



Countryside High School Band of Pride

Student Leadership Curriculum
Guide

**THE POWER OF ONE.
ONE ACTION.
ONE THOUGHT.
ONE IDEA TO EMPOWER AND ENCOURAGE.
ONE CATALYST TO PUSH US TOWARD REALIZING
THE POTENTIAL THAT RESIDES IN ALL OF US.**

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Our Mission

The Countryside High School Band of Pride is dedicated to providing an outstanding musical experience, a comprehensive academic program, and a leadership curriculum for all grade levels that develops each individual's ability for leadership. Through the study of music and performance opportunities, the program allows individuals to develop musical artistry, poise, confidence, and self-discipline. They develop an understanding and love for the art of music and the process for success in every aspect of their lives.

The Countryside High School Band of Pride membership will reflect the cultural and economic diversity of our community, brought together in a joyful, caring, and supportive environment.

Mission Statement

Through partnerships with families, school, alumni, and the community, the mission of The Countryside High School Band of Pride is to develop each individual's "Commitment to Excellence" for achieving success in every aspect of their life.

NO EXCUSES

Any excuse for non-performance, however invalid, softens the character. It is a sedative against one's own conscience. When a man uses an excuse, he attempts to convince both himself and others that unsatisfactory performance is somehow acceptable. He is – perhaps unconsciously – attempting to divert attention from performance; the only thing that counts is his own want for sympathy. The user is dishonest with himself as well as with others. No matter how good or how valid, the excuse never changes performance.

The world measures success in terms of performance alone. No man is remembered in history for what he would have accomplished. History never asks how hard it was to do the job, nor considers the obstacles that had to be overcome. It never measures the handicaps. It only counts one thing – **PERFORMANCE**. No person ever performed a worthwhile task without consciously ignoring many a plausible excuse.

To use an excuse is a habit. We cannot have both the performance habit and the excuse habit. We all have a supply of excuses. The more we use them the lower become our standards, the poorer our performance. The better we perform, the less plausible our excuses become.

Next time you want to defend your sub-par performance, say instead (at least to yourself):

NO EXCUSES!!!

Notice the startling effect this will have on your own self-respect. You will have recognized your failure. You will be honest with yourself. You will be one step closer to the performance habit. You will be a better person for it. "We will be a better organization!"

-unknown

Introduction

**“If not now, when?
If not here, where?
If not you, who?”**

Leadership is the ability of a single individual through his or her actions to motivate others to higher levels of achievement. Leaders are unique and special people. In fact, leadership is not for everyone. Leadership is individuals who are dedicated to **SERVICE**. Leadership is the ability to inspire, communicate, motivate, encourage, and support yours and others quest for excellence in all aspects of life. It is the ability to do what’s right and avoid the pitfalls of doing something just because it is the popular thing to do. Leadership is practiced not so much in words as in attitude and in actions. It is not fair to ask of others what you are unwilling to do yourself. Leadership is doing what is right when no one is watching.

By you taking the initiative to participate in this leadership curriculum you have begun your quest in making a difference in other people’s lives and enrich your own. The information you are about to study is intended to assist you in your quest to be a leader and inspire others. This curriculum guide will focus on:

- * **What is Leadership?**
- * **Teamwork**
- * **Important Attributes of A Leader.**
- * **Leadership Positions.**
- * **The Pyramid for Success**
- * **Operational Procedures for Our Organization**

This curriculum guide is exactly that. It is a resource guide to assist you in your development as leader and policy and procedures for us to operate as an organization trying to achieve excellence. Your leadership team will have a direct impact on the success of the organization and exactly what the organization will be able to accomplish. The importance of a leadership team is crucial to the success of our organization as well as the enjoyment everyone will experience while working towards accomplishing excellence.

Leadership should be more participative than directive, more enabling than performing. Leadership is the challenge to be something more than average. You cannot be a leader, and ask other people to follow you, unless you know how to follow, too. **If your actions inspire others to dream more, learn more, do more and become more, you are a leader!**

LEADERSHIP...

Leadership is developed, not discovered. The truly “born leader” will always emerge; but, to stay on top, natural leadership characteristics must be developed. Leadership is casting a vision and motivating people. Great leaders who are committed to total service and total quality will place a premium on servicing members of their organization.

Leadership is an example.

Effective leaders set an example of what they expect and want from their team members. Great leadership believes the negativism is never justified. They know that there are plus and minus elements in many situations, but that the minus areas can be made into pluses.

Leaders provide direction not directions.

Leadership Affirmations

L Lead as I would like to be led.

E Exemplify a passion for excellence.

A Accountability, Commitment, and Integrity.

D Dare to be All I Can Be.

Leadership and Knowledge

*It isn't the problems I know that trouble me as much as the problems that people conceal.
We can work on the ones that I know, but there is little I can do about the ones I don't know.*

Effective leaders know or can find out what should be done. They have a vision and know what has to be done to fulfill it. They set clear challenging goals. They know what needs to be done to reach these goals and go out and do it. They are not omniscient but know how to access the knowledge of others. They know how to work with others in order to convert knowledge into action.

When leaders can not gain access to important knowledge they make poor decisions that may confuse or mislead an organization. One key to an organizations continuous growth is the ability of its leaders to find, process, and use knowledge. Leaders can not misuse this knowledge. They can not boss others around; they must make people want to do things not to have to do things. They must use their knowledge of what others want to try and to guide them to their goals.

Real opportunities in the future will belong more to the people who work with their heads and to those who work with their hands. Leaders understand that seeking improvement means learning. They plant ideas, nurture them, and watch them grow. Effective leaders always use their knowledge to help everyone reach their pinnacle of their potential and beyond.

True Leadership

Leadership is committed to promoting the best interests of those who are led. There is no room for selfishness in true leadership. It is the farthest thing from the dictatorship. A dictator is only interested in his goals and at the center of his goals is himself. He/She may do many good things for others, but behind all he/she does are their own interests...

True Leadership can not be separated from true love. They are a part of each other. A LEADER in this sense, is prepared to sacrifice his/her needs and wants for the sake of those he/she leads.

This organization needs leaders...

Who use their influence at the right times for the right reasons;
Who take a little greater share of the blame and a little smaller share of the credit;
Who lead themselves successful before attempting to lead others;
Who continue to search for the answer, not the familiar one;
Who add value to the people and organization they lead;
Who work for the benefit of others and not for personal gain;
Who handle themselves with their heads and handle others with their hearts;
Who know the way, go the way, and show the way;
Who inspire and motivate rather than intimidate and manipulate;
Who never place themselves above others except in carrying responsibilities;
Who will be honest in small things as in great things;
Who encounter setbacks and turn them into comebacks;
Who follow a moral compass that points in right direction regardless of the trends.

The growth of people is the highest calling of leadership. Those closest to the leader will determine the level of success for that leader. Continued success is a result of continued improvement.

Your attitude is more important than the facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break an organization. The remarkable thing is we have a choice everyday regarding the attitude we will embrace that day. We cannot change our past...we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...Life is 10% of what happens to us and 90% how you react to it. And so it is with you...We are in charge of our Attitudes.

Leadership...

Leaders help others make right choices.

You can't help others until you make right choices for yourself.

This leadership curriculum will help assist you in acquiring more for yourself so you can serve others. It focuses on two main specific attributes:

1. **LEADERSHIP BY EXAMPLE** through the development of your skills, your character, and your self-awareness;
2. **SERVING OTHERS** so that they can develop their skills and character.

Leadership is not about **WHAT** you are.
Leadership is about **WHO** you are and what you do.

“Lead, Follow, or Get out of the way.”

People follow someone who's going somewhere; they don't follow titles. You must have a clear direction. You must be able to organize your thoughts and communicate them clearly.

Whatever you want from yourself,
you must first give to others.

Self Analysis

Leadership is:

I want to be a leader because:

I feel I can make a difference and why:

My strongest attributes are:

I would like the members our organization to be:

Blueprint for Leadership Success

By Lou Holtz

The Power of Attitude.

The attitude you choose to assume toward life and everything it brings you will determine whether you realize your aspirations. What you attempt to do is determined by your motivation. How well you do something is determined by your attitude.

Tackle Adversity.

You are going to be knocked down. To achieve success, you are going to have to solve problems. If you react positively to them, you'll be stronger and better than ever. You can assume that your competitors have problems, too. If you react to setbacks more quickly and positively, you gain a distinct advantage. No one ever achieves anything that doesn't require overcoming obstacles. **EXPECT THEM!**

Have a Sense of Purpose.

Understand what you are trying to do. Stay completely focused on your original primary purpose. Do not be sidetracked. If you own a business, help the customer get what they want. If you want a promotion, give your employers what they want, be somebody who delivers a first-rate performance everyday.

Make Sacrifice Your Attribute.

You can't be successful without making sacrifices. Most losing organizations are over-populated with people who constantly complain about life's difficulties. They will drain your enthusiasm and energy. Take pride in making sacrifices and having self-discipline.

Adapt or Die.

Things are always changing, so embrace the fact that your life and career are always in transition. Yes, you will achieve your goals, but don't fall into the mistake of thinking you don't have to do anything further. Even when you become number one, you still need to stay focused on fundamentals.

Chase Your Dreams

All great accomplishments start with a dream. Dreams fuel your enthusiasm and vision. They give you a burning desire to get up in the morning and achieve.

Nurture Your Self-Image

A positive self-image grows out of having strong character. To be trustworthy, committed to excellence, and care for others are the underpinnings of a successful person. These qualities are so important that the last three items are devoted to each of them.

Foster Trust

All relationships are based on trust. I can't begin to tell you how many people I have seen ruin tremendous opportunities because they didn't have the discipline and decency to do what's right. Continually ask yourself, "Is this the right thing to do?" Do what you feel is right regardless of peer pressure or personal desires; success and confidence will not be far behind.

Commit to Excellence

Do everything to the best of your ability. Everybody wants to be associated with people who set high standards. When you lower your standards, you only invite mediocrity.

Handle With Care

Treat others as you would like to be treated-with concern and care. The only person who can change you is yourself.

Self Analysis

1. From the Blue Print, rate in order, your strongest to weakest attributes.

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

6. _____
7. _____
8. _____
9. _____
10. _____

“TRY YOUR HARDEST. MAKE THE EFFORT. DO YOUR BEST.”

“There is a choice you have to make, in everything you do. So keep in the mind that in the end, the choice you make, makes you.”

-Anonymous

**Never lie.
Never cheat.
Never steal.**

**Don't whine.
Don't complain.
Don't make excuses.**

7 Point Leadership Creed

- 1. Be true to yourself.**
- 2. Help Others.**
- 3. Make each day your masterpiece.**
- 4. Leadership means involving others.**
- 5. Make friendship a fine art.**
- 6. Understand that people are more important than things.**
- 7. Pray for guidance, and count and give thanks for your blessings everyday.**

GENUINE LEADERSHIP

Leadership Is Not an Ego Game

**“I am one,
But still I am one,
I cannot do everything,
But still I can do something.”**

-Edward Everett Hale

Genuine leadership is of only one type: **supportive**. It leads people: It doesn't drive them. It involves them: It doesn't coerce them. It never loses sight of the most important principle governing any project involving human beings: namely, **that people are more important than things.**

What does leadership mean to you? Does it give you a thrill to think of others looking up to you, awaiting breathlessly your slightest, but ever-wise, decision; or leaping to carry out your least, but always-firm, command?

When people are not inspired to give of themselves, they revert naturally to thinking what they can get for themselves.

If a leader glories in the importance of their position, they will infect their subordinates with the same attitude. Never will they be able to inspire in others the dedication which can bring a project to success. Everything they attempt to accomplish will eventually bog down in incompetence and – unless its sights are set almost at ground level – in failure.

Ego games are not so easy to dismiss as they are to ridicule. Arrogance, indeed, is the first temptation of leadership. What is more important in every creative expression, including that of creative leadership, is not to allow one's creative flow to be blocked by the thought of "I". The ego itself must be used creatively. It is the very thought of "I" which first generates creativity: "a new product is needed by my company; let me try to invent one"; or, "I accept the responsibility for leading this army to victory."

