

Success begins with a person's will.

It's all in the state of mind.

If you think you're outclassed, you are.

You've got to think high to rise.

You have to stay with it in order to win the prize.

Life's battles don't always go to the one with the better plan.

For more often than not, you can win if you only think you can.

AN EXAMPLE

The act of being a student leader is a unique dichotomy. As a leader, there is involvement in the operation of the total system. As a student, there is involvement as a participant. Student leaders must demonstrate spirit, and, as a role model, never enjoying the luxury of relaxing standards. It means that there is no time when it is permissible to complain, argue, or waiver in applying a positive approach in working with people. Leaders must work harder than anyone else and set an example in every aspect of the band's operation, never expecting anything from band members that they do not demonstrate themselves.

RESPECT

In order to be a successful leader, you must be able to interact with your peers. You gain their respect and rapport in order to have a healthy working environment. Respect, *cannot be demanded*, it must be **earned!!!** A leader must possess skills and knowledge related to marching band and must be able to convey this information to others in a productive way. A leader must be the model example of what is expected from other band members. Student leaders must see themselves not as superior people but as authorities who possess skills and knowledge that can be used to benefit their section and the entire band.

FLEXIBILITY

The role student leaders play can vary depending upon the philosophy of the band program and the director. Since every director has a different idea about what a leader should do, it is important to open a line of communication to learn to serve the needs of the band as a whole. REMEMBER: The band director is the ultimate authority and administrator. The director(s) must be supported at all times.

MOTIVATION

People can not be motivated by other people. They motivate themselves, usually resulting from a positive or negative experience that a leader provides. Good motivation is the result of success. Therefore, the ultimate goal of a good leader is to provide positive and successful experiences, for as many individuals as possible.

SYSTEM + SPIRIT = SUCCESS

The two most important attributes of a successful marching band are spirit and system. A system is a way of doing things. It represents everything that is provided by the band director and other leaders, such as organization, procedures, activities, philosophies, teaching methods, marching and playing style, policies, etc. SPIRIT represents how the band reacts to the system. It includes everything the students demonstrate such as practice habits, good attitudes, commitment, responsibility, dependability, hard work, etc. When both virtues are outstanding, success follows, which produces its own by-products such as pride, enthusiasm, and dedication.

Most importantly, all student leaders must support the ideals, philosophies, and goals of the band directors. Having been selected to serve as a leader is a great honor because it is an indication that someone has recognized talent and potential leadership tendencies. Accepting the challenge to become a leader requires one must prove they are worthy to assume a position of responsibility. There are no shortcuts. Becoming an effective leader demands hard work and an ongoing commitment to acquiring a command of basic fundamentals and knowledge related to the marching band medium. The greatest challenge is to develop the ability to transfer that newly developed expertise to others, so that the entire band benefits. Never forget that everyone in the band is equal and makes a contribution in some way.

Discipline Procedures

- (1) Set an example. Be the kind of band member you want each member of your section to be. i.e. BE EARLY, do not miss rehearsals, always be prepared, do not talk in rehearsal, etc.
- (2) Motivate your section. Keep your section up and motivated to work. Always be positive and upbeat. Sometimes motivation will be difficult. *The time you feel the worst is usually the time your section needs the most motivation.*
- (3) Warn your section positively when negative behaviors occur. Often a quick reminder can stop an unacceptable action.
- (4) If problems continue, assign a punishment such as a lap or push ups as directed by the band directors or staff.
- (5) Notify a drum major or a staff member if the problem continues. These people, in turn are expected to send the student immediately to Mr. Thurmond or Mr. Harrel.
- (6) Mr. Thurmond or Mr. Harrel should be notified immediately if insubordination occurs.

Before making decisions about how to deal with a discipline problem, gather all the facts.

Do not prejudge or make false assumptions regarding the reasons why a discipline problem has arisen. Next, look for every solution possible and determine which is the most appropriate action for each situation. There are no formulas. Each situation is unique and must be treated on an individual basis.

