

**Leadership and Service:
The Foundation for Student Success
in the Dade County High School Band
Program**



“The mission of the Dade County Band program shall be: to move forward in an endless pursuit of higher standards, to enable students to become lifelong advocates of music, and to develop characteristics that will shape students into positive contributors to society.”

Dear Student,

We are very excited about your interest in becoming a leader for the Dade County High School Band program. Your interest in the program is valuable to the overall success and the future of our band. Hopefully, the ideas and decisions acquired as a student leader will give assistance to you in future endeavors.

The student leader should possess such personal attributes as the ability to get along with people, skill in communicating ideas clearly and simply, enthusiasm for work, and high personal integrity. Good interpersonal relations with other students and the band staff are essential. The student leader has significant responsibility in the development of esprit de corps within the band. This common spirit is attained through the sincere personal effort of the student leaders in working for the best interest of the group and in sharing responsibilities for the attitude of the band. It is also essential that the student leaders set an excellent example in musicianship, character, seriousness of purpose, and love for the band program.

The Dade County Band's annual leadership training is designed to be a creative and vibrant tool in maintaining a healthy band program. The questions of "How can we possibly top last year?" and "What else can I get from the band?" are the kinds of attitudes that can ruin any potential of great music making. The answer is "no", we cannot "top" last year, but instead improve ourselves for the next step, the competition from within. The 2017 Dade County High School Band has an unwritten future - the effort and drive you put into this year's band will allow you to make a unique mark on the history of the band.

LEADERSHIP PROGRAM PHILOSOPHY

The underlying philosophy of this program is based on three assumptions:

THERE ARE NO SECRETS:

It is usually a mistake to assume that leaders are prepared to adjust to drastic changes in their environments and lifestyles. Assuming they know how to lead and how to be effective followers is also a mistake. Being a leader for many years is no guarantee that you have mastered the process of leadership!

When talking to people who have dropped out of leadership positions, we discover that most leaders took the position with both the ability and motivation to succeed. What they lacked was a clear understanding of the specific strategies needed to get the job done.

There are no secrets about how to be a successful leader. Anyone who can read a paragraph and follow simple directions can succeed in leadership. The path to success is clearly mapped. It is rarely a question of fundamental ability or motivation. More often it is a question of a leader being aware of effective strategies, experimenting with them, finding the ones that work for him/her, and adopting them as habitual behaviors.

THERE ARE NO VICTIMS:

Blaming, whether we are blaming other people, circumstances, or ourselves does nothing to empower us to get what we want in our lives. YOU CREATE IT ALL! (Both good and bad....leadership is TOTAL RESPONSIBILITY!)

THERE ARE NO SOLOS:

We are social animals. Peer pressure is a major force in our lives. Others play a powerful role in the development of our values, belief systems, and behaviors. A supportive environment, which includes positive support groups, is a critical element of leadership success. The hope of this program is to provide an opportunity for leaders to bond with others and form mutually supportive relationships.

LEADERSHIP PROGRAM PURPOSE

The purpose of this program is to provide an opportunity for leaders to learn and adopt methods to promote their success in their given task.

Reminding yourself of your own purpose for being a leader helps you stay on task throughout your daily activities. A purpose gives meaning and importance to what you are doing. Examining purposes and keeping them in mind supports leadership.

The intention of this program is made clear by closely examining your leadership purpose. You can carefully review the purpose by discussing each of the following key phrases.

1. **Purpose** - Everyone has untapped potential. Becoming a leader is a lifelong process. The purpose does not prescribe a final destination. It suggests a direction of growth and learning. It is impossible, for example, to arrive at a destination called “east”. Travelling east makes more sense. We can use this purpose like a point on a compass and continually monitor our progress.
2. **Provide an opportunity** - The American Heritage dictionary defines “teach” as “to cause to learn” “Cause” is defined as “A person or thing responsible for an action or result.” Since everyone is responsible for his/her learning, no one else can be the source or cause of that learning. So, we have an interesting dilemma. No one can cause another’s learning and teaching is causing another’s learning. There is only one possible conclusion....TEACHING IS IMPOSSIBLE!

Don’t be discouraged. Leadership as a profession is not in jeopardy. Even though it is impossible, leaders have an incredibly challenging and useful job. **They provide an opportunity for others to learn.** They can invite others to learn. Leaders set the stage in the most effective way possible for learning to take place. The responsibility for learning rests with the individual.

Learning, defined as “The act of gaining knowledge or skill”, is not only possible, it is the most natural act humans perform. It begins before birth and continues at least until death.

Leaders are responsible for providing an opportunity. The individual is responsible for learning. The more adept you are at creating opportunities, the better and more successful you will be.

3. **Learn and adopt** - Knowing what is needed to be successful is not enough. Unless strategies for success are put in ACTION, they are useless. Hopefully, this program encourages leaders to not only learn, but also adopt methods to be successful in life. This often requires behavioral change. Selling leaders on the idea of changing their behavior is the ultimate challenge of this program. Shifts in attitudes, values, and beliefs accompany shifts in behavior.

4. **Methods** - Most of the program involves concrete techniques and specific strategies for success. Parts of it, however, are philosophical in nature. These are ideas that can be used as tools to build a successful experience in leadership and life!

5. **Successful in leadership** - There is no one model of leadership success that is appropriate for everyone. People are different and so are their pictures of success. It is not the intent of this program to promote leadership as defined by parents, teachers, or other leaders. Success needs to be defined individually by each unique leader.

Being a successful leader may help ensure success later in life. While some of the material in this program can be seen as dealing with general life skills, the purpose is to teach effective leadership through intense self-development, communication skills, and sensitivity to others. We should always be SEEKING TOTAL EXCELLENCE.

