

## ADDITIONAL BIBLIOGRAPHY FOR NEWS IN MAP PROJECT

Abfalter, D., & Reitsamer, R. (2022). *Music as Labour: Inequalities and Activism in the Past and Present*. New York, NY: Routledge.

Albrecht, S. L., Green, C. R., & Marty, A. (2021). Meaningful work, job resources, and employee engagement. *Sustainability*, 13(7), 4045. <https://doi.org/10.3390/su13074045>

Allen, P. (2018). *Artist management for the music business*. New York, NY: Routledge.

Arat, M. (2014). Acquiring soft skills at university. *Journal of Educational and Instructional Studies in the World*, 4(3), pp. 46-51.

Arnott, I., & Mussett, C. (2022). Enhancing Your Employability: A View From the Events Industry—Case Study 1. In *Employability and Skills Development in the Sports, Events, and Hospitality Industry* (pp. 196-202). IGI Global.

Avis, J. (2005). Beyond performativity: Reflections on activist professionalism and the labor process in further education. *Journal of Education Policy*, 20(2), 209–222.  
doi:10.1080/0268093052000341403

Ascenso, Sara, James McCormick, and Rosie Perkins. (2019). “Leadership in the Transition from Music Student to Professional Musician: The Civic Orchestra of Chicago Fellowship.” In *Leadership of Pedagogy and Curriculum in Higher Music Education*, edited by Jennifer Rowley, Dawn Bennett, and Patrick Schmidt, 18–39. New York, NY: Routledge.

Ascenso, S., Williamson, A., & Perkins, R. (2016). Understanding the wellbeing of professional musicians through the lens of Positive Psychology. *Psychology of Music*, 45(1), 65-81. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0305735616646864>.

Bartleet, B-L., Bennett, D., Bridgstock, R., Draper, P., Harrison S. & Schippers, H. (2012). Preparing for portfolio careers in Australian music: Setting a research agenda. *Australian Journal of Music Education*, 1, 32-41.

Baxter, G., Hainey, T., McMahon, R., & Williams, A. (2022). A Serious Game to Teach About Career Pathways in the Games Industry. In *European Conference on Games Based Learning* (Vol. 16, No. 1, pp. 108-116).

Beckman, G., (2005). The Entrepreneurship Curriculum for Music Students: Thoughts towards a Consensus. *College Music Symposium* 45 (2005): 13–24. <http://www.jstor.org/stable/40374517>.

Beckman, G. (2004). Career Development for Music Students: Towards a Holistic Approach. *South Central Music Bulletin*, 3/ [http:// www.music.org/pdf/conf/reg/sc/SCMB\\_III\\_1.pdf](http://www.music.org/pdf/conf/reg/sc/SCMB_III_1.pdf), pp. 13-18.

Beckman, G. D. (2007). “Adventuring” arts entrepreneurship curricula in higher education: An examination of present efforts, obstacles, and best practices. *The Journal of Arts Management, Law, and Society*, 37(2), 87–112. <https://doi.org/10.3200/JAML.37.2.87-112>

Beeching, A.M. (2011). Entrepreneurship and career services in context: Issues, challenges and strategies. In G. Beckman (Ed.), *Disciplining the arts: Teaching entrepreneurship in context* (pp. 139-150). Lanham, MD: Rowman & Littlefield Education

Bennett, D. (2019). Higher education and the need to educate the whole musician: Musicians’ work in early-, mid- and late-career. *Proceedings for the 22nd Commission for the Education of the Professional Musician: The Musicians’ Career Lifespan*. Almaty, Kazakhstan.

Bennett, D., Richardson, S., & Mackinnon, P. (2015). *Enacting Strategies for Graduate Employability: How Universities Can Best Support Students to Develop Generic Skill*. Australian Government, Office for Learning and Teaching, Department of Education and Training.

Bennett, D., & Bridgstock, R. (2015). The urgent need for career preview: Student expectations and graduate realities in music and dance. *International Journal of Music Education*, 33(3), 263–277. <https://doi.org/10.1177/0255761414558653>

Bennett, D., Richardson, S., & MacKinnon, P. (2016). *Enacting strategies for graduate employability: How universities can best support students to develop generic skills*. Sydney: Australian Government Office for Learning and Teaching.

