

Stevenson Instrumental Music Program

Student Leadership Handbook 2024–25



"Students who wish to serve in a leadership capacity must first understand that true leadership requires an individual to do more than his or her counterparts; it is about serving others. Student leaders are the doers; they are the people who roll up their sleeves and go to work."

--Dr. Tim Lautzenheiser
Music Advocacy and Student Leadership

Stevenson Marching Band

Leadership Development

Introduction

The experience of serving as a leader in the Stevenson Titans Marching Band is complex. It initially requires individuals to be, at the very minimum, competent performers who possess the ability to effectively demonstrate physical and musical skills to those who have been assigned to them. More importantly, leading others involves having an awareness of human resource management theory, as well as practical applications based on this body of knowledge for day-to-day use with squad or section members. This seminar has been designed to provide leaders of the Titans Marching Band with the skills and knowledge necessary to make them successful for developing the abilities of their fellow band members.

The goal of this day is for you, as leaders, to begin to formulate a style for working with others through an extensive examination of the issues and dynamics that impact the operation of this organization. The intent is not to provide a sample set of answers to the challenges of managing the efforts of others, however, many bases may become apparent during this process. For many, this may be your first structured leadership training program. Not unlike the early charts used by explorers sailing in search of new lands, you will be provided with “maps” and commentary that are descriptive but not predictive, enticing but not fully revelatory. This seminar will point you in certain directions, illuminate landmarks, and warn you of dangers, yet encourage you to explore and discover the routes best suited for your own journey. For those who are not strangers in this area, this program will provide new ways of looking at familiar waters or the chance to share the things you learned on a previous voyage.

As a leader, you are charged with the responsibility of keeping this organization moving in the right direction towards a successful and fulfilling season. This leadership program will provide you with information to help you to begin to effectively contribute to the direction that this organization takes.

The training agenda that will be employed incorporates the use of short lectures, group discussions, and case studies. Critical to your growth and success of these exercises is your willingness to take risks and become actively involved in these sessions. As leaders in this organization, one of the most important characteristics lies in your ability to be assertive. You not only will have the opportunity to demonstrate this during this seminar, but you will also have the chance to share insights with your peers as we learn more about your roles and the Titans Marching Band.

The Beginnings of Leadership

“Disciplining yourself to do what you know is right and important, although difficult, is the high road to pride, self-esteem, and personal satisfaction.”

--Brian Tracy, speaker, writer

People frequently ask, “Are leaders born or made?” It’s a judgment call. No one knows for sure. Our experience tells us that leadership is a set of learnable competencies. We can, however, tell you this for certain: every exceptional leader we know is also a learner.

The self-confidence required to lead comes from learning about ourselves – our skills, prejudices, talents, and shortcomings. Self-confidence develops as we build on strengths and overcome weaknesses.

Formal training and education can help. Many leadership skills are successfully learned in the classroom. But training alone is insufficient. We also learn from other people and from experiences. Those who become the best leaders take advantage of the broadest possible range of opportunities. Leaders develop best when they are enthusiastic participants in the change.

Ultimately, leadership development is self-development. Musicians have their instruments, engineers have their computers, and accountants have their calculators. Leaders have themselves. They are their own instruments.

--from *The Leadership Challenge: How To Get Extraordinary Things Done in Organizations.*
James M. Kouzes and Barry Z. Posner

Characteristics of a positive leader:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*“You never conquer the mountain.
You only conquer yourself.”*

--John Whittaker

First American to climb Mount Everest

Dr. Tim Says...