The important distinction lies in the direction of one's flow of energy. If that flow is focused inward upon the ego, in the thought of one's own importance, it becomes contractive, and limiting. If on the other hand it is a radiation outward from one's self, it becomes expansive. The more powerful that outward flow, the more magnetic it will be- and, ultimately the more self-transforming

If one's concentration is on "I, the great leader," or, "I, The great musician," or, "I, the great artist," one's creativity will become blocked by the ego. But if, on the contrary, one's energy flow is directed outward- to the thing's one want to invent, or the song one hopes to write or the competition one intends to win, one's creative energy becomes liberated, and the flow toward success is assured.

Leadership, then, must be focused on the job to be done. Your own role in the completion of the task should not be the focus of your attention, however, vital that role may be to the task itself.

The greater one's mental emphasis on himself as the doer, the less you will be able to accomplish- whether as a leader or in any other capacity. However, the greater the mental emphasis on the job to be done the more likely you will succeed.

- 1. Self- importance in a leader is self defeating.**
- 2. The spirit of a group reflects the spirit of its leadership.**
- 3. The ego can be either a hindrance or an aid to productivity. It is an aid if its energy-flow is toward the job to be done, rather than inward upon itself.**
- 4. Remember, leadership is not an ego game.**

Self Analysis:

Why do you want to lead others?

Can you control your ego and put others ahead of your self interest and why?

Real Leadership:

What It Takes

By Dr. Tim

“The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can’t find them, make them.”

The following article goes out to all of you wish to be leaders. Probably, everyone is going to say, “That’s me. I want to be a leader, to have everyone look up to me, to be important, to be able to tell other people what they should do, to have others be envious of my position. Yep, I want to be a leader. How can I do that?”

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

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

The easiest part about leading is getting the job. Whether it’s as a color guard captain, drum major, section leader, band president, or whatever, being elected or appointed to these positions carries with it a lot of excitement and roaring congratulations for the victory. Then, the trouble starts!

First of all, you are confronted with people who thought they should’ve received the position and didn’t. Then you have all of their friends to contend with. Soon your own friends may begin to pull away and resent the position of authority you have attained. Are you prepared to handle this kind of damaging jealousy in your life? The “glory” will certainly not offset the hurt. Here is your

first chance to show that you're a leader. Move forward knowing this is part of what every leader experiences. Chin up. Move forward!

Next...your "assigned authority" will diminish in effectiveness. You may delegate some things to be done only to find they were never carried through as per your orders. When you question the person about the lack of follow-through, you might as well be told in no uncertain terms what you can do with your position, your authority, and your stupid assignment! *Having a title does not make you a leader.* With your hallowed title and a quarter, you can't buy a coke! Your job is "to lead," not to be a dictator of unquestioned power.

What you may find happening is "a sense of feeling alone." It may seem that nobody understands your predicament and what you are going through. Talking to people about the situation won't make any difference and it will be so tempting just to "cash it in." Let someone else do all this Leadership stuff!

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

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

1. **REAL LEADERS** are also **DOERS**. Not only do they help direct the efforts of others, they are willing to get their own hands dirty. These are the people who come early and stay late, and they can always seem to find "one more thing to do" to make it better for the whole group. They lead by example!
2. **REAL LEADERS** always have time for others. Although they may have extraordinarily busy schedule, they can always find time to squeeze in one more responsibility to help out the group or a friend. They display a sense of "anti-selfishness" which is without fanfare. They care!
3. **REAL LEADERS** are quick to identify mistakes, but they spend little time talking about them; rather, they go about setting a plan to correct the

mistakes and do something about the situation. They always look upon a failure as an opportunity to correct and improve.

4. **REAL LEADERS** do not spend time criticizing others. They use their energies to help those around them. They never exclude, but are always willing to include.
5. **REAL LEADERS** avoid put-downs and sarcastic remarks which can wound other people. There is no attempt to make themselves look better by making others look worse. In fact, they are constantly looking for ways to compliment those around them and build common self-respect.
6. **REAL LEADERS** never strike back or try to “get even.” Even though they are susceptible to pain, they refuse to hurt another person in an attempt to even the score. They see blame and revenge as wasted energy. Therefore, they move ahead rather than dwell on the negative.
7. **REAL LEADERS** “share” rather than “compare”. They see competition as a chance for self-improvement and know the only person they are really competing against is the person in the mirror. They accept others for who they are and support them in becoming better.
8. **REAL LEADERS** accept the reality of peer pressure, but do not give in to threats of “not being one of the gang.” They understand that their integrity is the foundation of their present and future growth and they pride themselves in being a self-thinker.
9. **REAL LEADERS** never attack anyone or purposely hurt another person. They understand that we always end up hurting ourselves when we choose to attack another.
10. **REAL LEADERS** always go the extra mile when others have given up, quit, or rationalized an easier shortcut; the real leaders are on the job, getting it done. Yet when the awards of championship are passed out, they are always in the background applauding everyone else.

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

It is so much easier to join the masses and complain about everything than it is to roll up your sleeves and do something about it. Yet, we all know, regardless how much fussing and fuming we do, eventually, it is all going to come down to: getting on our feet and taking on whatever task lies ahead. *The real shortcut is to jump in and do it!*

There are many times when we don’t want to be responsible. It is so much easier to blame someone for the circumstances than to go about making the situation work; yet, this is the one quality evident in all great leaders: The

ability to stay in there until the job is done. They take on every task with a sense of purpose and caring for those around them. They are not smarter, more talented, or luckier than anyone else. They just don't give up!

***Leadership Challenge: A challenge for you to meet the requirements of being a real leader.**

The Penalty of Leadership

author unknown

In every field of human endeavor, he that **LEADS** must perpetually live in the light of publicity. Whether the leadership be vested in man or product, **ENVY** is always at work.

In Art, in Music, in Industry, the reward is widespread recognition-the punishment-fierce denial and detraction.

When one's work becomes a standard for leadership, it also becomes a target for the shafts of the envious few. If the leadership is mediocre, he will be left severely alone, but if it is of great value, it will set a million tongues a-wagging.

Jealousy does not protrude her tongue at the **LEADER** who is common. Only if your work stamped: **QUALITY** will you be subject to slander.

Long after the **REAL LEADERS** have accomplished the task, those who are disappointed or the envious continue cry out, "It cannot be done!"

The **REAL LEADER** is assailed because he is the **LEADER**, and the effort to equal him is merely **ADDED PROOF** of that leadership. Failing to equal or excel, the follower seeks to depreciate and destroy...but only confirms once more, the **LEADERSHIP** of the one he strives to defeat.

There is nothing new in all of this. It is as old as human passions. Envy, fear, greed, ambition, and the desire to surpass...and it all avails nothing.

If the **LEADER** truly leads, he or she remains the **LEADER**. That which is great makes itself known no matter how loud the clamor of denial. The real leader wins... always!

Leadership Purpose

By Dr. Tim

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

- 1. PURPOSE.** Everyone has untapped potential. Becoming a leader is a life long process. Purpose does not describe a final destination; it suggests a direction for growth and learning. It is impossible for example, to arrive at a destination called, "east." Traveling east makes more sense. We can use this purpose like a point on a compass, and continually monitor our progress.
- 2. PROVIDE AN OPPORTUNITY.** An 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. There is only one possible conclusion. Teaching is impossible! Don't be discouraged. Leadership as a profession is not a jeopardy. Even though teaching 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 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 till death. Leaders are responsible for providing an opportunity. The individual is responsible for learning.
- 3. LEARN AND ADOPT.** Knowing what is needed to be successful is not enough. Unless strategies for success are put into action, they are useless. Leaders must 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. Shifts in attitude, values, and beliefs accompany shifts in behavior.
- 4. SUCCESS IN LEADERSHIP.** There is no one model in leadership success that is appropriate for everyone. People are different and so are their pictures of success. Success needs to be defined individually by each unique leader.

LEADERSHIP PHILOSOPHY

The underlying philosophy is based on three assumptions. They are:

- 1. There are no secrets.**
- 2. There are no victims.**
- 3. There are no solos.**

THE COMMON LEADERSHIP MYTHS

By Dr. Tim

There is exhaustive research identifying students of the arts as the leaders in our society. Their sense of discipline and persistence offer them some certain tools for success as they assume the responsibilities of their life.

After years of presenting in-depth leadership workshops for this select group, certain patterns have surfaced which are worth sharing, for it will aid as you begin your leadership training with the students in your program.

One of the realizations which has come out of all of this involves the countless number of myths so many young people have about the mysterious world of leadership. Before we can define or even teach what leadership is, we must erase these false notations, otherwise we are simply pouring water in a glass which is already full.

The explanation of Leadership Myths might be enlightening to you. In fact, it will afford many of the people who would never consider themselves to be “leaders” to come forward and offer wonderful talent and skills that you would otherwise never know existed in the organization. This is truly a positive win-win benefit.

Seven Myths about Leadership

1. **LEADERSHIP IS A RARE SKILL.** Although there are very few that choose to be leaders it is certainly not a rare skill. More appropriately, it is a “rare attainment.” Research has proven time and time again that leadership could be taught. Every student has the ability to become a leader in some area of the group. Let us be quick to add that leadership is not to be confused with politics, or popularity. Some of our greatest examples of effective leaders focus on people who started out at the bottom of the heap. If one is willing to “pay the price,” the goal is within reach... no exceptions.
2. **LEADERS ARE BORN.** Society has glamorized the idea of the “born leader” via T.V., movies, and the popular “rags and riches” stories which serve as an inspiration for all of us. Leadership is not genetic. Although we look at certain people as having extraordinary communication abilities, these are learned skills too. Those who carry the label “personality plus” work at this endeavor each and every moment until it becomes a positive life-style habit. If you are born, then you can be a leader, and that is about the only thread of truth in myth number two.

3. **LEADERS ARE CREATED BY DRAMATIC EVENTS.** We've been watching too many "Rocky" movies, it seems! All-star wrestling and roller-derby have also added to this falsehood. The red-nose reindeer is a great story with a wonderful message, but needs to be put in perspective as we go about our day-to-day leadership responsibilities. So many people say, "Well, the opportunity for me to be a leader hasn't appeared yet." It won't! Most leaders get their positions through their present dictation to some rather mundane and thankless jobs. They do it with such a sense of excellence they are automatically promoted to take on more prestigious assignments. "Nose to the grindstone, and out of the air!" 'Tis the roadmap to success.
4. **LEADERS ARE AT THE TOP OF THE ORGANIZATION.** The myth probably keeps many from doing what needs to be done, because they do not feel they have the advantage to make a difference. We have come to think that the title or label somehow buys a higher level of understanding and makes decision-making easier, and more accurate. Undoubtedly, it is a benefit to have a higher profile if one is to lead, but certainly not a necessity. Some of our most influential leaders in history were people who embraced their mission with personal enthusiasm and carved their own way to success.

Ultimately, the true measure of a leader is determined by the degree of accomplishment rather than the political posturing.

5. **LEADERS CONTROL.** Unfortunately, we often envision the leader as someone who maintains strict control over each and every situation, not to mention the authoritarian attitude towards the people they are leading. We often find the leader is very much "at the effect" of some rather obscure circumstances, and certainly things aren't always to their liking, but they persist in their goal-driven efforts. There will be people who violently disagree with them, others who do not obey their directions or delegations, yet the leader continues to move forward, demonstrating an undying commitment to complete the task-at-hand. So often the word "control" implies : oppression demonstrating coercion, and manipulation. It is important to remember that we only have control over one person: ourselves. If people are "forced" to follow another out of fear instead of personal choice, it is not leadership, but rather dictatorship. (And history clearly points out the predictable results of this negative hierarchy.) The one form of control all leaders execute is self control.
6. **LEADERS ARE CHARISMATIC.** Certainly there is some leaders who are charismatic, and if have "the gift", (the literal meaning of the word) then by all means you should weave it into your leadership style, but it is not a requirement. Recent studies have lead many experts to believe the ability to capture the audience (followers) –which we have labeled "charisma"- maybe an extension of highly developed communication skills, that can be taught when the creative side of the mind is unleashed through a series of mental exercises. In other words, we are going to be able to teach people

to be charismatic, which maybe no more than teaching people the confidence to express themselves with discipline, enthusiastic presentation skills. Even the great speakers have stage fright, insecurity blocks, and the proverbial nervousness. However, they pass through the apprehension and take a stand. It is called leading!

7. **POWER IS BAD.** Power is only bad when associated with greed, and selfish ambition. This myth has forced many to stand back when they have so much to offer the organization. They have heard so many people accuse others of “letting the power go to their head” that they won’t take the risk of being put in the same light.

