

DO I HAVE TO DO EVERYTHING?

A practical approach to student leadership in four easy steps

Brandon E. Robinson

Director of Bands

Marion School District

brobinson@marion.crsc.k12.ar.us

<http://www.marionband.com>

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DO I HAVE TO DO EVERYTHING?

A practical approach to student leadership in four easy steps

by Brandon E. Robinson

"If I want it done right, I'll do it myself!" This is a conversation that all directors have with themselves. Whether we are referring to straightening chairs and stands in the band room, loading the equipment truck before a performance, teaching music sectionals, or selling reeds and valve oil, we decide it is easier to do these things ourselves.

I, however, believe the easy way is not always the best way. When our students sign up for band, they should learn about citizenship, musicianship, and leadership. Most of us do a great job with the first two; however, teaching leadership is difficult. There isn't a class in our undergraduate studies that tells us what to do or how to teach it.

Here are several ways to incorporate student leadership into your band program: *(Remember there is more than one way to achieve your goals. These are merely suggestions that work for me and my band program.)*

1. You don't have to do everything yourself.

Elect/Appoint a Band Council.

Some of the positions could be elected: President, Vice President, Secretary, Treasurer, and Representatives. These positions are a true representation of your band and could be elected by the students. Remind your band that these positions are not a popularity contest. Each student leader elected will have responsibilities and these leadership positions should be taken seriously. The Director could appoint other positions on the Band Council: librarian, uniform captain, loading crew captain, drum major (by audition), and section leaders. These appointed positions have specific roles to play and could be the decision of the director.

Whether the positions are elected or appointed, it would be helpful to use a student leadership application. What student leadership position are you applying for? Why are you applying for this position? What are your intentions for this leadership position? The answers to these questions will be very helpful to the director and will give each student an opportunity to voice their opinion. Everyone has strengths and weaknesses. The better you know your students, the easier it will be to place them in the correct leadership position.

Define the roles and responsibilities of the band council.

In order for the band council to be effective, their jobs must be clearly defined from the beginning. These could be listed in a band handbook or given to the students as a separate document. This will allow the student leaders to understand their position on the council and help them comprehend their responsibilities. Do not assume the leaders in the band will simply begin to lead, invite a guest speaker to inspire and motivate the new leadership team. The director could take the student leadership team on a weekend retreat. This will take away all distractions and will allow the students to focus on their new positions. Remember, this is a teaching opportunity; treat it like any other new concept introduced in your program. First, start slowly and give clear, precise instructions. Give the students time to understand their new jobs. Ultimately, this will ensure the quality and effectiveness of the leadership team.

Here is an example of a section in the Marion Band Handbook:

LEADERSHIP

All student leaders are expected to lead by example. They should set the standard for the rest of the Band members. Being a leader is a privilege, and it is achieved only by reaching high standards. They are responsible for assisting others and contributing more to the organization.

All band council members must be active participants of marching and concert bands during their terms.

President:

Presides over all Band Council meetings
Represents Band at all Booster Club meetings and school and community events
Presents issues and problems for discussion by Band Council
Voted on by all Band Members and Directors

Vice-President:

Responsible for publicity in the school
Replaces President during his/her absence
Voted on by all Band Members and Directors

Secretary/Treasurer:

Takes minutes of all meetings
Assists Director in any assigned duties
Voted on by all Band Members and Directors
Assists Booster Treasurer in care of band funds
Assists Director in any assigned duties
Voted on by all Band Members and Directors

Appointed Officers:

Selected by Band Director from applications and/or auditions. Students may be an Appointed Officer and a Band Council member.

Drum Majors (must audition):

Directs Marching Band
Must be good musician and marcher

Must show responsibility at rehearsals and performances
Knows and understands marching fundamentals
Attends all scheduled meetings and maintains high level of spirit
Conducts rehearsals during absence of Director

Section Leaders/Assistant Section Leaders:

Chosen by Director
Must be good musician and marcher
Must show responsibility at rehearsals and performances
Knows and understands marching fundamentals
Attends all scheduled meetings and maintains high level of spirit

What characteristics make a good student leader?