- **THE EXCITEMENT IS SHORT-LIVED.** The initial enthusiasm of the session (for some) is deceptive. We are so eager to have positive, caring, sharing, on-target, motivated students, it is tempting to misinterpret the “just polished effect” as a permanent transformation of understanding and a catapulting into a higher level of maturity. That is merely wishful thinking, and it is NOT SO! We are dealing with young, impressionable minds that will quickly be refocused on the latest video game instead of the obvious tasks-at-hand. (e.g., cleaning the room, straightening the chairs, helping someone else, etc.) Review the principles of leadership often, attend leadership meetings, and reread information on leadership.
- **THE MIND IS DESIGNED TO FORGET.** Contrary to what many of us want to believe, the mind dismisses all information that is not crucial to human survival. STUDENT LEADERSHIP certainly is NOT a mandatory facet of survival. It takes an EXTRA EFFORT to embrace the responsibilities of student leadership; in the “good times” it is a wonderful personal bonus (for the individual), but at the first sign of confrontation or any other form of self-defense, all the leadership concepts will fly-out-the-window and be replaced by old behaviors of survival. For the leadership-attributes to become part of habitual actions, they have to be practiced daily. This is why negative people say, “That stuff doesn’t last.” In truth, it lasts, but is set aside in favor of self-protective behavior. If you want the leadership lessons to last, you will need to keep working at it.
- **PEER PRESSURE IS DEAFENING.** Look around, does everyone in the workshop appear to be engaged and involved? It may be nothing more than adjusting to the peer pressure at hand. This means people reflect whatever their peers do in ANY situation. “We become like those who are around us.” To alter human identity is next-to-impossible, and certainly a short informative workshop isn’t going to do it, but when we reinforce positive behavior, it creates new options-for-action for the individual. Few (very few) are willing to “take a stand” on any kind of value system when it challenges their status with their peers; it is not good or bad, it simply IS. If you want to stay focused on positive leadership it will take extra effort part to go the extra mile, taking action on leadership opportunities, and pushing oneself beyond the required agenda.
- **ROLE MODELING IS EVERYTHING** (both positive and negative). Like it or not, we tend to model the behavior of those with whom we associate. Your squad/section members will model YOU; they are NOT going to model the teacher, band camp staff, or even their memory of it. (Clearly there are those who purposefully go the opposite direction [usually to get ATTENTION], but for the most part, the students will become a reflection of our own pace, standards, values, work ethic, etc.) Perhaps one positive role model will not offset the countless negative experiences and influences students are exposed to each day of their lives; however, if we are going to give them an OPTION modeling a positive role model, the responsibility lies squarely on our shoulders. Even for all of us there must be reflection, review, reinforcement of leadership qualities and practices.

Managers and Leaders: Are They Different?

“Management consists of the rational assessment of a situation and the systematic selection of goals and purposes (what is to be done?); the systematic development of strategies to achieve these goals; the marshaling of the required resources; the rational design, organization, direction, and control of the activities required to attain the selected purposes; and finally, the motivating and rewarding of people to do the work.”

In other words, whether his or her energies are directed toward goals, resources, organizations structures, or people, a manager is a problem solver. The manager asks himself, “what problems have to be solved, and what are the best ways to achieve results so that people will continue to contribute to this organization?” In this conception, leadership is a practical effort to direct affairs; and to fulfill his task, a manager requires that many people operate at different levels of status and responsibility. It takes neither genius nor heroism to be a manager, but rather persistence, though-mindedness, hard work, intelligence, analytical ability and perhaps most important, tolerance and good will.

Leadership is the continuous choice-making process that permits the organization as a whole to proceed toward its objectives. In a modern organization, leadership consists more in maintaining the operational effectiveness of the decision-making systems than in making personal decisions. In short, leadership is a special application of management.

“Leaders are active instead of reactive, shaping ideas instead of responding to them. Leaders adopt a personal and active attitude toward goals. The influence a leader exerts in altering moods, evoking images and expectations, and in establishing specific desires and objectives determines the direction an organization takes. The net result of this influence is to change the way people think about what is desirable, possible, and necessary. In other words, leaders are visionaries and managers operate within those established visions.

By Abraham Zaleznik
Harvard Business Review

Characteristics of Superior Leaders and managers:

- | | | |
|---------------|---------------|-------------------|
| ✓ Ambitions | ✓ Fair | ✓ Loyal |
| ✓ Caring | ✓ Honest | ✓ Mature |
| ✓ Competent | ✓ Imaginative | ✓ Open-minded |
| ✓ Cooperative | ✓ Independent | ✓ Self-Controlled |
| ✓ Dependable | ✓ Inspiring | ✓ Selfless |
| ✓ Determined | ✓ Intelligent | ✓ Supportive |

Styles of Leadership

Leadership style evolves from both the type of role a leader might assume within a group as well as the various characteristics and qualities a leader possesses. Style is a distinctive manner, custom or pattern of behaviors (both in words and actions), as others perceive how you do, what you do, and when you do it. The important thing to remember as a leader is that you will determine their response to your particular leadership style. Is there any one best leadership style? Is there any one best leadership style to use? NO. In fact, it's not a matter of right or wrong, best or worst, this or that, right or left, etc.