Bhattacharjee, S., Bellégo, C., Kretschmer, T., Matos, M. G., Zhang, L., Hann, I., Danaher, B. (2007). The Effect of Digital Sharing Technologies on Music Markets: A Survival Analysis of Albums on Ranking Charts. Retrieved from <https://pubsonline.informs.org/doi/abs/10.1287/mnsc.1070.0699>

Brandenburg, S., Roosen, T., & Veenstra, M. (2016). Toward an adapted business modeling method to improve entrepreneurial skills among art students. *Artivate: A Journal of Entrepreneurship in the Arts*, 5(1), 25–33. Retrieved from <https://www.jstor.org/stable/10.34053/artivate.5.1.0025>

Bridgstock, R. (2011). Skills for creative industries graduate success. *Education + Training*, 53, 1, 9-26.

Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research and Development*, 28(1), 31-44.

Burland, K., Mellor, L., & Bates, C. (2022). Employability ecosystems in music:(Re) navigating a life in music (in precarious times). *Arts and Humanities in Higher Education*, 14740222221125629.

Caggiano, V., Schleutker, K., Petrone, L., & Gonzalez-Bernal, J. (2020). Towards identifying the soft skills needed in curricula: Finnish and Italian students' self-evaluations indicate differences between groups. *Sustainability*, 12(10), 4031.

Carey, G., & Lebler, D. (2012). Reforming a bachelor of music programme: A case study. *International Journal of Music Education*, 30(4), 312-327.

Carey, G., & Coutts, L. (2019). Preparing students for effective and autonomous learning through a transformative critical response process. *Proceedings for the 22nd Commission for the Education of the Professional Musician: The Musicians' Career Lifespan*. Almaty, Kazakhstan.

Carmelo, A., Reiter-Palmom, R. & Ziv, E. (2010). Inclusive Leadership and Employee Involvement in Creative Tasks in the workplace: The Mediating Role of Psychological Safety. *Creativity Research Journal*, 22:3, 250-260. DOI:10.1080/10400419.2010.504654.

Cinque, M. (2016), "Lost in translation. Soft skills development in European countries", *Tuning Journal for Higher Education*, Vol. 3 No. 2, pp. 389-427, doi: 10.18543/tjhe-3(2)-2016pp389-427.

Clague, M. (2011). Real-world musicology: Integrating entrepreneurship throughout the music curriculum and beyond. In G. Beckman (Ed.), *Disciplining the arts: Teaching entrepreneurship in context* (pp. 167-176) Lanham, MD: Rowman & Littlefield Education.

College Music Society. (November, 2014). *Transforming music study from its foundations: A manifesto for progressive change in the undergraduate preparation of music majors*. Retrieved from: [https://www.music.org/index.php?option=com\\_content&view=article&id=1859&catid=139&Itemid=1123](https://www.music.org/index.php?option=com_content&view=article&id=1859&catid=139&Itemid=1123)

Coulson, S. (2012). Collaborating in a competitive world: musicians' working lives and understandings of entrepreneurship. *Work, Employment and Society*, 26(2), 246-261. doi: 10.1177/0950017011432919

Coutts, L., & Hill, J. (2022). Tertiary music students' perspectives on activist-musicianship: Approaches, challenges, and perceived role of higher music education. *Research Studies in Music Education*, 1321103X221109518.

Crossick, G. (2018). *Arts, Citizenship and Civil Society. Keynote Address, Reflective Conservatoire Conference: Artists as Citizens*. Guildhall School of Music, London.

Dairianathan, E. I. (2022). Paths to a Whole: Placing Music Education in Singapore. In *Education in Singapore* (pp. 319-342). Springer, Singapore.

Dobrow, S.R. (2012). Listen to your heart? Calling and receptivity to career advice. *Journal of Career Assessment*, 20(3), 264-280.

Ghazali, G., & Bennett, D. (2017). Employability for music graduates: Malaysian educational reform and the focus on generic skills. *International Journal of Music Education*, 35(4), 588-600.

Grant, C. (2017). Developing global citizenship in tertiary performing arts students through short-term mobility programs. *International Journal for Education and the Arts*, 19(15), 1–25. <https://doi.org/10.18113/P8ijea1915>

Grant, C. (2019). What does it mean for a musician to be socially engaged? How undergraduate music students perceive their possible social roles as musicians. *Music Education Research*, 21(4), 387–398. <https://doi.org/10.1080/14613808.2019.1626360>

Gray, D. S. (2021). *Experiences and perceptions of music academy leaders regarding motivation of the creatives: A qualitative exploratory case study* (Order No. 28718788). Available from ProQuest Dissertations & Theses Global. (2583440771). Retrieved from <https://www.proquest.com/dissertations-theses/experiences-perceptions-music-academy-leaders/docview/2583440771/se-2>

Gross, S. A. (2022). Women Working in the Music Business: An Alumni Study. In D. Abfalter & R. Reitsamer (Eds.), *Music as Labour* (pp. 159-174). Routledge.

