



PROBLEM PEOPLE

Does your age/gender/skill set/musical ability put you in a position where others are likely to challenge you?

Why?

What behaviors can you exhibit to minimize these challenges?

Similar to those students who might challenge you, do you foresee problems working with your friends?

Who and what problems do you foresee?

What can you do to address these issues before they become a problem?

As was explained in the video, do you understand the difference between equality and equity?

Please write your definition of both words below. Equity:



Equality:

Which is more important than the other and why?

Can you site a specific example of equity vs. equality in your group?

Does your teacher favor equity or equality? (hint: you may want to ask them)

Do you have good boundaries with your friends?

Can you operate within the framework of friendship and leadership simultaneously?

Can you be friendly with those you do not like? Yes No

Is you program based in pro-active discipline or re-active discipline?

Explain:



Can you list three ways in which more a more proactive approach would help your group?

1.

2.

3.

What are the most frequent problems which kept people from getting along last year (ego, attitude, tempers, etc...)

Explain your answer.

List three concrete steps you could take to keep these problems from happening again?

1.

2.

3.

What new problems do you foresee this year?



List three concrete steps you could take to keep these new problems from happening?

1.

2.

3.

Does your group use physical punishment as a deterrent? YES NO

Has it eliminated the problem?

Are there other more efficient or effective alternatives?

If so, list some ideas.

LEADERSHIP THOUGHT

Do pushups make you a better musician? Does running laps for being late make you wake up earlier? If there are to be punishments for bad choices, then make the punishment not only meet the crime but beneficial for the student and the group. Next time someone is late to rehearsal, ask them to come early the next day to set up for rehearsal. This will create a relationship between the "crime" and the punishment. I believe that people are generally good and want to do the right thing. Most mistakes are made out of ignorance, not malice. Take the time to educate the students not only about the what, when and where, but the why behind the rules.



Can you motivate others to do something they do not want to do? YES NO

If not, why?

Do you have more punishments than rewards in your group? YES NO

What reward programs do you have? List them below.

Do they work? YES NO SOMETIMES

List ten creative ideas for rewarding the behaviors you wish to encourage:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



As a leader, are you more positive or negative in your approach to discipline? Explain your answer:

In general are your rehearsals more positive or negative?

Can you give three reasons why you answered this way?

1.

2.

3.

Be honest, in your life in general, are you a more positive or negative person?

From this chapter, what was the most beneficial thing that you learned and how will it benefit you this year?

List some questions you would like to ask or things you would like to discuss with your group.

LEADERSHIP ACTIVITY

Split your team into two groups. Have one group examine all of the existing rules and consequences for the following: 1. Have we educated the group as to the “why” of the rule? 2. Is the rule completely necessary? 3. Does the punishment fit the “crime.” 4. Are the other punishments we could use instead? Have the other group create three new “rewards” for behaviors you would like to see encouraged. List the behaviors you wish you change first and then design the proactive and positive rewards to help eliminate the behaviors.