How does the director choose one student over another? Look for characteristics and qualities that make great student leaders: responsible, dependable, musically proficient, respectful, respected, helpful, caring, selfless, giving, and devoted. The director could have each student applying for leadership positions rate themselves on each of these categories. However, in my opinion, the most important quality of a leader is the desire and ability to make others better. Regardless of personal talent, people who desire to help others will encourage younger students, build unity in the group, and be willing to assist the band director with any task. Focusing on these characteristics will help the students understand what is expected from a student leader and will help the director make some possibly difficult decisions. Soon, the director should see improvements in the leadership team and eventually the band program.

Student leaders will make mistakes.

The director should give clear and precise directions to each of the student leaders. Remember, they are kids and will make mistakes. Correcting these mistakes is an important part of the learning process. Allow the student leaders to correct their mistakes (the director's help will be needed) and continue with their leadership role.

2. *Involve the students in the decision making process.*

Where to eat on a bus trip? Who should take over for you as section leader next year? Help plan the itinerary on your Florida trip or bowl game. The leadership team could participate in director meetings. Their ideas on marching show design, music selection, and rehearsal technique could be very helpful to the director. Remember, teachers aren't as young as they used to be and what they think is "cool" and "hip" isn't exactly what their students think. Just because the director asks for their opinion doesn't mean they have to accept it. The director can always override or tweak the student's suggestions. But giving the students a role in the decision making process will make them work harder for the director and the band.

3. Allow the student leaders to take care of the things the director doesn't have to do.

Scott Lang (of Scott Lang Leadership Seminars) came to Marion and spoke to my high school band and leadership team. It was a life changing experience for me and my students. One comment in particular made things crystal clear. Scott said, "If it doesn't take a masters degree in music, I don't do it!" Here is a list of tasks the student leaders can do.

- Assign a trustworthy student to sell supplies such as reeds and valve oil. This student will be responsible for the exchange and security of money. Choose this position wisely!!
- Classroom set changes or reorganizing chairs and stands after class can be done by all students, but will need to be organized by your leaders. Choose a different section leader and their section each week to handle this task. This keeps everyone involved and rotates the responsibility throughout the entire band.
- Drum Major, is your band ready? No, our drummers forgot to bring the bass drums! Loading and unloading equipment is a necessary evil. It is important to have trained and experienced students for this job. With the right leadership, loading and unloading can be done quickly, efficiently, and correctly.
- Most band programs have too many students and not enough teachers. Allow the drum majors and section leaders to run music and marching sectionals. This is a great way to establish their authority and an opportunity to bond with their section.
- All bands should have music librarians, these students are life savers. Making copies, organizing and maintaining the library, and keeping an up to date music list of the library are several ways they can help the director and the band.
- Taking attendance and keeping records is a very important job, but one that takes time away from rehearsals. A drum major, band president, or band secretary would be the best choice for this task.
- Planning fun activities is essential to maintaining high morale in the band. This should be organized by the band council, but supervised by the director. The leadership team will know the band's interests and how to achieve maximum participation in the activity.
- Before each rehearsal and performance, allow the section leaders and drum majors to have an inspection. Give the students an inspection checklist to ensure continuity. Here is an example of the Marion section leader game/trip checklist:

SECTION LEADER GAME/TRIP CHECK LIST

- 1 PANTS
- 2 JACKET
- 3 GAUNTLETS
- 4 GLOVES
- 5 BLACK SOCKS (WE HAVE OLD ONES IF YOU DON'T BRING YOURS)
- 6 BAND SHOES
- 7 HAT BOX (WITH HAT AND PLUME)
- 8 FLIP FOLDER
- 9 LYRE
- 10 ALL MUSIC
- 11 EXTRA REEDS, VALVE OIL, STICKS, ETC...
- 12 INSTRUMENT(S) OR EQUIPMENT
- 13 ALL INSTRUMENT PARTS (LIGATURE, MOUTHPIECE, ETC)
- 14 NO JEWELRY SHOWING (RINGS, EAR RINGS, WATCHES, ETC...)
- 15 WEAR HAIR UP (BRING ACCESSORIES FOR HAIR)
- 16 WEAR BAND SHIRT UNDER JACKET (NO BAND SHIRT, NO JACKET OFF!!!)

