



## **Elements of building a career in performing arts**

**Amitabh Agarwal**

BSc in International Business, University of Roehampton, London, United Kingdom

### **Abstract**

**Purpose:** The main purpose of the study is to explore the research question ‘What are the elements of building a career in performing arts?’ The aim of this is to assist people who aim to pursue their career in the entertainment industry as a performer.

**Design/methodology/approach:** The research has used qualitative approach to conduct the research. Furthermore, it has used University of Roehampton’s Dance Department as a case study. Henceforth, lecturers and employability advisor were interviewed and surveyed dance students of the Dance Department at the University of Roehampton to obtain primary data.

**Findings:** Research suggests that awareness of opportunities and threats, professional networking, higher education, persistence, talent and commitment are vital elements for career development in the entertainment industry as a performer.

**Practical Implications:** Based on this research I have been able to develop a number of implications that can assist individuals with regard to career development in the entertainment industry as a performer.

**Originality/value:** The research extends the literature on career development by explaining how career development techniques can be adopted and implicated by career seeking individuals.

**Keywords:** elements, entertainment industry, dance, career development, opportunity, threats

### **Introduction**

This research aims to explore the question ‘What are the elements of building a career in performing arts?’ The problem being addressed in the research is how people can increase their chance of employability in the entertainment industry. It also makes the career seeking individuals in show business aware of the various aspects that can assist in career development. Hunter (2013) <sup>[1]</sup> describes the entertainment industry as an industry that sells and makes entertainment which hopefully will appeal to many people. However, in my view show business is anything that deals with music, dance, television, films and theatre. It is something that brings happiness to people’s lives creating a more joyous and pleasant existence. By finding out elements of career development also gives individuals an opportunity to continue keeping the interest and happiness alive in people’s journey of life.

The research also explores the opportunities and threats associated with career development in the show business. The research does not judge the success of career seeking individuals by them becoming the next superstar but, gives them a chance to earn a living for themselves through being employed in show business. Thus, the literature associated with the research is career development. Henceforth, to conduct the research a qualitative approach has been adopted. In order to analyse the research I have used University of Roehampton’s Dance Department as a case study.

I believe this research provides opportunity and increases the chance of people being successful in the entertainment industry. My personal reason for conducting this research is that I aspire to becoming an actor. However, if I am not successful as an actor, then I see myself as an acting and dancing entrepreneur in the future. For this reason, my interest in entering and flourishing my career in the

entertainment industry motivated me to discover the elements of building a career in performing arts.

### **Literature Review**

The research aims at discovering the elements of building a career in performing arts. Henceforth, in this chapter I situate my argument in the literature on career development, since it is associated with the research subject. Career development is a long-term process of organising work, learning, leisure and transitions for moving towards an evolving and personally determined future (Career Development, 2012) <sup>[4]</sup>. Furthermore, Parks (1976) <sup>[19]</sup> propose career development as a series of decisions and experiences which begin early in people’s life and continue throughout most of their active years.

### **Awareness of Environment**

The arguments in this project build on the work of Grezeda (1999) who discusses the importance of being aware of the environment insecurity as a practitioner. It helps people move out of old-fashioned styles and make use of modern techniques for career development. Consequently, the individuals should be able to understand hypothetical arrangement that signifies this modern perception and propose strategies or techniques for directing career managing issues faced by practitioners. This can be considered as an important element for building a career as having knowledge on current styles can be significant for career development.

### **Tools of Career Development**

Bozionoles (2001) argues tools of career development such as learning centres, management development growth, in-house courses, and performance management appraisal must be promoted since most people are not aware of them. In

addition, the career development tools must be scrutinised by individuals before adaptation as some of them might not directly assist career issues or self-management of careers but are aspects of self-development. This argument can be further explored by illustrating the concept of career motivation theory suggested by London (1983, pp.620-630). He proposes career motivation is a multi-dimensional model that includes situational and individual's properties, which are exposed in the people's decisions and careers. It embraces motivation to meet the expectations of employers associated with different organising roles of the employees. It also assists in making vital career decisions such as further training for new jobs, moving to a new job or staying static, changing one's career plans and trying to achieve the desired goals. In addition, Tennyson (1968) [21] proposed vocational development for individuals is vital for career development. Thus, it is important for career seeking individuals to adopt a tool that facilitates career development.

### Employers Intentions of Employment

Employers look at various aspects: experience, skills, results (backward looking) and cognitive skills, habits, attitude (forward looking) while selecting a candidate for the job. Past performance may not predict the future performance but repeated past performance does. Henceforth, the people who aim to get employed should develop their knowledge with regard to the employer's intentions prior to the interview or audition. In addition, the past performance of an individual should be convincing enough for the employer to hire the candidates and employers (Cauchi, 2013) [5]. This increases their chance of employability and thus, supports career development.

