

# *No One Can Whistle A Symphony...*

*It Takes an Orchestra to Play it.*

**Murrieta Valley High School Crimson Cadets  
Leader Manual 2008-2009  
Rick Lorenzen, Director**

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Mozart was **7** when he  
published his first musical composition.

George Bernard Shaw produced an award-winning play  
when he was **94** years old.

At **10**, Yehudi Menuhin was the youngest  
artist to solo at Carnegie Hall.

Benjamin Franklin helped frame the  
Constitution of the United States  
when he was **81** years old.

*How old would you be if you didn't know how old you were?*  
– Satchel Paige.

The fact is it doesn't matter when you do something great.  
Age often times has very little to do with ability.

Serving as a Leader means... You Actually Have To  
Do Stuff!!

I am only one, but still I am one;  
I cannot do everything, but still I can do something;  
I will not refuse to do something I can do.  
– Helen Keller

### WHOSE JOB IS IT ANYWAY?

This is a story about four people named **Everybody**, **Somebody**, **Anybody**, and **Nobody**. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

**COMMIT TO BECOMING AN EFFECTIVE LEADER**  
Take on the responsibilities of your job and make the conscious  
decision to follow through with it. Take action!!

“Even if you’re on the right track, you’ll get run over if you just sit there.” Will Rogers

"Eagles don't flock."  
– Ross Perot

**Let your character soar!!**

The following is your Character check list...

"Talents are best nurtured in solitude – Character is best formed in the stormy billows of the world." – *Johann Wolfgang Goethe*

"It's not hard to make decisions when you know what your values are."  
– *Roy Disney*

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

"Thoughts lead on to purposes; purposes go forth in action; actions form habits; habits decide character; and character fixes our destiny." – *Tryon Edwards*

"The function of education is to teach one to think intensively and critically. Intelligence plus character – that is the goal of true education."  
— *Martin Luther King Jr., Nobel Prize-winning American civil rights leader*

## Trustworthiness

### ***Integrity***

**DO:** Stand up for your beliefs • Follow your conscience • Be honorable and upright • Live by your principles no matter what others say • Have the courage to do what is right and to try new things even when it is hard or costly • Build and guard your reputation • Live Brave!!

**DON'T:** Do anything wrong • Lose heart if you fail or don't get what you want

"What lies behind us and what lies before us are small matters compared to what lies within us." – *Ralph Waldo Emerson, American essayist and poet*

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

"Courage is resistance to fear, mastery of fear – not absence of fear."  
– *Mark Twain, American Author*

### ***Honesty***

**DO:** Tell the truth and nothing but the truth • Be sincere • Be forthright and candid

**DON'T:** Lie • Cheat • Steal • Be sneaky, tricky, or deceptive

"Every difficulty glossed over will be a ghost to disturb your repose later on." –  
*Frederick Chopin, Pianist and Composer*

### ***Reliability***

**DO:** Keep your promises • Honor your word and commitments • Be dependable • Do what you are supposed to do • Return what you borrow • Pay your debts • Be on time

"Weakness of attitude becomes weakness of character."  
— *Albert Einstein, 20th-century mathematician, physicist and philosopher*

### ***Loyalty***

**DO:** Stand by your family, friends, school, and country • Be a good friend • Look out for those who care about you • Keep the secrets of those who trust you

**DON'T:** Betray a trust • Let your friends hurt themselves • Do anything just so others will like you • Ask a friend to do anything wrong or spread gossip that could hurt others

"Conviction is worthless unless it is converted into conduct."  
— *Thomas Carlyle, 19th-century Scots-English historian, author*

### **Respect**

**DO:** Treat others the way you want to be treated • Respect the dignity, privacy and freedom of all individuals • Value and honor all people, no matter what they can do for you or to you • Respect others' property — take good care of property you are allowed to use and don't take or use the property of others without permission • Respect the autonomy of others — guide them to make good choices about their own lives

**DON'T:** Use or manipulate others • Abuse, demean, or mistreat anyone

"Once the game is over, the king and the pawn go back in the same box."  
— *Italian proverb*

### **Tolerance and Acceptance**

**DO:** Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have • Be tolerant, respectful, and accepting of those who are different from you • Listen to others and try to understand their points of view

"You can't always control circumstances, but you can control your own thoughts." — *Charles Popplestown*

