

Clare Bands

ON BEING A LEADER

Introduction to becoming the best leader for your section, your band and yourself



Who are we? P. M. B.

OBJECTIVES

- **Discovery of self**
- **Discovery of purpose**
- **Discovery of motivation**
- **Discovery of service**

Our job as leaders in the Clare Bands, or in any organization, is complex. It requires each of us to possess the physical, mental, and in our case musical skills to competently step out in front of our peers. The daily application of those skills is the minimum of what we must accomplish; it is the focusing, modeling and inspiring of those skills in others that becomes the focus of our position.

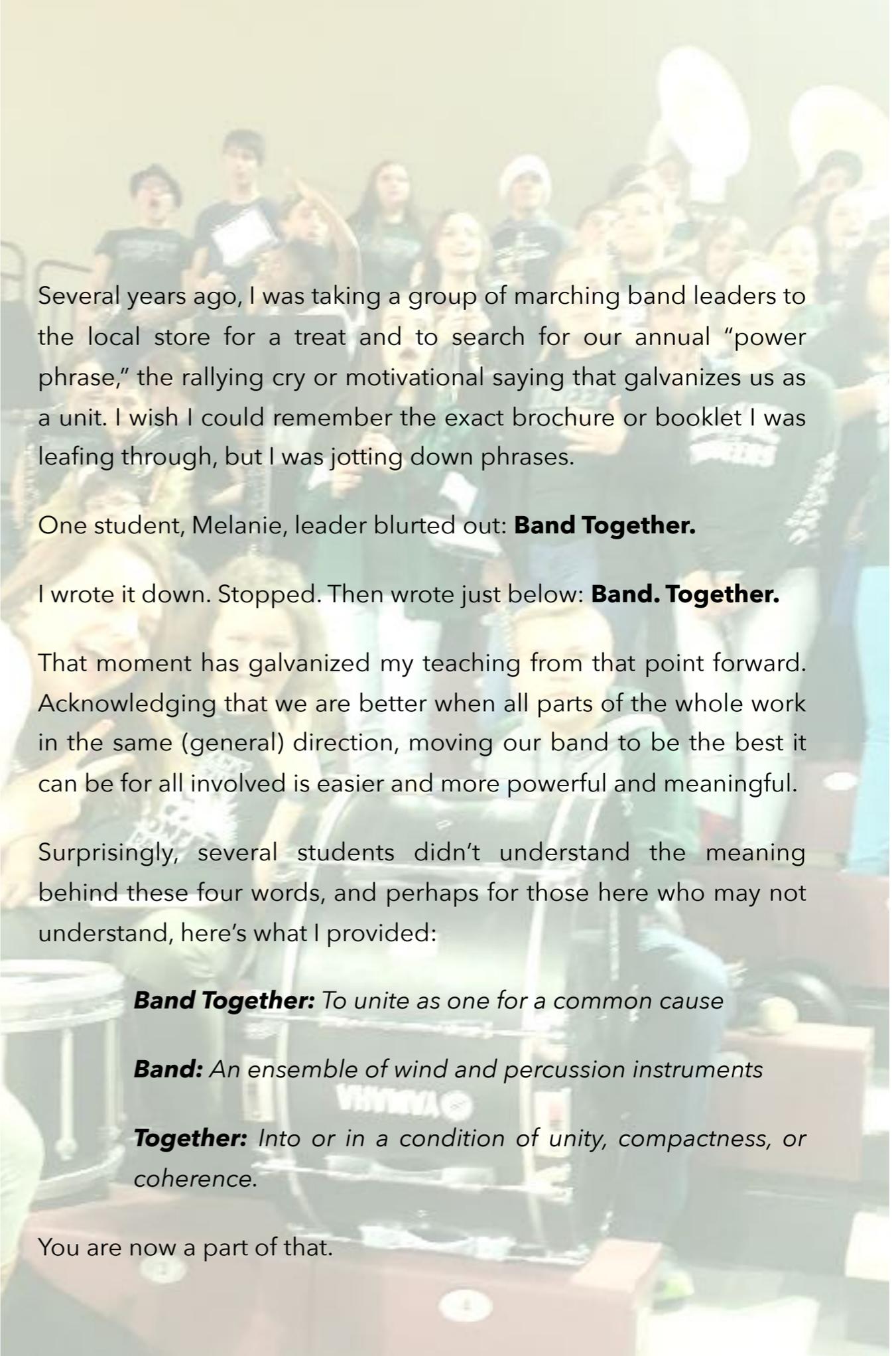
The goal of our sessions together is to develop a style of working with others within our ensemble in an examination of issues and dynamics that impact our bands. It is not to provide a simple set of answers to managing others or providing a set of orders to a procedure. We will explore using a set of leadership “maps,” not unlike those rudimentary charts provided to explorers in the early ages of sea-faring colonization. They provided a general outline with much left to be filled in. For others, these maps will serve as reminders for ways to be successful and spur us in new ways of discovery.

As leaders, you are charged with moving this organization in the right direction for all involved for a successful and fulfilling experience.

I have often used the expression “Take what we know and apply it to what we don’t know.” This will require some situational assertiveness. I invite you to embrace this spirit of discovery and collective assertiveness as we embark on this voyage.

Our Creed

**BAND
TOGETHER.
BAND.
TOGETHER.**



Several years ago, I was taking a group of marching band leaders to the local store for a treat and to search for our annual “power phrase,” the rallying cry or motivational saying that galvanizes us as a unit. I wish I could remember the exact brochure or booklet I was leafing through, but I was jotting down phrases.

One student, Melanie, leader blurted out: **Band Together.**

I wrote it down. Stopped. Then wrote just below: **Band. Together.**

That moment has galvanized my teaching from that point forward. Acknowledging that we are better when all parts of the whole work in the same (general) direction, moving our band to be the best it can be for all involved is easier and more powerful and meaningful.

Surprisingly, several students didn’t understand the meaning behind these four words, and perhaps for those here who may not understand, here’s what I provided:

Band Together: *To unite as one for a common cause*

Band: *An ensemble of wind and percussion instruments*

Together: *Into or in a condition of unity, compactness, or coherence.*

You are now a part of that.



“Band Together. Band. Together.” is more than just four words. It should inform how we go about working with people. Our mindset should look directly at two words in how we address our jobs as leaders: ORDER and SERVE.

ORDER: v. - to give a direction or command to act as specified

SERVE: v. - to render assistance; be of use; help.

Certainly, part of our job is to give direction, but when the ideal of serving others is lost within those directions or instructions, then we cease to work together. Keep service at the forefront of your thoughts and actions; other pieces will fall into place.

We will work together as leaders to be effective in **managing** our time and resources to provide **leadership** efficiently and economically.

We will also work with six large High Performance Habits as developed by Brendon Burchard:

- Clarity
- Energy
- Necessity
- Productivity
- Influence
- Courage



“Dream lofty dreams, and as you dream, so you shall become. Your vision is the promise of what you shall one day be; your ideal is the prophecy of what you shall at last unveil.”

- James Allen



MANAGERS & LEADERS: ARE THEY DIFFERENT?

by Abraham Zaleznik, Harvard Business Review

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

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

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

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

IN ANY GIVEN MOMENT
WE HAVE TWO OPTIONS:
TO STEP FORWARD INTO
GROWTH OR TO STEP BACK
INTO SAFETY.

-ABRAHAM MASLOW



When discussing management style, the major conclusion that can be drawn is that management style is situationally dependent. That is, there is no one best style; there no style appropriate for all situations. The fundamental thought is that management style should vary as the situation varies. Thus, there are situations for which a high-task, low-relationship style is appropriate, another style being "inappropriate."

Here are several important personal qualities that managers have in common:

- Adaptability to changing conditions
- Responsibility about and to the job
- Sensitivity to other's reactions and thoughts
- Ability to communicate to peers

Managing is a process which includes the following steps when work with groups:

- Awareness of needs
- Involving others to clarify needs and define goals
- Mutually defining expectations for individuals within the group
- Exploring alternative ways to approach the goal
- Creating action to achieve group goals
- Evaluation of the process

Thus, managers strive to improve, not develop, processes, procedures, and techniques that bring out individual members' potential, while achieving the tasks that have been assigned to the group.

CHARACTERISTICS OF SUPERIOR LEADERS AND MANAGERS

Ambitious

Caring

Competent

Cooperative

Dependable

Fair

Honest

Imaginative

Independent

Inspiring

Intelligent

Loyal

Mature

Open-Minded

Self-Controlled

Supportive

"What Subordinates Desire from Their Leaders," [The Chronicle of Higher Education](#)



LEADERS WITH INFLUENCE

GIVE WHEN THEY DON'T HAVE TO.

CARE FOR OTHERS.

GROW CONTINUOUSLY.

LIVE AUTHENTICALLY.