THE LONELINESS OF LEADERSHIP

Statistically, there are fewer leaders today due to many reasons but what those who choose not to lead often fail to realize is this:

- ★ Those who step up and lead are not perfect.
- ★ Those who choose to lead are not better than anyone else nor think more of themselves; in fact they often struggle with insecurity and doubt more than you know.
- ★ Those who lead are often maligned, slandered, and opposed by those who would rather criticize than do the hard work of resolving long standing issues that leaders tackle head on.
- ★ Those who choose to lead suffer from depression as they often wonder if their efforts are worth it. Many leaders fail to see the fruit of their labor in their own lifetime yet they keep working.
- ★ Those who choose the lead care more about others and their calling than they do about themselves. And they often suffer divorce and relational conflict because the majority cannot understand why they sacrifice so much to receive so little.
- ★ Those who choose to lead are often the first to suffer from political, personal, and spiritual attacks because the devil doesn't come after the complacent.
- ★ Those who choose to care enough to fulfill the calling on their own heart have smaller bank accounts but have dividends paid to them by the lives they impact.
- ★ Those who step in front of adversity and take the brunt of a punishment of a wrong that was not their own understand that they were made to shield those in their influence.
- ★ Those who spend sleepless nights on projects, plans, and praying fervently for change in a world that often rejects them will not be forgotten.
- ★ Those who love while others hate and withhold harsh words in the face of those who spit anger at them are stronger than we realize.
- ★ Those who lift up the broken only do so because they know that they too were once lifted up by someone else.
- ★ In closing, if you know a leader who works fervently, know that you only see a portion of their efforts. In reality, they never stop.

So, the next time you feel like criticizing the leaders around you; take a moment and consider these words mentioned here. Consider that they care about the mission and people so much that they are willing to endure such hardship not for recognition but for the sake of an outcome that only God and they can see.

Support our leaders! Pray for them and their families! Take a moment and look around you. The things you enjoy currently may have been bought and paid for by a lifetime of personal sacrifice. Let us not destroy our future by attacking those who work to improve it.

Andy Starnes

STUDENT LEADERS

A student leader's role is dual in capacity, serving the band and directors in a leadership capacity while functioning as a participant in the band. In a sense, student leaders bridge the gap between band members and the directors. Student leaders can assume many responsibilities that do not require the specialized and extensive professional education their directors have experienced. With a minimum amount of training, student leaders can assist with organizational duties such as taking attendance, planning trips, preparing the drill field and band room for rehearsals, issuing or collecting music and equipment, etc. During rehearsal, they can help teach and refine drill or work with individuals who need special help. The possibilities are infinite and all contribute to the ultimate success of the band.

There is, however, a very important myth to dispel - **a student leader should never be someone who "bosses" his or her peers.** Student leaders should never be placed in a position where they must "give orders" to their peers, make policy decisions and interpretations, or discipline other students. Band members will resent student leaders who go beyond the boundary of authority as defined by their directors. To clarify this with the band, it is the director's intention to specifically define the responsibilities of the student leaders. In addition, it is the goal that student leaders are trained how to teach in a consistent manner using specific teaching procedures. **REMEMBER...STUDENTS DO NOT WANT TO BE "BOSSSED AROUND" BY OTHER STUDENTS, NOR WILL THEY RESPECT FELLOW STUDENTS WHO PERCEIVE THEMSELVES TO BE SUPERIOR TO THEIR PEERS.**

Student leaders must support the philosophies and goals of their band directors. They must prove, by their actions, they deserve a leadership role. Becoming an effective leader demands hard work and an ongoing commitment to acquiring a command of basic fundamentals and knowledge related to the concert and marching band medium. The greatest challenge is to develop the ability to share their expertise with others in such a manner that the entire band benefits. It is important to remember that everyone in the band is equal and makes a significant contribution to the total success of the band.

SYSTEM + S.P.I.R.I.T. = SUCCESS; A GUIDING AXIOM

The two most important attributes of a successful band are SYSTEM and SPIRIT. SYSTEM is a way of doing things. The **SYSTEM** is what the band directors provide such as organization, procedures, activities, philosophies, teaching methods, marching style, playing style, and policies. **SPIRIT** represents how the band members react to the SYSTEM. It includes good attitudes and work ethics. When both features are outstanding, **SUCCESS** follows, producing "by-products" such as pride, enthusiasm, and dedication. It is the product of SUCCESS that creates great bands.

S.P.I.R.I.T.

SKILL - This is the foundation of our band program. We must have skills in both marching and playing. The pursuit of skill is valued above all other attributes.

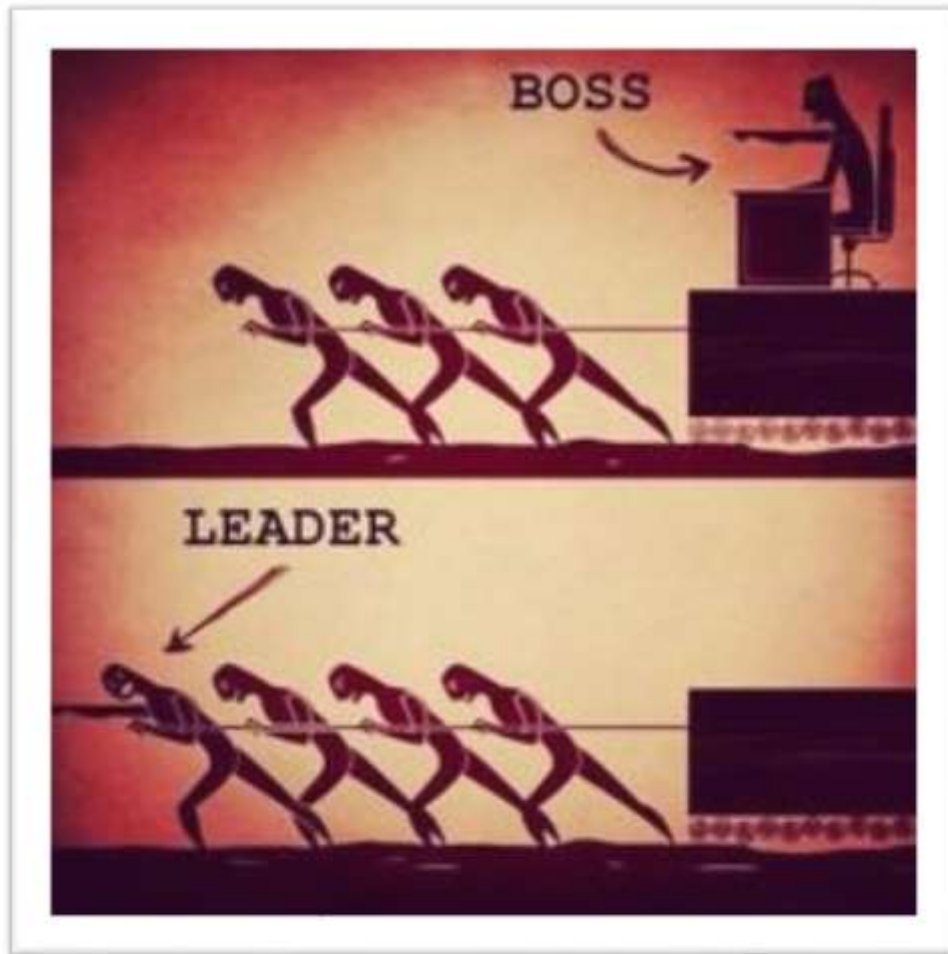
PRIDE - This is the maintenance, promotion, uplift, and pursuit of the standard of excellence. To have pride is to ultimately care about how you, as the embodiment of our program, are perceived in and outside of the band.