We can quickly sight many examples of great leaders judiciously administrating power for the welfare of people : i.e. Winston Churchill, Martin Luther King, John K. Kennedy, Ghandhi, our great religious leaders.

And power doesn’t necessarily mean control. Again, society has often associated power with tragedy and human suffering. Though there are many examples of power abuse, there are an equal (if not more) situations, where power has created a better world for men, including electricity, laser energy, medical breakthroughs, and certainly, the shift which we are experiencing in the quest for world peace. Truly, it is the way we use the power.

It is said, 10% will achieve leadership status in their life. (A recent Harvard project has narrowed the small percentile of 5%.) Is it possible this figure is not larger simply because people are not choosing to be leaders? And, if that is so, are they making this choice built on some misconceptions, preconceptions, and /or bad information about “what it takes?”

Apparently so.

Teaching and explaining Seven Myths of Leadership, might open the door of opportunity to many of your students. It is amazing how many of them have already given up any notation of ever being a leader because of their sincere beliefs in one of the above fabrications. Here is a chance to unleash a wonderful source of possibilities for your program, and involve more “leaders” at a higher level of responsibility.

I am sure if you post this article of the bulletin board, you will have several students curiously reading its message to be followed by some thought-provoking conversation.

Encourage this! It is healthy beyond measure. And, most importantly, it will build the self-image of that quiet student who has been avoiding any form of leadership, because of the fear of “not having what it takes.”

Everyone has a special gift. Sharing that gift with others is the key to enjoying it’s full value. And since we cannot lead others until we lead ourselves, it is time to make the most of our lives, by removing the myths and taking the lead.

“The reward to a thing well done is to have done it.”

Ralph Waldo Emerson

Self Analysis: List in detail 5 attributes of a Real Leader.

1. _____

2. _____

3. _____

4. _____

5. _____

CHARACTERISTICS OF QUALITY LEADERS

By Dr.Tim

1. **HIGH ENERGY LEVEL** – Since leaders are often asked to “go the extra mile” it is important they have a high level of energy to maintain a busy schedule, to perform last-minute duties, and to be the hardest worker of their group. The followers rarely will out-work the leader. The leader sets the pace!

Self Analysis:

Do you display a high level of enthusiasm and are others inspired by you and why?

2. **KNOW HOW TO LISTEN** – Such an important “secret to success!” Not only is this important when taking instructions, but it is mandatory when working with others. Listeners are few in number, and we all appreciate someone who has time for us. A great rule for leaders: Keep your mouth shut and your ears and brain open!

Self Analysis:

Are you a good listener and why?

3. **EXUDE SELF CONFIDENCE** - a role model is three to four times more of a teacher than a teacher, If the leaders is to gain the respect of his/her followers, then self-confidence is a must. None of us wants to follow someone who lacks confidence. We want secure, assured leaders paving the way for us.

Self Analysis:

How self confident are you in your ability to provide a positive example for others and why?

4. HIGH LEVEL OF INTEGRITY - Leaders understand the ultimate importance of truth. They will always use complete honesty as the basis for any and all of their choices. Any deviation of this will, ultimately, damage the group.

Self Analysis:

How would you rate your integrity? Are you consistent with your behavior in every environment and why?

5. SENSITIVE TO OTHERS - Truly great leaders operate from a position of “we-us” rather than the popular “I-me.” They are integral part of their group. They constantly avoid a posture of “being above” the other people; rather, they put themselves in the follower’s position and accommodate their needs. They sense the mood of the group, as well as of the individuals, and this atmosphere is of constant concern, care, and sensitivity.

Self Analysis:

How well do you involve and create a partnership (we) with the people you are leading?

6. WILLING TO FAIL – Yes, they admit to being human. They are quick to admit their mistakes and equally as quick to correct them. They push the blame on any unsuspecting scapegoat, but realize there is more strength in truth than in “looking right” at another’s expense.

Self Analysis:

How well do you admit your mistakes in front of others? Do you have the courage to be wrong?

7. **SENSE OF HUMOR** – Although there has to be disciplined focus on the goal, it is often necessary to “lighten-up” and allow the followers a chance to relax, laugh, and then get back in action. Humor and silliness are not the same. Humor supports forward motion while silliness restricts it.

Self Analysis:

How well do you use humor that promotes forward motion to a rehearsal?

8. **THEY EXEMPLIFY OPTIMISM** – They do not react with undo trauma to problems, but realize that within every problem lies an opportunity for growth and forward progress. They welcome problems as a chance to test their leadership and gain self-improvement.

Self Analysis:

How optimistic are you in difficult situations?

9. **AVOID COMPARISON GAMES** – They realize that most comparison stems from insecurity. Their goal is not to “be better than someone else,” but to “be the best they can,” thus allowing their group to be the best it can. Competition turns into cooperation and all “competitive spirit” is used to improve the situation for everyone.

Self Analysis:

How well do you promote everyone being the best they can be opposed to putting others down?

10. CARING AND SHARING– They will never hurt intentionally, even though they understand there will be times when individual wishes will be overlooked in favor of the group’s welfare. They understand that part of leadership is ‘taking some of the heat’ for those unpopular decisions and they accept this responsibility with strength and dignity.

Self Analysis:

How do you show the people in your organization that you care for them?

PRESS ON

Nothing in the world can take the place of persistence.

Talent will not; nothing is more common than unsuccessful people with talent.

Genius will not; unrewarding genius is almost a proverb.

Education will not; the world is full of educated derelicts.

Persistence and determination alone are omnipotent.

-Calvin Coolidge

OBEYING THE THREE LAWS OF STUDENT LEADERSHIP

By Dr. Tim

You can't lead others until you lead yourself.

This concept is crucial. It is an embellishment of the well known phrase, *lead by example*. Role modeling is still the most effective leadership technique. It embraces all the peer pressure implications and offers a constant source of information to the follower.

Whenever there is a question or a decision concerning how to act or what to do, the follower can simply “watch the leader,” see what is appropriate, and then model it.

Students imitate both positive and negative behaviors; therefore, the leader must be keenly aware of every predictable outcome based on how he or she acts in every situation. The followers will be close behind.

“Do as I say, not as I do” will be the certain downfall of any leader. One cannot show up late but expect the “followers” to be on time. The leader must establish the highest standards and then become the dedicated example of fulfilling the necessary requirements for goal attainment. As a leader, one cannot expect more from others than from oneself. As the engine determines the speed of the train, the leader dictates the responsibility level of the group.

Be certain the aspiring student leader is well aware of the number-one fundamental law of leadership. It is imperative this prerequisite be the basic theme. **NO EXCEPTIONS!**

You're Only Worth What You Give Away

There are many talented and knowledgeable people who aspire to be student leaders. Unfortunately, they often are thrust into a position of authority based on their expertise, but find themselves ineffective in their ability to guide others. This results in frustration, abrasion, confrontation, and a total breakdown in communication.

Though talent and skill are vital elements in the selection of a leader, they represent only a part of the competence –formula to guarantee effective leadership. **Leaders must also “give away” or share the information with others.**

A student leader who chides or berates another student because he or she cannot perform at the expected level or does not meet up with the talents of the “leader” is doing nothing to help the situation. It is less threatening for the subject of such chiding to withdraw than it is for that student to try again and not succeed. This logic is well known and creates a standstill foe all concerned, including the leader.

Student leaders must be aware that personal risk is an important part of the agenda. Their leadership value is measured by their capacity to bring their knowledge to others, or in reality, to give it away.

You Can Only Give What You Have.

Though simplistic in reasoning, this premise is often overlooked because the student leaders are so busy with “what needs to be done.” In an all-out effort to achieve the given goals, please the director, serve the followers, etc., the priorities become reset, and illusions, of grandeur serve as the “leadership roadmap” instead of a realistic plan of action. Only in rare exceptions will the follower outperform the leader, and when that is the case, a new leader will soon be designated. Therefore, a program of ongoing self-improvement is required.

The equation is basic: The more I have, the more I can give. The more I give, the more I learn, which creates more information to give.

A very talented student will develop quickly, and the “new enthusiasm” will serve as high-powered fuel in the early-day stages of learning. Also take into the account the student’s desire to achieve a position of status within the band as well as the personal payoff which comes with the exploration of the art form.

This observed motivation may appear to be exemplary behavior model for the entire group, and there is a temptation to thrust this student into high-profile position. Beware a common backlash of this hasty decision; the student often becomes enamored with the entrusted power and refocuses his or her energy into *self-promotion* instead of *self-improvement*. In other words, they give up their intense learning habits and become engrossed in personal advancement.

The chosen student must understand the leadership position carries with it the responsibility of increasing one’s work ethic and establishing a new set of goals which reflect and even higher level of excellence and achievement. This requires a very mature understanding of what leadership commitment really means and is the distinguishing characteristic of the certain-to-be-successful

student leader. There must be a dedicated program of continued learning to increase the value of the leader's message.

It is counterproductive to have leaders who don't lead. If the leaders are patiently waiting for you, the directors, to tell them what to do, then they are not leaders, but managers.

Managers do things right, Leaders do right things.

When students observe the three basic laws of leadership:

1. You can't lead others until you lead yourself;

2. You are only worth what you give away; and

3. You can only give away what you have;

They will find themselves enjoying a feeling of personal self-worth, and everyone in the group will benefit from their productive and positive contribution.

Take The Lead!

Self Analysis:

1. Do you feel you set a positive example for the others around you in and out of school and why?

2. Do you take the initiative to get things done or do you wait to be told what to do and why?

3. Are you giving of your time to others and why is this so important?

**SUCCESS IS NOT SOMETHING THAT
OTHERS CAN GIVE TO YOU.**

**DISCIPLINE YOURSELF AND
OTHERS WON'T HAVE TO.
RESPECT EVERY OPPONENT,
BUT FEAR NONE. THE BEST WAY
TO IMPROVE YOUR TEAM IS TO
IMPROVE YOURSELF. DO NOT
MISTAKE ACTIVITY FOR
ACHIEVEMENT. IT IS AMAZING
HOW MUCH WE CAN
ACCOMPLISH WHEN NO ONE
CARES WHO GETS THE CREDIT.
TIME SPENT GETTING EVEN
WOULD BE BETTER SPENT
GETTING AHEAD.**

TEAMWORK

Together **E**veryone **A**chieves **M**ore

Your leadership direction must be focused towards creating a team atmosphere.

The greatest accomplishments in life are not achieved by individuals alone, but by proactive people pulling together for a common good. Look behind every successful individual and you will find a great coach. Look out in front of every superstar and you will see a positive role model. Look alongside every great achiever and you will find caring people offering encouragement, support and able assistance.

Rising to this level of interdependent thinking can be challenging and difficult. Looking beyond oneself, asking for help or accepting help can feel risky. But people are not given life to simply take from one another. **We are to give.** Our mission in life is to offer our gifts to benefit one another, to create mutual gain. Build for your team a feeling of oneness, of dependence on one another and of strength to be derived by Unity.

This is called TEAMWORK!

**NO ONE CAN WHISTLE A
SYMPHONY.
IT TAKES AN ORCHESTRA TO
PLAY IT.**

H.E. Luccock

- F** Frustration (You don't have all the answers.)
- A** Aggression (Misdirection.)
- I** Insecurity (You can't cut it anymore.)
- L** Leadership (You abandon it.)
- U** Undisciplined (You stop practicing fundamentals.)
- R** Resentment (You assume the victim's role.)
- E** Excuses It's everyone fault but your own.)

INVOLVE EVERYONE

“Empower the PEOPLE around you to succeed, and they will make you a success.”

There is little value in having a program where only a few members have the opportunity to be recognized. When implemented correctly, there is not a section or position which cannot be included.

Everyone, no matter what their position, does contribute, and usually has the capacity to contribute more. The pivotal factor is finding ways to involve them.

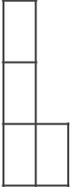
Needless to say, it pays to acknowledge members suggestions and to recognize them on a regular basis. In addition to the benefits realized by implementing their ideas, there is much to be gained by the improved communication – the process of listening sincerely and acknowledging member suggestions may seem like a little thing, but the difference it can be is tremendous.

Self Analysis:

What kinds of things can you do to involve and recognize the people in your section?

When setting up a schedule for sectionals, how can you involve your section in that decision making?