EMPOWER OTHERS.

MANAGE HARDSHIP.

SERVE WITH HUMILITY.

Music

is a place where you need to work at something for an extended period of time before you get good at it and have fun at it.

Where in our schools will kids learn how to sustain attention for a long period of time and achieve a higher level of excellence?

MUSIC. And nowhere else.

Fran Kick

promotingyourmusicprogram.com/episode2
Promoting Your Music Program with Kathleen Heuer



THE BEGINNINGS OF LEADERSHIP

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

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

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

Ultimately, leadership development is a self-development. Musicians have their instruments. Engineers have their computers. Accountants have their calculators. Leaders have themselves. They are their own instruments. In this final chapter, we learn how to develop ourselves and become better leaders than we are today.

From "The Leadership Challenge: How to Get Extraordinary Things Done in Organizations"
by James M Kouzes and Barry Z Posner



**You never conquer the mountain;
you only conquer yourself.**

**- Jim Whittaker, first American
to climb Mount Everest**

Fran Kick

STYLES OF LEADERSHIP

- Social
- Relationship-Oriented
- Laissez-Faire
- Supportive
- Persuasive
- Democratic
- Thoughtfully Cautious
- Technical
- Dominant
- Task-Oriented
- Autocratic
- Situational

Leadership style evolves from both the type of role a leader might assume within a group as well as the various characteristics and qualities a leader possesses. Style is a distinctive manner, custom, or pattern of behavior (in both words and actions), as others perceive how you do, what you do, and when you do it. The important thing to remember as a leader is that you will determine their response to your particular leadership style.

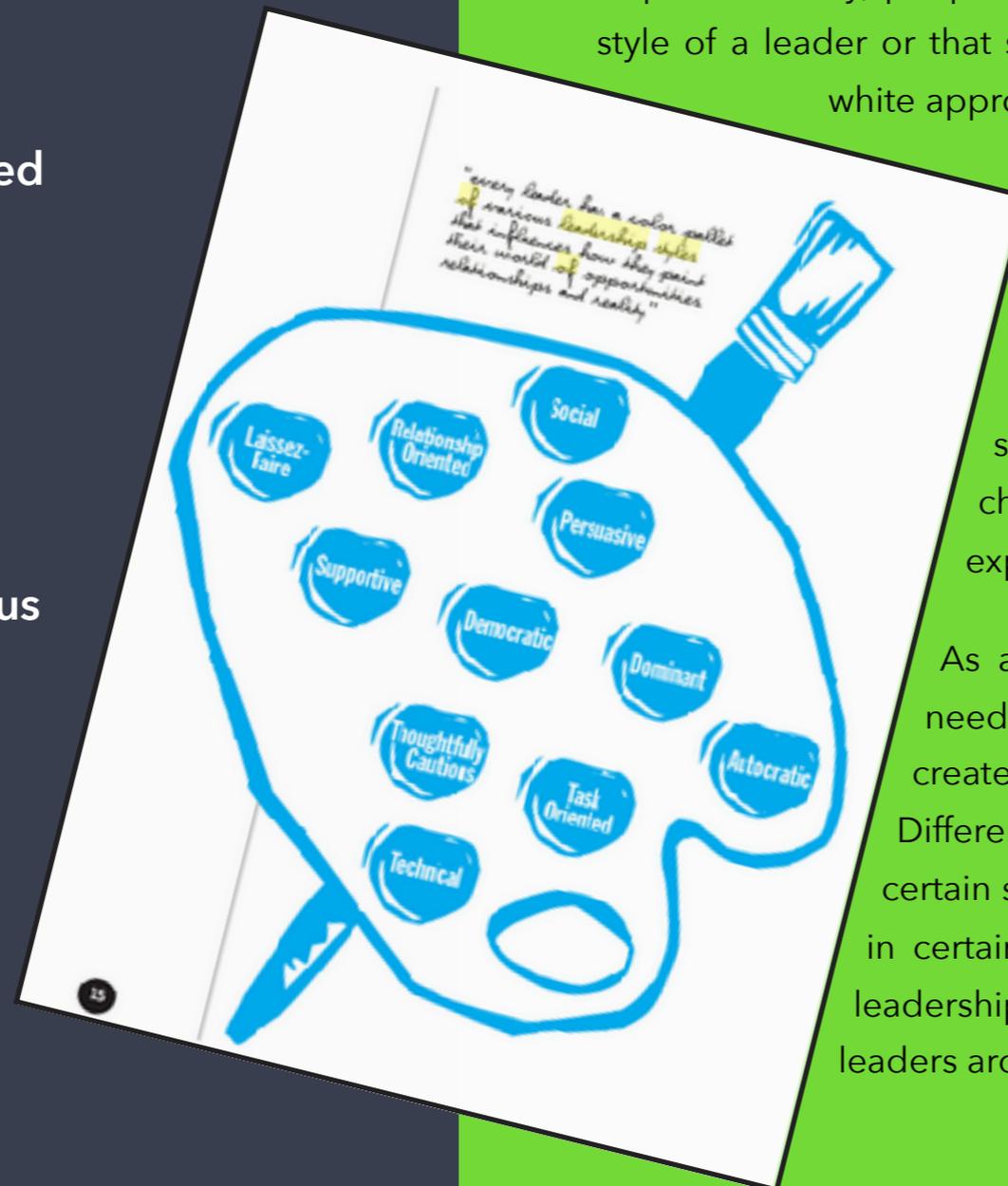
Is there any one best leadership style? NO.

In fact, it's not a matter of right or wrong, best or worst, this or that, left or right. In the past certainly, people considered leaders in this way; you're either this style of a leader or that style. But now it's clear that this extreme black-or-white approach to leadership style doesn't always work. There

are many shades of gray in between. However,

comparing leadership styles to a spectrum limits the possibilities as well. It still applies a linear approach with a graduated stack between extremes. A broader perspective of leadership styles warrant a more open, varied, constantly changing evolving, developing, focusing, at times experimenting, and dynamic view of leadership style.

As an artist mixes various basic colors to create the needed blend of color, leaders mix various styles to create their own unique blend of leadership style. Different artists have favorite colors that they use in certain situations. Leaders have various styles that they use in certain situations as well. Consider the many styles of leadership and appreciate the "colors" you see in the leaders around you as you develop various styles in yourself.



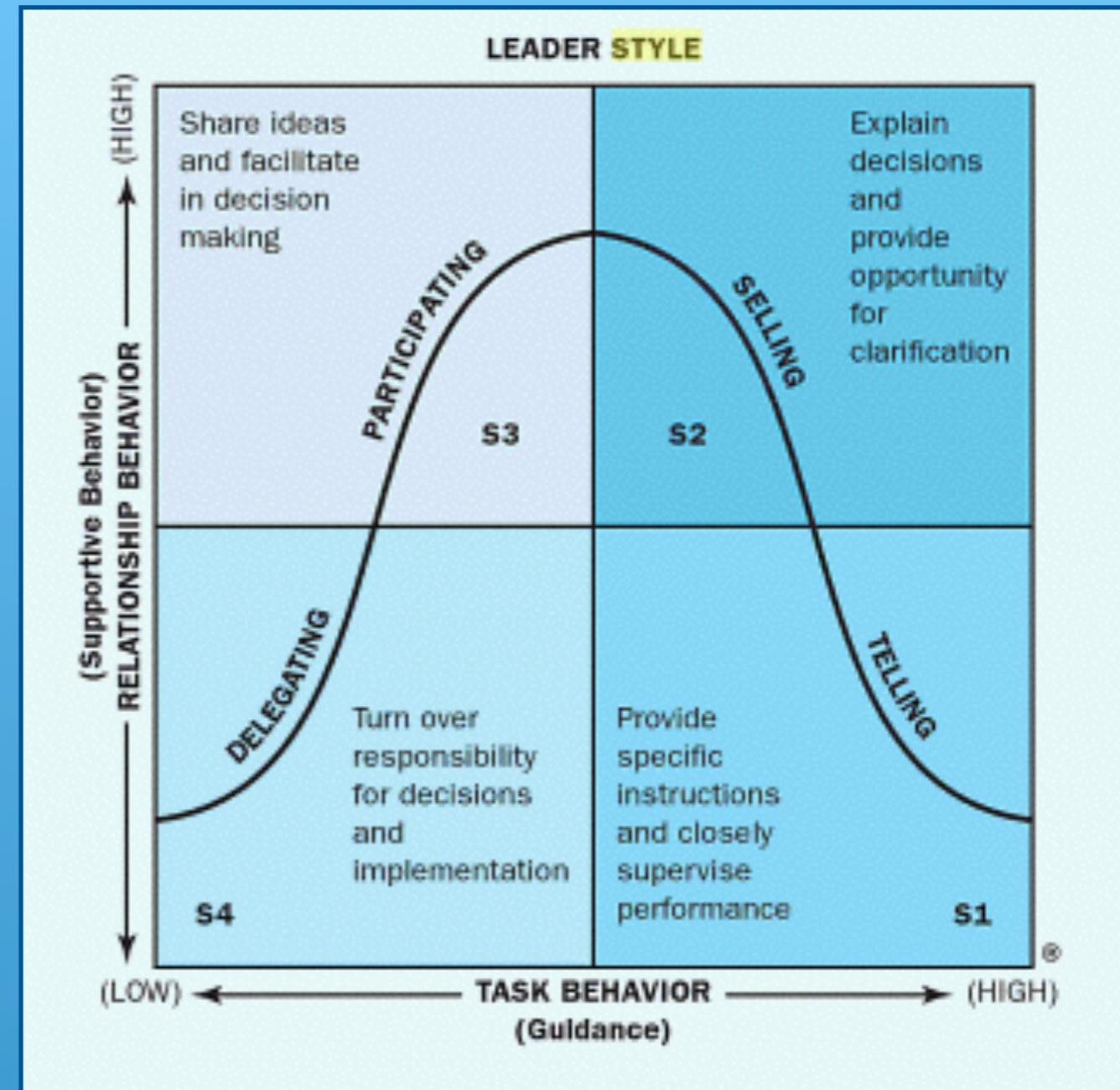
The figure at right is Hersey and Blanchard's chart on Situational Theory of Leadership. The attempt here is to portray the relationship between task-relevant maturity and the appropriate leadership styles to be used as followers move from immaturity to maturity.