INTEGRITY - This is the upholding of strong moral principles and honor of our program. It is the valor, honesty, loyalty, duty and selflessness required to make our band continue to move forward.

RESPECT - Respect for oneself and the program is an utmost priority. The program is bigger than you and your individual needs and desires. Band Members must always be respectful in how they address each other, in how they prepare their responsibilities, and in how you represent the program.

INITIATIVE - Band Members understand the boundaries of their mandate. Within that mandate, students show initiative to practice, clean, prepare, assist, and aid. To show initiative is to be a problem solver. Initiative is the ability to assess the needs of the program and assist in its growth, development, and overall health. Leaders are the oil of the machine.

TRADITION - Leaders are the sentinels of the program; the gatekeepers of our traditions, both large and small. We must always honor, respect, and enhance our traditions to continually make our program prosper.



<u>BOSS</u>	<u>LEADER</u>
Drives people	Coaches them
Depends on authority	Depends on goodwill
Inspires fear	Generates enthusiasm
Says, "I"	Says, "We"
Places blame for the breakdown	Fixes the breakdown
Knows how it is done	Shows how it is done
Uses people	Develops people
Takes credit	Gives Credit
Commands	Asks
Says, "Go"	Says, "Let's go"

GROUP PSYCHOLOGY

An ensemble is defined as “two or more people performing as a group.” Since a band is an ensemble, it is a group effort and should be perceived by its leaders as an organization that can be influenced to behave in various ways. Since success is a goal, it is also important that the group’s leadership understands some basic principles that are common among all groups. Listed below are some important principles that are often neglected by the leadership factions of a group activity:

- Group participants should understand that there are no shortcuts to success. Only hard work with clearly defined goals, with effective methods to achieve them, can result in group success.
- Good discipline within a group is the end result of leadership’s efficiency, organization, consistency, and communication. Discipline breaks down when there is confusion or disagreement.
- People desire to participate in, or identify with groups that are visibly successful.
- Participants of successful groups tend to have healthy attitudes and are willing to sacrifice much time and effort to sustain and build upon future success.
- Individuals within any group effort want to be treated as equals with other participants.
- Members in a group need to feel that their contribution is significant to the operation of the organization.
- Participants want to feel that they have input and influence on the overall philosophies and policies of their organization.
- It is important that all students understand the goals of the group and the methods used to achieve them.
- All individuals need to understand that their performance skills are built upon a strong base of fundamentals, which continually undergo a process of maturation.
- No individual should feel that their contribution is more important than others in the group.
- Veterans should use their experience to benefit the group by assisting younger participants who may be struggling with new skills.
- In addition to the good feeling of success, every group needs to understand the educational, mental, physical, social and musical benefit of participation.
- Individuals within a group want to be respected and feel that their efforts are appreciated.
- Successful groups want to hear the truth at all times.
- The integrity of any individual in any group should never be questioned.
- No individual within a group wants to be singled out to be reprimanded in a negative manner.
- Leaders should NEVER pass judgment on what’s going on inside someone’s mind. Never take on the role of judge, jury, and executioner. The reasons for someone’s negative behavior are seldom what they seem on the surface.
- Successful groups can learn more by observing the efforts of other groups with similar objectives.

“TO RISK”

by William Arthur Ward

To laugh is to risk appearing a fool,
To weep is to risk appearing sentimental.
To reach out to another is to risk involvement,
To expose feelings is to risk exposing your true self.
To place your ideas and dreams before a crowd is to risk their loss.
To love is to risk not being loved in return,
To live is to risk dying,
To hope is to risk despair,
To try is to risk failure.
But, risks must be taken, because the greatest hazard in life is to risk nothing.
He may avoid suffering and sorrow,
But he cannot learn, feel, change, grow, or live.
Chained by his servitude, he is a slave who has forfeited his all freedom.
Only a person who takes risks is free.
The pessimist complains about the wind;
The optimist expects it to change;
Then, the realist adjusts the sails.

ANCIENT HINDU LEGEND

One time, all men on earth were gods, but men so sinned and abused the Divine so much that Brahma, the god of all gods, decided that the godhead should be taken away from man and hidden some place where he would never again find it to abuse it.

“We will bury it deep in the earth,” said the other gods.

“No,” said Brahma, “because man will dig down in the earth and find it.”

“Then, we will sink it in the deepest ocean,” they said.

“No,” said Brahma, “because man will learn to dive and find it there, too.”

“We will hide it on the highest mountain,” they said. “No,” said Brahma, “because man will someday climb every mountain on the earth and again capture the godhead.”

“Then, we do not know where to hide it where he cannot find it,” said the lesser gods.

“I will tell you,” said Brahma. “Hide it down in man himself. He will never think to look there.”

We all have the ability to live inspired lives, but we have suppressed our dreams for so long that we don’t know where to begin to find out how, or where, to ignite them again.