### **Courtesy**

**DO:** Use good manners • Be courteous, polite and civil to everyone

**DON'T:** Use put-downs, insults, yelling, or ridicule to embarrass or hurt another

"Our lives teach us who we are."  
— *Salman Rushdie, 20th-century Anglo-Indian novelist*

## **Responsibility**

### **Duty**

**DO:** Know your role – your function • Acknowledge and follow through with your obligations • Honor the task at hand by your actions

"Thinking is easy, acting is difficult, and to put one's thoughts into action is the most difficult thing in the world." — *Johann Wolfgang Goethe*

### ***Accountability***

**DO:** Accept responsibility for the consequences of your choices, not only for what you do but what you do not do • Think about consequences to yourself and others before you act • Think long-term – what are the long-term ramifications of your actions • Do what you can do to make things better • Always set a good example

**DON'T:** Look the other way when you can make a difference • Make excuses or blame others

"Always imitate the behavior of the winner when you lose." — *Unknown*

### ***Pursuit of Excellence***

**DO:** Have a high standard of excellence in mind before you begin • Your best • Persevere • Be prepared • Be diligent and work hard • Make all you do worthy of pride

"We are what we repeatedly do – excellence then is not an act, but a habit."  
— *Aristotle*

"Hold yourself responsible for a higher standard than anybody else expects of you. Never excuse yourself. Never pity yourself. Be a hard master to yourself, and be lenient to everybody else." — *Henry Ward Beecher*

### ***Self-Control***

**DO:** Take charge of your own life • Set realistic goals • Keep a positive outlook • Be prudent and self-disciplined with your health, emotions, time and money • Be rational — act out of reason not anger, revenge or fear • Know the difference between what you have a right to do, and what is right to do • Be self-reliant — manage your life so you are not dependent on others; pay your own way whenever you can

"It is better to light a candle than to curse the darkness." — *Chinese proverb*

"He (Louis Armstrong) also taught me by his example, that the key to music – the key to life, is concentration." — *Bobby Hackett, American Jazz Trumpeter*

## Fairness

### **Justice**

**DO:** Be fair and just • Treat people equally • Make decisions without favoritism or prejudice • Consider that the consequences for wrongdoing are consistent, and proportional (neither too harsh or too lenient) to the offense

**DON'T:** Take more than your fair share • Take advantage of or blame others unfairly

"He has the right to criticize who has the heart to help." — *Abraham Lincoln*

### **Openness**

**DO:** Be open-minded and impartial — consider what people have to say before you decide • Be careful — get the facts, including opposing viewpoints, before making decisions (especially when blaming or accusing another)

"No wind favors he who has no destined port."  
— *Michel de Montaigne, 16th-century French essayist*

## Caring

### **Concern for Others**

**DO:** Be compassionate and empathetic • Be kind, loving, and considerate • Be thankful and express gratitude for what people do for you • Forgive others for their shortcomings

**DON'T:** Be mean, cruel or insensitive

"The greatest discovery of my generation is that human beings can alter their lives by altering their attitude of mind." — *William James, Psychologist*

### **Charity**

**DO:** Be charitable and altruistic — give money, time, support, and comfort for the sake of making someone else's life better, not for praise or gratitude, but to enrich your own life • Help people in need

"Culture does not change because we desire to change it. Culture changes when the organization is transformed; the culture reflects the realities of people working together every day." — *Frances Hesselbein, Author*

## Citizenship

### **Do Your Share**

**DO:** Be a good citizen and a good neighbor • Care about and pursue the common good • Be a volunteer — help your school and community be better, cleaner, and safer • Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself • Participate in making things better

"The future belongs to those who believe in their dreams."  
— *Eleanor Roosevelt, 20th-century American stateswoman, First Lady*

### **Respect Authority and the Law**

**DO:** Play by the rules • Obey parents, teachers, coaches, and others who have been given authority • Observe just laws • Honor and respect principles of democracy

"Well done is better than well said." – *Benjamin Franklin*

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## Life Imitates Football?