Gustafson, J. (2011). Teaching entrepreneurship by conservatory methods. *Disciplining the arts: Teaching entrepreneurship in context*, 69-81.

Hertzog, J. (2022). The Great Generalization: Organizational Adaptation Strategies as Entrepreneurship in Higher Music Education. *Artivate*, 11(1), 1-28.

Ingram, K. W. (2022). Readyng Our Classical Music Performers—An Employer's View. In *A More Promising Musical Future: Leading transformational change in music higher education* (pp. 86-104). Routledge.

- Jefremovs, A., & Kozlinska, I. (2022). Music education in adolescence—A pathway to entrepreneurial identity?. *Industry and Higher Education*, 36(4), 442-455.
- Jenkins, L., & Crawford, R. (2022). Interview ready: a student-led artistic project as an authentic experience to support pre-service music teachers' pathways to employment. *International Journal of Music Education*, 40(3), 328-339.
- Jones, P., (2005). "Music Education and the Knowledge Economy: Developing Creativity, Strengthening Communities." *Arts Education Policy Review*, 106/4.
- Julia, C., Erica, W., James F, D., & Johan R, E. (2022). Beyond employability: Work-integrated learning and self-authorship development. *International Journal of Work-Integrated Learning*, 23(3), 375-391.
- Karyotaki, M., & Drigas, A. (2022). The impact of digital technologies and social networks in young women and young mother's entrepreneurship and employability. *Technium Sustainability*, 2(5), 79-91.
- Kirkels, Y., Khairullina, I., Podmetina, D., Berthinier-Poncet, A., & Petraite, M. How Theatre, Music, Visual Arts contribute to Teaching Innovation Management (online and offline).
- Ko, C. H. (2022). Studying on Learning Satisfaction in Teaching Keyboard Courses With Problem-Based Learning Teaching Mode. *Frontiers in Psychology*, 13.  
<https://doi.org/10.3389/fpsyg.2022.884311>
- López-Íñiguez, G., Pozo, J. I., & Pérez Echeverría, M. P. (2022). Learning and Teaching Music in the Twenty-First Century. In *Learning and Teaching in the Music Studio* (pp. 3-20). Springer, Singapore.
- Luo, J., & Asavisanu, P. (2022). A Model for the Development of Leadership Competencies Through Participation in Extra-Curricular Activities for Undergraduate Music Students in Southern Sichuan, China. *International Journal of Sociologies and Anthropologies Science Reviews (IJSASR)*, 2(4), 89-102.
- Machado, A., Vareiro, L., Sousa, B., Figueira, V., & Lavandoski, J. (2022). Green Marketing Trends in Specific Contexts of Tourism and Music Festivals: Preliminary Insights. In *Advances in Tourism, Technology and Systems* (pp. 87-96). Springer, Singapore.
- Miller, J., & Baker, D. (2007). Career orientation and pedagogical training: conservatoire undergraduates insights. *British Journal of Music Education*, 24(1), 5–19. doi: 10.1017/s0265051706007194

- Miller, A. L., Dumford, A. D., & Johnson, W. R. (2017). Music alumni play a different tune: Reflections on acquired skills and career outcomes. *International Journal of Education and the Arts*, 18(29), 1–21. Retrieved from <http://www.ijea.org/v18n29/index.html>
- Minors, H. J., Burnard, P. Wiffen, C., Shihabi, Z., & van der Walt, J. S. (2017). Mapping trends and framing issues in higher music education: Changing minds/changing practices. *London Review of Education*, 15(3), 457–473. <https://doi.org/10.18546/LRE.15.3.09>
- Miksza, P., Evans, P. & McPherson, G. E. (2019) Motivation to pursue a career in music: The role of social constraints in university music programs. *Psychology of Music*, 49(1), 50–68. <https://doi.org/10.1177/0305735619836269>
- Munnely, K. P. (2017). *Understanding career & degree expectations of undergraduate music majors* (Order No. 10626855). Available from ProQuest Dissertations & Theses Global. (1919582594). Retrieved from <https://www.proquest.com/dissertations-theses/understanding-career-amp-degree-expectations/docview/1919582594/se-2>
- Munroe, E. (2017). Building soft skills in the creative economy: Creative intermediaries, business support and the ‘soft skills gap’. *Poetics*, 64, 14-25. <https://doi.org/10.1016/j.poetic.2017.07.002>.
- Myers, D. (2007). Initiative, adaptation and growth: The role of lifelong learning in the careers of professional musicians. Keynote address presented at the Lectorate Lifelong Learning in Music, Hanze University of Applied Sciences, Groningen, Netherlands.
- Ng, B. (Ed.). (2022). *Higher Education and Job Employability* (Vol. 10). Springer Nature.
- Nino Contreras, C. A. (2022). *Entrepreneurship and career development in higher music education within the context of the creative industries in Colombia* (Doctoral dissertation, Queensland University of Technology).
- Noonan, D. (2020). Arts and cultural entrepreneurship. *Small Business Economics*, <https://doi.org/10.1007/s11187-020-00415-y>.
- Otondo, F. (2016). Music technology, composition teaching and employability skills. *Journal of Music, Technology & Education*, 9(3), 229-240.
- Phillips, N., & Tracey, P. (2007). Opportunity recognition, entrepreneurial capabilities and bricolage: connecting institutional theory and entrepreneurship in strategic organization. *Strategic Organization*, 5(3), 313-320.