APPROACH PEOPLE ONE-ON-ONE

1. Sometimes it takes a few “no’s” before we see a “yes”.
 2. Keep in mind, people are not rejecting you. People hold back from participating because they are afraid of doing something wrong, being embarrassed, and thus being rejected.
 3. Just remember there is a wonderful “yes” out there waiting to be asked by you!
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REACHING PEOPLE ONE-ON-ONE

1. Approach a person when they are alone. Do it by yourself or have a friend join you. Let them know what you are planning.
 2. Tell them “I need your help.”
 3. Explain what it is you want them to do and by when.
 4. Write it down. Get a commitment from them.
 5. Involve the person in the planning. Make sure they know what is expected of them.
 6. If a deadline is important, take time to give them a reminder.
 7. During the activity, let them know they did a good job- on the spot. Let others take credit and let them look good. It takes a strong person to do this, but it leaves you with a great feeling inside.
 8. After it’s all over, send them a big thanks!
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THE ART OF LISTENING

“Listening is caring.”

“Create in me, oh Lord...a listening heart.”

**“People don’t care how much you know,
they only know how much you care.”**

Listening has taken a bad rap - so many times it is connected to discipline. So, when listening is talked about, we just tune out.

Good listening makes you a good leader. When you care about others, they care about you. One of the ways to show you care is by becoming an expert in the Art of Listening.

Watch what happens. Most people talk at 125 words per minute while our minds take in 600 - 800 words per minute. Often times, the person listening tends to take a mini-vacation far away in their brains!

LISTENING SKILLS

Most people do not set out to intentionally make mistakes. The reason they do make them is usually because they were not listening to the instructions. Listening with your eyes as well as with your ears can help, but everyone must make a conscious effort to improve his or her listening habits.

The root word of IGNORANCE is IGNORE

CREATE WARMTH

**“Let’s stop trying to make ourselves feel superior
by making others feel inferior.”**

A place to belong! Individuals, families, churches, companies, and communities flourish when the environment is one which enhances belonging.

Students excel academically, participate on a higher level, and maintain stronger friendships in schools which have a warm and caring atmosphere. One of your greatest tasks as a student leader is to ensure that **YOUR** band is a place of belonging.

QUALITY LEADER TRAITS WE ALL LIKE

Have a Sense of Humor	Appreciate When We Can Be Together-
Have a Passionate Interest in Some Things	Don't Fuss When We Are Not
Have High Energy Levels	Have a Keen Sense of Justice and Injustice
Are Tolerant of Changing Moods	Are Sensitive to the Needs of Others
Know How to Listen	Can Take Risks
Are Creative	Are Optimistic
Are Enthusiastic	Don't Make Fun of People
Exude Self-Confidence	Can Offer Love Unselfishly
Appreciate Success-are Sympathetic When	Are People in Whose Presence I Like
I Fail	Myself More

IMPORTANT ATTITUDES OF LEADERSHIP

- | | |
|------------------|-------------------|
| 1. Honesty | 5. Respect |
| 2. Trust | 6. Sense of Humor |
| 3. Confidence | 7. Be Competent |
| 4. Being Helpful | 8. Be Interesting |
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QUALITIES NECESSARY FOR LEADERSHIP

1. High Energy Level
 2. Knowing How to Listen
 3. Have Self-Confidence (Image)
 4. High Level of Integrity
 5. Be Sensitive to Other People
 6. Be Willing to Fail
 7. Have a Sense of Humor
 8. Be Optimistic
 9. Do Not Compare
 10. Care and Share
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LEADERSHIP MYTHOLOGY

It is a myth that:

- Leadership is a rare skill
 - Leaders are born
 - Leaders are created by dramatic events
 - Leaders are always in control
 - Leaders must be charismatic
 - Power is bad.
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GETTING THINGS DONE AS A LEADER

Getting anything done is a three-step process:

1. Vision - "READY"
2. Commitment - "AIM"
3. Action - "FIRE"

You will have better results if you follow this procedure. The person who says, "Ready, Fire" usually makes a mistaken judgment or later regrets his quick action. The person who says "Ready....Ready.....Ready" accomplishes little. Others just "Fire" with no thought of the possible consequences. These are the ones who are always busy, but seldom get anything done.

WHY DO PEOPLE REJECT WHAT I SAY?

- 50% of your followers don't feel good about themselves.
 - 25% of your followers don't understand what is expected of them.
 - 15% of your followers are "devil's advocates." They will always say or do the opposite of what you ask of them.
 - Therefore, 90% of your followers reject you for the above reasons. It has nothing to do with you personally.
 - This leaves 10% of your followers. They don't necessarily reject you, they just have their own opinions.
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COMMITMENT

Commitment is what transforms a promise into reality. It is the words that speak boldly of your intentions, and the actions, which speak louder than words. It is making the time when there is none; coming through 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.

COMMUNICATION

There are many ways to communicate with those around you. Some are very effective, while others may not get the message across.

7% of communication is the word itself.
38% is the tone used when saying it.
55% is your body language.

POSITIVE vs. NEGATIVE

If you say something positive, it spreads at the ratio of 1:3
If you say something negative, it spreads at the ratio of 1:10

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, and demands. It usually includes some form of punishment when behavior is not appropriate. 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 a product of success. Students learn to develop great attitudes because they want to achieve success. **SUCCESS BREEDS SUCCESS AND FAILURE BREEDS BAD ATTITUDES.**

Before deciding how to deal with a discipline problem, gather all the facts. Don't make false or hasty assumptions about a discipline problem's underlying reasons. Next, look for every possible solution and determine the most appropriate action for each situation. There are no guaranteed 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 to get involved in serious or crisis situations. Their focus should be on efforts to improve the band's overall morale while remaining compassionate and patient. Always give troublemakers the benefit of the doubt; they are more likely to respond to people who are patient and helpful.

Peer trust and respect must be earned; it cannot be demanded. Students will judge leaders based on their consistent effort toward the band's success. There are no ready-made answers. Be prepared for situations for which solutions are not readily apparent. ABOVE ALL, REMAIN COMPASSIONATE, POSITIVE, AND PATIENT.