In the past certainly, people considered leaders in this way. You are either this style of a leader or that style of a leader. But now it's clear that this extremist, black or white approach to leadership style does not always work. There are many shades of gray in between. However, comparing leadership styles to a spectrum limits the possibilities as well. It still applies a very linear approach with graduated stacked between extremes. A broader perspective of leadership styles warrants a more open, varied, constantly changing, evolving, developing, focusing, at times experimenting, and dynamic view of leadership style. Perhaps, an artist's pallet would give a clearer visual analogy to leadership style. As an artist mixes various basic colors to create the needed blend of color, leaders mix various styles to create their own unique blend of leadership style. Different artists have different favorite colors that they use in various situations. Leaders have different styles that they use in various situations as well. Consider the many styles of leadership and appreciate the "colors" you see in the leaders around you as you develop various styles in yourself.

Your leadership qualities:

- 1.
- 2.
- 3.
- 4.
- 5.



Be Aware of the Hazards of Leadership

1. Becoming egotistical
2. Spreading oneself too thin
3. Failing to listen to the advice of others with experience
4. Failing to listen to concerns of others
5. Disregarding personal relationships and priorities
6. Finding it difficult to follow rather than lead
7. Thinking of others as being inferior
8. Using power to control people; Using people for your ends, not for their benefit
9. Becoming overly concerned with your popularity
10. Losing your sense of organizational direction



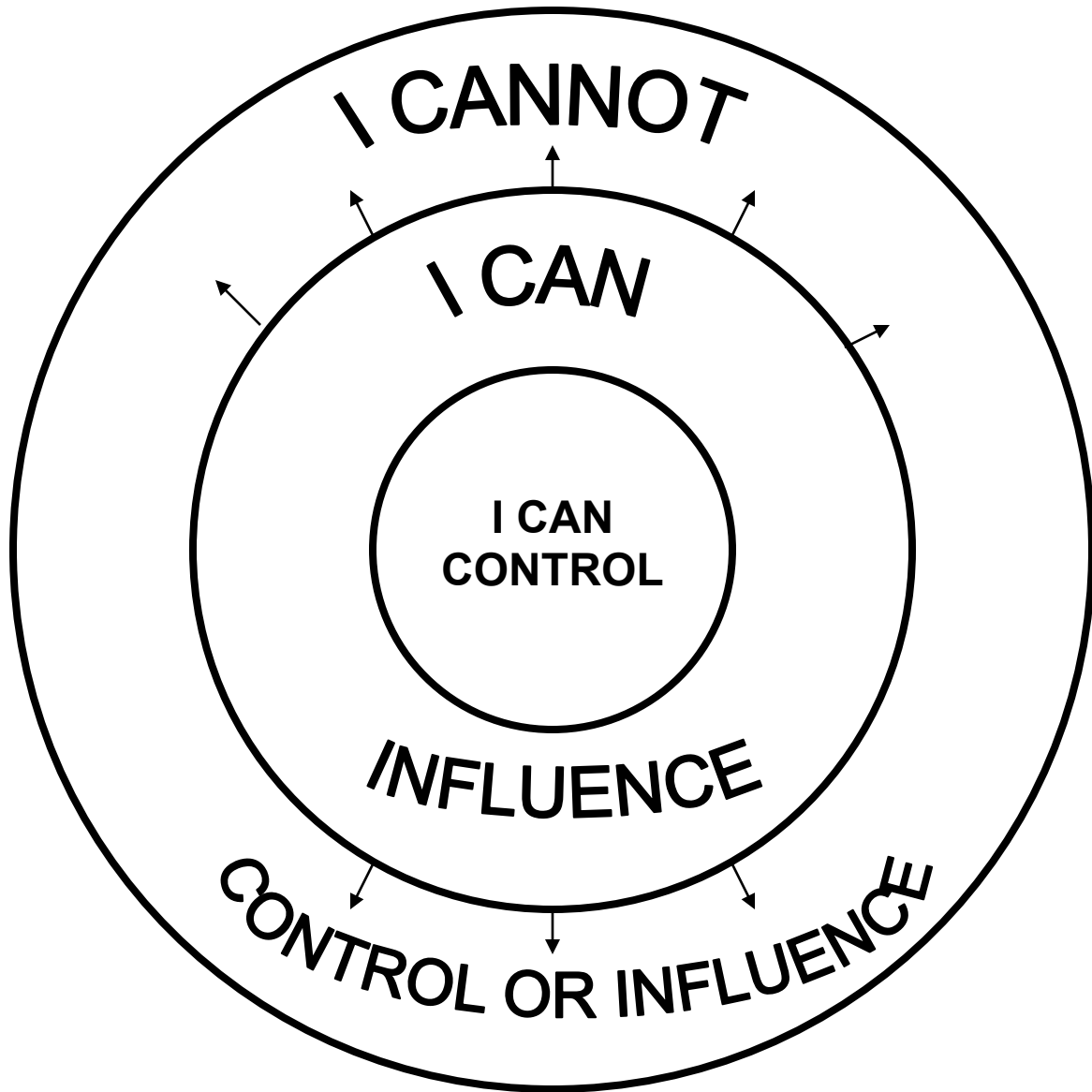
- Have you seen past leaders who have become victims of these hazards? What were your observations and how would YOU have dealt with these situations?
- What other hazards should leaders in the Stevenson Titan Marching Band be aware of and learn to avoid?

