



*Effective Use of Clinicians and
Mentors in Your Band Program*

Clinicians:

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Sponsor: Phi Beta Mu

Texas Bandmasters Association

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San Antonio, Texas*

I. Purpose of Clinics

- A. To improve overall performances of ensemble
- B. To provide a new perspective for director and students
- C. To get a better understanding of the band's development of fundamental ensemble skills
- D. To learn new techniques, skills and fundamentals
- E. To give director a chance to get off the podium and just listen and take notes

II. How, when , where & what type of clinic

- A. Two to six weeks before a contest for major clinic. Try to reserve auditorium 2-4 hours max. Take breaks. Only 1 or 2 max in a year. Can you have too many?
- B. Start as soon as you can for fundamentals (daily drill) type clinic - 1st or 2nd month of school. Have during school day. Repeat and review every few weeks on or once a month, depending on needs.
- C. Combination of music & daily drill. Can be during, or after school. Repeat every few weeks.
- D. Do you want clinician on or off podium? There are advantages & disadvantages to both.

III. Be certain to discuss fee, travel expenses, lodging, etc., before clinic, so as to have no misunderstandings.

IV. Director should communicate what things he/she wants accomplished during clinic.

V. Director should emphasize importance of clinic and maybe give students background of clinician. Let them know this is special!

VI. Students should be on best behavior!! It means a lot to clinician to have students look at clinician when he/she is speaking.

VII. Decide on what equipment is to be used in clinic.

- A. Chalkboard
- B. Metronome
- C. Tuners - ensemble/individual
- D. Names on stands
- E. Scores - measures numbered and individual parts numbered
- F. Pencils on every stand
- G. Recording equipment

VIII. General reminders

- A. Director take notes
- B. Students mark music when clinician has a specific comment

IX. Set aside some time after clinic to go over questions & other details of clinic

Effective Use of Mentors

I. A mentor should be someone that is...

- A. An effective teacher & outstanding musician
- B. Articulate
- C. Knowledgeable
- D. Able to listen
- E. Patient
- F. Respected
- G. People-oriented
- H. A good motivator
- I. Respectful of others
- J. Self-confident
- K. Challenging
- L. Flexible

II. The mentee should be someone that is...

- A. Eager to learn
- B. Competent
- C. Ambitious
- D. Loyal & candid
- E. Have a positive attitude
- F. Be able to listen
- G. Work as a partner
- H. Keep confidences
- I. Accept criticism
- J. Accept responsibilities

III. A mentor & mentee must first lay a foundation

- A. Get to know each other
- B. What do each expect
- C. Establish trust
- D. Discuss things openly & honestly

IV. A mentor & mentee must develop a plan to reach the mentee's goals

- A. Mentor's role in this phase is mainly teacher & motivation
- B. Provides information on what ever the mentee may ask or whatever the mentor may perceive as an area that needs improvement
- C. Share ideas and insights on all aspects of a director/mentor program. Ex.: discipline, rehearsal techniques, time management, literature, beginners, warm-ups, and even personal
- D. Mentors should give a lot of praise & build self-confidence

V. Help mentee to grow by encouraging self-sufficiency

- A. seek answers on their own - ask questions
- B. encourage them to get out of their comfort zone by learning new techniques and ways to teach
- C. Activities a mentor might recommend during this period of growth or self-sufficiency
 - 1. Give clinics
 - 2. Teach band camps
 - 3. Write article for publication
 - a. Bandmasters Review
 - b. Instrumentalist
 - 4. Take a new job
 - 5. Do a clinic
 - a. TMEA
 - b. TBA
 - c. MidWest
 - 6. Join Phi Beta Mu
 - 7. Attend major conventions
 - a. TMEA
 - b. TBA
 - c. MidWest
 - 8. Conduct region bands

VI. How long should the mentoring connection last?

- A. Until specific goal is achieved (tends to be brief)
- B. Some may last a lifetime because of friendships that develop over time