"Telling" is designed for people who are both unable and unwilling to take responsibility for their actions. The style is characterized by the leader/manager defining roles and telling people what, how, when, where to do various tasks.

"Selling" is for people who are unable but willing to take responsibility but often lack necessary skills at that time. This style provides directive behavior, because of their lack of ability, but also supportive of their willingness and enthusiasm.

"Participating" is best suited for people who are able but unwilling to do what the leader/manager wants. This unwillingness is often a function of a lack of confidence. This style is characterized by the leader/manager and group member sharing in decision making, with the main role of the leader/manager being that of facilitating and communicating.

"Delegating" is best suited for individuals who are able and willing, or confident, to take responsibility. This style requires little direction or support from the leader/manager. Members are permitted to decide how, when, and where actions are to occur.





TEN TIPS FOR EFFECTIVE LEADERSHIP

Which of these tips, do you believe, are most relevant to you? To our group? Why?

1. **Lead by the Golden Rule.** In fact, go one step further: Do unto others *better* than you would have them do unto you.
2. **Avoid the tendency of partiality.** Don't play favorites.
3. **Follow your own rules.** Don't make a rule you won't keep.
4. **Lead by example.** Do as you would have others do.
5. **Keep your group informed.** An ignorant group is a suspicious group.
6. **You're the leader. Act like it.** Remember the Titanic.
7. **Ask others for help.** Asking is not a sign of weakness. On the contrary, it shows strength in your leadership to request another viewpoint. Sometimes a fresh set of eyes... or brains... are needed.
8. **Keep feedback constructive.** Positive-Constructive-Positive rule; remember the last time you made a mistake?
9. **Always tell the truth and keep your word.** A shoe on the foot is better than one in the mouth.
10. **Prepare someone to take your place.** Who knows what tomorrow brings?



How will you employ these concepts with your section?

HAZARDS OF LEADERSHIP

Being a leader can be intoxicating to its own end. We enjoy being “in charge” of something and someone. However, things can and do run amok and leaders can lose their sense of purpose. Watch for these signs among your peers and in yourself:

- Becoming egotistical
- Spreading yourself too thin
- Failing to listen to experienced peers/people
- Failing to listen to others’ concerns
- Disregarding academic pursuits
- Finding difficulty following
- Thinking of others as inferior
- Using people for your ends, not mutual benefit
- Concern for your popularity
- Losing sense of organizational direction



Have you seen past leaders fall victim to these hazards?

What were your observations?

How would handle things differently?

Are there other hazards we should be aware?

How can we learn to avoid them?

“YOU HAVE A CLEAN SLATE EVERY DAY YOU WAKE UP. YOU HAVE A CHANCE EVERY SINGLE MORNING TO MAKE THAT CHANGE AND BE THE PERSON YOU WANT TO BE. YOU JUST HAVE TO DECIDE TO DO IT. DECIDE TODAY’S THE DAY. SAY IT: THIS IS GOING TO BE MY DAY.”

— Brendon Burchard

 *You've Got This!*

LEADERSHIP QUOTES

The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor. (Vince Lombardi)

The price of greatness is responsibility (Winston Churchill)

The difference between ordinary and extraordinary is that little extra

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather in a lack of will. (Vince Lombardi)

Success is a journey, not a destination. (Ben Sweetland)

Try out your ideas by visualizing them in action. (David Seabury)

Perspective/strong relationship building skills = +50 IQ points (Michael Porter)

You don't have to hold a position in order to be a leader. (Anthony J.D'Angele)

A great leader never sets himself above his followers except in carrying responsibilities. (Jules Ormant)

Leadership and learning are indispensable to each other. (John F. Kennedy)

There are no office hours for leaders. (Cardinal James Gibbens)

Leadership is practiced not so much in words as in attitude and in actions (Harold Ganeen)

When the effective leader is finished with his work, the people say it happened naturally. (Lee Tes)

The quality of a leader is reflected in the standards they set for themselves. (Ray Kroc)

No man will make a great leader who wants to do it all himself, or to get all the credit for doing it.

Leadership should be born out of the understanding of the needs of those who would be affected by it. (Marian Anderson)

The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist. (Eric Haffer)

I have yet to find the man, however exalted his station, who did not do better work and put forth greater effort under a spirit of approval than under a spirit of criticism. (Charles Schwab)

How can you define charisma? Be more concerned about making others feel good about themselves than you are making them feel good about you. (Dan Railand)

Good leaders make people feel that they're at the heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning.

One of the tests of leadership is the ability to recognize a problem before it becomes an emergency. (Arnold Glangow)

The difference between a boss and a leader: a boss says, "Go" - a leader says, "Let's go!" (E. M. Kelly)

The great leaders are like the best conductors- they reach beyond the notes to reach the magic in the players. (Blaine Lee)

The ultimate leader is one who is willing to develop people to the point that they eventually surpass him or her in knowledge and ability. (Fred A. Marden)

Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.

Leadership is a combination of strategy and character. If you must be without one, be without the strategy.

People who feel good about themselves produce good results.

Help people reach their full potential, catch them doing something right

Leaders are those who know what to do next, know why that is important, and know what appropriate resources to bring to bear on the problem at hand.

Then, through effective communication they influence others to follow. (Berry Boweler)

Effective leadership is the only competitive advantage that will endure. That's because leadership has two sides - what a person is (character) and what a person does (competence). (Stephan Covey)

People first, strategy second.

Don't measure yourself by what you have accomplished, but what you should have accomplished with your ability. (John Weedan)

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

The price of greatness is responsibility. (Winston Churchill)

The difference between ordinary and extraordinary is that little extra.

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather in a lack of will" (Vince Lombardi)

