Florida State University
MARCHING BAND LEADERSHIP CAMP 2024

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MOTIVATE TO PARTICIPATE:
A guide to impactful marching band student leadership

The first requirement for the development of an outstanding band program is prepared and enthusiastic student leaders. – Jim Bruce, retired founder of the MBLC

The objective of this camp is to prepare you to be a confident and effective leader in your band programs. Preparation requires effort and hard work but the rewards and benefits to you and your band program are worth it. This packet will help you understand your role in the band, motivate others to share in the vision of a successful band program, and increase your know-how so that being a leader is more than just an important responsibility: it's also a lot of fun!

It is more important than ever that our music programs have student leaders who motivate others, keep morale high, and have great spirit. You will also, of course, still be in charge of teaching music and marching among other logistical needs of your band program. Here are some things to keep in mind:

- Always be prepared.
- Actions speak louder than works.
- Members of the band are always watching – set the example through your musicianship, your attitude, and your teamwork.

Don't just be a leader because of your title… be a leader because of your actions!

TABLE OF CONTENTS

Marching Band Leadership Camp Packet Introduction	1
Table of Contents	2
Language of Leadership	3
The 7 C's of Leadership	4
How Do You Define Success?	4
Be Proactive	5
Specific Duties and Responsibilities	6
Elements of Impactful Instruction	8
FSU Marching Chiefs' Teaching Sequence and Procedures	9
Motivate to Participate	10
Turning Problems Into Solutions	11
One Band. One Family.	12

LANGUAGE of LEADERSHIP

For most of us, being a leader is a skill that must be developed over time. Here are some helpful hints from established leaders to help start on your path:

Daring leaders work to make sure people feel a sense of belonging. – Brené Brown

Clear is kind. Unclear is unkind. – Brené Brown

The ability to learn is the most important quality a leader can have. – Padmasree Warrior

Leadership is not a person or a position – it is a complex relationship between people based on trust, commitment, emotion, and a shared vision of what is good. – Joanne Ciulla

You are never too small to make a difference. – Greta Thunberg

LEADERSHIP IS ABOUT MAKING OTHERS BETTER AS A RESULT OF YOUR PRESENCE… AND MAKING SURE THAT IMPACT LASTS IN YOUR ABSENCE. – SHERYL SANDBERG

The best leader is not the one who has the most followers.
The best leader is the one who creates the most leaders. – Stephanie Courtillier

Few things help an individual more than to place responsibility upon him and to let him know that you trust him. – Booker T. Washington

If your actions inspire others to dream more, learn more, do more and become more… then you are a leader. – John Quincy Adams

"We exist temporarily through what we take, but we live forever through what we give." – Vernon Jordan

"A pat on the back is only a few vertebrae removed from a kick in the pants… but it is miles ahead in results." - Ella Wheeler Wilcox

THE SEVEN C's OF LEADERSHIP

1. COMMUNICATION – listen twice as much as you speak
2. CONFIDENCE – trust yourself and others
3. COMPETENCE – always be prepared
4. COOPERATION – give and take
5. CONSIDERATION – be aware of how your words affect others
6. CONTROL – yourself! Lead by example
7. CONSISTENCY – treat people equitably

HOW DO YOU DEFINE SUCCESS?

- GROWTH MINDSET – there may still be more work to do but we accomplished something and made improvement today!
- CELEBRATE IMPROVEMENT – approve what want to continue happening!
- SUCCESS IS MORE THAN A NUMBER – comparing yourself to others is an easy way to feel *un*successful!
- CREATE A "HIGHLIGHT REEL" OF EVERYONE AT THEIR BEST – find happiness in the success of others!
- SUCCESS IS NOT A DUST COLLECTOR – define success goals in a way that does not deal with trophies and plaques!

"Failure is not the opposite of success; it is part of success." – Ariana Huffington

"If everything was perfect, you would never learn and you would never grow." – Beyoncé

BE PROACTIVE

What makes humans different than other species?

OUR IMAGINATION.

The ability to "zoom out" and see others as they see us.

BE PROACTIVE…

Imagine if a farmer did not plant seeds in their field at the appropriate time.
When they go to harvest the crops, nothing would be ready. There would be no way to recover.
Leaders must think the same way a farmer does – you reap what you sow.
In our case, what we proactively plant (build) are *relationships*.

EMOTIONAL BANK ACCOUNT

If you do not deposit money into your bank account, you cannot withdraw money.
Emotions between people are the same; you *must* deposit before you withdraw.
Catch them doing something right.
Compliment.
Notice their effort.
Approve improvement.
Praise in public.