As coach of the Green Bay Packers from 1959 to 1967, Vincent Thomas Lombardi turned a perennial loser into a juggernaut, winning NFL Championships in 1961, 1962, and 1965 in addition to Super Bowls I and II in 1966 and 1967. His uncanny ability to motivate his players, his extraordinary capacity to inspire them to test and exceed the limits of their physical and mental endurance, and his insatiable drive to succeed made him the standard against which all NFL coaches are measured. The following are a collection of thoughts from this legendary leader.

*"The achievements of an organization are the results of the combined effort of each individual."*

*"Mental toughness is many things and rather difficult to explain. Its qualities are sacrifice and self-denial. Also, most importantly, it is combined with a perfectly disciplined will that refuses to give in. It's a state of mind. You could call it character in action."*

*"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor."*

*"Success demands a singleness of purpose."*

*"To achieve success, whatever the job we have, we must pay a price."*

*"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather in a lack of will."*

*"Confidence is contagious and so is lack of confidence – people will recognize both."*

*"Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile."*

*"If you believe in yourself and have the courage, the determination, the dedication, the competitive drive and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, it can be done."*

*"The good Lord gave you a body that can stand most anything. It's your mind you have to convince."*

NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE.  
TALENT WILL NOT – NOTHING IS MORE COMMON THAN  
UNSUCCESSFUL MEN WITH TALENT.  
GENIUS WILL NOT – UNREWARDED GENIUS IS ALMOST A PROVERB.  
EDUCATION WILL NOT – THE WORLD IS FULL OF  
EDUCATED FAILURES.  
PERSISTENCE AND DETERMINATION ALONE ARE OMNIPOTENT.

*CALVIN COOLIDGE, AMERICAN PRESIDENT*

**Polarity** (*From The Tao Of Teams*)

While we may see our world as beautiful,  
there are some who may see it as ugly.

## **Flying With The Team**

In flight, whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of those in front. As geese flap their wings, they create an uplift for the bird that follows. By flying in a “V” formation, the whole flock achieves 71% greater flying range than a bird flying alone.

*If you share a common purpose,  
you are powered by wings created through teamwork*

“It is important to distinguish between efficiency – doing things right – and effectiveness – doing the right things.” – *Peter Drucker*

Greatness is not a function of circumstance,  
Greatness is a matter of conscious choice.

### **Keep The End Result In Sight**

During World War II, parachutes were being constructed by the thousands. From the workers' point of view, the job was tedious. It involved crouching over a sewing machine eight to ten hours a day, stitching endless lengths of colorless fabric. The result was a formless heap of cloth. But every morning, the workers were reminded that each stitch was part of a life-saving operation. As they sewed, they thought about the possibility that this might be the parachute worn by their spouse, their brother, or their son. They understood their contribution to the larger picture.

*There is no work unworthy of a job well done*

"Cultivate optimism by committing yourself to a cause, a plan or a value system. You'll feel that you are growing in a meaningful direction which will help you rise above day-to-day setbacks." — *Dr. Robert Conroy*

### ***Start Running***

*Every morning in Africa, a gazelle wakes up. It knows that it must run faster than the fastest lion or it may not survive.*

*Every morning in Africa, a lion wakes up. It knows that it must run faster than the slowest gazelle or it may starve.*

*As a leader, are you a lion or a gazelle?*

*Whichever you choose when the sun comes up – you had better start running*

"Leadership is the capacity to translate vision into reality." — *Warren Bennis*

## **Top 10 Leadership Attributes – The Key To Success**

Harold Warman, Director of Bands, SDSU  
IMPACT Mentor Program – SDCOE

### ***Leaders should...***

1. Be in a good mood
2. Display self-acceptance and self-respect
3. Show respect for others
4. Be aware, perceptive and sensitive
5. Have a purpose – show passion, vitality, and energy
6. Employ good communication skills -- both verbal and non-verbal
7. Demonstrate creativity with consistency
8. Have physical and emotional energy and endurance
9. Be confident – confidence is contagious – once in charge, act like it
10. Consult others, but have confidence in your own decision-making

"Talent without discipline is like an octopus on roller skates.  
There's plenty of movement, but you never know  
if it's going to be forward, backwards, or sideways."