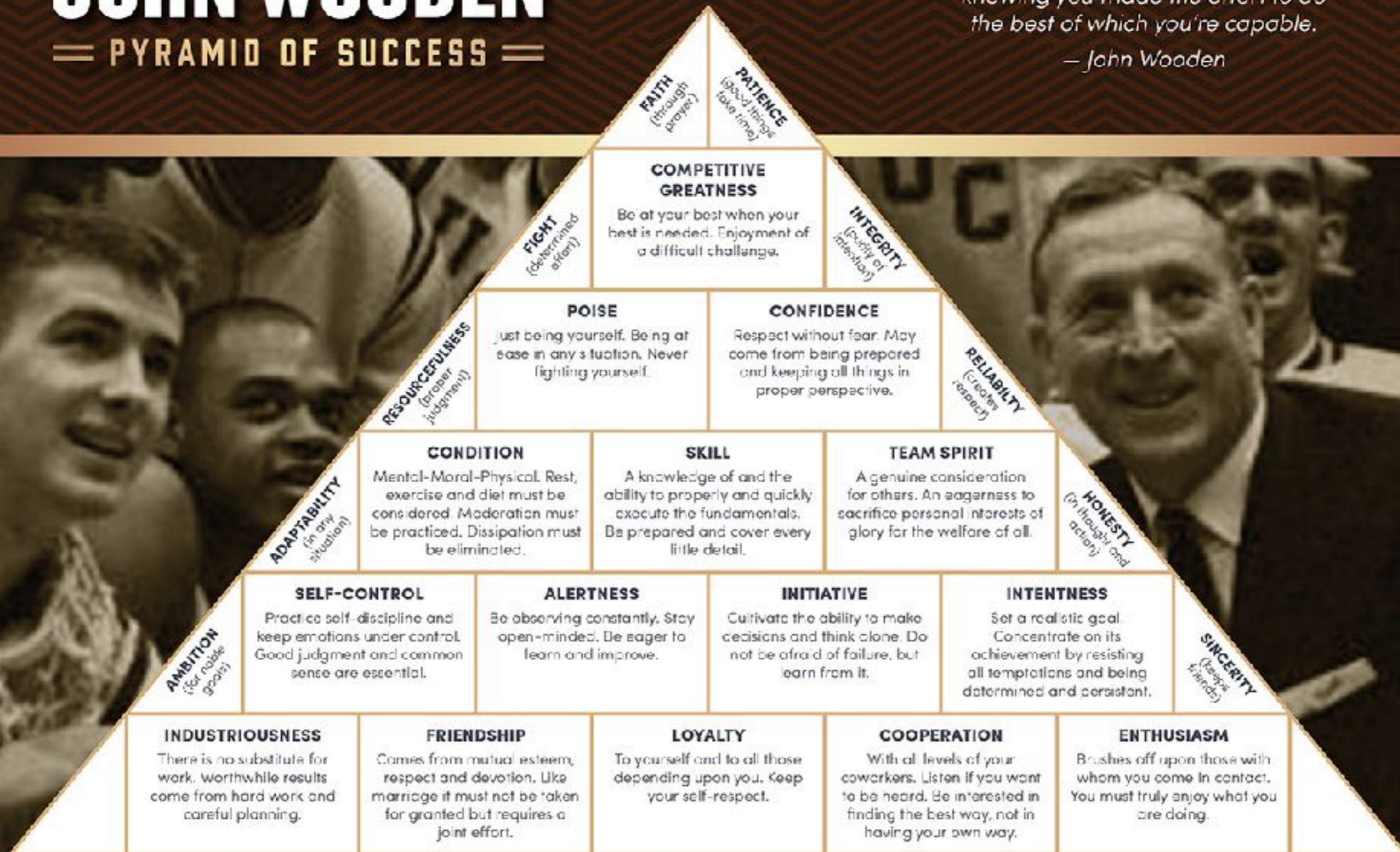
COACH JOHN WOODEN

== PYRAMID OF SUCCESS ==



Success is peace of mind attained only through self-satisfaction in knowing you made the effort to do the best of which you're capable.

— John Wooden

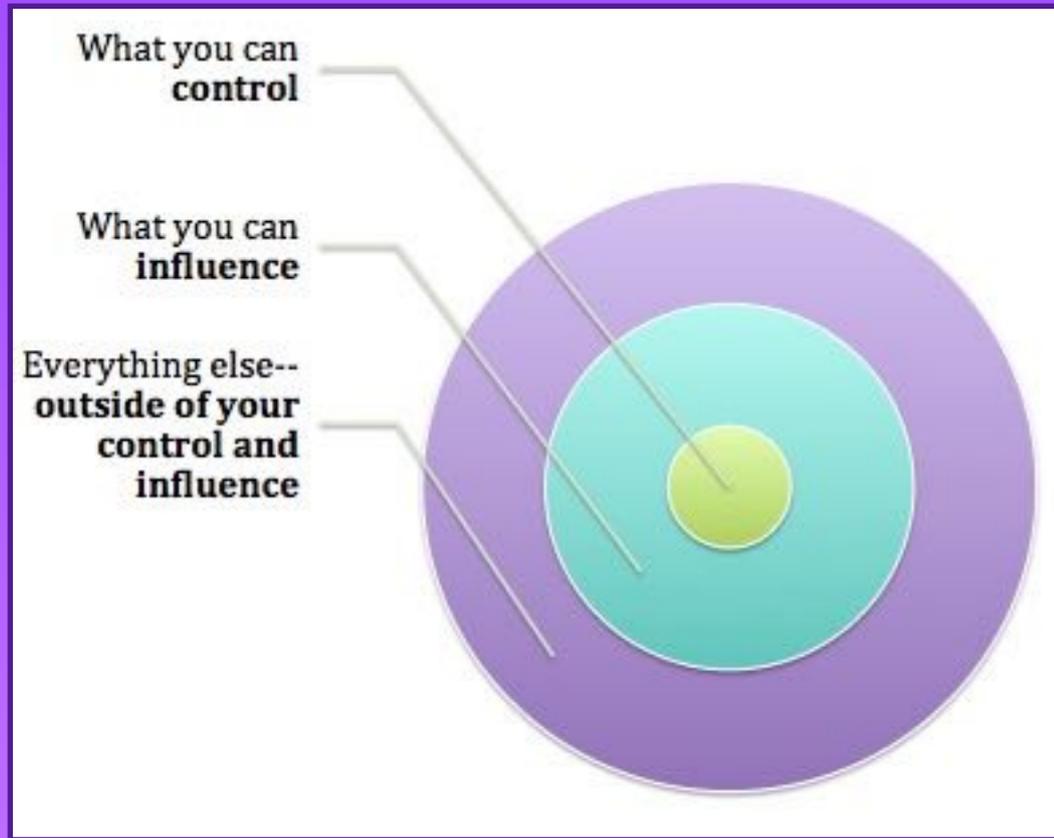




ORGANIZATIONAL COMMUNICATION & EFFECTIVENESS

1. Total group morale will be higher in groups in which there is more access to participation among those involved; the more open participation, the higher the morale.
2. Efficiency tends to be the lowest among groups that are the most open. Since more "wrong" ideas need to be sifted out, more extraneous material is generated and more time is "wasted" listening to individuals, even when a point has been made.
3. Groups that are the most efficient tend to be those in which all members have access to a central leadership figure who can act as an expediter and clarifier, as well as keep the group on the right track in working through the problem.
4. Positions that individuals take can have definite influence upon leadership in the group, as well as on potential conflict among group members.
5. Groups with centralized leadership tend to organize more rapidly, be more stable in performance, and show greater efficiency. However, morale also tends to drop and this, in the long run, could influence its stability and even productivity.

- Communication Networks, M.S. Shaw



Giving Feedback - Issues to Determine

1. Time and Place
 - 1.1. Public or private?
 - 1.2. Immediate or "cool-off"?
2. Content of feedback
 - 2.1. Mechanics or music?
 - 2.2. Practice vs. performance?
 - 2.3. Attitude?
3. Objectivity
 - 3.1. Fact-based - not personal
 - 3.2. Remove your personality from delivery
4. Opportunity to respond
5. Follow-up

LADDER OF ACHIEVEMENT

100%	I DID
90%	I WILL
80%	I CAN
70%	I THINK I CAN
60%	I MIGHT
50%	I THINK I MIGHT
40%	WHAT IS IT?
30%	I WISH I COULD
20%	I DON'T KNOW HOW
10%	I CAN'T
0%	I WON'T



ADULT VS. CHILD LEARNING

High school students are at a very transitional stage in life when it comes to learning where some things will still be learned as children but others will learn more like adults.

While children often learn just fine by a more experienced person helping them along the way, adults require a different approach. Adults learn best when:

- It is clear to them WHY they are learning something.
- They are involved in planning and assessing their instruction.
- Learning is by experience (even through their errors) rather than by being told.

- Instruction is problem-oriented rather than content-oriented.
- Subjects have immediate application in their work or personal life.
- Motivators are internal rather than external.

DISCUSSION:

Select one of the above items and discuss or develop ways and examples in which you may implement these concepts.

Leaders inspire a shared vision. They passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their strong appeal and quiet persuasion, leaders enlist others in the dream. They breathe life into visions and get us to see the exciting future possibilities.

From [The Leadership Challenge](#)
by James M. Kouzes and Barry Z. Posner



ENVISION THE FUTURE FOUR

High performers are clear on their intentions for themselves, their social world, their skills, and their service to others. I call these areas **self, social, skills, and service**, or the **Future Four**.

SELF: We've found that high performers can articulate their future self with greater ease than others. Tactically, this means they tend to have a faster and more thoughtful, confident response when I ask them, "If you could describe your ideal self in the future, the person you are trying to become, how would you describe yourself?"

This doesn't have to be complicated. Every night, lying in bed just before dozing off, I would ask myself, "Did I live fully today? Did I love? Did I matter?" The truth is, I don't always go to bed with a resounding "Yes!" to all three questions. I have bad days, just like anyone else. But the nights that I can say yes to those questions - when I feel clear and on track - are the nights I sleep best.

SOCIAL: High performers also have clear intentions about how they want to treat other people. They have high situational awareness and social intelligence, which help them succeed and lead. In every situation that matters, they know who they want to be and **how they want to interact with others**.