Many young people see a leadership position as the chance to be in charge, to tell others what to do, to delegate work, and to put themselves in a posture of authority. Nothing could be further from the truth. The essence of an effective leader lies in the student's ability to serve others, to create success for the whole in the organization. It is the opportunity to give, to contribute, to roll up one's sleeves and begin moving in a positive, forward direction. Whether it is straightening the chairs, putting the stands away, creating a colorful bulletin board, or working with someone on a musical passage, the leader is the person who does the task at hand. A leader does "what needs to be done, when it needs to be done, whether he or she wants to do it or not, without anybody asking."

Leadership centers on the concept of forgiving. When something goes awry (and it will), many young leaders want to react to the situation by reprimanding the followers for their inability to fulfill the leaders' suggestions. However, the true leader will forgive the people involved and proactively refocus his or her energies to correct the problem and quickly get back on course. Psychologically (and intellectually) we know that people do not get better by making them feel worse.

What else makes a good leader?

The Sphere of Influence



"Even if you're on the right track, you'll get run over if you just sit there"
-Will Rogers

Ten Tips for Effective Leadership

1. Lead by the golden rule
(Do unto others as you would have them do unto you)
2. Avoid the tendency of partiality
(Don't play favorites)
3. Follow your own rules
(Don't make a rule you won't keep)
4. Keep your group informed
(An ignorant group is a suspicious group)
5. Lead by example
(Do as you would have others do)
6. You're the leader, act like it
(Remember the Titanic)
7. Ask others for their help
(Sometimes a few heads are better than one)
8. Keep feedback constructive
(Remember the last time you made a mistake?!)
9. Always tell the truth and keep your word
(A shoe on the foot is better than one in the mouth)
10. Prepare someone to take your place
(Who knows what tomorrow may bring)

Which ones do you think are most relevant? Why?

How will you employ these concepts?

The Solution-Driven Leader

Focus on the solution, not the problem. A gifted leader will seek an objective/solution and then begin to move in the direction of the given goal, rather than dwelling on the current status and all the reasons the organization cannot reach the objective. This comes about by using a clear and concise blueprint of a *solution-driven* vs. a *problem-driven* plan of action.

The solution-driven leader spotlights the strengths of the followers and emphasizes what is already working. Instead of quickly pointing out everything that is wrong, ineffective, inefficient, and preventing forward progress, the leader will first make a point to recognize the various aspects of the project (including the people) that give it credibility and make it worth the followers' investment of time and energy. The benefit package must be obvious, or there will be no ownership of responsibility by the followers and, thus, no group cooperation and lackluster participation.

A solution-driven leader sets a stage of open communication and personal involvement. They are not too quick to look for others to blame. They create a safe, open forum of communication with everyone and listen to any and all suggestions in an effort to attain a better outcome. They keep everyone focused on the goal. We often dwell on the opposite of what we want. The solution-driven leader will continue to communicate the desired goal to the members of the group; what the mind can conceive, the person can achieve.