Student leaders need to be careful not to overstep their authority and involve themselves with serious or crisis situation. They should focus their attention on efforts that promote the morale of the band. It is important to remain compassionate and patient.

Always give problem makers the benefit of the doubt. Trouble makers tend to respond to people who show they care and want to help solve problems.

Establishing trust and respect as a leader must be earned. It cannot be demanded.

Student peers will judge their leaders based upon the productive efforts that are made towards the success of the band. There are no ready-made answers. Be prepared to confront situations in which solutions are not readily apparent.

ABOVE ALL, REMAIN COMPASSIONATE, POSITIVE, AND PATIENT.

SECTIONALS

Things to remember when conducting sectionals:

- * always have section stand and mark time
- * rehearse difficult runs slowly - speed up as it is played better
- * know your music well enough ahead of time to anticipate playing problems the section might have
- * the section should always have pencils at each rehearsal
- * memorize music as you rehearse
- * repetition is the best way to memorize
- * keep group focused on task - if the group is focused, there will be less disruption
- * be organized - "dead time" makes a group disruptive
- * maintain discipline

Conducting patterns

Fig. I.

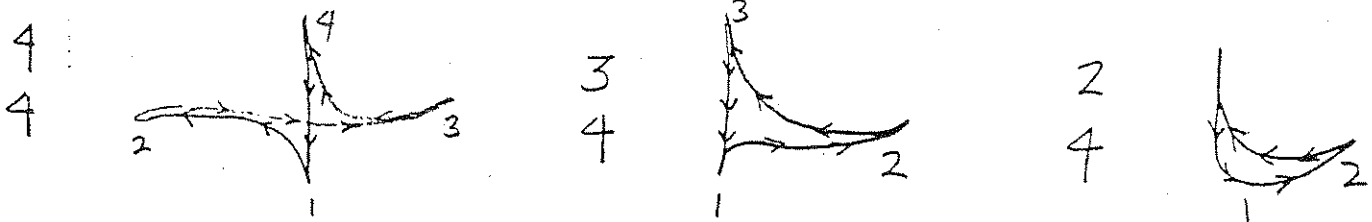


Fig II.

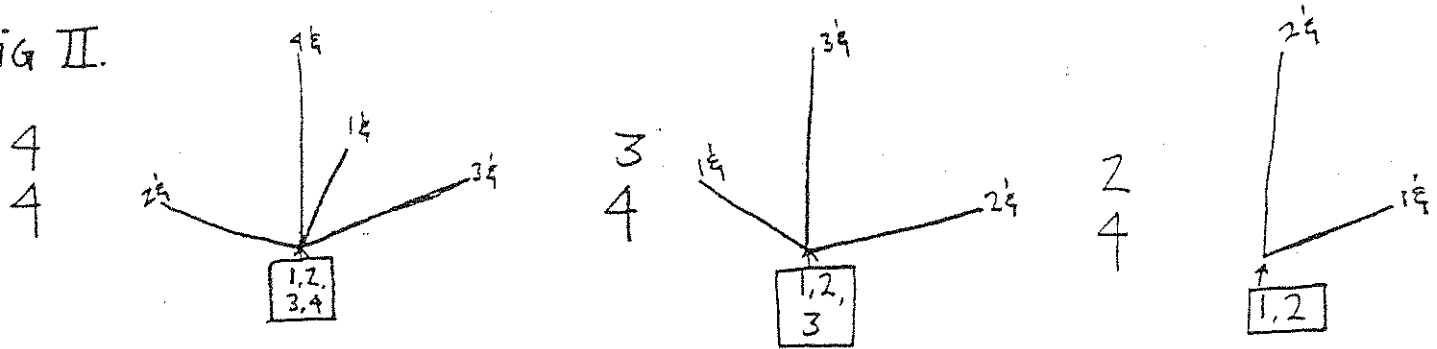


Figure I. shows the most often used beat patterns. Figure II. is a conducting pattern in which all of the beats are given in a single spot.