— H. Jackson Brown, Jr., *Author*

### The Dictionary Says...

Leader: A person who has a commanding authority or influence

## **GENERAL LEADERSHIP CONCEPTS**

### **At Murrieta Valley**

A student leader within the Murrieta Valley High School Instrumental Music Program has either been elected by their peers, or promoted through a confidence in the student's abilities as viewed by the Director and the staff. Student leaders are standouts within the program and must consistently demonstrate the following:

- Exemplary behavior and observable self-discipline
- An extensive knowledge of the music making process
- A willingness to implement and/or follow instructions without delay
- An attitude that reflects continued growth and improvement
- The ability to reasonably diagnose and correct problems

Being a leader means that you are going to do more work, spend more time, and make more good decisions based on your knowledge and experience.

### **FUNCTION VS. TITLE**

A title doesn't make you a leader. You only become a leader if you act in a manner that influences others to act. Within our environment, your success is measured by the positive influence you have on your peers as they face the daily challenges of rehearsal and performance. There are no passive leaders. Leaders turn vision into action – goals into reality

*Learn to make leadership an active part of your life!!*

### **THE ABILITY TO EXECUTE**

As a leader, you should never need to be told what to do. Execute the tasks assigned to you, but learn to anticipate the needs of your peers, the staff, and the program. Be proactive!! Broaden your vision. Think!! Keep your eyes open to what you think needs to be done. Act in consort with other leaders. Above all, be certain to follow through with every task. True leaders will tirelessly invest maximum effort in pursuit of the desired end result.

*A true leader does what needs to be done when it needs to be done  
– not only when they feel like it.*

### **THE GLASS HOUSE**

Accepting the role of leader places you in the metaphorical “glass house”. A glass house has no privacy, and everyone else will be able to view everything you do. As a leader, you may at times be opening yourself to public scrutiny and even criticism. It’s a given that you’ll be watched – choose to always do the right thing.

*At the end of the year, ask yourself if you truly managed the responsibilities of leadership effectively and with good character.  
The answer should be an unqualified YES!*

### **THE THREE POPULATIONS**

Based upon your perception of the Murrieta Valley program, assign a percentage to the number of students in each of the following categories:

- Leaders who lead the “right” direction
- Leaders who lead the “wrong” direction
- Followers who simply follow the lead of others

All through school, you have been taught to be a follower. Follow the rules – follow instructions – where then will you learn to be an independent thinker – a real leader? To be an effective leader, you must realize your influence on others. No matter the example – others will follow. Within each of us, there is the potential to become a leader. What kind of leader will you become?

### **UNDERSTANDING THE GROUP DYNAMIC**

As we enter into this new cycle of leader training, be mindful of some of the following nuances within the group dynamic. Understand that negativism spreads like wildfire – negative attitudes are infectious and will cause disharmony that will ultimately diminish the success of the program.

Always ask yourself – do my attitudes and actions reflect the core values of the program? Am I consistent in my display of attitude, or do I change based on who I'm talking to? When I offer criticism, do I also offer potential solutions? Remember that the band doesn't change as much as you do. It will never be the same as it was last year, simply because you're not the same. You're older and hopefully wiser. Remember that every action you take is an investment in your future. As leaders, you carry more responsibility for the future of the program than perhaps even the teachers and staff. If we're unsuccessful – the fault lies within.

### **THE GREAT DEBATE**

Many leadership seminars will promote the concept of "leading by example." This concept of leadership is certainly valid, and is the easiest to grasp by young evolving leaders. Leading by example is a mandatory trait of all good leaders, yet it merely provides a model of behavior, not a rationale. In many ways, leading by example alone really means that a few are doing all of the work – and the others are happy to let you do it.

Unless you can convince others to embrace the core philosophies of the program, including motivating them to work to achieve those goals, you are simply trying to carry all of the weight yourself. Can 10% of the band through benign leadership, effect enough of a change in behavior to insure our success as a quality performing ensemble, or is there more yet to be done? Is leading by example only a beginning? If everyone can understand that action leads to consequence, then we can begin to see the cause-and-effect relationship of work to product – where lofty goals become reality. The next step beyond leading by example might be called overt leadership.