I've found the high performers also regularly ask themselves a few primary questions right before interacting with people. They ask questions like these:

- How can I be a good person or leader in this upcoming situation?
- What will the other person(s) need?
- What kind of mood or tone do I want to set?

When it comes to their interactions with others, they don't just go on autopilot. They're intentional, and that improves their performance.

Excerpts from "Seek Energy: Practice One - Envision the Future Four" from the book High Performance Habits, Brendon Burchard, ©2017 High Performance Research LLC

SKILLS: Next, we found that high performers are very clear about the skill sets they need to develop now to win in the future. They don't draw a blank when you ask them, "What three skills are you currently working to develop so you'll be more successful next year?"

Here's the big distinction: High performers are working on skills that focus on what I call their **primary field of interest** (PFI). They aren't scattershot learners. They've honed in on their passionate interests, and they set up activities or routines to develop skills in those areas. If they love music, they laser in on what kind of music they want to learn, and then study it. Their PFI is specific. They don't just say "music" and then try to learn all forms of music. They choose, say, five-string guitar, find a master teacher, and make time for practice sessions that focus more on **skill building** than on **casual exploration**. **This means high performers approach their learning not as generalists but as specialists.**

I hope the takeaway is clear: No matter your current level of performance, clarifying your PFI and the skills you need to master for your next level of success **must be a priority**.

SERVICE: The last of the Future Four... concerns how high performers look to tomorrow and consider their **service** to the world. Specifically, high performers care deeply about the difference they are going to make for others and in the future in general, so they cater today's activities to delivering those contributions with heart and elegance.

What will provide the **most value** to those you serve? This is a question high performers obsess about. We found that high performers give an extraordinary amount of thought to the questions of service: how to add value, inspire those around them, and make a difference. Their attention in this area could best be described as a search for relevance, differentiation, and excellence.

[On the next page], you'll get a worksheet tying together the ideas of the Future Four. These prompts are sentence-completion activities that will help you reflect further on the important concepts you're learning.

No goals, no growth. No clarity, no change.



CLARITY CHART™

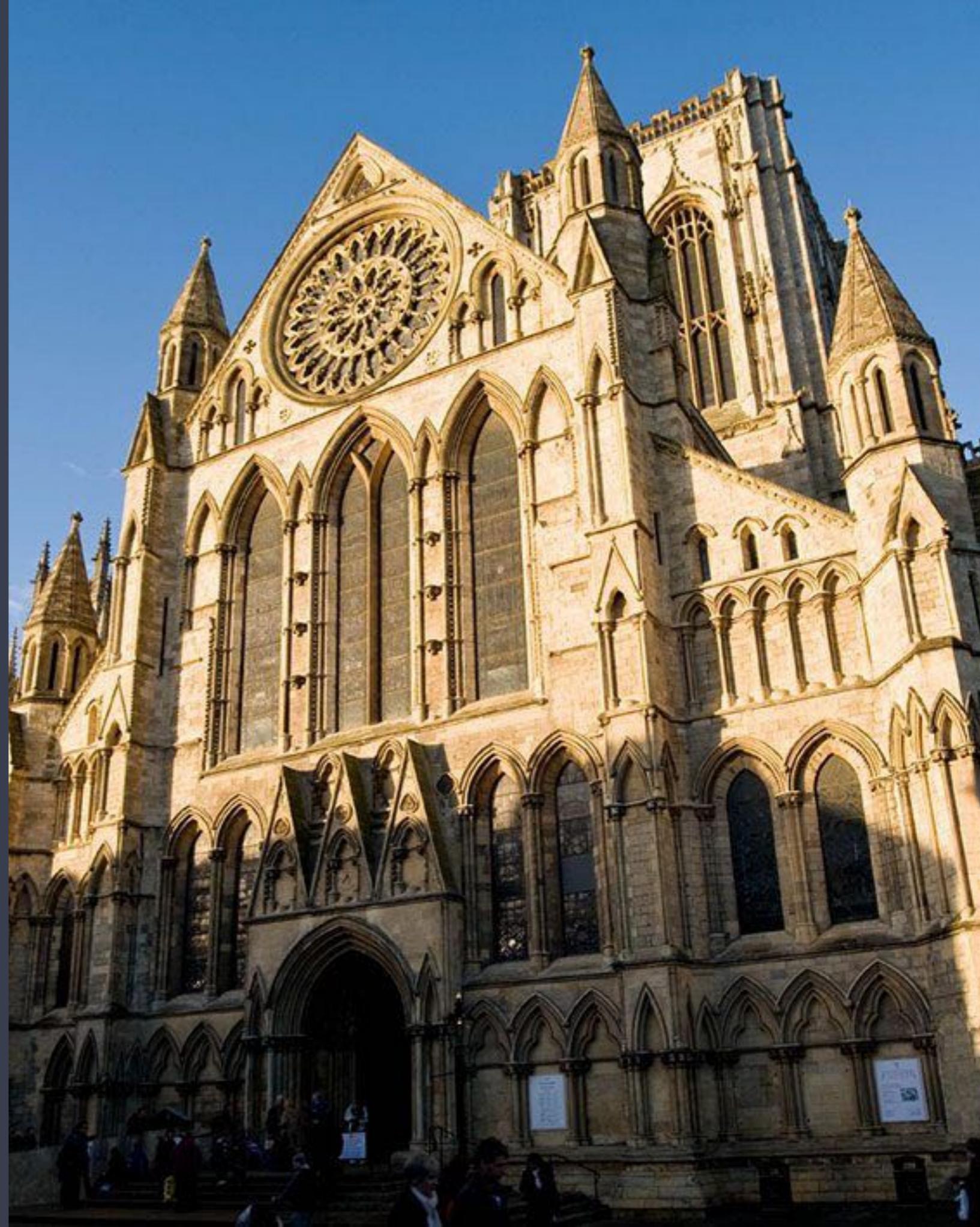
SELF	SOCIAL
Two words that describe my best self are: 1. _____ 2. _____	Two words that could define how I want to treat others are: 1. _____ 2. _____
Ideas for how I can embody more often this week...	Some people with whom I can improve my interactions are...
SKILLS	SERVICE
Two skills that I'm trying to development this week are: 1. _____ 2. _____	Two simple ways that I can add value to those around me are: 1. _____ 2. _____
Ideas for how I can learn or practice those skill this week...	Somethings I can do this week with focus and excellence to help others are...
FOCUS ON FEELING	
The two main feelings I want to cultivate in my life, relationships and my leadership are: 1. _____ 2. _____	
The way I will generate these feelings is...	
DEFINE WHAT IS MEANINGFUL	
Something I can do or create that would bring me more meaning in life is...	

A woman came across two stone-cutters in a town square. She asked them, "What are you doing?"

"I am cutting rough stone into blocks that fit into place," replied the first.

The briefest moment passed; the second looked at her and replied,

"I am building a cathedral."





Our research has shown the joy plays a huge part in what makes high performers successful... That's why I suggest that if you decide to set one intention that will raise your energy and change your life more than any other, make it to *bring more joy* into your daily life. Joy won't just make you a high performer, it will cue almost every other positive human emotion we desire in life. I don't know of any more important emotion than love, though I also believe love without joy can feel hollow.

This doesn't mean that high performers are *always* happy and perfect and awesome. Just like everyone else, they experience negative emotions. It's just that they cope with them better and, perhaps even more important, they consciously direct their thoughts and behaviors to generating positive emotion. Again, high performers *will* themselves into positive states. Just as athletes do specific things to themselves into "the zone," high performers consciously cultivate joy.

High performers cultivate joy by how they think, what they focus on, and how they engage in and reflect on their days. It's a choice. They bend their will and behaviors to generate joy. This enlivens them but also serves other. And so now it is time to awaken and reemerge into the world with a youthful spirit.

- What can I be excited about today?
- What or who might trip me up or cause stress? How can I respond in a positive way from my best self?
- Who can I surprise with a thank you, a gift or moment of appreciation?



Excerpts from "Generate Energy: Practice Two - Bring The Joy" from the book [Performance Habits](#), Brendon Burchard, ©2017 High Performance Research

FORCE OF NECESSITY

Necessity is the emotional drive that makes great performance a *must* instead of a preference. Unlike weaker desires that make you *want* to do something, necessity *demand*s that you take action. When you feel necessity, you don't sit around wishing or hoping. You get things done. Because you have to. There's not much choice; your heart and soul and the needs of the moment are telling you to act. And if you didn't do it, you'd feel bad about yourself. Necessity inspires a higher sense of motivation than usual because personal identity is engaged, creating a sense of urgency to act.

These are the factors in performance necessity (which I call the Four Forces of Necessity): identity, obsession, duty, and urgency. The first two are most internal; the second two mostly external. Each is a driving force of motivation, but together they make you predictably perform at higher levels.