Section Leader Responsibilities

The role of the section leader should be a direct extension of the band director. The philosophy of the band director should be understood, accepted and carried out by the section leader. Responsibilities of the section leader are:

- * Organize and run sectionals
- * Be a good example to the band and your section
- * Teach memorization skills
- * Motivate band members and other student leaders
- * Anticipate and fix problems on the field
- * Be a “**DETAILS**” person
- * Attend ALL student staff meetings
- * Assist in the delegation of assignments with other section leaders and assistants (i.e. attendance, copying music, teaching drill, phone calls, uniform check, etc.)
- * Be the “Agents of Communication” between the senior staff/drum majors, and the section

In the servant leadership model, your job as section leader is to take care of ALL your section’s needs. You will be the role model, the teacher, the caregiver, the problem solver and most importantly, their ally.

If a section leader is to be a part of the managing team, he/she should volunteer to help with ANYTHING the band needs. Ways to do this are:

- * Be **PROACTIVE** not reactive!
- * Build a working relationship with the directors - the directors will need to know they can trust you to handle the responsibility.
- * Take initiative - if you want to organize something, be prepared and have all the details thought out before presenting it to your directors.

The Responsibilities of a Drum Major

The role a drum major plays can vary according to the needs of the band program. However, in all cases, among the most important responsibilities of a drum major is to be the direct extension of the band directors, their philosophies, and goals. **Complete** support should be shown at **all** times through all these duties:

- * Conducting the band in rehearsal and performance
- * Assist student staff in teaching memorization skills & sectionals
- * Aid the senior and student staff in teaching drill
- * **Motivate band members and other student leaders**-they will be looking to you for guidance, support and the passion they need to rehearse and perform to the best of their ability
- * Anticipate and fix problems on the field
- * Assist with secretarial type duties
- * Be a good example to all other students
- * Be a positive force in maintaining loyalty
- * Be willing to assist with any other needs the band may have
- * Be **PROACTIVE** not reactive
- * Be a “**DETAILS**” person
- * Be the first one to arrive and the last one to leave any activity, rehearsal or performance
- * Be the “**GREAT COMMUNICATOR!**” You are the top of the student leadership chain. It will be your job to be the liaison between the directors and the student staff.

In the servant leadership model, your job as drum major is to take care of the entire band’s needs. You will be the role model, the teacher, the caregiver, the problem solver and most importantly, their ally.

If a drum major is to be a part of the managing team, he/she should volunteer to help with any activity and **ALWAYS** ask, “What can I do to help?” The best ways to this are to take **initiative**. The directors will want to know that you are trustworthy. If you want to organize something, be prepared--have all the details worked out and present them to your directors. With your assistance and the assistance of the entire student staff, ANYTHING is possible!

I. What is a Drum Major?

A. To the audience

1. Image/history/tradition
2. Showmanship/musicianship
3. Distinct degree of representation of the school

B. To the Band

1. Image/presence/setting the example
2. On the podium
 - a. rehearsal responsibilities
 - 1) visual
 - 2) musical
3. Off the podium
 - a. logistical responsibilities
 - b. communication
 - 1) member/staff liaison

II. Conducting Basics

A. Fundamentals

(Is conducting a marching ensemble different from symphonic conducting?)

1. Stance
2. Posture
3. Arm/hand position
4. Baton grip*

B. Common Patterns and Releases

1. Patterns
 - a. the "1" pattern
 - b. the "2" pattern
 - c. the "3" pattern
 - d. the "4" pattern
2. Preparatory beats
3. Releasing on various beats
4. The anacrusis or "upbeats"

C. Independence of Hands

1. Use of the left hand
 - a. exercises
 - b. cueing entrances on various beats
 - c. communicating musical style
 - 1) hand shape
 - 2) size/height of cue

D. Musicality

1. Dynamics
 - a. size of pattern
 - b. shape of pattern
 - c. releases
2. Articulation
 - a. arm vs. wrist motion
 - b. legato
 - c. staccato
3. Facial Expressions
 - a. breathing with the ensemble
 - b. eye contact
 - c. conveying the overall demeanor of the piece