You get the **best effort** from others not by **lighting** a fire beneath them, but by **BUILDING** a **fire within.**”



SEVEN Principles on Building a TEAM

1. **Establish solid trust before offering advice.** *Trust men, and they will be true to you; treat them greatly and they will show themselves great.* -Ralph Waldo Emerson
2. **Keep promises... even small ones.** *Character is much easier kept than recovered.* -Thomas Paine
3. **Be enthusiastic about the success of others.** *Leaders don't create followers, they create more leaders.* -Tom Peters
4. **Recognize the potential in others and help them achieve it.** *Treat people as if they were what they should be, and you help them become what they are capable of becoming.* -Johann von Goethe
5. **Catch people doing things right.** *People ask for criticism, but they only want praise.* -W. Somerset Maugham
6. **Praise the baby steps.** *Praise is like sunlight to the human spirit: we cannot flower and grow without it.* -Jess Lair
7. **Go out of your way for people.** *To lead the people, walk behind them.* -Lao-Tzu

Bonus Principle: Always give something extra. Under promise and over-deliver. -Tom Peters

Building Your Effective Leadership Team

Your ability to work together as a leadership **TEAM** will be essential in the overall success of the organization. You must be able to support one another and deal with any disagreements in a discreet and professional manner. You should view your leadership team as a catalyst for everything productive. Together, you will set the Standard for Excellence in and out of the classroom. Collectively you should set the example in the classroom, as performers, and as supportive and enthusiastic peers.

Your leadership team will be the **LIASION** between the directors and the students in the organization. It will be your position to keep the directors aware of concerns within the organization and offer suggestions on how to improve. As a team, you will not always agree, but it is essential that you compromise and support one another regardless of your personal feelings.

Your leadership team should be devoted to **EXCELLENCE**. You will be a key component to communication. It is very important that you are proactive and always anticipate upcoming events and communicating to the rest of the members within the organization what they will need to do to be successful. In other words, there should be no surprises. It is your responsibility to communicate early what an event will be like, the expectations of each individual member, and well before the actual event taking place. That is also with the parents of your section.

Your leadership team can make a huge difference in the enjoyment that the entire organization experiences within a process. Events will be made more unique and special when you communicate the details and expectations prior to the experience. Rehearsals will be exciting because of your collective energy level and positive attitude towards the work that must be done to be successful. It will be your efforts to make everyone feel special that will propel this organization into a **“FAMILY.”**

In what ways do members of an Effective Leadership Team help each other (and why)?

By Frank Troyka

Effective student leaders check with each other regularly to see how the members of the leadership team feel about their efforts.

When you ask someone how things are going, or when someone asks you, the bonds on the leadership team are reinforced through genuine concern for each other's success. It is also an opportunity to join together to resolve difficult situations, and to maintain the necessary focus to be successful.

Effective student leaders offer support to fellow leadership team members who may be feeling frustrated or ineffective.

You can help inspire and renew the spirit of the person to whom you offer support and renew your own spirit in the process.

Effective student leaders exchange ideas and share information they have learned through their leadership experiences.

Sharing experiences helps you to refine your leadership methods and style, assist others in developing their methods and style, and helps to maintain the enthusiasm of the leadership team.

Effective student Leadership Team subscribe to similar methods and philosophy in maintaining the integrity of the leadership council.

Those students under your leadership must come to expect the same treatment from the entire leadership team or the credibility of each member becomes suspect.

In what ways do effective student leaders help themselves?

Effective leaders know the limits of their abilities and authority.

Situations that extend beyond your authority, your knowledge, or situations that make you feel uncomfortable are examples of when to ask for help.

Effective leaders know whom to ask for help when they need it.

Sometimes another member of your leadership team can be of assistance. Other times an adult leader may be the best to handle things.

Effective leaders know they have to work every day to become better, more capable leaders.

Even the best leaders make mistakes. Use errors as tools to better your skills and your leadership style. Reaching your true potential as a leader will occur through the extremes of your experience.

Absolutes of the TEAM Approach to Leadership

Recognize that you are ONE of the TEAM.

Even among the other members of your leadership team, you will assume the role of both leader and follower. You have to learn when it's appropriate to assume which role. Seek help from your fellow leaders when you need it. Knowing when help is needed is a sign of intelligence, awareness, and the mark of a strong leader. It is not an admission of weakness or inadequacy. Support each other by applying expectations consistently and by showing respect for all members of the leadership team.

Never complain to anyone who can't help you solve your problem.

Complaining about *ANYTHING* to those unable to effect positive change, no matter what the situation, undermines your credibility as a leader and you instantly become a part of the problem.

If your not part of the solution, you're part of the problem.

As cliché as this may sound, it's the truth. You can't be a leader by default.

You must take a decisive stance on every issue, even when it means setting aside your own feelings for the good of the group.

You Can Never Give Up.

Any leader will face opposition, contempt, ridicule, and frustration on the way to realizing your true potential. You must be far-sighted in your goal setting and be resilient enough to get beyond the immediate setbacks.

Remember: *Effort fully releases its reward only after one refuses to quit.*

There Are No Guarantees

Even the worthiest causes meet resistance from time to time. In fact you should just expect it. Resolve to let every experience show you its lesson.

Think about it...

With practice and dedication to revealing your best "leadership palette" will emerge. You might think of yourself as being in the "paint-by-numbers" stage right now as you work to "color inside the lines."

Your personal leadership artistry will be original, unique, and with constant study and practice, a masterpiece.

Are You A Team Player?

1. Strongly Disagree
2. Disagree
3. Neither Disagree or Agree
4. Agree
5. Strongly Agree

- 65-75 Valued Team Player
55- 64 Team Player, trust worthy
45- 54 Need Improving, on your way
0- 44 Selfish and need to improve

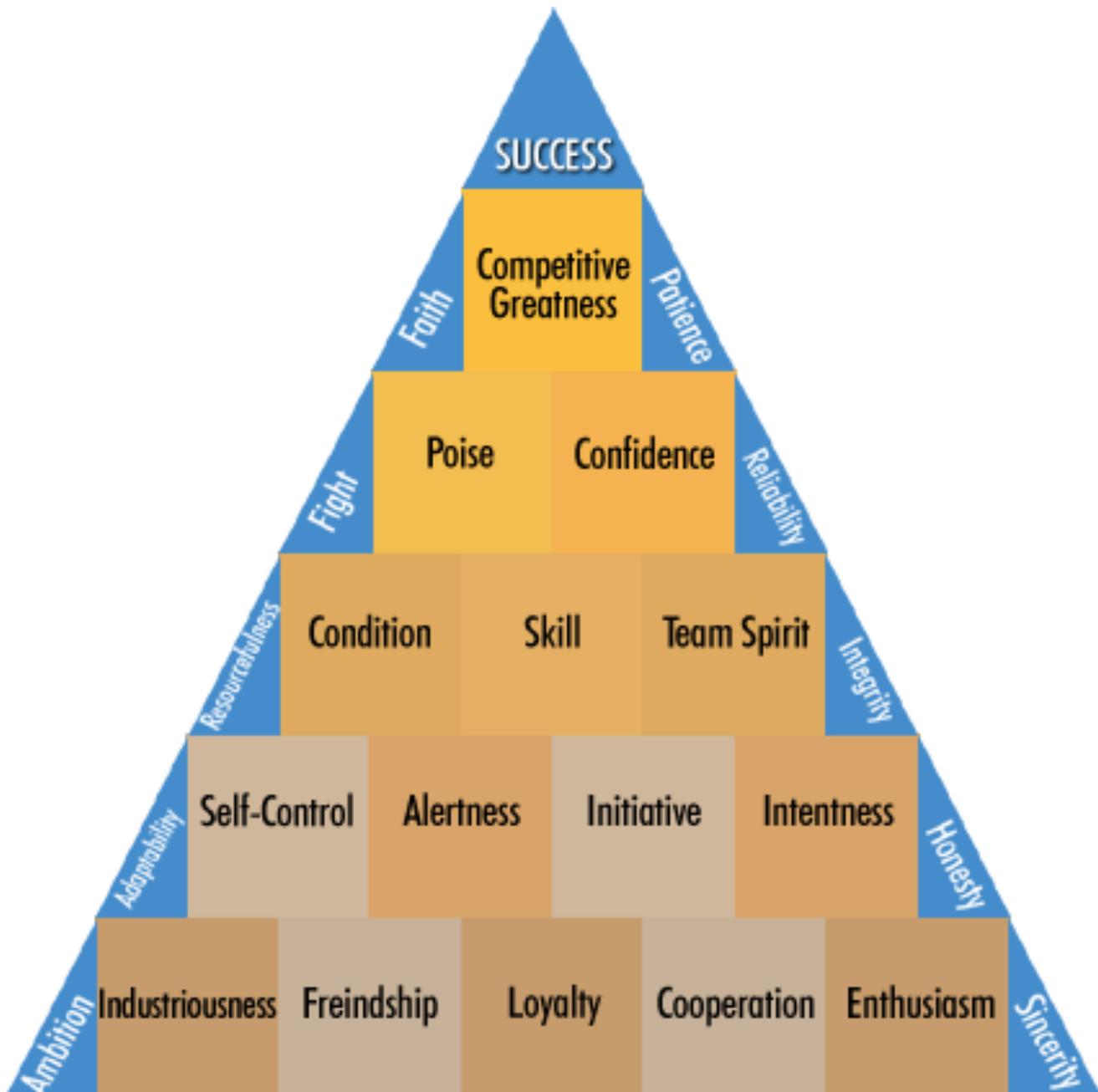
- I communicate with my teammates openly and honestly, without distorting any information.
- I show confidence in my teammates' abilities by treating them as skilled, component performers.
- I listen to and value what they say, even though I may not always agree.
- I keep my promises and commitments to my teammates.
- I make sure my actions are consistent with my words. In other words, I practice what I preach.
- I practice everyday to get better. I improve on at least one part everyday.
- I give 100% at rehearsal all the time without question.
- I care about my teammates.
- I work hard in my other classes and try to be a positive role model for other students.
- I am the first one at rehearsal and the last one to leave rehearsal.
- I have the same morals and values at a party or social event, as I do in front of my teammates and parents.
- I am proud to wear my uniform at performances.
- I enjoy singing and believe in our band song.
- I can perform all my parts. (music or guard work, etc.)
- I am proud to be a member of the Countryside Music Family.

Team Leaders are leaders who work as a group and take other's opinions into consideration when they are making a decision. Team leaders place considerable emphasis on team building. Team leaders recognize that the whole is greater than the parts that make it up. A team leader believes that as they share power, they become more powerful and helpful. In conclusion, you should strive to be a team leader and always depend on everyone equally.

Success is what you, as a great leader, make of it.

PYRAMID OF SUCCESS

-John Wooden



"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming."

Industriousness (Excerpt from *Wooden: A Lifetime of Observations and Reflections*)

Industriousness? In plain language, I mean that you have to work – and work hard. There is no substitute for work. None. Worthwhile things come only from real work.

Tiger Woods? Payton Manning? Wynton Marsalis? As important as their physical abilities is the way they work so hard to correct and improve their skills. They are legendary for their hard work, they Industriousness. And so is anyone else you might care to mention who has achieved personal success and competitive greatness – Michael Jordan, Jack Nicklaus, Lance Armstrong, and the list goes on.

Businessperson, clergy, doctor, lawyer, musician, artist, writer, coach, or athlete, all share a fundamental trait if they achieve competitive greatness. **They work very hard.** It is essential and only you really know if you're doing it – giving it everything you've got.

Grantland Rice understood this when he wrote "**How To Be a Champion.**"

*”You wonder how they do it,
You look to see the knack
You watch the foot in action,
Or the shoulder or the back.
But when you spot the answer
Where the higher glammers lurk,
You'll find in moving higher
Up the laurel-covered spire,
That most of it is practice,
And the rest of it is work.”*

So I chose work – **Industriousness** – as the first cornerstone in the foundation of in the Pyramid of Success. I called it industriousness to make very clear it involves more than merely showing up and going through the motions. Many people who tell you they worked all day weren't really working very hard at all, certainly not to the fullest extent of their abilities.

You can work without being industrious, but you can not be industrious without work.

How can we improve our organizations industriousness when it come s to work ethic?

Enthusiasm (Excerpt from *Wooden: A Lifetime of Observations and Reflections*)

On the other side of the Pyramid’s foundation is my second powerful cornerstone: Enthusiasm. Simply put, I mean you must love that which you do. Your heart must be in it. Without Enthusiasm you cannot work up to your fullest ability and potential; you’re just going through the motions. And just going through the motions won’t bring you to the level of competitive greatness we seek whether in music, business, or life.