IDENTITY: High Personal Standards and Commitment to Excellence

It goes without saying that high performers hold themselves to a high standard. Specifically, they care deeply whether they perform well at any task or activity they see important to their identity. This is true whether or not they choose the task. It's their identity - not always the choice of enjoyment of the task - that drives them to do well.

Organizational researchers have also found that people don't perform well just because they're doing tasks they're satisfied with, but rather because they're setting challenging goals that mean something to them personally. Satisfaction is not the cause of great performance; it's the result. When we do what aligns with our future identity, we are more driven and likely to do a great job.

Naturally, we all want to do a good job on things that are important to us. *But high performers care even more about excellence and thus put more effort into their activities than others do.*

OBSESSION: Understanding and Mastering a Topic

If an internal standard for excellence makes solid performance necessary, then the internal force of *curiosity* makes it enjoyable.

As you would expect, high performers are deeply curious people. In fact, their curiosity for understanding and mastering their primary field of interest is one of the hallmarks of their success. It's truly a universal observation across all high performers. They feel a high internal drive to focus on their field of interest over the long term and build deep competence. Psychologists would say they have high intrinsic motivation - they do things because those things are interesting, enjoyable, and personally satisfying.

When you are passionate about what you do, people understand. When you are obsessed, they think you're mad. That's the difference. It is this almost reckless obsession for mastering something that makes us feel the imperative to perform at higher levels. *It changes from a desire to feel a particular state of emotion - passion - to a quest to be a particular kind of person. It becomes part of you, something you value more deeply than other things. It become necessary for you.*

DUTY: Social Obligation and Purpose

High performers often feel the necessity to perform well out of a sense of duty to someone or something beyond themselves. Someone is counting on them, or they're try to fulfill a promise or responsibility.

The duties that drive performance can be explained best by the truth that we will often do more for others than for ourselves. We'll get up in the middle of the night to calm an upset child even though we know we need sleep. It's just *more necessary* in our mind to do this thing for someone else. So if you ever feel that you are not performing well, start asking, "Who needs me more right now?"

URGENCY: Real Deadlines

Real deadlines are an under appreciated tool in performance management. we'd rather talk about goals and timelines, setting "nice to have" dates to achieve those goals. But high performance happens only when there are real deadlines.

What is a "real" deadline? It's a date that matters because, if it isn't met, real negative consequences happen; and if it's real, benefits come to fruition. A *false deadline* is usually a poorly conceived activity with a due date that is someone's *preference*, not a true need with real consequences if it's not met.

The reality is that when you choose to care for others and make a big difference in the world, the number of deadlines coming at you will increase.



**LEADERSHIP is about making others better as a result of your presence...
... and making sure that impact lasts in your absence.**

- Sheryl Sandberg, COO of Facebook



One of the worst feelings in the world is to be incredibly busy but feel that you're not making any progress. You're fighting the good fight, but your approach is wrecking your health or compromising your well-being. Projects seem to take forever. Progress comes too slow. Happiness is always a distant horizon never reached. Sometimes, being effective isn't enough because achievement can be hollow if it gets out of sync with who you are, what you really want to be doing, what you're actually capable of.

High performers have a very deliberate approach in planning their days, projects, and tasks compared to underperformers. Like most productive people, high performers score well on statements such as "I'm good at setting priorities and working on what's important," and "I stay focused and avoid distractions and temptations." The difference is that when they compare themselves to their peers, high performers are *more productive* and yet also happier, less stressed, and more rewarded over the long term.

The fundamentals of becoming more productive are setting goals and maintaining energy and focus. No goals, no energy, no energy - and you're dead in the water.

Productivity starts with goals. When you have clear and challenging goals, you tend to be more focused and engaged, which leads to a greater sense of flow and enjoyment in what you're doing. Greater enjoyment gives you intrinsic motivation that has been correlated with greater productivity in both quantity and quality of output. The same goes for teams. Groups that have clear and challenging goals almost always outperform those without explicit goals. Research consistently shows that group goals inspire people to work more quickly, for longer periods, pay more attention to the tasks that matter, become less distracted, and increase their overall effort.

Energy is another huge factor in determining productivity. As we discussed [previously], almost everything you do to take good care of yourself matters in increasing your high performance. Good sleep, nutrition, and exercise are huge enhancers of productivity. And not just your productivity - the productive output of entire economies can be tied, for example, to their citizens' nutritional habits.





Sometimes, all we need is a new set of practices for developing influence, and everything can change. But how do we get to the core of what influence really is? To measure influence, we ask people to score themselves on statements such as:

- I'm good at earning people's trust and building camaraderie.
- I have the influence needed to achieve my goals.
- I'm good at persuading people to do things.

And we reverse score on questions like these:

- I often say inappropriate things that hurt my relationships.
- I struggle to get people to listen to me or do things I ask.
- I don't have a lot of empathy for other people.

As you might imagine, people who strongly agree with the first set of statements, and strongly disagree with the second set, have higher influence scores and better overall high performance scores.

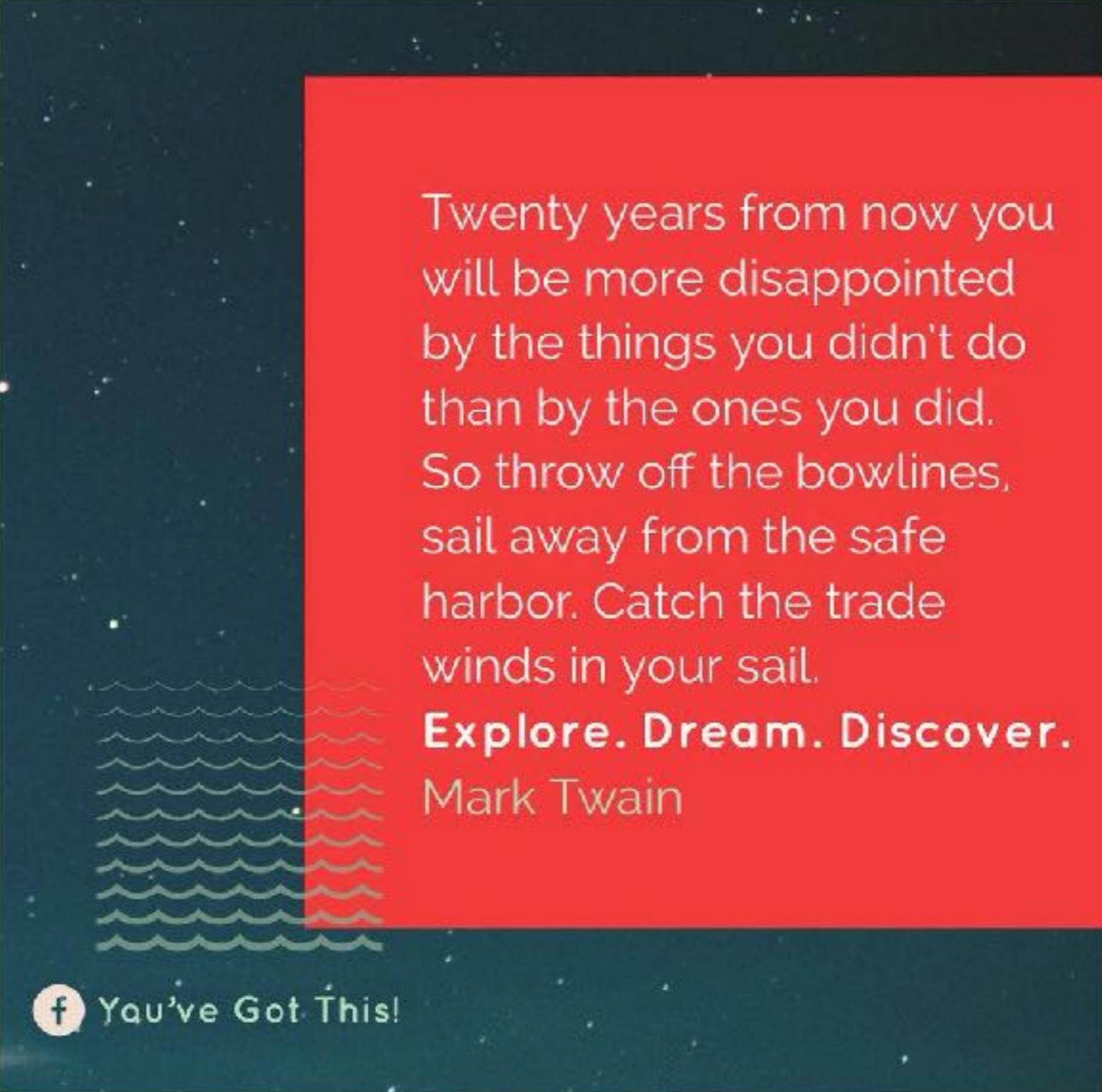
What does matter, just as in other High Performance Index categories, is your perception of *yourself*. If you believe your peers view you as a successful, high performing person, naturally you believe yourself to be more influential. But it's not just about perception. More influence really does equal a better life. When you have more influence, your kids listen to you more. You resolve conflicts faster. You get the projects you fight for. You can get buy-in on your ideas. You make more sales. You lead better. Your self-confidence goes up, and so does your performance.

