

NETMCDO 2011

Undergraduate Learning/Teaching Recommendations for Career Development in Music

During the 2011 Network of Music Career Development Officers (NETMCDO) conference, 57 participants from the US, UK, Canada, and Japan gathered to consider the essentials that music undergraduates should learn in terms of career development and entrepreneurship. Over two days the group created a framework of recommended options.

This document first presents the topics and methods of career development, organized into three broad categories, with possible names for each category. The last page shows a way to condense the information into a one-page summary to help a particular institution with curriculum decision-making.

These are intended as guides for schools, to adopt and tailor to the needs of their students and the specific culture of each institution. We were approaching the task from an outcomes-based perspective, considering what, by graduation time, Students Will Be Able To (SWBAT) . . .

These are classified into 3 broad categories, described below:

Category 1 deals with:

- Quality of life
- Personal Development
- Citizenship
- Personal Responsibility
- Service
- Multiple/Evolving Career Options
- Multi-faceted careers

Possible Names:

- Personal Vision & Planning
- Life Skills
- Self-knowledge
- Journey of self-awareness
- Foundations of personal independence
- Maturity

Descriptions:

Students have begun an ongoing, introspective process of defining their strengths, values, and goals that will allow them to create, recognize, and act on fulfilling personal and professional opportunities.

Skills, values, and attitudes that create foundations for personal growth and development

Ways to teach and learn:

- Write pretend obituary
- Statement of values / goals
- Visualizations
- Accountability partners
- Discussion partners

Self-management:

- Learning contracts
- Teaching time management
- Practice logs
- E-calendar

Self-assessment:

- Values
- Skills
- Strengths
- Card sorts
- Career options

Self-definition:

- Vision
- Ideal self

Giving Back:

- Service
- Citizenship
- Personal responsibility
- Mentorship

Category 2 deals with:

- Financial
- Legal
- Logistical
- Strategic Planning

Time Management
Marketing
Communication
Collaboration
Industry
Technology
Professionalism
Entrepreneurship/Innovation
Project Management

Possible Name:

Entrepreneurship/Management
Operations

Description:

The process and tools by which we identify and realize an opportunity
The tools and skills needed to implement one's career

Ways to teach and learn:

Theory plus Experience
Assignments
Projects / Ventures
Observation
Research
Workshops
Mentoring
Internships
Providing support, guidance, and resources:
Workshops
Classes
One-to-one advisement
Self-help resources
Guest presenters
Internships

Assessment: surveys with incentives for participation; exit interviews

Category 3 deals with:

Experiential learning
Advocacy
Teaching/education
Craftsmanship

Communication
Collaboration

Possible Name:

Interaction & Engagement
Applied Musical Artistry

Description:

Navigating the Creative Economy
Fundamental Components of Active Musicianship

Ways to teach and learn:

Capstone projects encouraging collaboration
Alumni-sponsored experiential learning
Faculty & alumni mentors & models
Internships
Workshops on how to build curriculum
Understanding the US non-profit structure
Experiential learning through student teaching
Community events
Public speaking opportunities
Mentoring
Collaborative concertizing
International exchange programs
Internships
Engage!

Assessment: Job satisfaction; Continue conversations with alumni

Sample DRAFT one-page summary version: adapt this to use for your own institution

Undergraduate Learning/Teaching Recommendations for Career Development in Music based on the NETMCDO 2011 conference findings

During the 2011 Network of Music Career Development Officers (NETMCDO) conference, 57 participants from the US, UK, Canada, and Japan gathered to consider the essentials that music undergraduates should learn in terms of career development and entrepreneurship. Over two days the group created a framework of recommended options. These were intended as guides for schools, to adopt and tailor to the needs of their students and the specific culture of each institution. We were approaching the task from an outcomes-based perspective, considering what, by graduation time, Students Will Be Able To (SWBAT) . . .

Below is a version of the conference attendees' work synthesized into a one-page summary version by Angela Beeching. The areas for learning and teaching were classified into 3 broad categories, described below:

I. Life Skills: Foundations of Personal Independence

Students have begun an ongoing, introspective process of defining their strengths, values, and goals that will allow them to create, recognize, and act on fulfilling personal and professional opportunities. This area includes self-awareness, citizenship, personal development, time management, study skills, etc.

Sample ways to learn and teach:

Goal setting exercises	Creating a learning contract
Individual advising	Group discussions
Values exercises	Writing one's own obituary
Creating time management logs	Project management logs
Self-reflective journals	Portfolios with exit interviews
Writing mission	Vision statements

II. Entrepreneurial Skills: the Tools for Implementing Careers

Students focus on the process of identifying and realizing opportunities, while developing essential business management skills: budgeting, promotion, planning, audience building.

Sample ways to learn and teach:

- Mentoring programs
- Student driven, self-initiated projects
- Research of non-profit and for-profit arts industries

Business plan/Entrepreneurial project competitions, incentives
Workshops, individual advising, online resources

III. Experiential Skills: Fundamentals for Navigating the Creative Economy

Students engage with their community and the professional world, connecting through active learning, building confidence, professionalism, plus cultural and global awareness.

Sample ways to learn and teach:

Internships

Capstone collaborative projects

Alumni interviews

Alumni-sponsored experiential learning

Public speaking opportunities

International exchange/study abroad

Student teaching

Observation/job shadowing