Drum Majors and Section Leaders Check Off List

Drum Majors, check with each section leader to make sure sections are complete. Section Leaders, check your section and your partner section (Fl/Cl, Sax/FH, Trpt/Tbone, Bar/Tuba, Bat/Pit, and CG/DM).

- 1 Flutes
- 2 Clarinets
- 3 Saxophones
- 4 French Horns
- 5 Trumpets
- 6 Trombones
- 7 Baritones
- 8 Tubas
- 9 Battery Percussion
- 10 Pit Percussion
- 11 Color Guard
- 12 Drum Majors

- The fitting, distributing, and maintaining of band uniforms can be a difficult job. Uniform captains help make this process much smoother and more organized. Want to save money? Ask a parent to make uniform alterations.
- Finally, the most difficult and time consuming job is keeping the band room clean. The band council president, with the assistance of his or her leadership team, could organize ways to accomplish this important goal. Assign a different section or grade each week. The section leaders could use cleaning the band room as a punishment for tardies, absences, or insubordination. If this is a daily goal and is enforced, the band room will stay clean, the students will learn the importance of cleanliness, and the administration will be very pleased.

4. Other leadership opportunities for the students?

The director could take several members of the leadership team to marching contests and concert festivals. While the director is judging or watching the performances, allow the students to judge! Give them critique sheets to fill out for each performing ensemble. Have a group discussion about their observations. Students have a unique way of analyzing and discussing their ideas. The director could use this information in future rehearsals or could allow the students to share their findings with the band. Sometimes it takes peer tutoring to achieve 100% comprehension. If the leadership team can find good qualities and qualities that need improvement in other ensembles, they could use this information to help their sections and their band.

Ask the leadership team to teach a five to ten minute lesson each day during summer band. Topics could include commitment, attitude, responsibility, respect, problem solving, time management, communication, and trust. Permit the leadership team to be creative in these opportunities: skits, acrostic poems, demonstrations, and question/answer sessions.

Have a beginning band or middle school band student warm up the class. Give the student a small amount of material to cover. Have the student model the director's daily warm up. The director could choose a different student each day. The young students will enjoy being in front of the ensemble (future drum majors?) and will gain confidence and hopefully an appreciation for their teachers.

For beginners, allow them to sit in the director's nice, soft office chair when they do something exceptional in class. After class the next day, have that student reward the chair to another classmate that played well, received an A on a test, learned a new fingering or slide position, or helped a fellow student with a difficult passage. Make sure the student justifies why they are selecting their classmate for this "special" chair. With the proper amount of preparation, practice, and creativity, all of the students in your band will have the opportunity to lead.

What are the benefits of student leadership in the band program?

I interviewed Emily Duncan, former Marion head drum major and band council president and Brandi McAlister, current Marion head drum major and band council vice-president and asked them about the benefits of student leadership. Their response was very insightful. "Students will benefit in a variety of ways. Some examples of these benefits are: building confidence, improving motivational skills, giving a deeper appreciation for the band process and band director, developing people skills, building character, handling stressful situations, and giving the student the ability to work and succeed under pressure."

Next, I asked Emily and Brandi how student leadership benefited the band director. They noticed that, “utilizing student leadership will provide more time for you to work on the administrative duties and could help alleviate stress. Class time will be more efficient and productive. You are also providing a variety of opportunities for us, allowing us to reach our maximum potential, and giving us a better appreciation for the job that you do.” I am very proud of Emily and Brandi. As you can see, they are wonderful examples of the benefits of student leadership.