One reason people struggle to gain influence in their personal and professional lives is that they simply don't ask for what they want. This is, in part, because people drastically *underestimate* the willingness of others to engage and help. Several replicated studies show that people tend to say yes over *three times* as often as people thought they would. This is why the kitchen table wisdom of "you never know until you ask" is so valid. It's biblical, too: *Ask and you shall receive*. Lots of people dream of having influence, but they never wield the most fundamental tool increasing it: asking.

In all this asking, don't forget to *give*. In just about any area of endeavor, giving to others with no expectation of return increases your overall success. And, of course, it increases the likelihood that you'll get what you want. Researchers have long known that often you can *double* your ability to influence others by giving before you ask for something.

It's easy to change [a negative] situation simply by demonstrating sincere appreciation for those you seek to influence. Since so many people feel ostracized, unappreciated, or undervalued, when you show up and give genuine praise, respect, and appreciation, you stand out. Be grateful for people. Just by offering gratitude, you can more than double the likelihood that those receiving your appreciation will help you again in the future.

Excerpts from "Develop Influence" from the book High Performance Habits, Brendon Burchard, ©2017 High Performance Research LLC



Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbor. Catch the trade winds in your sail.

Explore. Dream. Discover.
Mark Twain

 You've Got This!

High performers are courageous people. The data show that courage is significantly correlated with high performance. In fact, higher courage scores are related to higher scores on *all* the other High Performance Index factors. This means that individuals who have developed greater courage in life also tend to have more clarity, energy, necessity, productivity, and influence. Courage can revolutionize your life. In fact, our coaching interventions suggest that demonstrating courage is *the* cornerstone habit of high performance.

Demonstrating courage doesn't mean you have to save the world or do something grandiose. Sometimes, it means taking a first step toward real change in an unpredictable world. From assessing tens of thousands of people, what has become abundantly clear is that high performers report taking action despite fear much more than others do. This fact shows up in our interviews and coaching sessions as well - it seems all high performers have a real sense of what courage means to them, and can articulate times when they demonstrated it.

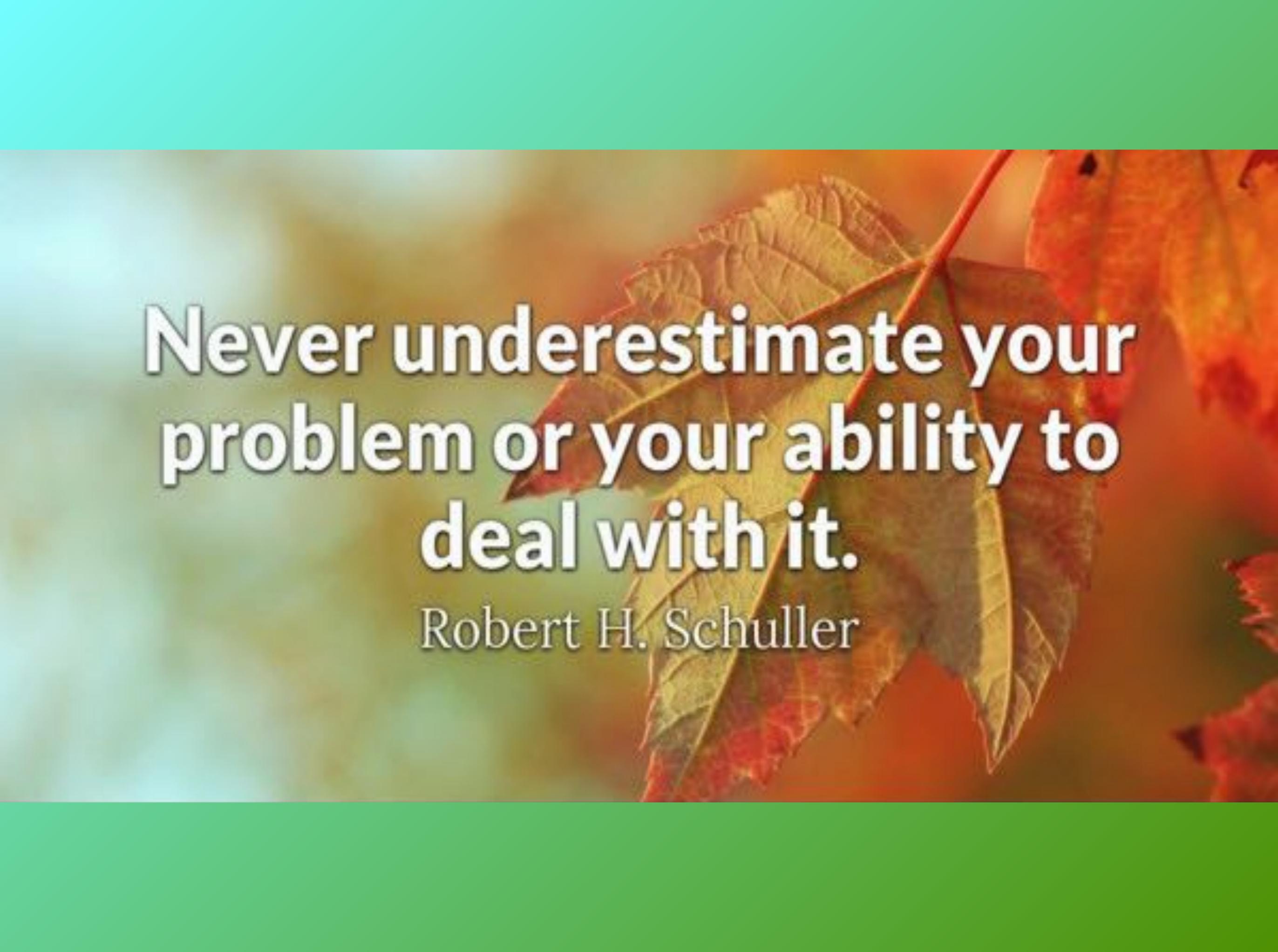
Why do some people "have" more courage than others? Our research shows that the significant difference is not age or gender. The people who are *more* likely to self-report high levels of courage are those who:

- love mastering challenges,
- perceive themselves as assertive,
- perceive themselves as confident,
- perceive themselves as high performers,
- perceive themselves as more successful than their peers, and
- are happy with their life overall.

But why are happy people more courageous. I conducted structured interviews with twenty high performers to find out. There clearly was not a consensus on how happiness made people more courageous. This reveals a general truth about courage: It's hard to explain no matter what angle you approach it from. In fact, people struggle to define courage in the first place, let alone consider it a habit. People think of courage as a human virtue that some have and others don't. But that's incorrect. Courage is more like a skill, since anyone can learn it. And once you understands and demonstrate it more consistently, everything changes.

Excerpts from "Demonstrate Courage" from the book High Performance Habits,
Brendon Burchard, ©2017 High Performance Research LLC





**Never underestimate your
problem or your ability to
deal with it.**

Robert H. Schuller

THE EVENTS OF INSTRUCTION

The following table shows the general order of events that should occur when instruction is given.

Are you purposefully doing each of these steps when instruction is given? If so, how do you prepare? If not, what steps are you missing and how might you incorporate them into what you already do?

Events of Instruction	General Strategies the Events Accomplish
Gaining attention	Focus learners' attention on the learning the tasks at hand
Informing the learner of the objective	Tell learners what they should be able to do as a result of instruction
Stimulating recall of prerequisite learning	Remind learners of skills and information they learned previously that are required for the learning the new instruction objectives
Presenting stimulus material	Perform activities that communicate the new skills and information to be learned
Providing learning guidance	Perform activities that help learners understand and remember the new skills and information
Eliciting the performance	"Now you do it;" ask learners to practice and perform new skills and information
Providing corrective feedback	Tell learners whether or not they properly demonstrated the desired performance correctly and how they might improve it
Assessing the performance	After practice and feedback (and more learning guidance, if necessary), learners perform activities that demonstrate they can meet performance criteria stated in objective
Enhancing retention and transfer	Provide periodic post lesson practice to help learners remember newly learned skills and information

SECTIONAL FUNDAMENTALS

The quality and success of our band will largely depend on how effective sectionals are run.

You must personally inform every member of your section of the time, date and place of the sectional. Do not assume they will be informed.

