

RESOURCES FOR STUDENT MUSICIANS - EDUCATOR GUIDE

Conceptualising music careers I

This resource is designed to help students think about a “career” rather than a “job”. Students begin to create a personal picture of career by thinking about time, money, vision and identity: both the objective and subjective facets of employABILITY thinking

Time allowance

Allow students 15 minutes to complete the resource activity.

Extensions and adaptations

This activity works beautifully just before an industry visit, guest speaker or careers fair. You might also encourage students to revisit previous responses throughout their studies, as was the case in the research which underpins the resource.

Student resource

The student resource for this guide can be found on the [Developing EmployABILITY student website](https://www.developingemployability.edu.au) and in the [music toolkit on our educator website](#).



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ACTIVITY

Figure 1 encourages us to think about career as a multifaceted concept, rather than simply a '9-till-5' job. What we term 'objective facets' of career include: (1) the time spent on different activities; and (2) the proportion of income generated from these activities (recognising that these may well be different). What we term 'subjective facets' include: (3) how people identify themselves (how they see themselves), and (4) their vision for the future. Students can find out more about this in Chapter 1 of [Life in the Real World: How to Make Music Graduates Employable](#).

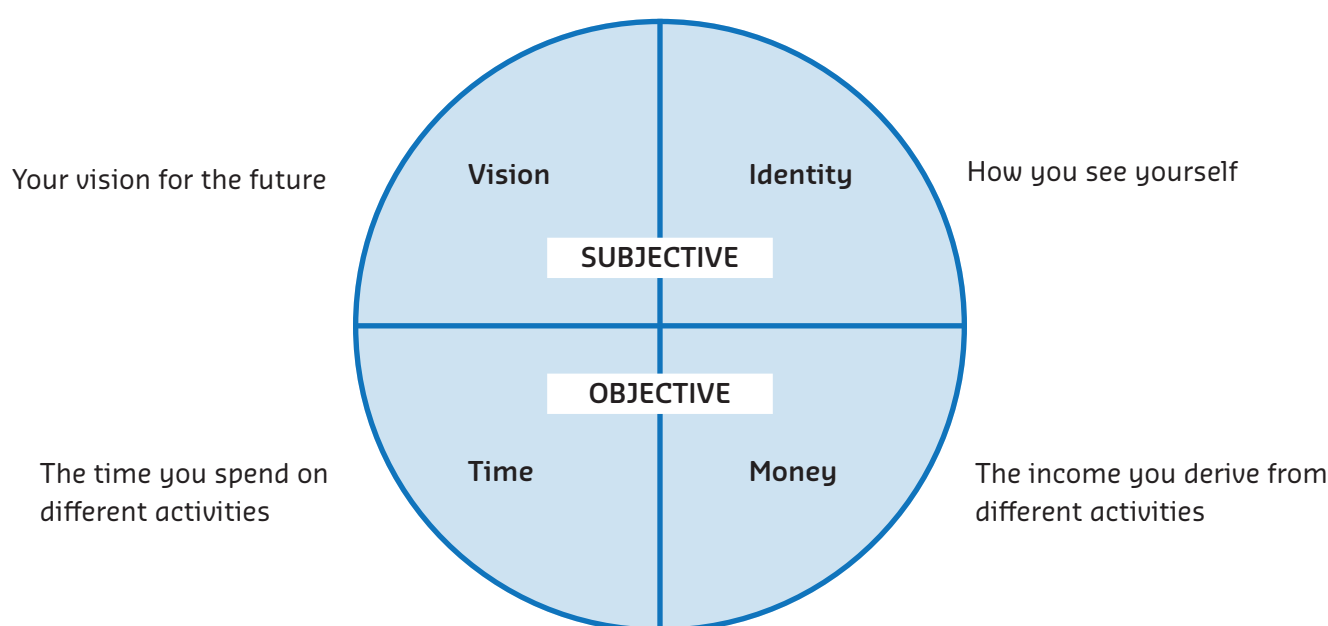


Figure 1 Conceptualising 'career' for musicians (Mills, 2004)

Ask students to take a moment to consider these four elements in relation to their career. Students may like to use the following questions as a guide, or to pose to peers:

VISION:

- What are your aims for the future?
- Where would you like to be in five years' time? In ten years' time?
- Why do you want to achieve these things?
- For how long have you wanted to achieve these things?

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IDENTITY:

- How would you describe yourself? Why would you describe yourself like this?
- How do you think others see you as a musician? How would you like to be seen?
- Where do you see yourself fitting in the music profession?
- What makes you happy?

TIME:

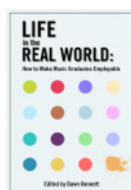
- How do you spend most of your time?
- What different (musical or non-musical) activities do you do?
- How is your time divided across the week? Are you satisfied with this?
- How do you imagine spending your time when you graduate?

MONEY:

- Are you taking paid gigs, or earning money from teaching or other activities? If so, how does this reflect the time you spend doing the activity? Why do you do this?
- Do you feel that your time is well rewarded?
- How do you imagine earning your living when you graduate?

Thinking about the answers to these questions may help students to see their career in a new light, and will equip them to bring together what they do (their objective career) with what they want to do and identify with (their subjective career).

It doesn't matter if students struggle to answer some of the questions; just thinking about them, and their responses to them, can be useful. Encourage students to return to these questions regularly, taking note of (or recording) their answers so that they can see if and how they change over time. This will support students in understanding professional aims and aspirations and how they fit with each student as a person and as a musician.



This resource comes from *Life in the Real World: How to Make Music Graduates Employable*, published by Common Ground in 2012. Purchasers of the book are permitted to download all of the tools and resources.

If you have yet to purchase the book, please order it from [here](#).

This resource was contributed by Rosie Perkins.

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Developing Employability is led by Professor Dawn Bennett, Curtin University, Australia. The work was supported by the Australian Government Department of Education and Training.

Last edited: September 30, 2018