In conclusion, giving students the opportunity to lead will increase parent, administrative, and community support, will build a stronger rapport between teacher and student, and will teach important life skills. Most importantly, student leadership gives the students ownership in the band program. They will work harder and will get more out of band class. Be patient, allow the students to grow as leaders, and the entire program will reap the rewards.

Brandon E. Robinson is the Director of Bands and Instrumental Music Supervisor for the Marion School District in Marion, AR. Mr. Robinson’s former teaching positions include Nettleton Jr. High, Blytheville East Jr. High, and Newport High School.

Mr. Robinson was the drum major for the Arkansas State University Marching Indians from 1991-1994. He taught the Arkansas State University Drum Major Camp from 1991 to 2000 and is currently the director of the Delta Leadership Camp.

Mr. Robinson is active as a judge and clinician in Arkansas and Tennessee. Under Mr. Robinson’s tenure, the Marion Band has consistently received superior ratings and has performed at the 2004 Nokia Sugar Bowl in New Orleans, LA, the 2005 American School Band Director’s Association National Convention, and was named Festival Champion at the 2006 All-American Music Festival in Orlando, FL.

Mr. Robinson is a member of the Arkansas School Band and Orchestra Association, Arkansas Bandmasters Association, Phi Beta Mu, American School Band Directors’ Association, National Band Association, Kappa Kappa Psi, College Band Directors National Association, and Who’s Who Among America’s Teachers 1999, 2002, 2004, and 2006. Mr. Robinson has been nominated twice by the Arkansas Chapter of ASBDA for the Outstanding Young Band Director Award.

Emily Duncan is the former head drum major, band council president, and saxophonist in the Marion Band. This fall, Emily will attend Ouachita Baptist University in Arkadelphia, AR. She is double majoring in Psychology and Biblical Studies. Emily plans to pursue a career in counseling.

Brandi McAlister is the head drum major, band council vice-president, and flautist in the Marion Band. She is a senior and plans to attend Arkansas State University or The University of Central Arkansas.

*** I would like to thank my first student leadership teacher, Brady Massey. Most of what I do as a leader, I learned and observed from him. A special thanks to Emily and Brandi for helping me brainstorm, compose, and edit the ideas in this workshop.**

I Went on a Search to Become a Leader

I went on a search to become a leader. I searched high and low. I spoke with authority; people listened. But alas, there was one who was wiser than I, and they followed that individual.

I sought to inspire confidence, but the crowd responded, "Why should I trust you?" I postured, and I assumed that look of leadership with a countenance that flowed with confidence and pride, but many passed me by and never noticed my air of elegance.

I ran ahead of the others, pointed the way to new heights. I demonstrated that I knew the route to greatness. And then I looked back, and I was alone. "What shall I do?" I queried. "I've tried hard and used all that I know." And I sat down and pondered long.

And then, I listened to the voices around me. And I heard what the group was trying to accomplish. I rolled up my sleeves and joined in the work.

As we worked, I asked, "Are we all together in what we want to do and how to get the job done?" And we thought together, and we fought together, and we struggled towards our goal.

I found myself encouraging the fainthearted. I sought ideas of those too shy to speak out. I taught those who had little skill. I praised those who worked hard. When our task was completed, one of the group turned to me and said, "This would not have been done but for your leadership."

At first, I said, "I didn't lead. I just worked like the rest." And then I understood, leadership is not a goal. It's a way to reach a goal.

I lead best when I help others to go where we've decided to go. I lead best when I help others to use themselves creatively. I lead best when I forget about myself as leader and focus on my group...their needs and their goals.

To lead is to serve...to give...to achieve together.

