

## The labour market for music workers in the new millennium

Music 9586y (2015-16)

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### Rationale:

In contemporary society, the parts as well as the dynamics of the labour market for musicians and music teachers have become increasingly differentiated and difficult to overlook, not least as this market has become increasingly international. A corresponding differentiation has become visible with regard to the vocational roles and identities of the professionals in the field. Altogether, these factors require musicians and music teachers, to an increasing degree, to construct their jobs by putting together various types of performance and teaching, being capable of constantly acquiring new knowledge and finding new niches wherein they can position themselves within their own country as well as across national borders.

This course examines dynamics and differentiations as well as competence requirements of the music labour market in Canada and Norway, thereby addressing the relationship between national and international labour market perspectives. Focus is on how to set up and carry out Masters and Doctoral degree level labour market studies. In order to enlighten this issue, concepts such as 'music worker', 'relevance quality', 'change competence', 'generic competences', 'competence nomad, and 'entrepreneurship' will be discussed and elaborated upon. The aim is to present, discuss and elaborate relevant conceptual bases as well as research designs for systematic studies of the music labour market. It is also to challenge you to consider from a labour market perspective your own experiences, beliefs and practices in musicianship and music education. It is hoped that this will provide for you a new lens through which to examine labour market challenges. Emphasis will be placed upon the Masters and Ph. D. level skills of analysis, reflection, synthesis and evaluation. As such you will be expected to read widely and show the ability to draw together a range of ideas, summarise them, and reflect critically upon them, weighing their merits and identifying their deficiencies. You will also be asked to demonstrate the same qualities in relation to your own work and that of your peers.

Learning Outcomes: By the end of this course you should be able to

- Demonstrate a systematic understanding of key labour market concepts and their relevance to musicianship and music education, including current issues and research at the forefront of the field
- Demonstrate conceptual and methodological understanding that allows critical evaluation of current research in the labour market for music workers.
- Develop and support a sustained argument in written form
- Show competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Exercise initiative and personal responsibility and accountability, and decision-making in complex situations;
- Communicate ideas, issues and conclusions clearly in written and verbal form.
- Demonstrate cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

## Learning Strategies

The course will utilise a blend of lectures, seminars and tutorials. Students will be required to complete assigned readings in advance of class as well as group assignments in the intermediate period between the intensive course weeks. The work on the group assignments will utilize Internet communication resources such as Google docs and Skype sessions.

See class schedule following

Week/period	Class content
Intensive Week 1 At the Norwegian Academy of Music, Oslo, Norway. <i>Autumn 2015, Monday November 9 - Friday November 13 in Norway (arrival in Norway Sunday November 8 - travel back home on Saturday 14).</i>	Introduction and course overview Lectures by academic faculty. Lectures by labour market representatives. Establishing cross-national student working groups (one masters group and one Ph. D. group), group assignments and supervisors for the upcoming, intermediate period. Introduction to conceptual grounds and research designs for labour market studies. Start of the group assignment work.
Intermediate period	Students work in cross-national groups on assignments developing a theoretical basis and research design for a labour market study. Supervised by appointed staff and labour market representatives. Working tools: Internet resources such as Skype and Google docs.
Intensive Week 2 Spring 2016, At the University of Western Ontario, London, Canada. <i>Monday April 4-Friday April 8 in Canada (arrival in Canada Sunday April 3 - travel back home on Saturday 9).</i>	Lectures by academic staff Lectures by labour market representatives. Presentations of the student groups' work. Comments by supervisors and academic faculty. Course evaluation.
4 Final period	Student groups finish and submit their reports no later than June 30.

## Evaluation:

- Class Attendance/Participation/ Discussion 20%  
 The course will comprise lectures, group assignments and group discussions. You will be expected to prepare for classes by undertaking assigned readings, and reflecting on the issues raised as they relate to the course literature and your own experiences and practices. You should make notes on the readings and then prepare 3 questions on each to pose to the group for discussion. You will be assessed on the quality of your questions in prompting critical reflection, your participation in class discussion, your understanding of the issues discussed and your grasp of the readings assigned to you and ability to reflect upon them.

