

## **GOALS ATTAINABLE IN SECTION REHEARSALS**

1. Learning notes
2. Learning the barbershop craft of the part
3. Achieving section blend
4. Achieving section unity of dynamics within the section by emphasizing the Director's dynamic plan
5. Expanding individual vocal potential in all ways
6. Learning better lyrical inflection habits within the section
7. Unifying synchronization
8. Achieving proper vowel match
9. Achieving proper singing space
10. Achieving proper breath management
11. Building a section esprit de corp
12. Developing potential section leaders

## **RESPONSIBILITIES OF SECTION LEADERS**

1. Attend all rehearsals possible. You have been chosen as a musical leader for your chorus and should be a role model for all.
2. Make **ACCURATE** part tapes when requested to do so.
3. Be prepared...know the notes, words and interpretation to **ALL** songs in the repertoire.
4. Offer musical assistance to members in all areas of vocal production (posture, breathing, inside space, resonance, etc.).
5. Attend educational classes whenever possible. You can **NEVER** know enough about vocal production!
6. Conduct section rehearsals when requested to do so. These should be in conjunction with what the Director has requested.
7. Communicate on a continual basis with the Director, Assistant Director or Associate Director. They should be made aware of both problems and successes.
8. **BE POSITIVE...NEVER CRITICIZE.** We are all working together to become better musicians.
9. Make a personal commitment to help your section reach its highest potential.

## HOW RESPONSIVELY DO YOU LISTEN?

(Source: *People Power*, by John R. Noe)

You know you're a responsive listener when:

1. You'd rather listen than talk.
2. Others comment that you're easy to talk to.
3. You listen openly to all people regardless of their status, gender or race.
4. You gladly put away whatever you're doing while someone else is talking.
5. You find it easy to look the speaker straight in the eye.
6. You find it easy to ignore distractions while you're listening.
7. You get your whole body involved: you smile, nod your head, gesture, etc.
8. You don't allow yourself to think faster than the person is talking.
9. You search for the meanings behind the words by asking questions, by restating what you think you've heard, and by watching the person's expression.
10. You gladly avoid interrupting but graciously yield to being interrupted.
11. You keep probing when there is any doubt about what the person means.
12. You listen equally well to a compliment or a complaint, regardless of tone of voice.
13. You listen fully to the person's explanation before you form an opinion about the ideas he or she has expressed.
14. You make notes, especially when the person talks fast.
15. You find it easy to say, "Tell me more."
16. You readily identify with the person's feelings and motives and you're sympathetic, even if you disagree.
17. You readily acknowledge that what seems trivial to you may seem vital to the other.
18. You willingly change your opinions when given valid reasons.
19. You don't squelch the freedom of choice of others but willingly help them express what they feel, explore their options, and suggest new ideas they might consider.
20. People cooperate readily with you because they feel you value them, respect their opinions (even if you disagree), and understand their motives.

## PREFERRED LEARNING STYLE SURVEY

To determine your preferred learning styles, read each question, then place an X in the column of the statement that applies to you in a training environment.

**TD = Totally Disagree    D = Disagree    N = Neutral    A = Agree    TA = Totally Agree**

	TD	D	N	A	TA
1. I learn best by performing a task or activity.					
2. I like to read descriptions and use pictures, drawings, and diagrams when I learn.					
3. I prefer to read material rather than listen to tapes.					
4. I'd rather attempt a task without reading about it or having it explained to me.					
5. I learn best by practicing on the job.					
6. I need to see something to remember it.					
7. I prefer to hear about how something is done.					
8. I retain more when someone describes something to me.					
9. I find it hard to master a task I have not practiced.					
10. I enjoy programs in which groups have time to discuss issues.					
11. I have difficulty recalling information when training aids and handouts are omitted.					
12. I prefer listening to tapes rather than reading about a topic.					

Scoring Key:

Questions 2, 3, 6, 11 indicate visual learning preference.

Questions 7, 8, 10, 12 indicate aural learning preference.

Questions 1, 4, 5, 9 indicate kinesthetic learning preference.

Note: You may have multiple preferences.

# LEADERS AS LISTENERS

## The value to the leader:

- Acquires respect and trust.
- Gains and maintain attention.
- Develops rapport.
- Promotes focus on needs.

## The value to the member:

- Feels accepted and understood.
- Builds self-worth.
- Develops self-confidence.
- Recognizes assistance.

# LEADERS AS TEACHERS

## Some things to keep in mind:

- Everyone has value.
- No one makes mistakes on purpose.
- Everyone can improve.
- Compliments are great motivators.
- Praise first and then correct.
- Give immediate feedback.
- To teach, learners are needed!
- Be aware of room setup/atmosphere.
- Be prepared.
- Show you care.
- Acknowledge and honor effort.

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