MANAGEMENT

"Managers do things right...Leaders do right things."

1. People are your mirror; they reflect your attitude.
2. Whatever you resist/don't like, your group will persist in doing.
3. Skeptical people are scared.
4. Let people be OK. Everyone is not the same, and everyone is certainly not just like you.
5. You become who you think you are. "I can't" will become a true statement every time.

PERSPECTIVES ON LEADERSHIP

National surveys show the four most important requirements for a leader, according to followers, are:

1. HONEST
2. COMPETENT
3. CONFIDENT
4. INSPIRING

Credibility - The combination of honesty, competency, confidence and inspiring others.

When the leader is perceived by followers to have high degrees of credibility and strong philosophy, students are more likely to:

- Be proud to tell others they are part of the organization.
- Talk up the organization.
- See their own values as similar to those in the organization.
- Feel a sense of ownership in the organization.

Conversely, when credibility is low,

- They produce only when watched.
- They are motivated primarily by material things.
- They give good lip service to the organization but feel differently inside.
- Quit when times get rough.

NECESSARY LEADERSHIP ATTRIBUTES

SOME ARE NATURAL - OTHERS CAN BE ACQUIRED

ATTENTIVENESS: A member may be highly intelligent and be a great musician, but too much time is wasted if that member simply does not listen to what is being said. Good listeners are highly desirable as leaders.

TALENT: A jockey cannot win the big race without a good horse. Neither can an organization set its goals very high if it does not have strong talent. It can be developed, but time is precious and demonstrated ability is a must. Weak marchers and players perform weak shows. One has to be good at his or her craft, and band is no exception.

NORMAL COORDINATION: While some bands make their shows look easy, the performance relies on some basic ability to count. Uniformity within a group is the foundation of a polished performance. A member must measure up here in order for the group to look its best.

PHYSICAL STRENGTH AND STAMINA: Make no mistake about it. There is no position in the band that does not require good physical strength. Instruments must be carried throughout the entire performance, the feet are usually in motion, the lips are under strain to play while moving, the lungs must work to provide an adequate air supply, and drumming requires constant arm muscle action. If anyone thinks it is a snap to be on the color guard, just let them try it! One must be in shape or that member won't last for the duration of the show. Also, off the field, one has to have the stamina to make it through a rehearsal that might be much longer than the actual performance itself.

DEPENDABILITY: A member is of little value if he or she is not around. The "let the other guy do it" attitude just doesn't apply. Instructors spend a great deal of time in preparation for a practice, and it is discouraging for a member to excuse themselves from a rehearsal for less than urgent reasons. How can you teach someone who is not there?

COOPERATIVE ATTITUDE: Some people make no attempt to get along. They are not actively sought as members because everyone, at some time, is asked to do a little extra. Instead of working for the best interest of the group, they only cause dissension and waste everyone's time.

ADAPTABILITY: Things are often planned one way, but because of a series of circumstances, they often have to be changed. These can range from extra rehearsals to drill changes; from schedule changes to show cancellations. A member has to be flexible and learn to roll with the punches.

PRIDE: It is a lot easier to accomplish something if you really believe in what you are doing. When you work hard and see progress, you have good reason to be proud. Your labors have paid off. If you won't be proud of your own accomplishments, how can you expect others to? By way of public image, that sense of pride should extend to the condition in which you keep your uniform, instrument, and band rehearsal facilities. We are seeking the best image possible, not one of sloppiness and haphazard attitude.

STRIVING FOR SELF-IMPROVEMENT: The most sought after member is one who is not inclined to just remain average. Rather, it is the one who is always working on his or her own, above and beyond what is required, to become excellent. This can often become contagious and the whole section suddenly begins to improve. These catalysts can really help a band progress quickly.

AN ENJOYMENT OF YOUR ACTIVITY: If you are not really into what you are doing, you can have a negative influence on those around you. The old axiom "be happy in your work" has meaning here. There is a lot of fun to be had in band, so be sure to have your share. Don't miss out on the good aspects by dwelling on the bad. Only a sadist would go through all that is asked of a member and then sit rigidly by and refuse to have fun with the rest of the group. You only go through this experience once, so make the most of it!

PROBLEM SOLVING: As problems arise, leaders are faced with the challenge of finding solutions. Leaders must examine possible causes of each problem and determine the most appropriate action. Quick and careless decisions, misunderstandings, or poor communication usually causes conflicts. Good leaders are sensitive to other people's feelings and are cautious about prejudging motives of undesirable behavior. ANYONE CAN IDENTIFY PROBLEMS...BUT ONLY PRUDENT LEADERS CAN SOLVE THEM.

DO'S AND DON'TS FOR LEADERS

- A. **DO** be tactful and exercise intelligence at all times.
- B. **DON'T** force respect, but demand respect by positive actions and thinking.
- C. **DO** give praise for a job well done, no matter how large or how small.
- D. **DON'T** let friendship mix with responsibility.
- E. **DO** be casual and associate with all members at some time or other.
- F. **DON'T** have "picks."
- G. **DO** "place" yourself in the other person's position when solving problems.
- H. **DON'T** press your authority when not necessary.
- I. **DO** report problems of serious implication to the band staff.
- J. **DON'T** argue at any time.
- K. **DO** accept constructive criticism.
- L. **DON'T** embarrass a fellow leader in front of the band.
- M. **DO** call a fellow leader aside and point out mistakes.
- N. **DON'T** attempt to instruct or conduct the band unless you understand all aspects of the signals, maneuvers, music, etc.
- O. **DO** have "side-line" chats frequently.
- P. **DON'T** argue and bicker among yourselves.
- Q. **DO** assist the student officers and leaders.
- R. **DON'T** move within the ranks to make observations while the band is in motion.
- S. **DO** make observations in a firm, but pleasing tone of voice to section leaders or other officers.
- T. **DON'T** shirk your social and financial obligations as set forth in the Band Handbook.
- U. **DO** set the ultimate example at all times.
- V. **DO** abide by, enforce, and interpret the rules and regulations of the band and school.
- W. **DO** feel a sense of responsibility toward the band and every member within it's ranks.
- X. **DON'T** use your authority and position to demand personal favors or to settle personal disputes.
- Y. **DO** assume leadership of the band in absence of the director.
- Z. **DO** assist the band director at all times.