NOTES

III. Rehearsal Duties of a Drum Major

A. Visual Rehearsals

1. Knowledge of marching style
2. Strong command voice
3. Steady rhythm and inherent knowledge of varied tempos

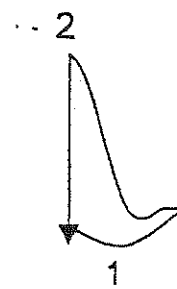
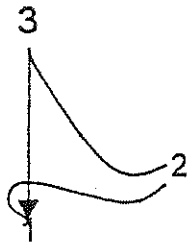
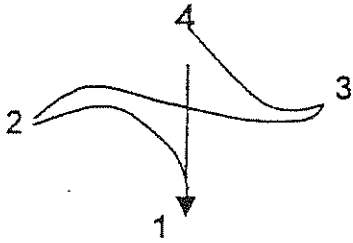
B. Musical Rehearsals

1. Conducting preparation and confidence
 - a. knowledge of musical score and rehearsal numbers
 - b. solid grasp of show tempo markings and drill markings
2. Listen/Troubleshooting
 - a. musical problems
 - 1) causes/fixes-isolating certain areas that you know are trouble spots and anticipating them
 - b. timing problems
 - 1) causes/fixes (same as above)
 - c. instrumental pedagogy
 - d. running sectional rehearsals
3. Know your role
 - a. when to lead and when to follow
 - b. anticipating the beat
 - c. holding the ensemble together when problems arise
 - d. keeping constant communication with center snare


NOTES

CONDUCTING PATTERNS

Movable Ictus:



COMMANDS—PITCH AND RHYTHM

	<p>BAND ——— HUT TEN</p> <p>DRESS ——— DRESS RIGHT/LEFT/ CENTER/FORM</p> <p>REA DY ——— FRONT</p> <p>HORNS ——— UP</p> <p>FOR WARD ——— HUT</p> <p>MARK ——— HUT TIME</p> <p>L/R ——— HUT FLANK</p> <p>L/R ——— HUT PIVOT</p> <p>TO THE REAR ——— HUT</p> <p>DRAG ——— HUT STEP</p> <p>REA DY ——— HALT</p>	<p><HIT></p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p> <p>(REST &)</p>	<p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p> <p><HIT></p>
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TEACHING TECHNIQUES

for

Learning Music and Drill

PREPARATION

GOAL SETTING: What do we need to know?

FORMULATE THE PLAN: What do I teach, when, and how?

DIVIDE the responsibility and clearly establish each section leader's role.

LEARN the material to qualify yourself as a worthy teacher.

PREPARE everything: be ready to communicate

- * music, pencils, drill books
- * instruction, assignments, announcements
- * give everything possible in writing as well as verbally. Reinforce everything the directors and staff have stated.
- * have an established record keeping system.

REHEARSING AND/OR TEACHING YOUR SECTION

- * **Start on time, no matter who is there.** When you start late, you penalize people who are on time and it is a waste of rehearsal moments.
- * Establish equipment requirements, i.e. instruments, music, pencil, etc.
- * Speak so that others can hear!
- * If rehearsing music, work a small amount at a time. Use repetition. Give reasons for stopping!!
- * When teaching drill, know what assistance your director needs and expects.
- * Give instructions and keep moving!!
- * Keep the section working while learning drill and/or music. Your colleagues resent wasting time. Time is valuable. Use it wisely.
- * Review constantly.
- * Do not depend on the section. Teach it all, cover it all, and show them how, then, follow up to see that things are done and lessons are learned. Remember... **it is your responsibility!**
- * **WORK SLOWLY! MANY TIMES THROUGH!** You are advanced. It looks easy, but you are the teacher. Accept that you must teach systematically and **SLOWLY!** Skills develop over time!

ORGANIZATION STRATEGY

- * Your section is divided by ability. Use upperclassmen to help teach small groups, individuals, etc. Use your resources.
- * Capitalize on **QUALITY** when you hear it. Reward it! Recognize it!