---Anonymous

MARION PATRIOT BAND

<http://www.marionband.com>

10/10/05

To: Mr. Lowry, Mr. Heath, Brandi, Emily, Lenae, Ashley, Katie, Kirby, and Parents
From: Mr. Robinson
Re: Beebe Marching Contest

I have been asked to judge the Beebe Marching Contest on October 18, 2005. I feel it is an honor to be asked to judge and want to share this experience with the leaders in our band. This will give them an opportunity to see other bands around the state, evaluate what they are doing, and share what they see and hear with our band.

They will miss 5th, 6th, and 7th period on the 18th. Any work they miss will be made up. If you need them during 1st period band, just let me know.

This is a great educational opportunity for these students and our band program and will be a lot of fun! If you have any questions, call (901-262-1936) or e-mail (brobinson@marion.crsc.k12.ar.us).

Brandon E. Robinson
Director of Bands
Marion School District

**MARION PATRIOT PRIDE MARCHING BAND
LEADERSHIP POSITIONS
2006-2007**

Voted Positions: President, Vice President, and Sec./Tres.

Appointed Positions: Section Leader, Asst. Section Leader, Uniform Captain, Asst. Uniform Captain, Loading Crew Captain, Asst. Loading Crew Captain, and Librarian.

Name _____

What position or positions are you applying for?

Why are you applying for this position?

What are your intentions for this position?

Rate yourself based on the categories listed:

(1 = never, 2 = almost never, 3 = sometimes, 4 = usually, 5 = always)

- ___ Responsible
- ___ Dependable
- ___ Musically Proficient
- ___ Respectful
- ___ Respected
- ___ Helpful
- ___ Caring
- ___ Selfless
- ___ Giving
- ___ Devoted

**Marion Patriot Pride Marching Band
Student Leadership Team
2006-2007**

Executive Band Council

| | |
|-----------------|-------------------------------|
| President | Trey Smith |
| Vice President | Brandi McAlister |
| Sec./Tres. | Samantha Cohea |
| Head Drum Major | Brandi McAlister |
| Drum Majors | Victor Edwards and Leah Davis |

Band Council

Section Leaders:

Flute – Samantha Cohea
 Asst. Flute – Angel Hamill
Clarinet – Brandi Cheers
 Asst. Clar. – Lauren Gibson
Saxophone – Patrick Dill
 Asst. Sax – Demarius Phelix
French Horn – Kelsey Bates
 Asst. FH – Bethanie Beck
Trumpet – Trent Hall
 Asst. Trpt. – Case Tolleson
Trombone – Jonathon McAlister
 Asst. Tbone – Destiny Garrett
Baritone – Scott Brenner
 Asst. Bar. – Michael Smith
Tuba – D’Cameron Granger
 Asst. Tuba – Trey Smith
Drumline – Jevon Kimble
 Asst. Drumline – Jennifer Goelitz
Pit – Casey Shireman

Librarians – Sherri Kimmert, Kristi Sullivan, and Jessica Haney
Uniform Captains – Jasprie Mickens and Rebecca Cohea
Loading Crew Captain – Kyle Hightower

MARION HIGH SCHOOL SYMPHONIC BAND

TEAM CHALLENGE 2006

| <u>Team 1</u> | <u>Team 2</u> | <u>Team 3</u> | <u>Team 4</u> |
|---------------|---------------|---------------|---------------|
| *Brandi M. | *Emily | *Kathy | *Lenae |
| *D'Cameron | *Jonathon | *Casey | *Trey |
| Lauren | Samantha F. | Angel | Ashley |
| Laura | Kristi | Bethanie B. | Jessica |
| Kyle S. | Jevon | David | Demarius |
| Jennifer | +Wild Card | Kyle H. | Trent |
| | | | |
| <u>Team 5</u> | <u>Team 6</u> | <u>Team 7</u> | <u>Team 8</u> |
| *Justin | *Kenneth | *Scott | *Clayton |
| *Samantha C. | *Kelsey | *Leah | *Destiny |
| Shari | Brittany | Brandi C. | Rebekkah |
| Erica | Casie | Kayla | Bethany J. |
| Victor | William | Daniel | Case |
| Gerren | Michael | Clay | Allen |

**Denotes Team Captains.*

+If an extra player is needed, team captain may choose a member from the concert band or jr. high band to fill the roster.

