

## STUDENT LEADERS AND YOUR MARCHING BAND

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## OUTCOMES

- Suggestions on how to select your leadership.
- Suggestions on how to effectively utilize your leadership team.
- Suggestions on structure of your leadership team.
- Discuss leadership styles.
- Discuss trainings and activities for your leadership team.

## MARCHING BAND

- Most public outlet of music that reaches a wide and diverse audience population.
- Who and what does it take to put these large and complex performances together.
- What is your organization structure?
  - Staff?
  - Student leaders?
  - Students?
  - Parents?
  - Administration?

## STRUCTURE

- Three main parts to the organizational structure:
  - **Students**: They always come first, we do what is best for them, and always keep them in mind.
  - **Student Leaders**: These are the students who will bridge the gap in communication between staff and students. Integral part of the organizational structure.
  - **Staff**: Needs to have a cohesive outlook on the program, its goals, steps needed to obtain the goals, and the manner in which to communicate with the students.

## SELECTING STUDENT LEADERS

- It is important that as staff and teachers we create and select students that fit our organizational goals.
  - Students who “buy” into your organizational goals.
  - Students who “understand the company line.”
  - Students who are here to “serve” the program not for the title but to do what is best for the band.
  - Note: These students do not necessarily have to be seniors.

\* With successful training, our student leaders will be able to work alongside the marching band staff and ensure the overall success of our programs.

## STONY BROOK EXAMPLE

### Staff

- Director of Athletic Bands
- Director Emeritus
- Coordinator of Athletic Bands
- Percussion Instructor
- Color Guard Instructor
- Consultants (2)
- Three Student Staff:
  - Administrative Coordinator
  - Marketing Coordinator
  - Facilities Coordinator

## STONY BROOK EXAMPLE

- Field Leadership
  - Flute Section Leaders (2)
  - Clarinet Section Leaders (3)
  - Alto Sax Section Leaders (2)
  - Tenor Sax Section Leaders (1)
  - Trumpet Section Leaders (2)
  - Mellophone Section Leaders (1)
  - Trombone Section Leaders (2)
  - Baritone Section Leaders (1)
  - Sousaphone Section Leaders (1)
  - Drumline Section Leaders (3)
  - Color Guard Section Leader (1)
  - Captains- Guard (1) and Drumline (1)
  - Drum Majors (3)

## STONY BROOK EXAMPLE

- E-board
  - President
  - Vice President
  - Secretary
  - Historian
  - Color Guard Liaison
  - New Member Liaison

## HOW DO WE CHOOSE OUR LEADERS

- Application- It allows students to self-identify that they are interested in serving the band.
- Allows students to highlight their own positive traits.
- Allows students to self-assess.
- Allows staff to outline the qualifications for leadership. (Grades, attendance at trainings/ meetings, etc.)
- Allows students to put together resume and cover letter.
  - Suggestion for High School- Resume and Essay of purpose.
- Student votes. Who are the students going to respond to?

## LEADERSHIP?

- What do your student leaders mean to you and to the structure of your organization?
- How do they serve the band?
- Are our leaders learning from us? Are we leading by example? We cannot expect our students to do something we are not willing to do.
- Our students are likely to take on our leadership style so we must be positive models.
- We must demonstrate: rehearsal structure/ etiquette, respect, and show our own rehearsal preparation in order to instill the values and outcomes of our organizations.

## LEADERSHIP STYLES

- Four types of leadership styles:
  - Facilitative Leadership- Guides and directs from within and alongside the organization and not from the outside or top down.
  - Transformative Leadership- Leads from the outside and not within or along side the organization.
  - Authentic Leadership- "Authentic Leaders inspire and motivate their followers through the alignment of their actions to their character traits." (Banks and Mhunpiev)
  - Servant Leadership- Puts the group's success before their own success. This type of leader also, does not allow the "power" of their leadership title to go to their head. They are always looking out for what is best for the ensemble and the group.

## SERVANT LEADERSHIP STYLE

- Allows students to lead by doing what is best for their section and the band.
- It takes the title out of the position and focuses the students on serving the band.
- As staff and educators it allows us to involve the students in our decision making process. This helps students feel connected and involved in the organization. Makes the students feel like they have a sense of ownership.
- It teaches students to collaborate and effectively communicate to make the best decision for the group.
- Students have their own voice, they will be more willing to pass on our word as well.
- In order for this to work, we as directors must also show that we are here to serve the group.

## STUDENT LEADERS

- First create a sense of teamwork within the leadership team.
- Create an atmosphere of collaboration.
- Benefits- positive teamwork will help when putting together intricate drill on the field, when traveling, and in supporting each other during times when we may need assistance.

## LEADERSHIP TRAINING

- Ice Breakers
- Leadership Style activities
- Goal development- Group, Section, Individual
- Set Expectations
  - What can the students expect from staff?
  - What do we expect from our students and leaders?
- Provide Experiential Learning- Practice
- How to create a community within the band

## ICEBREAKERS

- Getting To Know you
- Fun
- Used as an introduction
- Group becomes comfortable with one another
- Opens the group up to sharing and relying on each other.

## LEADERSHIP STYLE ACTIVITIES

- These activities teach our students what leadership strengths and weaknesses they have.
  - Colors of Leadership
  - Learning Style
  - What's My Leadership Style

### Resources:

- Leadership Soccer Ball- Oxygen Office
- Leadership Training Books- Tim Lautzenheiser
- Back Pocket Cards- Oxygen Office

## GOAL DEVELOPMENT

- Create program goals with your students.
- Guide them towards attainable goals.
- Create leadership team goals.
- Create section goals.
- Create individual goal as a leader.
- Create individual goal as a students.

## EXPECTATIONS

- As the director it is important that we set our own expectations for the program, our leaders and ourselves.
  - For Example: Positivity, encouragement, assistance, referrals, communicators
  - Lead by example
  - Lead from within and not from in front
  - Bring solutions to problems.

## EXPERIENTIAL LEARNING

- Teach your students how you would like them to teach.
- Let them practice teaching.
- Allow their peers to give suggestions on how to improve their teaching.
- Guide and assist your leaders how you would like the team to communicate.
- Teach your students how to properly communicate.

\*This is the most beneficial and greatest learning experience that they will have.

## BUILDING COMMUNITY

- What do your students want the community to be within the band?
- How can we create this community?
- Rehearsals are intended to unite the band towards a common goal.
- PCP- Praise/ Correct/ Praise
- Be patient and positive contributors to the program.
- "The Band will only be as good as my attitude and contributions."

## IMPORTANT TO REMEMBER:

- Student leaders have the challenging task of balancing being a friend/peer and a leader that communicates directly with staff.
- It takes a student who is very self-aware and confident in themselves to be able to balance both.
- As directors we need to be conscious of this and assist and guide our students on how to balance both and how to communicate.

## DIRECTORS:

- Lead by Example
- Create and outline expectations for leaders.
- Create and outline expectations for your staff.
- Create ways of selecting your leadership team.
- Train and educate your leaders.
- Always give feedback to your leaders.
- Allow your student leaders to contribute.

## QUESTIONS/ COMMENTS?

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