MAKING IT WORK
with
SMALL DETAILS

1. Meet with directors and staff weekly to touch base and to go over the week's goals.
2. Set up an "extra" music folder from the beginning. This folder is to be kept and maintained by someone in your section. If they give away the last copy of something, they must copy it before they release it. The "extra folder" should always remain intact. **You supply every replacement!**
3. Teach section members to call buddies regarding schedule, trips, early rehearsals, etc. Require their involvement and **follow-up on them.**
4. Require every section member to put his/her name on music and drill book (if used).
5. Utilize the people in your section that are capable of making a contribution.
6. On those rare occasions when a leader from another section addresses you, and/or your section: Listen, respect what is said, go with the flow. Do not question! If they make a call involving "you" or "yours," they have taken on that added authority that is theirs to use when necessary. **Section leaders are all on the same side.** Each section leader has that right and bandsmen must know it. Section leaders must remember this power is yours... do not abuse it, use it rarely, and respect it. This authority empowers all of you. Make it work for one another.
7. If two section leaders have difficulty and/or a section leader has a problem with members of another section, the directors are to settle the dispute. No questions asked concerning their decision!

WORKING AS A TEAM

... with your fellow section leaders

...with other section leaders

....with the staff and drum majors

... with authority

GUIDELINES FOR STUDENT LEADERSHIP

Organization Tips:

1. Learn the names of your section immediately!
2. Keep an **accurate attendance and tardy record**...help the drum majors.
3. Always have your drill book, music, and a pencil.
4. Remind your section daily about teamwork...
the importance of their individual contributions to the section, the need for their reliability, and a **positive attitude**.
5. Plan social activities...from cokes after rehearsal, to going bowling or to a movie.
6. Sectionals should be **efficient, productive, and fun.**
7. Be consistent in your expectation of **field discipline.**
8. Have everyone's phone numbers on hand in the event you must call someone.
9. Employ repetition in learning music, drill and in making announcements.
10. Become a detail person i.e. proper wearing of the uniform (shoes!)...correct horn angles...pencil, music and drill book at rehearsals...proper care of plumes, etc.

Heighten your Sensitivity:

Preparation and detailed organization will give you the confidence necessary to be a good leader. Be respectful of the students with whom you work (the "rookie" admonition can wear thin pretty quick and can be divisive). Get to know and understand their unique, individual personality differences.

Work to develop a heightened awareness of your own body language, tone of voice, and facial expressions. These can often be a stronger message than what you say. You must be a positive role model for your section.

You are expected to be a "company person", a "team player" at all times.

Support your band directors and staff. Follow through on band directives. Support your conductors and their position.

Pride in the Organization:

- * From the first day in band camp, we must instill a feeling of pride toward the band and its traditions.

Each Bandsman's Responsibility Toward The Band:

- * **BE ON TIME!**
- * **BE PREPARED!**
- * Every member must keep an accurate schedule/calendar, and keep and "protect" scheduled rehearsals and performances.
- * You must accept responsibility for the proper care and wearing of the uniform.
- * Being responsible means taking care of your drill book, music, and keeping your instrument in perfect working condition.
- * The success of the band is dependent upon each member being responsible... failure by any one person pulls down the entire organization.

SECTIONALS

Things to remember when conducting sectionals:

- Communicate with fellow section leaders what needs to be rehearsed so time is used efficiently and effectively.
- Rehearse difficult runs slowly – speed up as it is played better.
- Know your music well enough ahead of time to anticipate playing problems the section might have.
- The section should always have **PENCILS** at each rehearsal.
- Memorize music as you rehearse.
- Repetition is the best way to memorize music.
- Keep the group focused on the task at hand – if the group is focused, there will be less disruption. Remember it is about **quality** rehearsal time...not necessarily **quantity**!
- Be organized! Dead time makes a group disruptive!
- Maintain discipline
- Split the section up by parts if necessary to aid in learning the music properly.
- Keep an accurate record of attendance.