The solution-driven leader creates energy and enthusiasm. The best way a leader can create energy and enthusiasm for a group is to model positive energy and sincere enthusiasm. This does not necessarily mean assuming the role of a cheerleader or extending shallow, insincere compliments. It merely means demonstrating a genuine care for the people, the goal, and the welfare of everyone involved. A lethargic, negative leader will drain energy from any group. This leader will amplify the problems facing the organization; on the other hand, an enthusiastic, positive leader will infuse the group with the needed energy to move forward and discover the endless possibilities available as a result of group cooperation. The solution-driven leader understands the secret to all leadership, the one aspect over which he or she has complete control in every situation: *the ability to choose one's attitude at every moment of the day!*

The solution-driven leader creates an atmosphere conducive to effective and efficient problem solving while giving continuous renewal to everyone involved. Being a leader does not mean "having all the answers." A perceptive and effective leader will encourage an ongoing exchange of helpful ideas from those who are part of the group. Every suggestion will be met with genuine appreciation, and the communication will be used as an opportunity to confirm the value of the person involved.

--Dr. Tim Lautzenheiser
Music Advocacy and Student Leadership

Styles of Feedback

Issues to Discuss:

1. Time and Place
 - a. Domain – Public or Private?
2. Content of feedback
 - a. Necessary for productivity?
3. Maintaining objectivity in presenting feedback.
 - a. Fact based vs. personal
 - b. Ability to remove your personality for the feedback
4. Providing an opportunity to respond.
5. Post-feedback follow-up

Always think of yourself in the position to which you are giving the feedback too.

Discuss: Relate the qualities of effective leaders to how they will give feedback vs. what a poor leader would do.

“People who feel good about themselves produce good results”

Leadership: The art of getting others to do something you want done because they want to do it.

We Learn and Retain

- **10%** of what we **HEAR**
- **20%** of what we **SEE**
- **30%** of what we **SEE & HEAR**
- **40%** of what we **DISCUSS WITH OTHERS**
- **80%** of what **EXPERIENCE DIRECTLY** or **PRACTICE**
- **90%** of what we **ATTEMPT TO TEACH OTHERS**

What type of leader are you?

- Do you go with the flow and are in crisis management?
- Do you have a goal but no plan to achieve it?
- Do you have a goal and a plan but don't put it to action?
- Do you have a goal, a plan and take the initiative to put the plan to work?

List methods that you will use to lead other members of your squad/section:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Refer to this list regularly throughout the season

"The height of your accomplishments will equal the depth of your convictions."

-William F. Scolavi

Before each practice:

- ✓ Choose to have a positive attitude
- ✓ Choose to have patience
- ✓ Choose to set a good example
- ✓ Choose to do your best
- ✓ Choose to do the right thing, right now

During each practice:

- ✓ Double check your attitude
- ✓ Be a solution-driven problem solver
- ✓ Catch someone doing something good and let them know!
- ✓ Ask yourself if you're setting a good example
- ✓ Smile

After each practice:

- ✓ Leave it all on the field and start fresh the next day.

Seven Habits of Highly Successful People

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win/win
- Seek first to understand, then to be understood
- Synergize
- Sharpen the Saw

"No pessimist ever discovered the secrets of the stars, or sailed to an uncharted land, or opened a new heaven to the human spirit."

-Helen Keller

Brainstorming & Discussion

- Brainstorm words that apply to the Titans Marching Band:
- Create a mission statement that would represent our goals for the upcoming season:
- What can we do as leaders to bring our group closer together and be more effective?
- What kind of activities can we do outside of “band stuff”, if any? How often should we do them?

Case Studies: Titans Marching Band

1. It is one week into the season, and you have begun to see a pattern of behavior among a new member (or members) of your section. As fundamentals are explained from the staff, and you subsequently have reinforced these concepts, your new member seems detached in this learning process and consistently replies, “Yeah, OK. I know how to do this.” Unfortunately, his/her performance proves otherwise. How would you respond? What things do you consider in this process?