"Look over your shoulder now and then  
to be sure someone's following you."  
— Henry Gilmer

**SUPERIOR PERFORMANCE REQUIRES A SUPERIOR ATTITUDE**

No one can choose an attitude for you – not your parents, your Director, or your peers. Choosing an attitude is like choosing which outfit to wear in the morning – only you can decide what your attitude is going to be. Without question, as a leader, your attitude will influence others. The challenge of overt leadership demands that you elevate your attitude beyond what you might expect from your peers. On good days and bad days, this will require effort on your part. Remember, your peers are more than happy to mirror your moods and behaviors, your standard of excellence, and your work ethic. Don't expect them to be more motivated than you. Sure, by “reading the leaves” or “sensing the vibe,” you might need on occasion to modify your approach, but also understand that everything you do reinforces behavior. Remind yourself again that action leads to consequence. Avoid creating habits that will be hard to break later on.

### **EVERYONE MAKES MISTAKES**

But not everyone is self-aware enough to fix them. For instance, when you say something negative or unsupportive of other leaders, you in a way give other people permission to think it, repeat it, and possibly even act on it. As a leader, you must accept responsibility for your words and actions. If you display an error in judgment and say something that you might regret, begin the “damage control” immediately by asserting your own will to resolve your indiscretion.

*Accept the fact that you're not going to be right all the time,  
and be honest enough with yourself to admit that you might be wrong.*

Occasionally, student leaders need to be reminded that they are not acting in the best interest of the program. When this occurs, the student leader not only faces the accusation that their decision-making is in question, but the embarrassment of being confronted peers, or worse by an adult. Once this boundary is crossed, there will be an expectation that the student leader immediately resolve the problem before it becomes a bigger issue that warrants intervention. Leaders work together to try to fix problems internally. Never be afraid to ask for help or guidance from others. We all know that finding solutions to problems instead of allowing them to escalate is the correct course of action for a leader.

Keep in mind the following adage – agree in public, disagree in private. If you choose to voice disagreement in a public way, you immediately put your opposite on the defensive. In that regard, you have ceased to be an effective leader because you will likely trigger a vigorous response that is not only distracting, but is counter-productive. It's best to keep your “eye on the prize” and to behave in a manner that befits your position, and fosters the goals of the organization.

### **The Magnificent Seven – Common Sense Rules of Leadership**

Remember...

- **Do the right thing** – exemplary behavior is mandatory
  - Agree in public – disagree in private.
  - Manage stress – every leader’s private burden
  - Let “a good attitude” become habit – work at this daily
- Passionate involvement helps rehearsal time pass quickly
  - Say “thank you” (a lot) – and “please” too
  - People will in turn treat you like you treat them

### **Guidelines for All Student Leaders**

Always arrive ahead of the report time for rehearsal or performance. Once you’re ready, make sure that all members of your section or group are in attendance and ready as well.

Come fully prepared for rehearsal (working instrument, music, pencil, equipment, dot book, etc.). This includes learning your own music or choreographic movement. Remember that others will look to you for performance standards.

Be quiet and attentive in rehearsal. This is also true in section or small group rehearsals where someone else is “in charge.” Be a good example.

At all times show respect toward other members. Student leaders will absolutely not intentionally disturb other section or small ensemble rehearsals. Demonstrate respect for other’s efforts.

Display a “right” attitude toward a productive rehearsal atmosphere. Through a variety of interventions, help communicate to others that rehearsal is where the real work takes place – not the performance. Insist that other members of your section do the same.

Take care of financial obligations to the band program, and set an example for others to follow.

Act as a positive force on campus and project a positive image of the MVHS Instrumental Music Program. When you interact with the middle schools, be upbeat and instructive.

Respect school property at all times. Abuse of school or band equipment by a leader would constitute an immediate reaction including the possibility of dismissal.

### **The Big Four**

You really hate to even talk about these things as they can't help but sound negative, but we want to be absolutely clear as to the expectations of leadership within our program. Here are the big four wrong decisions that will certainly place your position as a leader in jeopardy.

1. Not doing the job. Simple – in order to be successful, we must develop a leadership team that clearly understands and actively promotes the core philosophies and goals of the program. This is simply a matter of necessity for a program of our size and caliber. Understand the important role that you play, and always strive to do your job at the highest level.

2. Leaders will be dismissed immediately from rehearsals or group meetings for talking during announcements or teaching. Typically, announcements are specific to tasks or expectations, and are too important to be missed. Teaching time is learning time. Leaders themselves are not exempt from the rules of the organization. This lack in discipline and attention to detail is a personal indulgence that can only be considered a flaw.