Stevens (1996) [20] argues that many career seeking individuals believe career development is mostly about the future their next career move. However, career growth is not only mainly concerned with the future but also with the present, life management skills and job development. It is also about relationships with employers and work colleagues. If people change their perspectives and figure out what is expected of them this could assist them in achieving employability. For this reason it gives this research a motive for identifying the current mind-set of individuals with regard to employment in the entertainment industry.

### Career competencies

Defillippi and Arthur (1994) [8] suggest career competencies as being more connected with competencies built in the organisation instead of human administration literature. Career competencies are further divided into three parts; Know-how competency expresses job-related knowledge and work-related skills; know why competency demonstrates the individuals own motivation and discovering of organisational goals and finally, know-whom competency is concerned with the networking outside and within the firm that benefits both the individual and organisation. Furthermore, they also argued that career competencies are suitable for the individuals who have unstable jobs. Basically, according to them, by developing know-how, know-why and know-whom career competencies, an individual can foster career development. In addition, Cianni and Wnuck (1997) [6]

propose team tasks can enable individuals in developing their knowledge and competencies. Henceforth, this can assist in making enquiries about freelancers, specifically who aim to build their career in performing arts.

### Strategic and Social Networking

Kim (2013) [12] proposes that networking motives and aspects make a difference to people's success. The first attribute is building contacts the motive can either be strategic or social. In a social approach, individuals communicate with many random people without any particular reason, whereas strategic motives focus on building networks with people who have power and resources. In both cases career seeking individuals will only manage to get support if they handle relationships with people well. The choice is made by the individuals to build networks inside or outside the organisation depending on career outcome. Consequently, building network can be considered a vital element of career development. Furthermore, it also helps to find in the research the importance of networking and how it can be done.

### Model of Career Development

Holland and Whitney (1969) [10] suggest counselling and guidance is important for career development. Stevens (1996) [20] model of career development comprises of interpreting data, opportunity awareness, decision learning, transition training and transition accomplished. Moreover, it is proposed that including the scheme of select-your-own-mentor service in the career development, improves the outcome for both employer and employee. In addition, mentors must be trained and the service of an external career counselling provider should be available as an alternative. This mentor can thus assist career seeking individuals at different stages in the model of career building. The models different stages can be seen in Fig 1. Furthermore, the model on career development will help in exploring the opportunities associated with career development in performing arts. Henceforth, career counselling can be considered an important element for building a career since it encourages aspiring performers to move in the right direction.

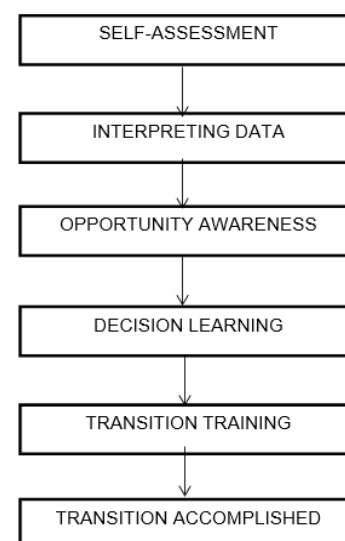


Fig 1: Stevens' Model of Career Development.

### Self-Marketing

Lecroy (1994) <sup>[13]</sup> suggests that establishing a successful track record on the past jobs undertaken can help in developing a career of an individual. If your past experiences have been beneficial to the last employer, then future employers will have confidence in your capability of producing productive results for them. It is therefore important for an entertainer to be consistent with their performances in the entertainment industry so as to set a benchmark. Moreover, setting a professional image is important for career development. This implies that even when someone is not doing well in their current job a positive image can be conveyed to other employers. For instance, a positive image can be created by sending the message that you are doing well in your current job, but are interested in the opportunities and challenges that a new job may offer. In addition, graduate schools can also be used to create a professional image as academic credentials imply that you are upwardly mobile. Hence, individuals marketing themselves for career development can increase their chances of getting employed in a better job.

Overall, the literature proposes awareness of modern techniques, tools, competencies, networking, models, self-marketing, opportunities and threats associated with career development. Henceforth, the different aspects of career development have been identified, which has assisted in conducting the research.

### Research Methods

#### Research Design

This research aimed at discovering the elements of building a career in performing arts. The aim of the research includes the aspects that are influenced by abilities and qualities of human beings. Henceforth, the research adopted 'interpretivism' as its epistemological perspective since it seems to be consistent with research aims, objective and its nature. Furthermore, it gives me the opportunity to gain an insight of those who aim to pursue a career in performing arts their beliefs, ideas, values and experience. Consequently, the research has used an interpretivist approach for collecting and analysing data. Merriam, (2009, p. 13) <sup>[17]</sup> proposes qualitative research is adopted by researchers who are interested in understanding the experiences of people and how these people make sense of their world.