TEAM CHALLENGES:

1. Music Terms Challenge.
 2. 5 Minute Lesson.
 3. Scale Challenge.
 4. Beginning Band 101.
 5. Extreme Drill Down.
 6. Music Theory.
 7. Mini Band Concert.
 8. ...Is Your Band Ready?
 9. Sightreading Challenge.
 10. Community Challenge.
- Extra Credit: Bathroom "Doodie"

5th Place: Applause and Hand Shake

4th Place: Special Gift Bag

3rd Place: Special Gift Bag and Trophy

2nd Place: Special Gift Bag, Pizza Party at lunch, and Trophy

1st Place: Special Gift Bag, Pizza Party at lunch, \$50

AMRO Gift Card for each team member, Bragging Rights for an entire year, and a BIGGER TROPHY.

TEAM CHALLENGES:

1. **Music Terms Challenge:** How well do you know your musical terms? Each team will compete in a single elimination tournament, quiz bowl style.
 2. **5 Minute Lesson:** Each team will teach a 5 minute lesson to the class. The topics are discipline, team work, communication, respect, trust, commitment, attitude, and responsibility. Everyone in the group must be involved in the lesson. You can do anything to teach your topic. Be creative!!!
 3. **Scale Challenge:** Tournament style competition. Round 1 – full group, Round 2 – team choice, Round 3 – individual. You must know key signatures, relative majors/minors, and be able to play major/minor scales.
 4. **Beginning Band 101:** Each team will teach the basics on their instrument (woodwind must play brass/percussion, brass must play woodwind/percussion, and percussion must play brass/woodwind). Try to get a balanced instrumentation. Then, you teach/learn several songs to perform for the class (each team will play the same songs). You will be graded on the teaching time and the final performance.
 5. **Extreme Drill Down:** Round 1 – team drill down (Each team will have their own drill down. The best 3 marchers will compete in the extreme drill down.), Round 2 – extreme drill down (3 members from each team).
 6. **Sightreading Challenge:** Round 1 – team sightreading, Round 2 – team choice sightreading (3 members), Round 3 – individual sightreading. Team Captains...Don't forget to discuss with your team various tips on sightreading.
 7. **Music Theory:** How well do you know music theory? Each team will compete in a single elimination tournament, quiz bowl style.
 8. **Mini Band Concert:** Each team will pick a piece to perform for the class (solo, quartet, full band work...anything). Each team will rehearse their piece. Then, you will perform for the class. You will be graded on music selection, rehearsal, and performance. Be Creative!!!
 9. **...Is Your Band Ready:** Each team will select music, write drill for your team, and perform (in band room) your show for the class. Don't forget to have a name for your band, show title or theme, soloists, drum major, guard, props, etc...anything goes!!
 10. **Community Challenge:** Each team must come up with a community project that promotes..."MUSIC IN MARION". Use any resources necessary to assist your team project. Each team will video tape their project and present it to the class. We will watch all of the videos. Be creative!!! You can do a documentary or simply video the final product. You must use the slogan, "MUSIC IN MARION" in your community project. Start working on this challenge NOW!!!
- EC. **Bathroom "Doodie":** Every time we begin a new challenge, each team will have the opportunity to earn extra credit points. If no one from your team has been late to band (since the last challenge), you will receive 5 extra credit points.