ACTIVITY…

Write down the person in your life with whom you have the *biggest, positive* emotional bank account? What have they done over the years to make so many "deposits"?

Write down the name of the person in your life with whom you have the *lowest, most negative* bank account. What have they done over the years to make so many "withdrawals"?

Write down the name of the person in your band program that you feel the most negatively towards. What will you do in the near future to begin repairing that relationship through genuine emotional deposits? (remember: if you are not sincere and there is no trust, your idea of a "deposit" may function as a "withdrawal"!)

PROACTIVE PEOPLE…

Focus in their circle of influence.
Listen twice as much as they speak.
Know that their words matter but their actions matter more.
Decide to be emotional sunshine instead of emotional lightning.
Do not use language that places blame on others.

SPECIFIC DUTIES and RESPONSIBILITIES

Conflict can quickly escalate when student leaders do not have a clear understanding of their exact responsibilities. Review what the expectations and duties are for each student leader in your band program as a leadership team with your band director. *Below is an **imaginary example**:*

BAND CAPTAIN

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Top ranking officer of the band.
5. Student representative of the band.
6. Coordinates all other student officers.
7. Coordinates bus officers.
8. Meets with director for briefing before each rehearsal.
9. Promotes band activities on- and off- campus.
10. Holds leadership team meeting after every performance.
11. Assist band director as necessary.

DRUM MAJOR

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. In charge of band at performances.
5. Supervises section leaders in training and execution of music and marching.
6. Supervises drill instruction during rehearsals.
7. Meets with director for briefing before each rehearsal.
8. Responsible for assisting with band policies at all functions.
9. Assists band director at all rehearsals.
10. Supervises inspection of band uniforms.
11. Serves as bus officer.

JUNIOR DRUM MAJOR

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Performs drum major duties if drum major is absent.
5. Assists in supervising section leaders in execution of music and marching.
6. Assists with drill instruction during rehearsal.
7. Meets with director for briefing before each rehearsal.
8. Assists with band policies at all functions.
9. Assists band director at all rehearsals.
10. Creates and maintains the band “phone tree.”
11. Serves as bus officer.

COLORGUARD CAPTAIN(S)

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Responsible for choreography and teaching of routines.
5. Responsible for assisting with band policies within the colorguard at all band functions.
6. Assists the director in any way required.

BAND FIRST LIEUTENANT

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Performs band captain duties if band captain is absent.
5. Assists in supervising section leaders in execution of music and marching.
6. Assists with band policies at all functions.
7. Records attendance at all functions.
8. Meets with section leaders after rehearsals and performances.
9. Updates leadership team with times of leadership meetings.
10. Assists with locker assignments.
11. Serves as bus officer.

BAND SECOND LIEUTENANT

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Performs first lieutenant duties if first lieutenant is absent.
5. Assists with band policies at all functions.
6. Assists the first lieutenant with meeting with section leaders after rehearsals.
7. Assists with attendance at all functions.
8. Assist with locker assignments.
9. Serves as bus officer.

SECTION LEADERS

1. Set example for musicianship, attitude, and conduct for the band program.
2. Make all students feel a sense of belonging.
3. Responsible to the director.
4. Warms up and tunes section before rehearsals and performances.
5. Responsible for upholding of band policies within their section.
6. Responsible for section members have all equipment for rehearsals and performances.
7. Responsible for instrument inventory after performances.
8. Check section on performance music.
9. Call sectionals when needed.
10. Ensure marching aspects of section are correct.
11. Teach marching fundamentals.
12. Inspect section before each performance.

Continue filling out responsibilities and duties for each leadership position.

As you do, notice something important: in the above example, what does every leader share a responsibility for?

And always remember a fundamental philosophy of being a leader…

AS STUDENT LEADERS,
WE ARE IN CHARGE OF **GOALS**, NOT **PEOPLE**.

ELEMENTS OF IMPACTFUL INSTRUCTION

I. VOICE

- Commanding volume
- Clear
- Enthusiastic

II. ABILITY

- Follow established procedures
- Always be prepared
- Know the fundamentals, routines, and music

III. TEACHING TECHNIQUES

- Demonstrate the steps
- Mirror the movement
- Utilize correct terminology
- Watch students to check for problems / "what to watch fors"
- Scaffold in previously-taught material
- *Keep steady tempo* – go slowly

IV. GROUP TEACHING

- Keep others engaged with your pacing and energy
- Avoid "dead time"
- Make it fun

V. POLISHING

- Friendly competition can help motivate
- Positive reinforcement – be encouraging
- Correct the errors early on

PRECISION

1. **Which movement is being asked for and what parts of the body are involved?**
   Each of these factors must be defined clearly and precisely in exact terms. No movement should be left to eh natural movement of the body as everyone is physically different.