Pollard, V., & Wilson, E. (2014). The “entrepreneurial mindset” in creative and performing arts higher education in Australia. *Artivate: A Journal of Entrepreneurship in the Arts*, 3(1), 3–22. Retrieved from <https://www.jstor.org/stable/10.34053/artivate.3.1.000>

de Prada Creo, E., Mareque, M., & Portela-Pino, I. (2020). The acquisition of teamwork skills in university students through extra-curricular activities. *Education+ Training*, 62(2), 165-181. <https://doi.org/10.1108/ET-07-2020-0185>

Ramsey, N. K. (2022). *“Finding my voice”: A phenomenology of the leadership identity development of teacher-leaders in music education* (Order No. 29062192). ProQuest Dissertations & Theses Global. (2674866305). Retrieved from <https://www.proquest.com/dissertations-theses/finding-my-voice-phenomenology-leadership/docview/2674866305/se-2>

Rana, S., Mahavidyalaya, K., Rathore, D., & Chadha, N. K. (2017). Emotional intelligence in the workplace. *Indian Journal of Positive Psychology*, 8(2), 162-165.

Richardson, K. D. (2022). *How high school band directors learn leadership: the journey to transformational leadership and autonomous student leaders* [Doctoral dissertation, Boston University]. ProQuest Dissertations & Theses Global.

Sabie, O., Briscariu, R., Pirvu, C., Burcea, S., & Gatan, M. (2020). The relationship between emotional intelligence and human resources employee performance: A case study for Romanian’s companies. *Management Research and Practice*, 12(3), 45-59.

Schultz, P. P., Ryan, R. M., Niemiec, C. P., Legate, N., & Williams, G. C. (2015). Mindfulness, work climate, and psychological need satisfaction in employee well-being. *Mindfulness*, 6(5), 971–985. <https://doi.org/10.1007/s12671-014-0338-7>

Sealy, W. (2022). Skills Development for the Post-Pandemic Events Industry: The Learning and Teaching of. *Employability and Skills Development in the Sports, Events, and Hospitality Industry*, 92.

Seol, H. S. (2022). *Career Development Experiences of East Asian International Students of Contemporary Music Performance: An Interpretative Phenomenological Analysis* (Doctoral dissertation, Northeastern University).

Shuler, S. C. (2012). “Music education for life: Core music education: Students’ civil right.” *Music Educators Journal* 98, no. 4 (2012): 7-11.

Smith, G. D. (2013). Pedagogy for employability in a foundation degree (FdA) in creative musicianship: introducing peer collaboration. In H. Gaunt & H. Westerlund (Eds.), *Collaboration in Higher Music Education* (pp. 193–198). Farnham, UK: Ashgate.

Stepniak, M. (Ed.). (2022). *A More Promising Musical Future: Leading Transformational Change in Music Higher Education: CMS Emerging Fields in Music*. Taylor & Francis.

Stewart, C., Wall, A. and Marciniak, S. (2016), "Mixed signals: do college graduates have the soft skills that employers want?", *Competition Forum*, Vol. 14 No. 2, pp. 276-281.

Sutherland, A., & Cartwright, P. A. (2022). Working together: Implications of leadership style for the music ensemble. *International Journal of Music Education*, 02557614221084310.