3. A leader who knowingly undermines another leader (or staff member) is risking everything!! Like President George Bush, Sr. said to his cabinet while in office – “argue your point, but when decisions are ultimately made, get on the train with everybody else.” We need to all be moving the same direction, and unsupportive comments, petty bickering, and rude behavior is not acceptable.

4. As much as you may want to discount it, a loss of respect will absolutely follow episodes of personal weakness. Gossip, bossiness, undisciplined behavior, and betrayals of trust, will always cost you.

*“To thine own self, be true – and it must follow, as the night the day  
– thou canst not then be false to any man”.*

Polonius' advice to his son Laertes from Hamlet – *William Shakespeare*

Leadership is about character, and about truth. Always look in the mirror when things don't appear to be going well, and elevate yourself to a higher standard of personal behavior and integrity. As a student leader, you have been given a

trust. Never betray that trust and the confidence that has been bestowed upon you.

### **Body Language**

How important is body language? The dictionary describes body language as – the unconscious bodily gestures, postures, and facial expressions that form nonverbal communication. Do you come across to others as energetic, motivated – passionate? Do you think that others take nonverbal cues from you? As a leader, you are on display and under scrutiny at all times.

Even the slightest hint that you have a different opinion than a staff member, or fellow leader, undermines their authority and their ability to communicate effectively. Even the most innocent of behaviors can be read the wrong way. Rolled eyes, funny facial expressions or other subtext can be picked up as a demonstration that you are not on the same team. Strive to be aware of how you are perceived by others, and always present an image of a totally committed student leader.

### **Signs that a Leader is in Trouble**

The Leader is...

- Ineffective – doesn't get results
- Apathetic – attitude or behavior
- Displays constant frustration or discouragement
- Asks for help but argues with the answers
- Exhibits behavior that's out of character
- Giving up – just stops providing leadership

### **Send In The Cavalry**

When a leader gives up, it's almost too late to restore their ability to lead again. When individuals reach that point, even small problems will foster extreme behavior and obvious signs of frustration. When this happens, the entire leadership team needs to pitch in. Take a break. Distance yourself from the problem. Knowing that someone "has your back" by enlisting others to help may give you the courage to go on. Other leaders need to be prepared to come to the

rescue providing the “extra muscle” needed to convince others of “the way,” and to assist in getting things back on the right track. Even though the problem may not occur in your section, the entire program suffers if parts of it are unproductive. We all suffer the consequences. As a leader, it is in your best interest to understand your role in the leadership community.

## **Divide and Conquer**

Understand how easy it is for any group to take on the “mob” mentality. As an example – if a section has more than one troubled or misdirected individual in it, and they band together for mutual support, you can certainly see the possibility of “negative leadership” developing within that group. Inasmuch, it might be difficult for you alone to confront what might be years of collegial misbehavior. Learn to read the signs. Also, remember that we’re not just talking about immature or unfocused behavior – we’re also talking about preparation outside of formal rehearsal. Lagging behind the others in preparation of music is also a behavioral problem that needs to be addressed. If you feel that you are losing control, and unsatisfactory behavior is beginning to spread to others, enlist the support of other leaders to even the odds.

Identify the people involved, physically separate them in the rehearsal environment, and intervene by assigning one-on-one contacts with the intent of addressing and resolving the problem. As most behavior is a choice – they have to want to do the right thing. If you can’t “connect” with them or identify the root cause of the problem, let other leaders have a go at it. The desired result is a long-term resolution. The offenders need to understand that it’s not only you who wants the program to be stellar – that there are others who are equally committed.

## **Competition – Success and Failure**

Memorize this statement – “the performance is an average of your rehearsals.” When evaluating your progress in the aftermath of competition, keep in mind that you individually control only certain aspects of the group performance. Individually, you can measure your performance against the “excellence” rubric or the standard of performance expectations within the program, but you really can’t control the opinions of others. Even so, you can ask yourself the following questions when a performance does not meet your expectations.

How prepared were we? Were the daily rehearsals focused and efficient leading up to the performance? Was the atmosphere positive and energetic, or did it feel tired or sluggish? What were the distractions that diminished productive rehearsal time, and can they be avoided in the future? Were individuals and

individual behavior the cause of the problem? Can this be fixed? Are we on the right path for eventual success? Are we consistent in our efforts?

