

Cleveland High School
2009-2010
SECTION LEADER APPLICATION

Name: _____ Instrument: _____

The purpose of the Section Leader application process is to identify the best available candidates in each section for the position of leader. The position of Section Leader is an important one in the Storm Marching Band. This individual(s) is expected to assist the band staff in the teaching of music and drill, tuning, fundamental skills, and section discipline. Section leaders are expected to lead by word and example. Section leaders will strive to keep morale high in their section with positive feedback when appropriate, and will also dispense positive criticism when necessary. The Section Leaders are the backbone of the SMB chain of command. They work more closely with individual members and understand their needs more than any other officer. This application process will help identify those individuals.

Please answer the following questions. You may type your answers on a separate page.

1. In your opinion, what is the primary role of a section leader?

2. What have you done this year to earn the position of section leader?

3. How could the program benefit by having you as a section leader?

4. Please list prior leadership experience, and how you contributed in this position.

5. The position of section leader requires a full year commitment, not just during marching season. Would you be willing to make this commitment?

Choose **your** answer to the following situation. Don't choose the answer you think I want to hear.

(1) During band camp, you have two members of your section arguing all day. You have already asked them to stop, but they refuse.

- a. You ignore the problem and hope it goes away. After all, they haven't been interrupting anything and they are old enough to settle the situation themselves.
- b. You talk to other section leaders and see what they would do.
- c. During a break you sit down with each of them and see what the problem is and try to resolve it yourself.
- d. You go to Mr. Gilbert and let him handle it. You shouldn't get in the middle anyway.

(2) You see somebody in the band doing something that is obviously breaking school rules.

- a. You ignore the problem and hope it goes away.
- b. You punish the person for behaving that away. After all, one of your jobs is that you help enforce the rules.
- c. At some later time, you talk to the person and try to resolve the issue so it wouldn't happen again.
- d. You go to Mr. Gilbert and let him handle it. You shouldn't get in the middle anyway.

(3) One person in your section absolutely refuses to cooperate.

- a. You ignore the problem and hope it goes away.
- b. You admonish the person for not listen to you. You are the section leader.
- c. At some later time, you talk to the person and try to understand why they are not cooperating.
- d. You go to Mr. Gilbert and let him handle it. You shouldn't get in the middle anyway.

(4) You have gone over the same part a thousand times and they still don't get it. How do you feel?

- a. Angry-How can they not understand this? It's so easy.
- b. Upset-I can't believe that I am not good enough to make them understand this.
- c. Nervous-Maybe they will think that I am not that good of a leader, because I can't fix it.
- d. Don't Care-I am only a student and shouldn't know how to fix this anyway.

(5) You are having trouble with the same part that everyone else is, but you are the section leader and you are supposed to know how to do this.

- a. Skip the part and will get to it at another time.
- b. You play it like you think it should sound.
- c. You seek help from another section leader.
- d. You ask Mr. Gilbert for help with the part.

(6) We are getting back on the buses to go home after a competition and someone in your section comes to you and says that their wallet and backpack are missing.

- a. You shrug your shoulders and say you can't help.
- b. You help the person look for it.
- c. You alert everyone on the bus to the situation and ask them to help look for it.
- d. You go to Mr. Gilbert and tell him about the situation.