***Mr. Robinson will judge all challenges and assign points. The team with the most points at the end of the competition wins! Arguing, poor sportsmanship, etc...could result in the subtraction of points or disqualification of a team. Baked goods, gifts, sweater vests, etc...for Mr. R. will be appreciated and remembered when assigning points to teams!!*

List of Leadership Resources

Leadership

Leadership 101: What every leader needs to know, by John C. Maxwell
Today Matters, by John C. Maxwell
The 21 Irrefutable Laws of Leadership, by John C. Maxwell
The 21 Irrefutable Laws of Leadership Workbook, by John C. Maxwell
The 21 Indispensable Qualities of a Leader, by John C. Maxwell
Developing the Leaders Around You, by John C. Maxwell
Developing the Leaders Around You Workbook, by John C. Maxwell
Leadership Assessment (online) www.INJOY.com/leaderwithin by John C. Maxwell
Developing the Leader Within You, by John C. Maxwell
Developing the Leader Within You Workbook, by John C. Maxwell
Basics of Student Leadership Vol. 1 (video), by Tim Lautzenheiser
Positive Leadership for Music Students (video), by Tim Lautzenheiser
The Art of Successful Teaching: A Blend of Content and Context, by Tim Lautzenheiser
Music Advocacy and Student Leadership, by Tim Lautzenheiser
Leadership Success (video), by Lautzenheiser, Sheridan, Lang, and Gomez
Leadership Secrets of Attila the Hun, by Wes Roberts
Victory Secrets of Attila the Hun, by Wes Roberts
The Pocket Idiot's Guide to One Minute Managing, by Arthur R. Pell, Ph.D.
Illusions: The Adventure of a Reluctant Messiah, by Richard Bach
Blink, by Malcolm Gladwell
Discover Your Genius, by Michael J. Gelb
The Serving Leader, by Jennings and Stahl-Wert
The Fred Factor, by Mark Sanborn
The Radical Leap, by Steve Farber
The Dynamic Drum Major, by George N. Parks
Oh, the Places You'll Go!, by Dr. Seuss
Who Moved My Cheese?, by Spencer Johnson, M.D.
Aspiring to Excel: Leadership Initiatives for Music Educators, by Kenneth R. Raessler
If You Want It Done Right, You Don't Have to Do It Yourself!, by Donna M. Genett
The Leadership Challenge, by Kouzes and Posner
The Leadership Challenge Workbook, by Kouzes and Posner
The Little Book of Coaching: Motivating People to be Winners, by Blanchard and Shula
The Lombardi Rules: 26 Lessons from Vince Lombardi, by Vince Lombardi, Jr.

Quotes

The Quotable Teacher, edited by Randy Howe
The Magic of Motivation, compiled by Katherine Karvelas
Life's Purpose for Devoted Teachers, by Brighton Books
Commitment to Excellence: Celebrating the Very Best, by Kobi Yamada

Teamwork

The 17 Indisputable Laws of Teamwork, by John C. Maxwell

The 17 Indisputable Laws of Teamwork Workbook, by John C. Maxwell

The 17 Essential Qualities of a Team Player, by John C. Maxwell

Facilitator Excellence Skills Profile, by Fran Rees

Team-Building Activities for Every Group, by Alanna Jones

Working in Teams, by Sandy Pokras

Games and Icebreakers

The Big Book of Icebreakers, by Edie West

201 Icebreakers, by Edie West

The Big Book of Humorous Training Games, by Tamblyn and Weiss

Games for Youth Groups, edited by Vicki Newby

Games 3 for Youth Groups, edited by Finley and Hartman

All-Star Games, by Mikal Keefer

The Big Book of Leadership Games, by Vasudha K. Deming

Leadership Seminars and Workshops

Scott Lang

Leadership Seminars

963 East Divot Dr.

Tempe, AZ 85283

480-577-5264

www.scott@scottlang.net

Bands of America

Summer Symposium

www.bands.org

Brandon Robinson

Delta Leadership Camp

#1 Patriot Dr.

Marion, AR 72364

901-262-1936

brobinson@marion.crsc.k12.ar.us

www.marionband.com

Tim Lautzenheiser

Attitude Concepts for Today, Inc.

P.O. Box 411

Bluffton, IN 46714

1-800-233-7846

260-824-2441

ctxact@aol.com

www.attitudeconcepts.com