If you don’t like what you’re doing – knocking it all the time – get out. Don’t whine, complain, and continually make excuses. Leave. Maybe you can’t leave immediately, today, right now, but understand you must eventually do so. Why? If your heart’s not in your work you cannot prepare and perform at your highest level.

Enthusiasm brushes off on those with whom you come into contact, those you work with and for. You must have Enthusiasm especially if you're a leader or wish to become a leader.

So, as the cornerstones of the Pyramid of Success I put these two essential and irreplaceable qualities in place: Industriousness and Enthusiasm. You must be willing to work hard, to be Industrious. You must join that with Enthusiasm. Separately each is powerful in its own particular way. Joined together they become a force of almost unimaginable force. They power all that follows in the Pyramid. Industriousness and Enthusiasm are the engines of your success.

And if you are a leader who possesses them, you will instill Industriousness and Enthusiasm in those under your supervision by your example.

What kinds of things can you do as an individual to create enthusiasm for the other members?

What kinds of things can we do as organization to create enthusiasm amongst our membership?

Self Control (Excerpt from *Wooden on Leadership*)

Getting to the top, even once, is arduous. Staying there, many say, is even more difficult. My own experience is that both getting there and staying there present unique and formidable challenges. To do either requires great Self-Control.

Self-Control is most essential for discipline and mastery of emotions. You cannot function effectively unless your emotions are under control. Control of self is difficult when an individual is riled up with emotions. Careless mistakes are likely to occur.

I preferred to create a gradually increasing level of both intensity and achievement rather than trying to create artificial emotional highs. For every contrived peak you create, there is a subsequent valley. I do not like valleys. Self-control provides emotional stability and fewer valleys. Thus, I prized intensity very much – controlled focus and directed energy. Self-Control makes this possible.

When you lose control of your emotions, when your self-discipline breaks down, your judgment and common sense suffer. How can you perform at your best when you are using poor judgment?

I viewed Self-Control – both personally and by our team – as a sixth Bruin out on the basketball court during my years as head coach at UCLA. You would agree this gave us quite an advantage. It can also give you a similar – and decisive—advantage in competition

Control your ‘self’ so others won’t have to do it for you.

What role can you play in providing an example of self-control?

What should you do when you observe others demonstrating a lack of self control?

Condition

(Excerpt from *Wooden: A Lifetime of Observations and Reflections and Wooden on Leadership*)

You must be conditioned for whatever you're doing if you're going to do it right – to the best of your ability. There are different types of Condition for different professions. A deep-sea diver has different conditioning requirements from a salesperson. A surgeon has different physical conditioning requirements from a musician.

You must also have mental and moral Condition. In fact, you can't attain proper physical condition unless it preceded by mental and moral Condition. How does one attain moral Condition? Long lists of rules are the usual prescription, but I've stressed a common sense method for decades: **Practice moderation and balance in all that you do.** This advice, easy to remember, is also very effective.

Some observers believed my players were simply in better physical Condition than the competition. They may have been, but they also had good mental and emotional strength.

You must identify your conditioning requirements and then attain them. Without proper conditioning in all areas, you will fall short of your potential.

Of course, all of this comes down to decisions we make individually about how we live our lives. To help remind those under my supervision that ultimately they – not their coach – were responsible for attaining and maintaining their Condition, I posted this little maxim on our bulletin board:

*There is a choice you have to make,
in everything thing you do.
So keep in mind that in the end,
The choice you make, makes you.*

-- Anon.

What role can you play as a leader in the physical, mental, and moral conditioning?

As a leader how will you prepare your section for Band Camp?

Skill (Excerpt from *Wooden on Leadership*)

At the very center of the Pyramid of Success is Skill. You have to know what you're doing and be able to do it quickly and properly.

I had players at UCLA who were great shooters. Unfortunately they couldn't get off any shots so they didn't help us. I had players who could get off plenty of shots but couldn't shoot a lick. You need both: the ability to do it quickly and properly. Skill means being able to execute all of your job, not just part of it.

It's true whether you're an athlete or an attorney, a surgeon, a musician, or a performer. You'd better be able to execute properly and quickly. That's Skill. As much as I value experience, and I value it greatly, I'd rather have a lot of Skill and less experience than a lot of experience and very little Skill.

They range of skills necessary for leadership, of course, differs from job to job and organization to organization. Those skills required to manage a small business differ from those needed to lead a Fortune 500 company, just as skills needed for coaching basketball differ from those necessary for coaching baseball. But regardless of the specific skills required in a profession, you must master all of them.

Mastery of skills requires learning and it is my opinion that great leaders are lifelong learners. They also take measures to create an organization that fosters and inspires learning throughout. The most effective leaders are those who realize it's what you learn after you know it all that counts most.

Skill is located in the exact center of my Pyramid because it is at the heart of performance at a level of competitive greatness.

It is very important that as leader you are accomplished on your instrument or equipment. You need to set a great example for how things should be done and have the ability to help others succeed.

What kinds of things can you do to become better skilled at your instrument?

Competitive Greatness (Excerpt from *Wooden on Leadership*)

For more than half a century I have defined Competitive Greatness as follows: **“A real love for the hard battle, knowing it offers the opportunity to be at your best when your best is required.”**

The great competitors that I have played for, coached, and admired all shared a joy derived from the struggle itself – the journey, the contest. **They have done so because only in that supreme effort is there an opportunity to summon your best, a personal greatness that cannot be diminished, dismissed, or derided because of a final score or bottom line.**

In my view, there is nothing tiresome or trite in the old adage, **“When the going gets tough, the tough get going.”** I have tried hard to meet that criterion and teach it to others throughout my life. **At the exact moment when the going gets tough, the thrill of competition gets going for a leader who has acquired Competitive Greatness.**

I believe this in one of the crucial concepts that you can convey to those under your supervision when you’re in a position of leadership; namely, a true love for the hard battle and the test it provides against a worthy opponent.

The hard struggle is to be welcomed, never feared. In fact, when you define success this way, the only thing to fear is your own unwillingness to make the full 100 percent effort to prepare and perform at the highest level of your ability.

If you are a leader, you must teach your team to love the struggle because only in hard competition will you, and they, find Competitive Greatness.

I took nearly fifteen years to choose and define the blocks of my Pyramid of Success because I recognized that ultimately they would be used to help me and those under my supervision achieve Competitive Greatness. For me, this was, and is, something of the highest significance.

Of course, my sincere hope is that you may derive the same benefit I did from the values found in the Pyramid of Success. In a real way, it has been my own personal roadmap to pursuing and, at times, achieving Competitive Greatness.

How will you communicate to the rest of the members in the organization that our philosophy is that the only people we concern ourselves when we compete is with ourselves?

The Anatomy of A Leader

The next section is devoted to Leadership Attributes that all successful leaders have in common. These things must become a part of your make up as an individual to be an effective leader of people and an individual who will accomplish excellence in your life.

The following attributes will be studied and will need your careful consideration:

- *Attitude
- *Excellence
- *Accountability
- *Success
- *Integrity
- *Character
- *Goals
- *Perseverance
- *Sacrifice
- *Communication

Leadership Formula = If you seek to lead

50% of your time spend leading yourself—your own purpose, ethics, principles, motivation, conduct.

30% leading those with authority over you.

20% leading your peers.

Desire is the key to motivation, but it is determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek. While in your pursuit of leadership success you must maintain these attributes as part of your decision making process when confronted with adverse situations and maintaining your integrity as a leader. Control is not leadership; management is not leadership; leadership is leadership is leadership.

Each one of these attributes is followed with a list of questions for you to answer. Remember the more you put into an answer, the more truthful you are with your responses, the more you will achieve towards becoming an effective leader.

“The difference between the impossible and the possible lies in a man's determination.

ATTITUDE

“GREAT THOUGHTS COUPLED WITH INTENSE ACTIONS PRODUCE UNBELIEVABLE RESULTS.”

Attitude is the way you view your life-your experiences, your environment, your opportunities, your problems, your choices and your responses. Attitude is the direction in which you lean on all ideas and issues. It's either failure-reinforcing or success-reinforcing.

Winners lift up. Losers let life happen to them. Winners make life happen for themselves and others. Winning and losing is all about attitude.

Attitudes begin as harmless thoughts. Then, with practice, they become layered by habit into unbreakable cables to shackle or strengthen our lives. We're scarcely aware they exist. Like comfortable beds, they are as easy to fall into but difficult to get of, once settled in. First we make our attitudes, then our attitudes make us. Attitude is the servant of all great individuals who ever lived and, of course, the servant of all failures as well.

There is little difference between common people and those who are uncommonly successful. The little difference is in their attitude. The big difference is whether the attitude is positive or negative.

Your attitude is either the lock on or the key to the door of fulfillment. In truth, **ATTITUDE IS EVERYTHING!**

We are not responsible for what happens out there, what others do or think. We are responsible only for how we choose to think and behave. That's our attitude. It is a precious, personal possession.

1. How is your attitude?

EXCELLENCE

**“WE ARE WHAT WE REPEATEDLY DO.
EXCELLENCE, THEN, IS NOT AN ACT,
BUT A HABIT.”** ARISTOTLE

“Commit To Excellence”

One of the most vital bonds holding high performance teams together is a common commitment to excellence. - a united quest for on-going improvement. Every member recognizes the need for raising the standards and setting new goals. The band world does not relax. The high standards and competition is not going to let up. Alumni, Audience, and Community expectations will not diminish. The glory days in the past will NOT protect the future. Tomorrow brings with it a new challenge, an opportunity to excel beyond today.

Remember that it is this perception that creates a vital link between team members, especially during times of adversity and loss. Each member must recognize a genuine commitment from one another, making mistakes more tolerable and burdens easier to carry. Committing to excellence means sharing the risk required in generating maximum returns and pursuing great experiences and victory together.

When you look in the mirror, do you see a person committed to excellence?

Are you a tenacious team member striving for total quality?

Do your teammates honestly believe you are giving everything you can?

Do they see you putting your heart and soul into your work?

Do they see you showing up early, staying late, and doing everything you can to improve yourself?

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

ACCOUNTABILITY

**“EXAMPLE IS NOT THE MAIN THING
INFLUENCING OTHERS
-IT IS THE ONLY THING. A. Schweitzer**

There is no substitute for personal ownership, responsibility and self-control. Accountability breeds quality and empowerment. When we take ownership for a problem and accept responsibility for our outcomes, we become agents of change as opposed to victims of change. When we resist the temptation to blame others or make excuses, we become part of the solution, not the problem.

High performance teamwork requires self-management and self-discipline. Along with goal clarity and role clarity, effective team members understand the responsibility they have to manage their behavior in line with the team principles. This means putting the team first, sharing information, getting involved. When everyone on the team is accountable, the teams effectiveness rises above the sum of its parts. Each team member does not have to be asked, but what is needed.

How are you doing in personal ownership?

Do you accept responsibility for your outcomes?

Are you a part of our organizations solutions, or problems?

Are you accountable for your actions?

SUCCESS...

“YOUR OWN RESOLUTION TO SUCCEED IS MORE IMPORTANT THAN ANY OTHER ONE THING.”

You must view every process with the attitude that the end result will equal SUCCESS! It is very important that your disposition and focus is always on leading yourself and others to be successful in whatever endeavor you are pursuing. Below are some attitudinal attributes for a successful individual:

Success is the satisfaction of knowing that I did my best, I gave my all, then releasing the outcome to the universe. Success is trusting that what is to be will be and that if there’s anything else I should do about it, it will be made known to me.

Success is not giving up, even though I’ve failed a thousand times. It’s finding another angle or fresh approach that allows me to try again with the hope that this will be the time I’ll reach my goal, for it’s knowing that unless I try again, I may lose my opportunity.

Success is someone saying “thank you” for something I did and communicating the feeling of true appreciation. Success is being hopeful and communicating hope to another human being, helping someone up when they are down.

1. When you are approaching a new task, do you have an attitude that the outcome will be successful?

2. What is something that you did on your own that ended in success?

INTEGRITY

“AUTOGRAPH YOUR WORK WITH INTEGRITY”

The dictionary defines integrity as the soundness of moral character, adherence to ethical principles, and being unimpaired. In the middle English root is to “integrate” (to bring together as a whole) and “integral” (complete, whole). The references to wholeness suggests that integrity affects all aspects of our lives. It’s like having a healthy investment portfolio filled with the high return blue chip stocks of honesty, fairness, and loyalty.