### Criteria for assessment:

- Evidence of understanding of topics addressed in readings
- Ability to reflect critically upon readings
- Depth of engagement in class discussions

- Ability to produce discussion questions that engage with issues thoughtfully and prompt discussion

2. Critical reflection Due: Week 2 20%  
 You will select one reading from those assigned for the course and present a verbal, critical reflection, assisted by PowerPoint or equal. You should reference other reading in an appropriate manner using APA style and relate issues to your own experience.

Criteria for assessment:

- Ability to reflect critically upon reading
- Depth of engagement with issues discussed in reading
- Ability to relate reading to your own experiences
- Ability to relate reading to other literature
- Ability to communicate ideas, issues and conclusions clearly in written and verbal form

3. Scholarly project presentation Due: Week 2 30%  
 Choose one main research question to be studied. If relevant, formulate sub questions. Connect the research question(s) with a conceptual framework as it relates to the labour market of music workers. Discuss the conceptual ground or theory as it applies to your own practice. Select a relevant research design and describe methodological reflections, including strategies for analysis. Discuss the challenges and potential outcomes of the study. You will show that you can reflect upon your research into the literature and relate your reading to your own experiences. You will present your project together with your collaborates in an organised and logical format, showing that you can produce a coherent explanation of the topic, the key issues relating to the labour market for music workers and your own views upon the topic and its possible implications for future labour market studies. You will also demonstrate accurate, coherent English and observe the conventions of academic language at Masters/Ph. D. level. Use APA referencing style 6<sup>th</sup> edition. You should discuss your topic with your peers and supervisor(s) and meet periodically (on Skype or equal) to discuss your work in progress.

Criteria for assessment:

- Evidence of a systematic understanding of a key labour market issue and its relevance to your own practice as a music worker and scholar.
- Ability to reflect critically upon a labour market issue or theory
- Depth of engagement with issues discussed in reading
- Ability to relate reading to your own experiences
- Ability to relate reading to other literature
- Ability to communicate ideas, issues and conclusions clearly in verbal form
- Ability to develop and support a sustained argument.
- Demonstration of competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Accurate use of APA referencing in the presentation.
- Spelling, punctuation and grammar in the presentation.

4. Scholarly project report Due: Week June 30. 30%  
 You will submit your project report together with your collaborates in an organised and logical format, showing that you can produce a coherent, written explanation of the topic, the key issues relating to the labour market for music workers and your own views upon the topic and its possible implications for future labour market studies. You will also demonstrate accurate, coherent English and observe the conventions of academic language at Masters/Ph. D. level. Use APA referencing style 6<sup>th</sup> edition. Before the submission you should discuss your topic with your peers and supervisor(s) and meet (on Skype or equal) at least once.

Criteria for assessment:

- Evidence of a systematic understanding of a key labour market issue and its relevance to your own practice as a music worker and scholar.
- Ability to reflect critically upon a labour market issue or theory
- Depth of engagement with issues discussed in reading
- Ability to relate reading to your own experiences
- Ability to relate reading to other literature
- Ability to communicate ideas, issues and conclusions clearly in written form
- Ability to develop and support a sustained argument.
- Demonstration of competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Accurate use of APA referencing
- Spelling, punctuation and grammar

Suggested Reading

Baumann, Z. (2012). *Liquid Modernity*. Cambridge: Polity Press. Foreword to the 2012 edition, p. vii-xix.

Beeching, A.M. (in press). Musicians made in the USA: Training, opportunities, and industry change. In D. Bennett (Ed.) *Life in the real world: Making music graduates employable*. Champaign, IL: Common Ground Press.

Bennett, D. (2007). Utopia for music graduates: Is it achievable, and how should it be defined? *British Journal of Music Education*, 24(2), 179-189.??

Bennett, D. (2009). Academy and the real world: Developing realistic notions of career in the performing arts. *Arts and Humanities in Higher Education*, 8, 309-327. ??