2. During preseason, you observe one of your section members spending a great deal of time alone. You rarely see him/her interacting with others, and he/she doesn't appear to be fitting in with the organization. As a section leader, do you have a responsibility in this situation? How would you respond?
3. It is your first year as a section leader. One of the veteran members of your section, who has once again been passed over to be a section leader, is exhibiting behaviors that you consider to be unsupportive of your efforts. He/she has occasionally contradicted statements that you have made to your group and has been late for a couple of section drills. What sort of intervention strategies would you use with this individual? In retrospect, could you have done something differently?
4. During a practice, your section receives some feedback from the instructional staff that prompts you to take exception. You not only believe the perception/information is inaccurate, but that the method in which this message was conveyed to you was inappropriate. How do you respond? Are there circumstances that might cause you to respond differently?
5. One of your section members is simply not understanding how to execute a skill; e.g: marching in step. You have tried everything you know to try to remedy this problem, but nothing seems to be working. What do you do next?
6. During practice, you observe a member of another section not executing a maneuver correctly and the section leader seemingly has not done anything to correct the problem. What are your options? What strategies would you use if an entire section was not performing this maneuver correctly?
7. You are on the track of our stadium just having finished the halftime show. You observe another section leader "really laying into" a member of their section for a poor performance. The interaction makes you feel uncomfortable. You feel it is your responsibility to confront your peer and express your feelings about what you have observed. What elements do you consider as you plan to provide feedback?
8. How do you plan to keep your section members motivated for the entire marching season? What have you seen that has worked for others in the regard?

*A leader is best when people barely know he exists,
Not so good when people obey and acclaim him,
Worse when they despise him.
Fail to honor people, they will fail to honor you;
Of a good leader, who talks little:
When his work is done, his aim fulfilled,
They will say, "We did this all ourselves."*

--Lao-Tzu

Stevenson Section Leaders & Drum Majors

- Be positive, thorough, fair, and organized.
- Effective section leaders are prepared and lead by example with an attention to details that show pride in themselves, their section, and the band.
- Effective section leaders are kind to every member of their section and do not lead or teach by intimidation, foul language, or any other kind of negative behaviors. Be a role model.
- Effective section leaders understand they don't have all the answers and reach out for assistance.
- Do not make memorization a top priority. Make playing the music the right way the first priority, then worry about memorizing. Be patient, everyone learns at different speeds and levels.
- We are here to TEACH, not to TELL. There is a HUGE difference.
- Make t-shirts, hats, etc, anything that helps your section bond.
- What will people say about YOU when you are gone? "Man, they really cared and helped out a lot, or, they totally just yelled at me and made me feel insecure.
- Have a plan every time you meet. Meet those goals, and then have fun. The work must come before the fun.
- Remember, we are all a team. Make yourself available before/after rehearsals to help those who need it.
- What are some other ideas instead of section of the day?
- How can YOU motivate your section?
- Do you have section goals in mind as of yet?
- Enforce that everyone respects the instruments. NO SETTING THEM ON CEMENT!

Section Leader Uniform Responsibilities

1. Lead by example with summer uniforms
 - a. Proper length white shorts (mid-thigh length or longer)
 - b. Shorts can't be "athletic style" (no elastic bands, etc)
 - c. No stripes on shorts
 - d. Comfortable, relaxed fit for performing in
 - e. Wear your Navy Blue t-shirts ONLY for performances
 - i. Keeps them from fading and the decals from cracking / wearing out
 - ii. Prevents the likelihood of stains, holes, etc
 - f. Shirts and shorts must be crisp, clean, & professional**
2. Have a "dress rehearsal" at one of your sectionals prior to home camp in August to make sure everyone in your section has a summer uniform that meet the standards of the Stevenson Marching Band
3. Encourage section members to limit the wearing of their Navy Blue shirts for performances
 - a. Keeps them as something special
 - b. Serves as a reminder that when putting on that Navy Blue shirt, you are representing the Stevenson Marching Band
4. Work with your section members to properly label their items, especially the insides of their formal Marching Band uniform pieces / hats. Lead by example – never put a Marching Band uniform inside a band cubby / locker or leave it on the floor!!
5. Displaying pride begins with respecting your appearance at all times when performing as a member of the Stevenson Marching Band. Treating your Marching Band uniform as the something special that it is and establishing and respecting the highest expectations for yourself will increase your effectiveness as a leader.
6. Being a member of the Stevenson Marching Band is a privilege – out of almost 2,000 students that attend SHS, you have been given a special opportunity to represent yourself, your section, your school, your school district, and your community with pride.

Section Leader Summer Prep

Where and when are you going to hold your sectionals?

- You cannot use the inside of SHS without a responsible adult actively present and engaged with you
- Does someone in the section have a house where playing instruments outside won't overly disturb neighbors?
- Will an adult be home during sectionals in case of an emergency?
- Does someone in the section have a pool?
- Is there a centralized location?
- Can you coordinate rides to help those that don't drive get to sectionals (involve parents)?
- What are the best days of the week? The best times?