Integrity that strengthens an inner value system is the real human bottom line. It means you don’t base your decisions simply on being politically correct or because it’s the popular thing to do. You do what’s right, not what’s fashionable. We expect integrity from others. We must demand it from ourselves.

It easy to make right decisions when your parent or teacher is around, but the true test is what you do when no one is looking. Excellence is not something that you ca just turn on and off whenever you need it. It is a habit, that is rooted in attitude and effects every part of your life and career.

Autographs are valuable if they are tied to an excellent performance. In today’s world, superior effort and service are becoming endangered species. Autograph your career and your life with excellence.

1. Does the quality of you performance fluctuate based on who is in front of you and why?

2. Does your language and moral values change depending on who you are with or around and why?

3. Are you just going through the motions day to day, or are you creating a masterpiece?

CHARACTER

“TRUST TAKES YEARS TO BUILD AND MERE MINUTES TO LOSE.”

Watch your thoughts, for they become your words.
Watch your words, for they become your actions.
Watch your actions, for they become your habits.
Watch your habits, for they become your character.
Watch your character, for it becomes your destiny!

Teenager facts TODAY!

Are these your leaders? Are these the people you follow?

*65% of 13-year-olds have experimented with alcohol. One out of every five consumes a measurable amount of liquor once a week.

*64% percent of teens have experienced drugs prior to high school graduation.

*Teenage suicide rate has increased 131% since 1975. It's the third leading cause of death among today's youth- and for every successful suicide there are fifty attempts!

*By age 19, seventy percent of students have been involved in a full-scale premarital relationship.

*1 out of 4 teenage girls have experimented with Crystal Meth.

1. How much time do you devote to strengthening your character?

GOALS

"Crystallize your goals. Make a plan for achieving them and set yourself a deadline. Then, with supreme confidence, determination and disregard for obstacles and other people's criticisms, carry out your plan."

Try this "7Rs" Goal setting system:

1. **RESPECTABLE.** If your goals aren't aligned with the high standards of your purpose, why pursue them?
2. **REALISTIC.** Don't set yourself up to fail by creating a large unrealistic wish list. Succeed by setting fewer, realistic goals as you gain confidence to pursue loftier ambitions.
3. **RECORD.** Written goals provide a better system of accountability.
4. **REDUCE TO THE SPECIFIC.** The difference between a dream and a goal is a deadline sense of urgency.
5. **REFLECT OFTEN.** Subconsciously, you either see yourself succeeding or failing. Which will it be? Use visualization as a positive reinforcer.
6. **RELENTLESSLY PERSUE.** Nothing happens without effort, so go for your goals with intensity.
7. **RESPONSIBILITY.** Unforeseeable hardships can ambush you're your boldest plans. Deal with unexpected challenges such as the death of loved ones, health problems, grade problems, then resume the quest of your goals or reassess what you want out of life.

Do you spend enough time setting goals for yourself?

PERSEVERENCE

**“Failure is the only absolute when you give up.
Everyone gets knocked down; the question is, will you get up?”**

When you feel your worse, you must act your best. Leadership is easy when things are going well, but true leadership is attained when there is adversity.

Your ability to lead when the members are tired or frustrated is when you are going to make the most impact on the success of the organization. Your voice of encouragement will need to be heard, when the group is experiencing difficulty in a rehearsal. Your enthusiastic example will be the catalyst to accomplishment when the organization is pushing through a difficult obstacle in a rehearsal. Your encouragement to a fellow member when they are experiencing difficulty will make a difference. Your example of proper behavior when others are misbehaving will help mold the character of the membership.

1. How well do you handle adversity?

2. When you feel your worse do you act your best?

3. Are you willing to set a positive example in adverse situations?

4. List an example of when you could make a difference in an adverse situation.

SACRIFICE

“In life we learn that we, as individuals, are built but a small part of a great whole...a fellowship, a family. As an individual we cannot grow or even survive without others. With this in mind we realize that no personal sacrifice is too great for the preservation of the group. We learn that clamor of desires and ambitions within us must be silenced whenever they could damage the group. We find that we must consider the needs of others and not only ourselves.

It is obvious that the group must survive or we as individuals will not.”

There will always be things that will come into conflict with our daily schedules. It is impossible to create a successful calendar that avoids everyone’s birthday or other events. It is important as a leader to anticipate these things happening and plan accordingly. No one is asking that you not celebrate your birthday, but for the benefit of the organization, you are asked to postpone your celebration to a day where it does not conflict with your commitments. The individuals in your section will be watching and will do exactly what you do. Remember, everyone is sacrificing something to be together.

1. As a leader in this organization are you willing to sacrifice your personal needs for the good of the organization?

COMMUNICATION

All successful leaders are committed to communication. To ensure successful communications within our organization, it is best to start with the very basics: your knowledge of verbal and non-verbal communications. In rehearsals, these types of communications are continually exchanged, oftentimes without much planning or even the thought that such communications are taking place.

The Importance of Non-Verbal Communication

For instance, it's not always just what you say. It's also how you "say" it – taking into account your eyes, your posture, your overall body language, even your appearance at the time the communication is exchanged, and the voice in which you offer the exchange.

In verbal communication, an active dialogue is engaged with the use of words. At the same time, however, non-verbal communication takes place, relying on nonverbal cues, such as gestures, eye contact, facial expressions, even clothing and personal space.

Nonverbal cues are very powerful, making it crucial that you pay attention to your actions, as well as the nonverbal cues of those around you. If, during your meeting, participants begin to doodle or chat amongst themselves, they are no longer paying attention to you: Your message has become boring or your delivery is no longer engaging.

While eye contact, facial expressions, posture, gestures, clothing and space are obvious nonverbal communication cues, others strongly influence interpretation of messages, including how the message is delivered. This means paying close attention to your tone of voice, even your voice's overall loudness and its pitch.

Be mindful of your own nonverbal cues, as well as the nonverbal cues of those around you. Keep your messages short and concise. This means preparing in advance whenever possible. It also means thinking before you speak.

Giving People Time

Setting aside a specific time for meetings, sectionals, and regular communications is a great idea. This allows time for everyone involved to prepare. Also, keep in mind that listening is oftentimes much more productive when working to communicate effectively, and can very well be more important than talking. Allow everyone involved the time they need to communicate effectively.

1. How much time do you spend communicating with the others around you?

THE BODY OF A LEADER

There are many roads that lead to success. It may not always be easy to know which one to travel, but with the right skills, planning, ambition, and energy, you can produce a direct route to the goal of your choosing. All it takes is:

- a. A **heart** that enables you to recognize your own qualities.
- b. A **backbone** that is strong and supportive, yet flexible.
- c. **Muscles** that provide energy, perseverance, and health.
- d. **Hands** to help others and to write out your goals.
- e. **Shoulders** that can carry the burden of responsibility.
- f. A **Brain** that possesses limitless creativity and potential.
- g. **Eyes** that can visualize goals and possibilities.
- h. A **Mouth** that vocalizes thoughts and give compliments.
- i. **Feet** that carry you on the road to success.

Henry David Thoreau once said, *“if one advances confidently in the direction of his dreams, and endeavors to live life which he has imagined, he will meet with success unexpected in common hours.”*

ANATOMY OF A CHAMPION

Reprinted from Runner's World May 1993

George Sheehan's Viewpoint

During a recent visit to the Olympic Training Center in Colorado Springs, I listened to a talk given by a sports psychologist. He was speaking on the traits that make a champion. But the audience was not made up of elite athletes, just ordinary men and women with a job to do.

No matter. What helps an elite athlete succeed in sports will help a "regular" person succeed in life. After all, the athletic event represents life, compressed to a few hours. Our own pursuit of excellence can be studied in the course of a single day.

What makes a champion? What has been learned from studying gold medalists? The answer, from the sports psychologist, was five factors that apply to all of us:

Self-Analysis. The successful athlete knows his or her strengths and weaknesses. This critical appraisal should be honest but never negative. A negative self-analysis decreases your motivation and doesn't offer solutions.

Self-Competition. When an event ends a champion doesn't ask himself, "Did I win?" he asks, "How did I do?" You can only control your performance. It doesn't make sense to compare yourself to others. Winning or losing becomes secondary and at times irrelevant.

Focus. The athlete must always be in "the present," concentrating on the task at hand, not the outcome. If you regret the past or worry about the future, it inhibits your performance.

Toughness. This is a mental trait that involves accepting risk and trying to win rather than trying not to lose. A "tough" athlete accepts commitment, sees chance as opportunity and believes in control of his or her destiny.

Having a Game Plan. Even for elite athletes, talent is not enough. They need a game plan. Your own game plan for living can be simple or complex, depending on your level of ability and experience.

There are the lessons we can learn from the Olympians. When I retire each night, I review how the day went and how well I performed. Then I can rise every morning knowing my strengths and weaknesses. Prepared to be "present" for the rest of the day. Ready to compete with myself as I follow the game plan I've devised. Knowing that to succeed I will need all the confidence and toughness I possess.

Let the Games Begin...

The Right **Thought** plus the Right **People**
In the Right **Environment** at the Right **Time**
For the Right **Reason** = the **Right Results**

5 Steps to Learning to Believe in Yourself

#1 Don't Listen to the Experts

Do not listen to anyone who tells you that you can't reach your goal. The only experts that you should listen to are those that support your dream, encourage you and provide you with strategies for getting there.

In 1954 the "experts" tried to tell Roger Bannister that the human body couldn't run a mile in under 4 minutes. IN the 60's they tried to tell us that we could never put a human on the moon. For every dream, there are hundreds of "experts" waiting in the wings to explain why that dream can't be realized, why you can't break that time or make the team!

#2 Eliminate Words like "Can't", "Never", and "Impossible"

These words are self-limiting. Rip them out of the dictionary in your mind. When you use them on yourself you will hold yourself back. You do not really know what is possible in your life or in the pool. Make a conscience effort on a daily basis to rid yourself of this kind of self-limiting language. If you're going to use words like "can't" and a big YET to them. "I can't do that YET" means that up until now you haven't been able to, BUT, it's still possible in the future. Remember, the language that you use on yourself directly affects your performance and whether or not you'll achieve your goals.

#3 Practice Doing the Impossible on a Daily Basis

There are two kinds of impossibles: "Impossible" impossibles and "possible" impossibles. The impossible impossibles are things like flying, running faster than a speeding bullet, stopping a tractor trailer going 90 mph, etc. These you can't practice without serious risk to your life. However, you CAN practice the possible impossibles. These are things that you THINK or BELIEVE that you can't so. On a daily basis you want to begin to challenge those limiting beliefs and move towards these tasks, especially in practice. Maybe you don't think that you can really push through the fatigue that you're feeling at a certain point in your event. Maybe you think you can develop significant upper body strength, learn to stay calm under pressure or talk in front of a group. Take one thing that you THINK you can't do, and work on it ever day! It doesn't even have to have anything to do with swimming.

Every time you challenge your limiting beliefs by moving towards them, you will expand them! After all, this is exactly the strategy that you need to use to develop endurance in the pool. If you consistently push yourself to exhaustion moving towards those feeling of pain and fatigue, soon you will be surprised to find just how much endurance you've developed!

#4 Surround Yourself with "Go-For-It" People

Make sure that you have people around that totally support your dream and goal. You know what a drag (literally and figuratively) it is to have other swimmers in your lane who don't care about personal excellence and dog it whenever possible. IN fact, those are the swimmers that get angry at you because you actually care! You so NOT want people like that in your lane!!! Likewise, if your friends belittle you and your dreams, you just might want to think seriously about getting some new ones. Reaching a big swimming goal is hard enough as it is without having people around you throwing "garbage" into the pool. Find friends who themselves believe in pushing their own limits and pursuing excellence. That way you'll both be able to support each other.

#5 Talk to, Read about, Watch and Listen to People that have Overcome Obstacles to make it

You can expand you belief system by reading about or talking to other people who have done the "impossible". They will provide you with real life examples that anything is possible. If you immerse yourself in books, audio tapes, and videos of these kinds of people, then it will help you firm up your beliefs that you can do it too!

12 questions for us to find ways to continuously improve.

The questions:

1. Is the level of trust in our organization high or low and why?

2. How do we help individuals cultivate a feeling of pride in our organization?

3. When we delegate responsibility, do we also delegate authority along with it?

4. Is a participative process in place that encourages members' input in matters that effect their future?

5. What methods do we use to show people we appreciate them and their work?

6. What mechanisms are in place to reward the kinds of member-caring behavior we want to see repeated?

7. Do members treat the instructional staff with the proper respect they deserve and do we show them the proper gratitude?