INTERESTING FACTS ABOUT GEESE

There is a dramatic correlation between these facts about geese and the type of teamwork and leadership that is prevalent in any type of successful “group” effort, such as a marching band. Reading these facts to the band members might help everyone more easily understand the importance of working together in an unselfish and efficient manner.

FACT 1: As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in the “V” formation the whole flock increases its flying range by 71% over what each bird could do if it flew alone.

LESSON: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the momentum of one another.

FACT 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give out help to others.

FACT 3: When the head goose tires, it rotates back into the formation and another goose flies to the point position.

LESSON: It pays to share leadership and take turns doing the hard tasks. As with geese, people are interdependent on each other’s skills, capabilities, and unique arrangements of gifts, talents, or resources.

FACT 4: The geese flying in formation honk to encourage those up front to keep up the speed.

LESSON: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one’s heart on core values and encourage the heart and core of others) is the quality of honking we seek.

FACT 5: When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch our formation or catch up with the flock.

LESSON: If we have as much sense as a goose, we will stand by each other in difficult times as well as when we are strong.

REALIZE THE POWER OF YOUR OWN THOUGHTS

If you were to become aware of only one mental dynamic, the most important one to know about would be the relationship between your thinking and the way you feel.

It's important to realize that you are constantly thinking. Don't be fooled into believing that you are already aware of this fact! Think, for a moment, about your breathing. Until this moment, when you are reading this sentence, you had certainly lost sight of the fact that you were doing it. The truth is, unless you are out of breath, you simply forget that it's occurring.

Thinking works in the same way. Because you're always doing it, it's easy to forget that it's happening, and it becomes invisible to you. Unlike breathing, however, forgetting that you are thinking can cause some serious problems in your life, such as unhappiness, anger, inner conflicts, and stress. The reason this is true is that your thinking will always come back to you as a feeling; there is a point-to-point relationship.

Try getting angry without first having angry thoughts! Okay, now try feeling stressed out without first having stressful thoughts - or sad without sad thoughts - or jealous without thoughts of jealousy. You can't do it - it's impossible. The truth is, in order to experience a feeling, you must first have a thought that produces that feeling.

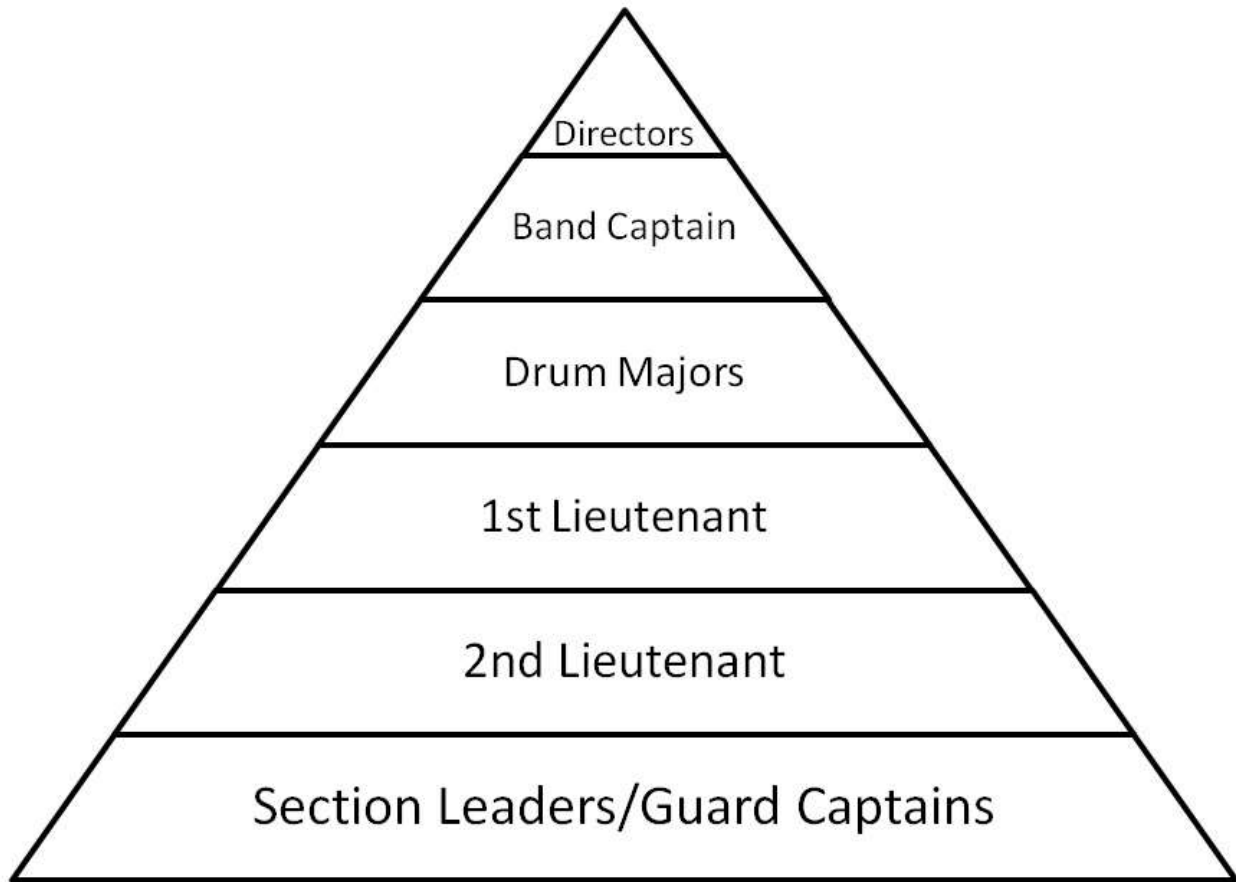
Unhappiness doesn't and can't exist on its own. Unhappiness is the feeling that accompanies negative thinking about your life. In the absence of that thinking, the unhappiness, or stress, or jealousy, can't exist. There is nothing to hold your negative feelings in place other than your own thinking. The next time you're feeling upset, notice your thinking - it will be negative. Remind yourself that it's your thinking that is negative, not your life. This simple awareness will be the first step in putting you back on the path toward happiness. It takes practice, but you can get to the point where you treat your negative thoughts in much the same way you would treat flies at a picnic: You shoo them away and get on with your day.