What ice-breakers do you have planned?

- An important first step making everyone, but especially new members, comfortable so everyone can be productive while having fun too

How are you going to communicate effectively?

- You'll need to setup a Band App group. Invite Mr. Yaros and Mr. Austerman
- Have you created a Section Guide document for your members so they know what to expect and how to get in touch with you and, eventually, each other?

Is your section going to create / purchase t-shirts?

- You'll need shirt sizes for everyone
- You'll need a design
- You'll need the artwork approved by a staff member
- You'll need to decide where to order
 - o Custom Ink?
 - o Is there a parent with a Cricut?
- Supply issues / timing (don't wait!)
- Cost? Can everyone afford what you come up with?



What kind of fundraising will you be doing?

- Ideas that are fun and help bond your section together
- Car washes? Bottle drives? Coordinate with parents!
- Any plan for winning Coin Wars?

Are your section members ready for the season? Do they understand what they must have?

- White shorts / marching shoes / navy blue t-shirt
- Lyres / Flip folders & windows / instrument specific items
- Personal water bottle
- Field marker, other supplies

What is the specific plan for each of your sectionals?

- What music selections / passages are you focusing on that day? Are you prepared to share your vision for that day with your section at the start of the sectional?
- Have you prepared yourself (practicing on your own)?
- Remember: Music comes first!!
- **Highly effective section leaders play the music along with their sections. Use a metronome on your phone with a Bluetooth speaker to set tempos!**

Is your section prepared to establish a “Bigs and Littles” mentorship system?

- Any returning marcher can be a Big, it doesn't have to be a senior or junior
- Not every returning member / senior / etc has to be a Big – let them decide
- What are your section traditions?
- What are the band's traditions?

What is your plan to prepare for and verify music memorization?

- Section leaders should be the FIRST to have their music memorized!

Has everyone in your section completed their participation requirements?

- Have they turned in their physical?
- Turned in / submitted all the required paperwork and forms?

Will everyone in your section be dressed appropriately in their summer uniform?

- White shorts proper length?
- T-shirts neat and clean; not worn out / faded / ripped? Is it an appropriate size (not too big or too small)?
- Are marching shoes clean and sharp?
- Are socks the proper length?

Plan to keep in contact with all of your section members throughout the summer

- If someone is not attending sectionals and you don't know why, please contact an adult member of the instructional staff
- Don't cover for someone if you don't know why they are not attending sectionals
- It's okay for everyone to take a vacation, have a family commitment, etc
- It's not okay for someone to miss because of work

Leadership Descriptions

***esprit de corps (e, sprē də 'kôr/)** noun: a feeling of pride, fellowship, and common loyalty shared by the members of a particular group.*

Congratulations on your appointment as a student leader for the Titans Marching Band! Your position is considered a **full year appointment**, even though some duties may refer only to the marching season.

You will be held to a higher standard of behavior, performance, and work ethic than your peers. You must be willing to sacrifice so others around you may succeed. Serving in this capacity will not only provide others a better experience but will provide you with a tremendous growth opportunity that will serve you for years to come.

All students appointed as leaders shall, in addition to their listed duties, strive to uphold the image and spirit of the band at all times. All leadership appointments are to be considered **an honor and a responsibility, not a privilege.**

Leaders are expected aid the band director and staff in every way possible. You are expected to keep the lines of communication open between each other and between students and the director and staff.

Drum Major Duties

- Assist with rules and to maintain order for the full band during all marching activities
- Oversee Section Leaders to ensure marching band members where and when they need to be so all activities can begin promptly
- Conduct warm-up exercises and basics blocks
- Direct and control the band in field rehearsals and performances
- Responsible to delegate set-up for marching practice field for rehearsal. Sound system, podium, yard line markers, etc.
- Maintain "esprit de corps" within the band
- Report any major problems to the director
- Assist with uniform inspections
- Conduct and is in charge of pep rallies
- Conduct the bands in the stands at football games
- Assist the band director in all ways possible
- Work with the Band Boosters with the organization of the annual Marching Band Banquet