8. What are we doing to encourage people to constantly think "continuous improvement"?

9. What are the five most important values in our organization? How do they get demonstrated by our leadership team and staff every day?

10. What 5 things do we have in place to support excellence in our organization?

11. What are we doing to foster "musical and performance literacy" from our leadership team?

12. If we ask our members to take risks are we wholeheartedly accepting their failures (learning experiences) as well as their successes?

The challenge of leadership is really to ask the right questions rather than have the right answers. This should give you a good start. Remember, if you want to create more value in our organization, you need to create more value in the organization. **Go to it!**

Playing in the Band

There are many things to do in life,
The choices are quite grand.

But only a musician
Knows how it feels to be in a band.

To share a magical language and create a beautiful sound
The chance to be an artist in a special way, I've found.

My instrument is like a friend.

Eager to come and play.

The more time I spend practicing the better I can say.

Those inner thoughts which fill my mind

Beyond the words I speak.

Allow me to express myself in a way that's quite unique.

Each day I spend in band

I start to realize

Everything is possible.

When seen through music's eyes.

Knowing that a bit of wisdom

I now will take a stand,

And pledge myself to excellence

By playing in The Band.

-Dr. Tim Lautzenheiser

COMPETITION

As an organization it is very important that we are all on the same page when it comes to our philosophy on competition. We compete to strive for excellence. It is an opportunity to for us as performers to do what we love to do and that is to perform in front of an audience. The competition is the challenge for us to be the best we can be in a performance environment! This experience will be something that will serve you well for the rest of your life. Yes, when we participate in a competition we absolutely want to do our very best. We would like to think that our work ethic and our absolute dedication to excellence will result in us having the opportunity to perform with the elite performance ensembles at any performance event. However, that has nothing to do with a placement or the other participants. Our focus is solely on our performance. At the conclusion of an awards ceremony, you should be proud of your accomplishments, but not because of what place we came in, but rather, because we performed our best with excellence, passion, and artistry.

As leaders, it is crucial, that you communicate this philosophy to the members and parents of our organization. The following section is an article written by Dr. Tim articulating our adapted approach to competition.

The True Value of Competition — by Dr. Tim

If you are in the game of competition to win a trophy, then you may find yourself sensing a great deal of frustration as you go through the process of preparation-production-performance, particularly if, after all of that effort, you end up without a trophy. Ouch! It's so easy to get caught up in the attitude of "You mean I did all that work, and didn't even get a trophy?"

It's also a dead end street. Warning: If that sounds even vaguely familiar, it may be time to readjust your thinking and reset your priorities in terms of the true value of competition; otherwise, you may be in store for a very depressing journey which has no final destination except a more depressing journey.

Why do you compete? Is it to prove something to someone else? If so, you are destined to spend your whole life trying to satisfy another person. Shouldn't we be going through this effort to prove something to ourselves; to reach new levels of attainment and personal growth; to stretch our present talent level to new heights of accomplishment and self-satisfaction? Regardless of the outcome of the contest, if we

do not feel we have gained through experience, then why do we subject ourselves to a potentially damaging environment in the first place?

Far too often, people leave a competition expressing anger, disgust, frustration, revenge, blame, bitterness, hostility, and host of negative emotions. Is it worth it? Obviously not. As a win-at-all-costs attitude, we often find the performers, instructors, even the audience participating from the vantage point of “We’ll win by beating everyone else,” which is a behavioral pattern of insecurity: I’ll make myself look better by making everyone else look worse.” When we approach anything from that perspective, the negatives tend to feed themselves and the damaging emotions compound. After a length of time, this self-destructive behavior will result in the disappearance of the will to compete. In other words, “We quit!” Losing in its ultimate state: quitting, giving up, walking away, avoiding the game.

The word competition is derived from the French word *competere* which means to bring together. Let’s suppose we approached every event with the understanding that we were bringing together different groups so that each person involved could learn from everyone else while putting forth his or her best effort to share with everyone else. The performers would agree to give their best effort to the performance. The instructors would agree to seek every opportunity to make their performers aware of new information which could improve them, and the audience would agree to be a great audience for every performance. Now we have people participating out of desire to succeed instead of the fear of failure. With everyone supporting each other, the object of the competition becomes twofold: to give one’s very best effort and to support everyone else to give his or her best effort and to support everyone to give his or her best effort. From this vantage point: I win when you win because I was, through my support of you, part of the reason for your success. Of course you will also win when I win. Everyone wins; nobody loses. Personal satisfaction runs high, and everyone is eager to participate and improve in the game. We all like to participate in the games we can win. Along with this double win situation, we pick up the extra benefits of cooperation, dedication, sportsmanship, new friendships, and an eagerness to become more adept in both facets of the competition: performing and supporting.

Perhaps this seems too simple. It is if you put stock in the meanings and ratings beyond a mere scorekeeping measure. The actual outcome cannot compare to the value of the learning experience for the participants unless we continue to pretend that it does mean something. The only possible meaning that it could have is in relationship to puffing up the ego a bit more, which of course, is just another way of feeding insecurity. When this happens, we see young people, after giving their all,

walk away from a competition dejected and hurt because they came in 2nd; behaving as though they had lost instead of celebrating the fact that they performed their best ever.

If judges were never wrong and performance conditions would remain absolutely stable for every group, and the human factor for every performer, instructor, and fan could be fine-tuned to always be predictably the same (which of course, is impossible), we would still be comparing apples to grapefruits to blueberries. It is ludicrous to think anyone can do that and be certain. Look at the variables: size of group, style of music, color of uniforms, difference in visual structure, age of performers, economic support in the community, amount of rehearsal time, size of practice facility, etc., etc, etc. Why even sports, they have a far more objective scoring methods: ball through hoop, over the line, into the net, through the goal posts, out of the park. These can be measured.

How can one compare a flag routine for “Festive Overture” to a rifle routine to “Caravan?” One does the best they can, knowing the value lies in the suggestion input, not in the numerical score.

Let us keep in mind our responsibility to:

***Support rather than tear down.**

***To educate rather than criticize.**

***To appreciate rather than humiliate.**

***To encourage rather than discourage.**

***To have the courage to stand and cheer for everyone.**

Real champions never tell anybody. We all sense it in their style of life, because they make us feel like winners too. Together we can all win. Sounds like a great way to play. Can we count you in? Then, let the games begin!

Deserving Victory

Rick Pitino

Winston Churchill's rallying cry for the British people during WW II was Simple and succinct: hoping and praying for victory was fine, but deserving it was really mattered.

What does it mean to “deserve victory?”

According to Churchill, victory comes only to those who work long and hard who are willing to pay the price in blood, sweat, and tears. Hard work is also the basic building block of every kind of achievement: Without it, everything else is pointless. You can start with a dream or an idea or a goal, but before any of your hopes become realized, you truly must deserve your success. This may sound old-fashioned in this age of instant gratification, but from the Sistine Chapel to the first transcontinental railroad to today's space shuttle, there's no mystery as to how these things of wonder were created. They were created by people who worked incredibly hard over a long period of time.

If you look closely at **all great organizations, all great teams, all great people, the one common dominator that runs through them second to none is work ethic.** The intense effort to achieve is always there. This is the one given if you want to be successful. **When it comes to work ethic there can be no compromises.** Any other promise of achievement is fool's gold.

We can see the evidence of fool's gold around us everyday. It the people looking for the quick fix. The easy way to lose weight. The no-pain way to have a better body. The instant way to get rich. The easy, no assembly-required way to feel better about yourself, as if all you have to do is follow the some simple directions and your problems will disappear like frost in the noonday sun.

There is no easy way...shortcuts fail!

The bottom line:

Nothing meaningful or lasting ever comes without working hard at it, whether it's in your life or with people you're trying to influence.

Consider our organization at Countryside High School: We see ourselves as one of the hardest working programs in the country. That is our standard, the yardstick by which we measure ourselves. We try to live up to it everyday.

Are we the hardest working organization in the country?

Who knows?

And who cares.

The important thing is that we believe it. **That is our EDGE!** In pressure performances, when the pressure intensifies and the margin of who makes finals and who doesn't is thin as an eggshell, we must believe that all our hard work, all the long hours, and the perspiration will enable us to succeed. Why? Because you paid the price of working hard and you will deserve it! We deserve our success: we feel we sweated more than our peers and will earn it the old-fashioned way.

In all of my years of teaching I have seen and worked with many students and seen a wide variety of attitude problems. Some students were selfish. Some doubted what we were trying to do. Some weren't as committed to the team concept as they should have been. I can live with all that. What I can't live with is a student who won't work hard. If students are willing to give the effort, they have no problems with me.

As a leader, it is very important that you consistently remind the members of your section about what is important when we are working towards accomplishing a goal.

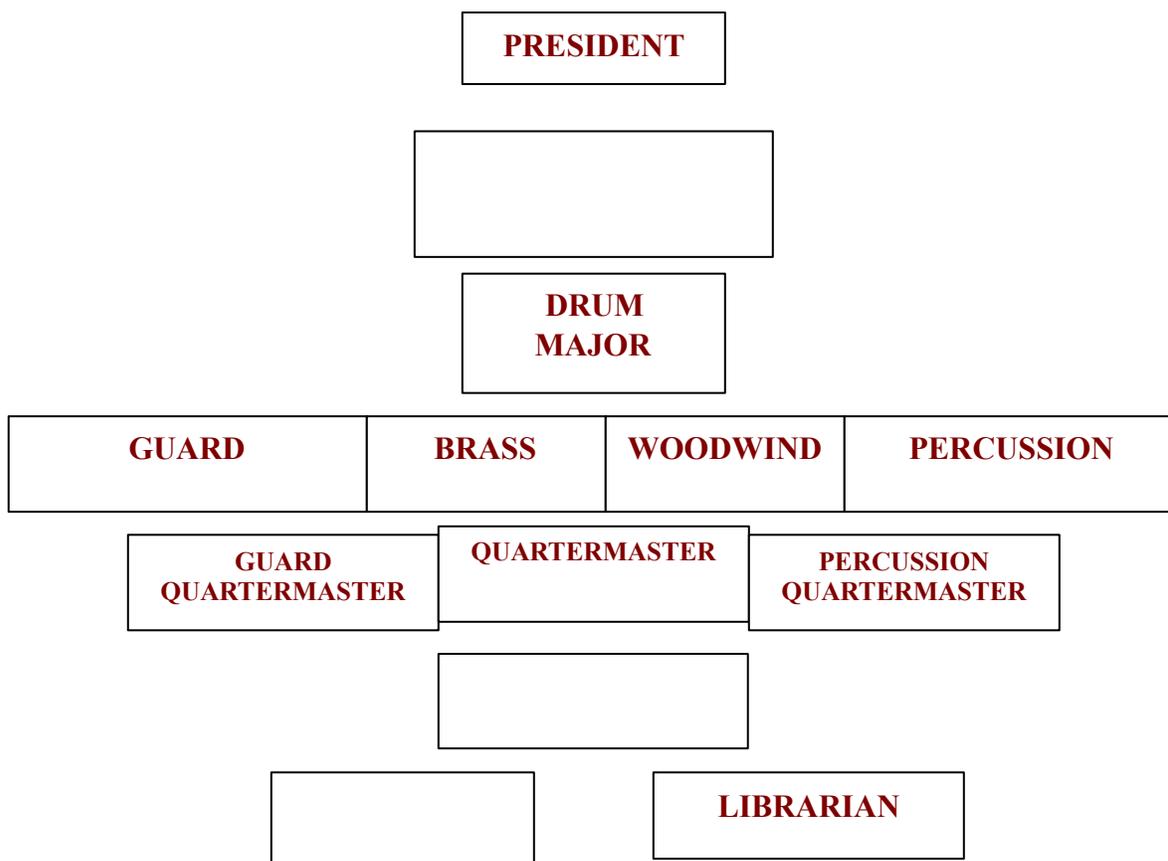
What is true on the basketball court is true in business and life. You want to succeed? Okay, then succeed. Deserve it. How? Outwork everybody in sight. Sweat the small stuff! Sweat the big stuff. Go the extra mile. But whatever it takes, put your heart and soul into everything you do. This won't happen unless you choose to make it happen. Success is not a lucky break. It is not a divine right. It is not an accident at birth.