From "Don't sweat the small stuff," by Richard Carlson, PhD

DADE COUNTY BAND LEADERSHIP STRUCTURE

The leadership structure of the Dade County High School Band is set up in a hierarchy. Any issues that arise should be taken care of at the lowest level possible! Something should never come to the band directors if it could have been handled by a section leader.

The structure of the leadership is as follows:



Chaplain - falls outside of the normal leadership hierarchy. They have the authority, as an officer, to handle issues as needed.

Uniform Officer, Librarian, and Bus Captains will be picked by the directors. These positions will be appointed from eligible students that have completed all requirements of the leadership training.

LEADER POSITION REQUIREMENTS

- ★ Band Captain(s) may only be held by a Senior member of the band (unless there are no eligible Seniors).
 - ★ Lieutenants and Drum Majors may only be held by a Junior or Senior member of the band (unless there are no eligible Juniors or Seniors).
 - ★ Chaplain may be held by a Sophomore, Junior, or Senior.
 - ★ Section leader positions may be held by a Sophomore, Junior, or Senior (There may or may not be multiple section leaders in a section).
 - ★ Guard Captain positions may only be held by an individual with at least 2 years of prior guard experience (unless there are no other eligible students).
 - ★ The positions of Uniform Officer, Librarian, and Bus Captains may be held by Freshmen, Sophomore, Junior, or Senior.
-

RESPONSIBILITIES OF ALL LEADERS

- ★ Organizational and Logistics
 - Inform sections of rehearsal schedules, changes, etc.
 - Continue to monitor/follow up on absences, tardies, rehearsal technique (a student should never miss a rehearsal/performance without a follow up from a section leader)
 - Communicate concerns, expectations, as well as accomplishments
 - Communicate to all! When issues arise, talk to other leaders, drum majors, staff members, directors, etc. Don't let a small situation turn into something big!
 - Be prepared all the time to have your sections prepared all the time - create opportunities for success both on and off the field.
 - ALWAYS HELP! If someone is doing something, see if you can help. Don't watch things happen!
 - ★ Performances
 - Leaders should ALWAYS be the first one to have music memorized
 - Create opportunities for exceptional performance through sectionals, study time, etc.
 - Continually monitor the progress of your sections. Success is created through good leadership. It is "OUR" failure, not theirs. It is your job to make the people in your section successful performers and band members.
 - ★ The Burden of Service
 - Your job is to lead. Sometimes this will make you unpopular or disliked. You must be willing to accept this burden. Leadership is NOT a popularity contest. You must have the integrity to do and say the right things. Sometimes doing the right thing makes people uncomfortable; but they will appreciate results of genuine excellence. The pursuit of excellence is unrelenting and you will have to fight through people's secret desire to be average. **Everyone can't be great and the minute you accept average, your section will too.**
-

RESPONSIBILITIES OF EACH LEADER POSITION

- ★ Band Captain:
 - Helps maintain discipline in the band room, on the field, and at performance venues. Be vocal and jump in to help as needed, even outside of your normal section.
 - Assists the Drum Major(s) in 3rd quarter break supervision at games.
 - Assists Directors in organizational and administrative tasks, like chairs and stands in the band room, straightening up any band area, checking water coolers, etc.
 - Verifies that other officers are meeting their responsibilities.
 - Handle problems (conduct, music, marching, emotional train wrecks, etc.) BEFORE they get out of hand and the Directors have to deal with them!
- ★ Drum Major(s):
 - Acts as field leader(s) of the Marching Band.
 - Assists in the teaching of basic marching fundamentals.
 - Assists in maintaining good discipline in the band. Remember, they look to you for guidance. Be vocal, be active and be involved.
 - Assists directors in organizational and administrative tasks.
 - Assists the Band Captain in 3rd quarter break supervision at games.
 - Assist the director in organizational items, like chairs and stands in the band room, straightening up any band area, checking water coolers, etc.
 - Disseminates information among section leaders.
 - Works closely with band the Band Captain; cooperating with responsibilities which overlap.
 - Assigns all officers and section leaders to band room clean up duties after each band event and follows up to make sure it was done.
- ★ 1st Lieutenant:
 - Responsible for making sure all necessary equipment is in order for each rehearsal & public appearances.
 - Appoint and oversee the loading crew.
 - In charge of maintenance of the band storage facility and all property we use.
- ★ 2nd Lieutenant:
 - Responsible for all attendance taking and record keeping through Charms for rehearsals and performances.
 - Must have a roll to check attendance from at every band rehearsal or event.
 - Assist the uniform officer in checking uniforms after every performance.
- ★ Chaplain
 - Responsible for the overall morale of the ensemble.
 - Assign new members (8th grade marchers and all Freshmen) a mentor.
 - Oversee that mentors are helping, encouraging, and taking care of their mentee.
 - Lead prayer/moments of silence as seen fit by the student leadership and band.