You cannot be afraid to tell a friend that they need to improve or work harder. This is part of leadership that many ignore because it makes them uncomfortable. You must put the needs of the ensemble above personal relationships. "The needs of the many outweigh the needs of the few... or the one." - Spock, *Star Trek*

It is the leader's responsibility to work individually with members who are behind or struggling. This is what a leader does. This means coming early, staying late, around sectionals or large ensemble rehearsals. This is what you signed up for.

You must lead by example in everything you do. You must have your music and drill prepared, learned and memorized before your section and in the style, spirit and precision required of our ensemble. When learning drill, YOU RUN back to the previous set. Don't talk during

rehearsals. Raise your level of expectation from yourself - and your section will follow.

Take pride in your section and its members. This doesn't mean you are better than others or that you won't make mistakes. But your level of preparation and expectation of yourself and your section must be higher and everyone should see that.

You must be prepared to run your sectional. Write a plan. If you waste your section's time because of your lack of preparation, they will be less willing to attend future sectionals, pay attention during sectionals they may attend or become unfocused and unproductive during large ensemble rehearsals.

Identify what you want to work and how you will work through it. Ask for guidance or assistance if you are unsure. Don't waste time by guessing. Use the other leaders or veterans in your section as resources. Repeated run-throughs only reinforce mistakes and don't move us forward.

A SHORT COURSE IN HUMAN RELATIONS

The Five Most Important Words

YOU DID A GOOD JOB

The Four Most Important Words

I MADE A MISTAKE

The Three Most Important Words

COULD WE PLEASE

The Two Most Important Words

THANK YOU

The Most Important Word

WE

The Least Important Word

I



SECTIONAL REHEARSAL TECHNIQUES

Inform Mr Lowe of the sectional. It helps to lend credence to your plan if Mr Lowe knows in advance.

Ask Mr Lowe if specific areas need to be covered musically or in maneuvering. Be on the same page to have a unified objective. Do not make musical decision without asking Mr Lowe (e.g. "Let's slur that passage instead of what's written").

Be prepared with a metronome and tuner.

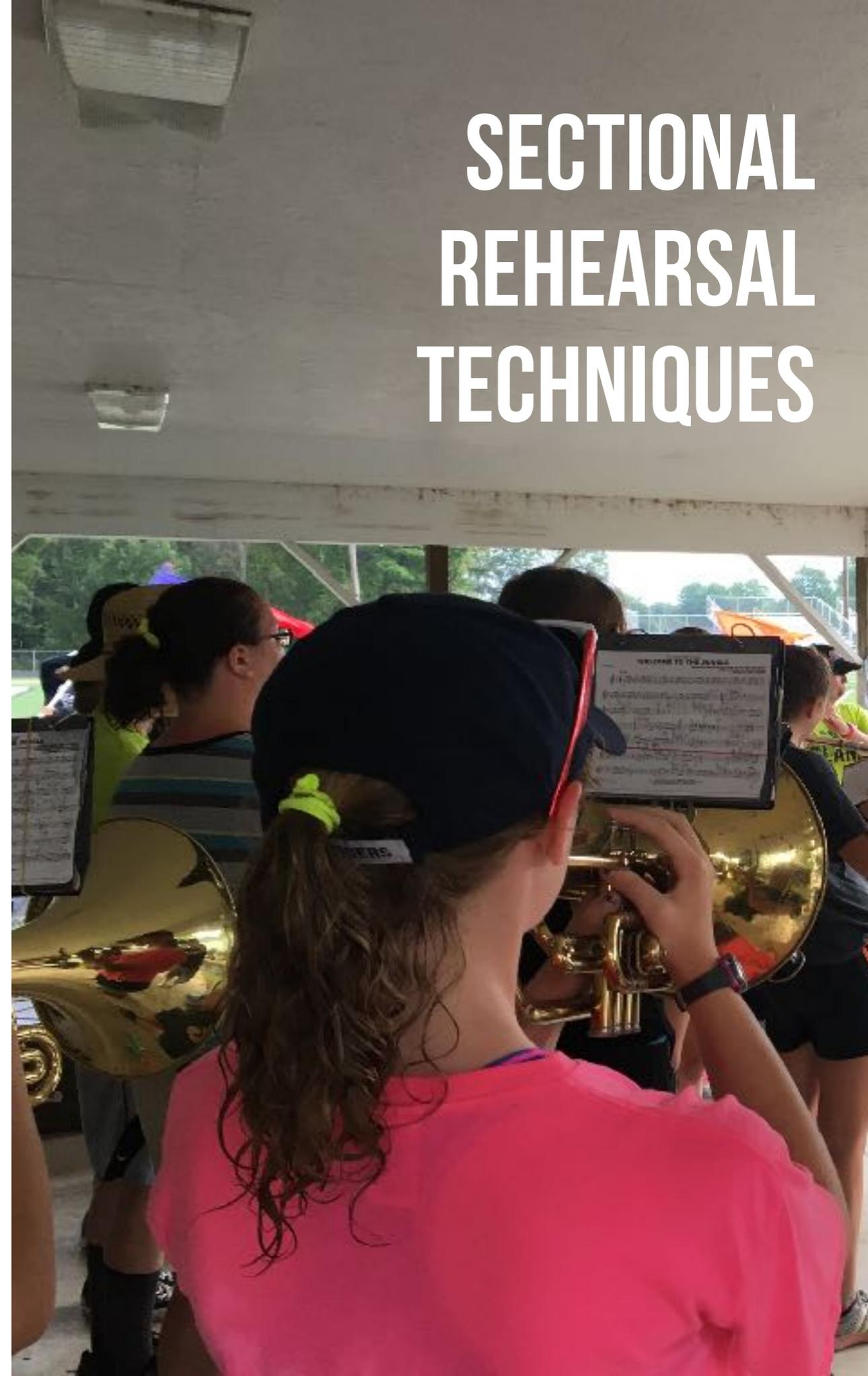
Sectionals for marching band, when at all possible, should be at the stadium or at the very least on the practice field. If not possible, have your section marking time, "ghosting" drill, checking horn angles.

Sectionals should "look" like rehearsals. Warm-ups (long tones, scales, lip slurs, light calisthenics, etc.), tuning, targeted improvements, wrap-up. Create a routine that works and stick with it - improvement happens faster within a structure.

Slow down to improve faster.

Get past notes and rhythms. Know what is going on the the piece (and drill). Go for details of intonation, balance, dynamics, articulations and phrasing. Do not accept anything less than correct.

At the end, give praise where it is due. Identify those who have made improvement from those who struggle. Identify areas of continued emphasis before the next rehearsal or sectional. You will help do the same at large ensemble rehearsals.



SITUATIONAL LEADERSHIP STUDIES

During Band Week, you begin to notice a pattern of behavior in a freshman member of your section. As fundamentals are explained from the tower and reinforced by field personnel, your freshman appears detached from the learning process and consistently replies, "Yeah, okay, I've got it." Unfortunately, his/her performance proves otherwise. How do you respond? What things do you consider in this process?

During preseason, you observe a member of your section spending a great deal of free time alone. You rarely see him/her interacting or fitting in with other members of the section or with members of the band in general. As a leader, do you have a responsibility in this situation? How would you respond?

This is your first year on leadership team. One of the veteran members of your section who has been passed over for leadership is exhibiting behaviors that are unsupportive of your efforts. He/she occasionally contradicts statements you make and arrives late for rehearsals and/or sectionals. What sort of intervention strategies would you use with this person? Are there any actions to be taken?

During practice, your section receives feedback from Mr. Lowe or from Camp Staff that prompts you to take exception. You not only believe the perception is inaccurate, but the method in which the message was conveyed was inappropriate. How do you respond? Are there circumstances that might cause you to respond differently?

One of your section members is simply not understanding how to execute a skill. You have tried everything you know to try to elicit understanding and execution for naught. What is your next step?

During practice, you observe a member of another section not executing a maneuver correctly. It has gone unnoticed by the section's leadership. What are your options? What strategies would you use if the entire section was executing something incorrectly?

You are behind the bleachers, having just finished pregame. You observe a member of the leadership team really "laying into" another member of the band for poor performance. The interaction makes you uncomfortable. What are your options in this situation? What elements do you consider as you plan to provide feedback to both parties?

You are attending an off-campus event, not affiliated with the Clare Bands. However, a majority of attendees are from the PMB. You see a "seemingly harmless" group activity taking place throughout a particular section (not yours) that could be perceived as damaging psychologically, hazing, or at the very least demeaning to PMB members. What is your immediate response? What is your responsibility in the days that follow?

How do you plan to keep your section motivated this season? What have you seen that has worked for others in this regard?

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than 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 a company... a church... a home... (a marching band).

The remarkable thing is that we have a choice every day regarding the attitude we will embrace for that day. We cannot change out the past... we cannot change the fact that people will act in 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...

I am convinced that life is 10% what happens to me and 90% how I react to it."

- "Attitude," Charles Swindoll



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This bands drill is really weird.