Success Is A Choice!

Self Analysis:

1. What kinds of things can you do to communicate our organizations philosophy on competition?

Countryside High School
LEADERSHIP COUNCIL



Countryside High School

Leadership Roles

“People forget how fast you did a job-but they remember how well you did it. The price of greatness is responsibility. We are continually faced by great opportunities brilliantly disguised as insoluble problems. Every job is a self-portrait of the person who did it. Autograph your work with excellence.”

BAND PRESIDENT: This individual’s role as head of the band council is instrumental in implementing all band related functions i.e. Council Meetings, Delegating Responsibilities, Summer Rehearsals, Discipline and maintaining excellence throughout the program. This person’s primary functions are: (1) the initiator of broad programs of action to cope with the bands main problems. (2) Responsible for enforcing all band’s standards and holding each member of band council to their individual responsibilities. (3) Acting Liaison between students and directors.

VICE PRESIDENT: This individual’s roles is to assist with the implementation of the presidents programs. Other functions are (1) Develop ways of building teamwork and pride amongst responsible grade level. (2) Liaison between members and Band President. (3) Communicating standards and information to membership.

DRUM MAJOR: The Drum Major(s) will be chosen by audition on material selected by the director. The number of Drum Majors will be decided by the director at the time of the audition. Uniforms are also selected by the director. The basic duties of the Drum Major(s) include: (1) Attending all band functions. (2) Responsible to the director for the conduct and actions of the band at all times, and for the execution of all band duties assigned. (3) Take charge of the band in all types of situations. (4) Assist the director in maintaining discipline and order. (5) Assist the director with marching drills, inspection, planning, and special activities. (6) Promotes band standards and pride. (7) Attends all band council meetings. (8) Coordinates and supervises section leaders and is responsible for their effectiveness and actions. (9) Insures that all rehearsals begin on time. (10) Insures that at the end of an evening rehearsal the facility is locked up and clean. (11) Has staff books with music and drill organized and ready for every rehearsal.

CAPTAIN: (1) Is Responsible for overseeing their section leaders and their respected progress. (2) Begins warm up when the directors are not available. (3) Makes sure that there sections leaders are having sectionals through the summer break and other holidays. (4) Makes sure that every student is participating in solo and ensemble and is receiving coaching on their solo or ensemble. (5) Ensures that the sections area is clean and organized.

QUARTERMASTER: The basic duties of the quartermaster (s) include: (1) Loading all needed equipment for performances. (2) Keeping inventory of all school owned instruments. (3) Organizing the loading and unloading of the busses and equipment trucks on all trips and events. The Guard quartermaster are in charge of all inventory relating to color guard and will make sure that the guard box is at all rehearsals and performances. Percussion quartermaster is in charge of

Policies and Procedures

I. BANDROOM POLICIES

A. No food inside band room- no exceptions!

B. No fooling around; Noise should be kept at a minimum. Our band room should be like a music conservatory where one can practice or study quietly, not laugh and scream at the top of your lungs. All officers should always be cognizant of this and correct any misbehavior before it happens! Make sure you are not setting the wrong example.

C. All instrument cubbies should be kept clean of all trash, dirty clothes, food, etc. Someone should be in charge of monitoring this each day, and all officers should keep an eye out for this occurring. We want anyone to walk in the band room and think of us as professional organization!

D. The music folio slots are to be labeled and/or numbered, and all music folders are to be kept in the slots-not the cubbies!

E. Before and after school, officers are responsible for monitoring the behavior inside the band room. (See B.)

F. The practice rooms are to remain locked during the day. Those rooms are to be used for individual or sectional practice only. No hanging out, eating, skipping, etc.

G. Non-band members are not allowed in the band room. NO EXCEPTIONS! They chose not to be a member of this organization, and with that decision they gave up the privilege of being in the band room.

H. No one should play or touch any instrument that is not their own, especially percussion.

II. RESPECT TOWARDS OTHERS

A. Officers should always demand that themselves and the band members show the highest level of respect towards all directors, instructors, fellow members and band boosters. Any sign of disrespect should be dealt with immediately, and if you cannot take care of the situation, go to the next highest officer in the chain of command.

B. Make sure you back each other up and support decisions that other officers/instructors have made. Do not show disagreement in front of other members. Discuss in private later.

III. OUTSIDE THE BAND ROOM

A. During lunch, do not allow anyone to throw their trash in the band room trash can. That can is for inside the band room, and is not to be taken outside. I know this sounds picky, but leftover food and garbage will turn the band room into a garbage dump. Tell everyone they are to throw their trash away in the dumpster.

B. Make sure when leaving a rehearsal site to leave it cleaner then we found it, including the field, auditorium, chorus room, and band room.

C. All students are to never enter the band office without permission! You are never to use the school computers in the directors office.

IV. TREATMENT OF UNIFORMS AND EQUIPMENT

- A.** Uniforms should be treated with respect. It is an honor to wear them. Do not let anyone mistreat the uniform (i.e. drag on ground, throw on the floor, drop shako, etc.)
- B.** The same thing goes for all props and guard equipment. Do not allow anyone to handle guard equipment without permission from a guard member.

V. CLASS PROCEDURES

- A.** The responsibility of all officers should be in charge of pushing the students to get their instruments out and start lining up.
- B.** When lining up outside the band room, all officers should demand silence and parade rest until ready to proceed to the field.
- C.** Each section leader should tell the officer in charge of taking roll who is absent that day.
- D.** Officers are responsible for making sure the long ranger and Dr. Beat are taken out and set up at the start of rehearsal.

VI. FOOTBALL GAMES

A. Pre-game Procedures

1. Behavior in band room
2. Inspection (see attached)
3. Loading Equipment and Buses
4. Bus Standards (see attached)
5. Unloading at site
6. Stands procedures

B. Post- game Procedures

1. It is all officers responsibility to help everyone quickly and efficiently wrap up and go home (make list of duties)
2. Doorway to band room should be clear for loading and unloading of equipment. All students should exit from the back door.

VII. LOST MUISC/DRILL PROCEDURE

- A.** Section leaders should keep track of what is needed ahead of time so that everyone does not wait until the last second to ask for music.
- B.** There should be a sign up sheet for those that need copies of music and/or drill posted.

VIII. INVENTORY

- A.** Is there a list?
- B.** Is there a sign out procedure?
- C.** Is there paper work on file?
- D.** Are all instruments County tagged?

IX. REHEARSAL PROCEDURES

A. Before Rehearsal

1. Several officers should be monitoring the band room for behavior.
2. Instructions will be given by the Drum Major or the Band President on where to go first, and all officers should get everyone going out to the field at least 10 minutes early.
3. A prop crew needs to be created that shows up early and sets up all the props before rehearsal begins so they are not late.
4. Section leaders need to enforce having drill books and dot books at every rehearsal.
 - a. Collect dot books after each practice?
 - b. Check dot books for accuracy and format.
5. Rehearsal will almost always begin in a basics block, where each section leader will find out who is not present. One person will then be responsible for going in and calling those people.

B. During Rehearsals

1. No talking! If everyone is at least a role model, then maybe others will start to notice the correct way to act. To the best of your ability, keep your section quiet. If they do not listen, then go up the chain of command immediately- do not let things get out of hand!
2. Run back to sets without any sound.
3. Keep instruments up and feet in last step until instructed to relax.
4. Make sure you listen to all instructors, even though they may not directly be your main instructor.
5. During breaks, do not let people sit down. Get a quick drink and push them back out!
6. Do not ever sit out of a rehearsal unless you are near-death! This is a serious problem with this year's members.

C. After Rehearsal

1. Keep meetings to a minimum.
2. Each section should have a specific prop/equipment to help put up before leaving.
3. Make sure everyone in your section has a ride home. Do not leave until you have done this.
4. Make sure all equipment is in proper place and band room is in order.
5. Do not leave without checking out with Mr. Parrulli.
6. Encourage everyone to go home and do homework. We can socialize at another time.

X. SECTIONALS

A. Set up a regular schedule.

1. Make sure you give them enough time for homework if scheduled after school.
2. Lunch is perfect for quick sectionals and/or one-on-one work.

B. Ask Mr. Parrulli what specifically to work on, and what methods to use.

C. Try to set up everyone in your section with a private instructor.

- D. Have everyone chip in a dollar to have a private instructor come and run a sectional sometime after school.
- E. Make sure to police your sectional area and lock up.
- F. Make it fun!!!

XI. BAND ROOM FACILITY

- A. Keep it clean!
 - 1. Everyone is responsible. Create specific jobs/duties (i.e. chairs, stands, trash, cubbies, walls, posters, vacuum, etc.)
- B. Set up Smart Music Stations.
- C. Make the rooms look more attractive and professional.
 - 1. Posters/Quotes?
 - 2. Arrange cubbies?
- D. No one is to be in the band room without permission from directors.

XII. WEB-SITE

www.cougarmusic.com

XIII. RECRUITING (IS ANYONE IN CHARGE?)

- A. Middle school night. Get organized. How can we present the band program so that everyone will want to be a part of it in the future?
- B. Visit middle schools.
 - 1. Is there a recruiting script?
 - 2. Go sit in on rehearsals.
 - 3. Give free private lessons.
- C. Middle School Winter Guard
- D. Joint Concerts
- E. P.R. through the media?

XIV. RETENTION

- A. Are the band buddies still in effect?
- B. Help to motivate freshman, sophomores, and juniors throughout the entire year.
- C. Help individuals with the fundraisers so that will not be an issue in the future.

INSPECTION GUIDELINES

ALL BAND MEMBERS:

1. Uniform on completely and correctly.
2. Shoes clean and polished.
3. Gloves clean (and sewn).
4. Males: clean shaven.
5. Females: No make-up, fingernail polish, or jewelry.
6. Hair must be neat. Girls must have hair up so that nothing is hanging loose, and when hat is taken off, hair is neat and presentable. Boys hair must not touch collar and combed neatly.
7. Everyone must have a flip folder with all the trash music in it, and a music lyre for their instrument.
8. Once the drum major calls the band to attention at the beginning of inspection, no more talking or moving around is allowed.

BRASS PLAYERS:

1. Outside of instrument is cleaned and polished.
2. Mouthpiece is clean and free of any debris.
3. All slide and valves should be free moving and clean.
4. Spit-valves clean and in good condition.

WOODWIND PLAYERS:

1. Outside of instrument is clean and shiny.
2. Mouthpiece clean and in good condition.
3. A good condition reed (no chips, cracks, or Ricos).
4. Tone-holes clean (use q-tips)
5. All pads and keys in good shape and working order.
6. All corks in good shape and greased.

GUARD MEMBERS:

1. Proper make-up and hair. (per Captains)
2. All equipment in proper condition. (per Captains)

Each member is allowed one infraction. Two or more will result in a loss of third quarter break. Excessive and continual problems will result in dismissal from the band program.

Concluding Leadership Thoughts

Personal

Responsibility

In

Developing

Excellence

If things were done right only 99.9% of the time, we'd have two unsafe landings per day and 16,000 lost pieces of mail every hour by the U.S. Postal service. Strive for 100% quality.

The real friend of this country is the person who believes in excellence, seeks for it, fights for it, defends it and tries to produce it.

No one ever attains the very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required that determines the greatness of ultimate distinction.

Hold yourself responsible for higher standards than anybody else expects of you. Never excuse yourself.

Think and feel yourself there! To achieve any aim in life, you need to project the end result... Think of the elation, the satisfaction, the joy! Carrying the ecstatic feeling will bring the desired goal into view.

The achievements of an organization are the result of the combined effort of each individual.

Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishment toward organizational objectives. It is the fuel that allows common people to attain uncommon results.

Failing to prepare, is preparing to fail.

The story of

Everybody, Somebody, Anybody, and Nobody.

This story is about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. 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 that Anybody could do it, and Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when actually Nobody should have been blamed by Anybody.

The Dash

After death has come and gone, a tombstone is for many to see.

But it serves no more than a symbol of a person's memory.

Under the person's name it reads the date of the birth

and the date of the person passed.

But the more I think about the tombstone the only important thing is the dash.

Yes, I see the name of the person, but that I might forget.

I also read the date of birth and death, but even that might not stick.

But thinking about the person, I can't help but remember the dash

Because it represents a person's life and that will always last.

So when you begin to chart your life, make sure you are on a positive path

Because people may forget your birth and death, but they will never forget your dash.