Thom, M. (2017). Arts entrepreneurship education in the UK and Germany. *Education + Training*, 59(4), 406–426. <https://doi.org/10.1108/ET-05-2016-0089>

Thom, M. (2016). Crucial skills for the entrepreneurial success of fine artists. *Artivate: A Journal of Entrepreneurship in the Arts*, 5(1), 3–24.

Thomas, K. (2011). The importance of case studies in arts entrepreneurship curricula. In G. Beckman (Ed.), *Disciplining the arts: Teaching entrepreneurship in context* (pp. 139-150) Lanham, MD: Rowman & Littlefield Education

Thomson, K. (2013). Roles, revenue, and responsibilities: The changing nature of being a working musician. *Work & Occupations*, 40(4), 514-525.

Timmons, J. (2013). *The musician's journey: Crafting your career vision and plan*. New York: Oxford University Press.

Tobias, E. S. (2013). "Composing, songwriting, and producing: Informing popular music pedagogy." *Research Studies in Music Education* 35, no. 2 (2013): 213-237.

Tolmie, D. (2013). *Designing a Tertiary Music Institution Course to Create Industry- ready Graduates*. The CALTN Papers: The refereed proceedings of the Creative Arts Learning and Teaching Network symposium, Hobart, Australia.

Tolmie, D. (2017). *My Life as a Musician: Designing a Vocation Preparation Strand to Create Industry Prepared Musicians*. (Doctor of Philosophy), Griffith University, Brisbane, Australia.

Vold, A. T., Haave, H. M., Ranglund, O. J. S., & Wahl, C. H. (2022). Preparing students for a digital work-life using student-centered methods-a case study from Music Production.

Waddell, George, and Aaron Williamon. "Technology use and attitudes in music learning." *Frontiers in ICT* 6 (2019): 11. <https://doi.org/10.3389/fict.2019.00011>

Waddington-Jones, C. (2022). Evolving, Surviving, and Thriving: Working as a Chamber Musician in the 21st Century. In *The Chamber Musician in the Twenty-First Century* (Vol. 10). MDPI, Basel.



Watne, Å., & Nymoene, K. (2017). Entreprenørskap i høyere norsk musikkutdanning [Entrepreneurship in Norwegian higher music education]. In O. Varkøy, E. Georgii- Hemming, A. Kallio, & F. Pio (Eds.), *Nordic research in music education: Vol. 18* (pp. 367-385). Retrieved from <http://hdl.handle.net/11250/2490527>

Webb, L. A. (2021). Empowering female conductors. *Teaching Music*, 28(3), 50-53.

Westerlund, H., & Gaunt, H. (2021). *Expanding professionalism in music and higher music education: A changing game* (p. 182). Taylor & Francis.

White, J. C. (2013). Barriers to recognizing arts entrepreneurship education as essential to professional arts training. *Artivate: A Journal of Entrepreneurship in the Arts*, 2(3), 28–39.

White, J. (2017). Analyzing entrepreneurship in the U.S. arts sector: identifying arts entrepreneurs' demographics and shared characteristics. *Artivate: A Journal of Entrepreneurship in the Arts*, 6(1), 8-32.

Yang, Y. (2022). Professional identity development of preservice music teachers: A survey study of three Chinese universities. *Research Studies in Music Education*, 44(2), 313-330.

Zadbagher Seighalani, M., & Mirhashemi, M. (2022). The Effectiveness of Iranian Traditional Music Package on Job Performance and Positive and Negative Emotions of Employees by Gender. *Razavi International Journal of Medicine*, 10(3), 16-22.

Zakari, N. A., Majid, M. Z. A., & Sahid, S. (2022). Systematic Literature Reviews of Marketability and Employability of Graduates.

Zhang, T., Sukrasjaroen, K., & Chankonson, T. (2022). Analyze The Factors that Influence Music Employment in Higher Education at Zhengzhou Private University in Henan Province. *Proceedings of VIAC 2022 in Budapest*, 56.

Zhu, J., Liao, Z., Yam, K., & Johnson, R. (2018). Shared leadership: A state-of-the-art review and future research agenda. *Journal of Organizational Behavior*, 39(7), 834–852. <https://doi.org/10.1002/job.2296>.

Zhukov, K., & Rowley, J. (2022). Crafting successful music careers: Insights from the professional lives of Australian pianists. *Research studies in music education*, 44(1), 158-174.

Znidarsie, J. and Zupan, N. (2019), “Assertiveness, perceived importance and communication skills among students and young graduates in Slovenia and FYR Macedonia”, *Journal of Human Resource Management*, 22(1), 21-29.