- ★ Color Guard Captain(s):
 - Responsible for the conduct, poise, image, marching, and performance of the guard.
 - Keeps up with guard attendance.
 - In charge of seeing that guard equipment is loaded.
 - In charge of inventory property at all times.
 - Inspect guard members for proper uniform wearing
 - Maintain/keep up with the charts and chips for your section.
 - Make sure your section has all materials (i.e. shoes, flags, weapons, etc.)
 - Run warm-ups with the guard at the beginning of EVERY rehearsal.
- ★ Section Leaders:
 - Responsible for the conduct, poise, image, marching, and musicianship of the section.
 - Inspect for proper uniform wearing and storage of your section after every performance. Turn in a list of infractions to the uniform officer.
 - Make sure your section has all materials (i.e. flip folders, shoes, instruments, etc.) at every rehearsal and performance.
 - Help individuals with their parts.
 - Check off parts for their section when assigned by the directors and turn those into the drum major.
 - Remediation sessions are the responsibility of section leaders and highly encouraged.
 - Assists directors in organizational and administrative tasks, like chairs and stands in the band room, straightening up any band area, checking for trash, etc.
- ★ Uniform Officer:
 - Responsible for issuing and maintaining inventory of all band uniforms.
 - This person works closely with the band directors and the parent uniform officer.
 - Assist the 2nd Lieutenant in checking uniforms after every performance.
 - Assists directors in organizational and administrative tasks, like chairs and stands in the band room, straightening up any band area, checking for trash, etc.
- ★ Librarian:
 - Helps with issuing of music.
 - Handles record keeping that deals with music library.
 - Sees that all music is filed in good order.
- ★ Bus Captains
 - Responsible for helping the directors/chaperones check attendance after each loading of the bus.
 - Report all absences to the directors/chaperones.
 - Supervises cleaning of the bus at end of each trip.
 - Helps directors/chaperones reinforce the bus travel rules and discipline on the bus.

The above duties are an OVERVIEW and may (probably will!) be changed to accommodate the needs of the ensemble as we go throughout the year!

LEADERSHIP SELF-EVALUATION FORM

The attributes listed on the following page pertain to leadership qualities as they relate to bands. Use the guide at the top of the scale to establish a general standard when evaluating.

Evaluate each attribute by placing a dot in the box directly below the appropriate score. Be completely honest.

When finished, connect the dots with straight lines. This will produce a graph, which visually illustrates strengths and weaknesses.

Total the points and divide by 20 to get an overall average. Use the scale at the top to determine a numerical evaluation of each category.

The results will reveal your potential as a leader in the band area. The chart also provides a graphic of which qualities need improvement. Since these leadership qualities can be developed, it is helpful to identify deficiencies and concentrate on improving those areas.

Graduating student leaders will also be filling out an evaluation on you so you can compare their perceptions with your personal evaluation. This is intended to be used as a learning experience for you in your growth as a leader.

To measure progress, we will do another evaluation at a later date, on the same form, using a different color pen or pencil.

STUDENT LEADER OBJECTIVES

A student leader candidate must satisfactorily complete the following objectives:

I. Grade Point Average

Leadership candidates must be passing all current classes with a minimum of a C average by May 1st.

II. Performance Fundamentals

A. Winds:

Perform a Concert F, Bb, Eb, and Ab scale on your instrument

Demonstrate a full range chromatic scale on your Instrument

Perform the passage that you will teach during your sectional (Assigned April 3)

B. Percussion:

Perform a Concert F, Bb, Eb, and Ab scale on keyboard

Perform the following rudiments:

Paradiddle, Flam, Flam Tap, Flam Accent, Flam-a-diddle, 5 Stroke Roll, 9 Stroke Roll, 17 Stroke Roll, Drag, Drag Tap

Perform the passage that you will teach during your sectional (Assigned April 3)

C. Guard:

Perform the following basic guard fundamentals:

Drop Spins, Double Time, Cones, Money Toss, Basic 45, Plies, Tendus, Single Pirouette, Chasses, Sautes, Jazz Walks, and Jazz Runs

Create, perform, and teach a 32 count guard routine

III. Marching Fundamentals and Knowledge

A. Identify on which foot all moving commands should be given.

B. Discuss the correlation between how the commander gives a command and how the unit performs it

C. Properly demonstrate the following stationary drill movements:

Attention	Parade Rest	At ease
Dressing the rank	Cover Down	Horns Up
Horns Down		

D. Explain and demonstrate why the initial dress of a formation should be considered a sacred position during either rehearsal or performance.

E. Demonstrate how to properly execute the following marching fundamentals:

Mark time	Forward march	Backward march
Band halt	Right slide	Left slide
Back left slide	Back right slide	

F. Properly call the following commands:

Attention	Parade rest	Dress center
Dress right	Dress left	Ready, front
Mark time	Forward march	Backward march
Halt		

G. Define the following terms as they relate to Marching and Maneuvering:

Interval	Distance	Spacing
Dress	Cover	Alignment
File (Column)	Rank	Phasing
Military bearing	Projection	

LEADERSHIP SELECTION PROCESS

The band directors will review the applications, self-evaluations, objective requirements, and interview all candidates for Band Captain, Drum Major(s), Lieutenants, Chaplain, Color Guard Captain(s), and Section Leaders during class time or after school. Drum Major candidates must also go through a separate audition process.

The band directors have the final say in the selection of the candidates. Failure to abide by their decision is unacceptable. It's okay to be disappointed if you are not chosen, but it is not okay to be rude about it. The directors pick what they feel is the best candidate for the position and for the good of the band.

If a suitable candidate is not yet available, the band directors have the ability to postpone the selection of any officer or section leader position until a later time or leave the position unfilled. The band directors may keep the original applications or require new applications to be submitted in this case.

FAILURE OF ANY STUDENT TO MEET THE MINIMUM REQUIREMENTS SET FORTH, FAILURE TO TURN IN REQUESTED ITEMS ON TIME, AND/OR HAVING UNEXCUSED ABSENCES FROM LEADERSHIP TRAINING SESSIONS, WILL RESULT IN THE STUDENT BEING REMOVED FROM CONSIDERATION AS A CANDIDATE FOR A LEADERSHIP POSITION.

LEADERSHIP APPLICATION

2017 - 2018

Name: _____

What position(s) are you interested in? (You will be considered for all positions. This does not limit you to only these positions.)

Why are you applying for this position?

What are your intentions for this position?

LEADERSHIP CONTRACT

I understand that, if chosen, I will be held to a higher standard of behavior, performance, and work ethic than my peers. I agree to be willing to make that sacrifice and commitment so that the band as a whole may succeed. I understand and agree to the requirements as outlined in the Leadership and Service Packet which was provided during leadership training classes. I also understand that failure to comply to the guidelines and expectations set before me may result in my removal from a leadership position and/or failure to be considered for a position in the future.

Student Name (Printed): _____

Student Signature: _____

Parent Name (Printed): _____

Parent Signature: _____