Whatever the result, competition allows us to measure our product relative to others. The fall marching season is a sort of race – one that pits the best against the best. It's a weekly review of our skills and progress, and it reflects the efforts of every individual in every group. You're not going to win every show – in fact you may not win any. Instead of worrying about winning, we all need to attach value to the process as well as the product, and learn to celebrate our own perceptions of success.

The following is a quote from Olympic medallist, Lennox Miller of Jamaica. In an effort to console his daughter who had just missed winning a medal at the 1996 Atlanta Games, he told her – “*Fourth place in a world of four billion people, isn't so bad*”. Puts it in perspective, doesn't it?

### **When the Rubber Meets the Road – Proactive Leadership**

*General requirements of your position:*

- Be early – report 20 minutes early to everything!! Really!!
- Be ready – have all of your materials in place before rehearsal begins.
- Be quiet – when instructions are being given. Set a proper example.
- Be completely familiar with the plan for show days – execute the plan.
- Lead by example – provide a stellar example for others to follow.
- Prepare for and attend weekly leader meetings.

*Weekly meetings – how to make them productive:*

- Remember that you represent your peers as well as yourself.
- Be vocal and honest!!
- Be willing to bring issues to the meeting.
- Work to find solutions to problems that you are willing to commit to.
- If presenting an idea, prepare a detailed proposal or plan to present.
- Be complete – ambiguity wastes time.
- Gather suggestions from other leaders before the meeting.
- Be willing to make adjustments to your proposal or plan.
- Don't take it personally if the group rejects your ideas.

- Don't waste meeting time with idle phrases or verbal ticks.
- Be polite and sensitive to others, but don't hold back.

*Section Leaders – the daily tasks:*

- Behave as if the success of the program depends on YOU!
- Meet and greet your section each day.
- Use their names (or nickname – but only if they like to have one).
- Work to develop section pride.
- Know what is expected of your section at all times.
- Develop consistent expectations for your section.
- React to behavioral issues.
- Model the drills and interventions used by the Director and staff.
- Be thorough with paper tasks or rehearsal detail.
- Address individual concerns regarding performance excellence.
- Share your successes and failures with other leaders.
- Enlist the support of others including adult staff members.
- Insist that your section is current with all paperwork and finances.

*Teaching Tips for Section Leaders:*

- Actually call sectionals – give plenty of notice.
- Have a plan – don't waste their time. No plan, no rehearsal!!
- Give precise instructions in clear audible tones
- Circle up – work in a circle so that section members can watch others.
- Ask individuals to demonstrate or model for others.
- Don't do it all yourself – use veterans or “faster” students to help.
- Break movement down into individual counts. Freeze certain counts.
- Go after musical problems – slow and accurate.
- Always, strive for individual precision and section uniformity.
- Looking good – check for and define a uniform interval (even in sectionals).
- Constantly check posture and carriage.
- Work individually with section members having difficulty.

- Glide step – break it down – heel, arch, ball, toes. Emphasize toes up.
- Have the section count out loud while learning and executing movement.
- Have the section count and clap when working rhythms.
- Employ a variety of tempi – emphasize visual rhythmic precision.
- Moving and playing – start with long tones while marking time (in time).
- Go slow – thoughtfully develop variations of music to movement drills.
- Insist that every exercise begin and end at attention.
- Set an example of a relaxed and poised leader.
- Be positive – compliment as well as criticize.

*Performance Day Tasks for Section Leaders:*

- Fully prepare your section prior to performance day.
- Call absent members of your section before roll call if they are not present.
- Develop a checklist for uniform and performance equipment.
- Carry and use your tuners throughout the warm-up process.
- Monitor the behavior of your section – even after performance.

"Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand."  
 – General Colin Powell

**Time to Get to Work**

Review the Band Constitution for specific responsibilities related to your job. Review this document regularly. Remember that you have been entrusted with the responsibility for the success of the program. Our success rests upon your shoulders. What outcome do you have in mind, and what are you willing to do to get there? Success happens over time. It's the combination of small achievements that create the consequence of a more profound greatness. Do your best – and do your job!

Think of the small as large  
and the few as many.  
Confront the difficult  
while it is still easy;  
accomplish the great task  
by a series of small acts.

From the Tao Te Ching

**Time to Lead!!**