Section Leader Duties

Flutes / Clarinets / Trumpets / Alto Saxes + Horns / Low Brass

- Assist the Drum Majors with rules and to maintain order within your section during all marching activities
- Direct summer and after-school sectional rehearsals
- Maintain "esprit de corps" within the section
- Responsible for section's marching and playing performance on the field and behavior in the stands
- Keep a daily record of attendance in designated notebook and report absences
- Inspect uniforms of section members
- Attend all meetings called by the Drum Major, Band Director, or Band Staff
- Report problems to the Band Director or Drum Major
- Assist with issuing school instruments and conducting inventory in the fall and spring
- Assist with locker assignments to Stevenson students in your section
- Help keep the instrument locker area clean

Drumline & Frontline Section Leader Duties

- **All of the duties of section leaders, plus the following:**
- Assist with the direction of percussion rehearsals during the summer and regular marching season
- Responsible for seeing that all percussion equipment is put in its proper place after each rehearsal and performance and kept in an orderly manner
- Make sure that all rehearsal sites are clean before leaving
- Help keep percussion areas in the band room clean and organized (beyond the marching season!)
- Oversee the loading and unloading of all percussion equipment at all band functions (beyond the marching season!)
- Keep a record of all issued equipment and its condition
- Report any vandalism or damage to percussion equipment to the band director immediately

Color Guard Captain Duties

- **All of the duties of section leaders, plus the following:**
- Assist with organizing and directing Guard warm-ups and rehearsals
- Assist with instructing the marching show to other guard members
- Make sure that all rehearsal sites are clean before leaving
- Responsible for seeing that all guard equipment is put in its proper place after each rehearsal and performance and kept in an orderly manner
- Oversee the loading and unloading of all guard equipment at all band functions
- Keeps a record of all issued equipment and its condition

Leadership Contract/Agreement

Assuming a leadership role means added responsibilities and making a commitment to many other students, directors, parents, and supporters of the program. It is important you are fully aware of the responsibilities before accepting a position. Listed below are expectations for every leader in the program.

Music Preparation

- You will have all marching music prepared to your highest ability level before any others in your section. This includes showing up to camp prepared and memorizing music before set deadlines.
- You are responsible for members in your section learning music. This will include hosting help sessions, sectionals, etc.
- You will prepare the Band Audition material to the best of your ability.
- You will help other members of your section learn Band music Audition material, sectionals, etc.

Marching Preparation

- You will have a complete understanding of all marching fundamentals and execute them to the best of your ability at ALL rehearsals.
- You are responsible for members in your section having a complete understanding/ability to execute all necessary marching fundamentals to the standard set by the staff. This will include hosting help sessions, sectionals, etc.
- You and your section are responsible for memorizing each drill set's count structure.
- You will come prepared to every rehearsal and performance. This means always having your coordinate sheet/drill, music, water, etc.

Rehearsal Etiquette

- You will be the first person in your section to arrive for rehearsal and the last to leave.
- You will make phone calls/text message students who miss or come late to a rehearsal.
- You will not delegate unwanted responsibilities to younger members of your section, but instead be the first to volunteer to those duties.
- You will always, **be the model** of perfect rehearsal etiquette for your section. This includes not talking, giving your absolute best effort, encouraging students around you, and pushing yourself to be your best always.

Miscellaneous

- You will follow all directions with great attention to detail and expect the same from the rest of the section.
- Any problems you may have with the director, staff, or other leaders will be addressed in a respectful manner in private and you will support the final decision.

Behaviors to Avoid

- Being unreliable: Student leaders need to be the most reliable people in the band. Remember, you are the example the rest of the band must follow. Your attendance, your marching skill, your uniform must always be impeccable. You should embody everything that you want your band to project. You should be early to every rehearsal. You should be able to answer any question or be able to direct that person to someone who knows the answer. You should know your venue. If you aren't familiar with a parade route, do a reconnaissance mission (use Google Maps satellite view!) before the parade starts, preferably the day before. Find out the layout of the facilities of the field show venue as soon as practicable so that you can direct your band to changing rooms, rest rooms, etc.
- Dealing with problems with a negative attitude: You are the leader of your peers. For our band to be fully successful, you must remain positive in every situation both on and off the field. Even in the most dire of circumstances, look for a positive aspect. Remember that a problem is merely an opportunity for improvement!
- Being a prima donna: There is a very fine line between exuding confidence and thinking you are better than everyone else. Confidence inspires others. Being a prima donna will turn the band against you. Remember, you are there to make the band look good - not the other way around!