

MMEA Early Careers Conference
Michigan State University

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“Omnicompetence?”

The demands on today’s music educators extend well beyond the knowledge of music. To what extent are we (or should we be) “omnicompetent?”

“Success” is derived through a complicated mix of competencies

- ♪ Broad musical knowledge (infinite)
- ♪ Strong music theory and aural skills
- ♪ Personal performance strength and growth (past college)
- ♪ Instrument-specific knowledge
- ♪ Knowledge of “how” we (they) learn
- ♪ The ability to put first things first (we move toward our most dominant goal)
- ♪ Strong personal & ethical “center”
- ♪ The ability to care because caring can’t be “canned”
- ♪ Curiosity and love of learning
- ♪ Some knowledge of “age-specific” psychology
- ♪ Ability to navigate the “political environment”
- ♪ Unique personal interests put to work
- ♪ Superlative administrative skills
- ♪ Personal goals and directions – a personal plan
- ♪ Desire to be open to the outside – get out of the rehearsal room
- ♪ Professional activity in music organizations – get input to “refill” your output
- ♪ The ability to be diverse. Have something for yourself – be unique
- ♪ Awareness of the environment that might control you
- ♪ Adherence to a carefully designed curriculum centered around primary outcomes
- ♪ Continual daily rehearsal planning and evaluation
- ♪ Evaluation of self

Administrative competencies

(Learn to take care of business. Even if you delegate, know how to be an effective program administrator.)

- ♪ Organize students and parents
- ♪ Financial
- ♪ Archives and history
- ♪ Library
- ♪ Awards and rewards
- ♪ Performing group management and organization
- ♪ Facility and equipment (maintenance and repair?)
- ♪ Press and publication
- ♪ Awareness press – be proactive
- ♪ Correspondence
- ♪ Communication
- ♪ Computer
- ♪ Parents and boosters
- ♪ File system management
- ♪ Student records
- ♪ Planning and projecting
- ♪ Pedagogy – development of materials
- ♪ Schedule and district schedules
- ♪ Evaluation tools
- ♪ Handbook creation
- ♪ Form creation and form packs
- ♪ Inventory of equipment & selection of new instruments
- ♪ Printed program creation
- ♪ Association connections and duties
- ♪ Extensions for students
- ♪ Special administration of camps, tours, etc.
- ♪ District administration duties
- ♪ Departmental leadership and (eventually) mentoring
- ♪ Vendors – relationships and ethical relationships
- ♪ Parent chaperone management
- ♪ Solo and ensemble program
- ♪ Private lesson program