2. **Where does the movement originate and where does it end?**
   If the movement can be divided into smaller movements – do it! This will enable each person to have the same, small focal point and allow everyone to focus on being precise.

3. **What path shall the movement follow?**
   The path taken by the part of the body should be clearly defined at the beginning. Use degrees to help (45, 90, 180, etc.) and directions (left, right, forward, backward).

FSU MARCHING CHIEFS' TEACHING SEQUENCE AND PROCEDURES

State the name of the fundamental maneuver and explain its purpose. *"the next fundamental is _____ and we use it in marching band to _____."*

Give the command in a loud, staccato voice at a slow tempo (clap hands to emphasize beat). "*The command for _____ is…"*

Give responses in a loud, staccato voice at a slow tempo (clap hands to emphasize beat). *"The response is…"*

Repeat command and response at least twice.

Have row respond to your command at least twice. Emphasize: staccato use of voice using the diaphragm for support and projection, volume, clarity, and tempo.

Demonstrate the complete maneuver at least twice so that your row can see the maneuver as a whole. Then demonstrate the maneuver "by the numbers." Use the same speed for your demonstration as you will be using for teaching.

Have the row begin the execution of the maneuver "by the numbers". Stress point-to-point snap.

Continue "by the numbers" until everyone has each count of the maneuver correct.

Sequence the maneuver at a very slow speed several times while watching the row for individual problems. Do not hesitate to go back to the "by the numbers" approach if sequencing reveals some problems.

SPEED KILLS!! Too fast a tempo kills precision, makes learning difficult, promotes sloppiness, and fatigues the student.

After the completion of every maneuver, every time it is done, there should be a 4-5 second period of absolute "freeze", then say "relax".

When you begin the "in motion" fundamentals, always relate them to the four areas of responsibility. Check interval, dress, distance, and cover often. Make them think!! Do not let your row members march out of line!

As you learn more and more fundamentals, review earlier material.

Be positive! Encourage your row. Help those who are having trouble rather than riding them. Make examples of those who are doing superior work. Reward your row with praise when they accomplish a given task.

The purpose of the fundamentals training session is to T-E-A-C-H all students to do their best. Give your row your very best!!

MOTIVATE TO PARTICIPATE

There is undoubtedly a person in the marching band that distracts others, is off-task, has ulterior motives, gossips, is sarcastic, and tries to undermine you as a leader.

Your job as a student leader? **Motivate them to participate**. We cannot succeed if you turn your back on them!

Why do people behave that way? Attention maybe. Maybe they get joy in keeping others off balance. Perhaps they are simply motivated to be in band for different reasons than you.

Let's think back to our page on being *proactive*.
Deposit into their emotional bank account.
Don't try to change their personality.
Praise in public.
Ask them to help in some capacity.

Sometimes, though, you must know how to be appropriately *reactive,* too.

Don't take their behavior personally!
Don't "fight back". Sometimes their goal is to get you to lose your cool. **Don't.**
Don't try to change them. *You can control your response to their behavior; not their behavior*.
Acknowledge what they do well.
Be firm but not aggressive – don't fight.
Question them – "what makes you feel that way?" "Why are you making fun of the situation?"
Praise in public.

Don't give up! Approach interactions with kindness and patience.
Sometimes behavior gets worse before it gets better.
Stay positive, be proactive when possible, and remain calm.

Obviously, you should not expect yourself (and we, as your teachers, do not expect you) to handle every situation on your own. Go to the adult when necessary.

"THE OPPOSITE OF LOVE IS NOT HATE… IT IS INDIFFERENCE." – ELIE WEISEL

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." – Maya Angelou

TURNING PROBLEMS INTO SOLUTIONS

This is a great worksheet to complete with the other leaders in your band program, leaders from other band programs, and your band director(s). Feel free to make copies of this sheet or adapt it for your own needs!

1. List three things that you were happy with last marching band season. What about these things made you happy?

2. List three things that you think could hold your band program back this year.

3. For each of the three things above, write down what you – as a student leader – will do to help that situation. *(tip: if you are doing this in groups, have each person say one of their worries for this year aloud. Everyone else writes down their advice on a notecard and turns it in. That way you end up having multiple ideas on how to solve your problem(s)!)*

4. What is one thing you were disappointed with in your leadership team last year? What will you – as a student leader – do to prevent that from happening this year?

5. What are you excited for this year? How will you get others excited about this?