Bowden, J., Hart, G., King, B., Trigwell, K. & Watts O. (n.d.). *Generic Capabilities of ATN University Graduates*. Internet: [www.clt.uts.edu.au/ATN.grad.caproject.index.html](http://www.clt.uts.edu.au/ATN.grad.caproject.index.html)

Coulson, S. (2012). Collaborating in a competitive world: musicians' working lives and understandings of entrepreneurship. *Work Employment & Society* 26 (2): 246-261.

Graabræk Nielsen, S. & Westby, I-A. (2012). The Professional Development of Music Teachers. In Brøske Danielsen, B. Å. & Johansen, G. (Eds). *Educating Music Teachers in the New Millennium. A Report From a Research and Development Project*. NMH Publications 2012:7. Oslo: Norwegian Academy of Music, pp. 141-154.

Giddens, A. (1990). *The Consequences of Modernity*. Stanford: Stanford University Press. Part 1, pp 1-54.

Horsley, S (2009), The Policy of Public Accountability: Implications for Centralized Music Education Policy Development and Implementation. *Arts Education Policy Review*, 110(4), 6-13.

Hotho, S. (2008). Professional identity – product of structure, product of choice: Linking changing professional identity and changing professions. *Journal of Organizational Change Management*, 21 (6): 721 - 742

Johansen, G. & Ferm C. (2007). Relations of Quality and Competence. *Finnish Journal of Music Education*. 10 (1-2): 65-81.

Krejsler, J. (2007). Learning, Competency Nomads, and Post-Signifying Regimes. On teachers and school in the transition from 'industrial' to 'knowledge' society. In Kryger, N. & Ravn, B. (Eds). *Learning Beyond Cognition*. Copenhagen: Danish University of Education Press, pp 37-56.

Lehmann, W. and Adams, T.L. (forthcoming) 2016. "Labour Markets, Inequality, and the Future of Work." Chapter 6 in Edward Grabb, Jeffrey G. Reitz, and Monica Hwang (eds.), *Social Inequality in Canada: Dimensions of Disadvantage*, 6th edition. Toronto: Oxford University Press.

Lehmann, W. 2011. Extra-credentia experiences and social closure: working-class students at university. *British Educational Research Journal*, 38 (2): 203-218. OECD LEED Programme (2011). *Managing Accountability and Flexibility in Labour Market Policy*. Issues paper. Aarhus, Denmark April 5, 2011. Internet: <http://www.oecd.org/cfe/leed/50055140.pdf>

Olsen, K. M. & Kalleberg, A. L. (2004). Non-standard work in two different employment regimes: Norway and the United States. *Work, Employment and Society*, 18: 321-348.

Schmidt, P. (2014). NGOs as a framework for an education in and through music: Is the Third Sector viable? *International Journal of Music Education*, 32(1), 31-52.

Schmidt, P. (2013). Creativity as a complex practice: Developing a framing capacity in higher music education. In P. Burnard (Ed.), *Developing creativities in higher music education: International perspectives and practices* (pp. 23-36). London: Routledge.

Umney, C. (2014). The structuring of the labour market for jazz musicians in London and Paris. San Francisco: Academia.edu. Internet: [http://www.academia.edu/7980524/Jazz\\_musicians\\_and\\_the\\_structuring\\_of\\_the\\_labour\\_market\\_in\\_Paris\\_and\\_London](http://www.academia.edu/7980524/Jazz_musicians_and_the_structuring_of_the_labour_market_in_Paris_and_London)

Wright, R. And Kanellopoulos, P. (2010) 'Informal music learning, improvisation and teacher education' *British Journal of Music Education* Volume 27, Special Issue 01 , Mar 2010, pp. 71-87

Wright, R. (2008) Kicking the Habitus: Power, Culture and Pedagogy in the Secondary Music Curriculum, *Music Education Research* Volume 10, Issue 3, September 2008

Yorke, M. (2004). Employability in Higher Education. What it is – what it is not. *Learning and employability series 1*. York: Learning and teaching support network.

#### Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)