DON'T

- DON'T... **Tolerate attitude** - Do communicate clearly to avoid attitude problems
- DON'T... **Tolerate disloyalty**
not toward one another
not toward the section
not toward the band
not toward the staff, and **NEVER** toward the directors
- DON'T... Expect intervention from a higher authority. You are the problem solver. Ask other student staff members to assist with problems. Do your best and accept responsibility. If you have had a problem and solved it, relay that word to the directors. Document any serious difficulties in writing even if it has been solved.
- DON'T... Fail to communicate with your team. Student staff should meet collectively often.
- DON'T... Ever discredit or undermine another student staff member. It hurts! It damages everyone! Even you!
- DON'T... Whine. It wastes time!

DO

- DO... **Set a good example**
- DO... Use Staff/Drum Majors. They should be consulted on everything!
- DO... Cultivate a healthy, happy outlook. (It becomes a habit).
- DO... Set a standard
- DO... Accept the varied ability levels in your section. Don't fight it. If all else fails and effort has been made, tactfully and discreetly simplify the parts, cut a spot...etc. **MAKE IT WORK and KEEP MOVING!**
- DO... Accept the givens! This is high school, the pace is, and always will be, **FAST**. It's a part of high school life to be involved every minute; meeting demands, making adjustments, etc.
- DO... Help your section to understand the true **WORTH** of the **BIG PICTURE** and this fabulous experience.
- DO... Establish the importance of staying in sync and "going with the flow".
- DO... Encourage individual practice. Help establish the importance of practice outside of band and/or sectional rehearsals.
- DO... Teach respect for the Staff and Directors. They were here before you came. They will be here after you are gone. They are doing the "BAND THING" every day for this organization. When you are busy with other things, they are the dedicated ones that are working on your next experience.
- DO... **Recognize the responsibility you have taken on.** It will be a growing experience. You will get returns directly related to your contribution.
- DO... Look in the mirror! **DO it often!** Self evaluate! **DO it often!** Be honest! **DO it often!**
- DO... Know, use, and respect the Chain of Command.
- DO... **Focus.**

It is Your Responsibility...

It is your responsibility to be ON TIME

It is your responsibility *to set the example*

It is your responsibility to be at all rehearsals and meetings ON TIME

It is your responsibility *to set the example*

It is your responsibility to ensure proper wearing of the uniform

It is your responsibility *to set the example*

It is your responsibility to know your music and drill

It is your responsibility *to set the example*

It is your responsibility to be respectful and supportive of each other

It is your responsibility *to set the example*

It is your responsibility to **NOT TALK** when a director or other member of the staff is addressing the band

It is your responsibility *to set the example*

It is your responsibility to pick up trash

It is your responsibility *to set the example*

It is your responsibility to be respectful

It is your responsibility *to set the example*

It is your responsibility to take care of all your section's needs

It is your responsibility *to set the example*

It is your responsibility to follow through

It is your responsibility *to set the example*

It is your responsibility to teach memorization skills

It is your responsibility *to set the example*

It is your responsibility to find answers to questions

It is your responsibility ***TO SET THE EXAMPLE!!!!***

Norms~Roles~Expectations

To work with me, you need to know...

I want my role within this organization to be...

I expect to get the following from the others in our group/team...

Others in this group can expect to get the following from me...

I expect all members of the group to...

I hope our group/organization/team holds the following norms...

To best communicate feedback to me, whether positive or negative, I appreciate the following...

What I don't understand about my position with this group is...

I get frustrated when the following things do not happen with an organization of which I am a member...

Leadership Commitment Form

I acknowledge and accept the responsibilities of the leadership position for which I have been appointed and pledge to perform them to the best of my ability.

I understand that I am accountable to my section, fellow student staff members, the senior staff and myself. I also understand that if I am found at any point to not be upholding the principles set forth, I will consequently be removed from this position.

I recognize this is a tremendous opportunity and I vow to uphold the standards associated with this position.

Signed _____ Date _____