The research has used the University of Roehampton's Dance Department as a case study. Collis and Hussey (2009) <sup>[7]</sup> define case study is used to discover a single phenomenon (dance department) in a natural setting by using a variety of approaches to obtain in-depth knowledge. The Dance Department has been selected as the case study as it provides training to individuals for developing their career in performing arts as a dancer. In addition, I am studying at the University of Roehampton which helped me to access the Dance Department conveniently. I also knew some students personally as have done dance shows with them. The data has been collected using primary and secondary resources. Finally, I have used simple stratified sampling method in order to select the respondents (sample) for this research.

#### Data Collection and Data Analysis

**Primary Data:** Malhotra *et al* (2012) <sup>[16]</sup> suggest this is the data which is originally collected by researchers. In order to

obtain primary data for the research three semi- structured interviews and forty self-administered surveys (questionnaire) were conducted. Ng and Coakes, (2013 p. 103) <sup>[18]</sup> propose that in semi-structured interviews some pre-formulated questions are asked to maintain the consistency, usually in a set order. The participants were chosen on the basis of their relationship with the Dance Department (the case). The profile of all the three interview respondents can be seen in the table 2 and questionnaire respondents (Appendix 1).

**Table 1:** Profile of interview respondents

Interviewees	Gender	Position
1	Female	Dance and Drama employability advisor.
2	Female	Lecturer in Dance.
3	Female	Lecturer in Dance.

The interviewees were approached via email with a request to let me interview them for the research, following which the date, time and place of the interview were fixed according to the interviewee's preference (Appendix 2). The face-to-face interview was scheduled for half an hour with each participant. Interviewee 1 was interviewed in the library at the University of Roehampton and interviewee 2 and 3 were interviewed in the Dance Department of the University of Roehampton. Interviewee 1 was selected as she advises dance students on employment opportunities after graduation and how the students can increase their chances in obtaining employment. Interviewee 2 and 3 were chosen because they provide training and knowledge to the students who aim to pursue their career in performing arts. In addition, interviewee's years of personal experience and knowledge with regard to performing arts, made them a highly suitable source in collecting the necessary data. Some interview questions were prepared prior to the interviews. The questions aimed to get the information on the elements, opportunities and threats associated with career development in performing arts. As a researcher I decided to conduct three interviews as, I believe just doing one interview is not sufficient for research purposes. By conducting three interviews it is possible to gather different opinions, experiences, thoughts, ideas, beliefs and values on the research subject. All the interviewees were asked whether their accounts could be tape recorded prior to the interview. Finally, the interviews were transcribed and the accuracy of the transcripts tested by listening to the recordings (Appendix 3).

Ng and Coakes (2013 p. 93) <sup>[18]</sup> propose self-administered surveys are usually conducted by using paper or websites. The participants were dance students as they are associated with the Dance Department (the case) and moreover aim to develop their career in performing arts. A questionnaire was prepared and pre-tested prior to obtaining the information from the participants. The questionnaire aimed at gathering the views of the participants on the opportunities, threats and elements that they consider are important for building a career in performing arts. The participants were handed over questionnaires personally and confirmed that they are dance students. The participants were approached outside the dance studios of the University of Roehampton and with a request to fill in the anonymous questionnaires (Appendix 6). All the participants had the right to withdraw from filling out the questionnaires at any point. Finally, the ethical issues have been considered and the interviewees were

asked to sign a participant consent form (Appendix 5).

**Secondary Data:** Malhotra *et al* (2012) <sup>[16]</sup> suggest this is the data that already exists. The secondary data has been collected from journals, books and researching the websites that provides opportunities to the people for employment. For instance, LinkedIn website was investigated to find out how it helps graduates in increasing their employment opportunities. The journals and books were used to develop the knowledge about the literature (career development) associated with the research. Bryman (2012) <sup>[3]</sup> suggests thematic analysis is useful for analysing the qualitative data. Henceforth, the data collected has been analysed by categorising into different themes. The information collected was categorised into patterns and themes such as threats, elements and, opportunities by using the QSR Nvivo

software (Bazeley, 2007). This was done by making a Microsoft excel sheet for the questionnaires and transcribing the interviews using Microsoft word, then uploading it to the QSR Nvivo software. Once the interviews and questionnaire were uploaded then nodes were made and data was classified and evaluated using the QSR Nvivo software. For instance, I used word frequency, one of the features of the software, to analyse the opinion of the questionnaire respondents (Appendix 4). Furthermore, I read transcripts thoroughly and noted down themes as I saw them appearing in the collected data. The data analysed has been displayed by using tables and graphs since, this makes it easier to understand data that has been analysed using thematic approach (Bryman, 2012) <sup>[3]</sup>.

**Findings**

**Table 2**

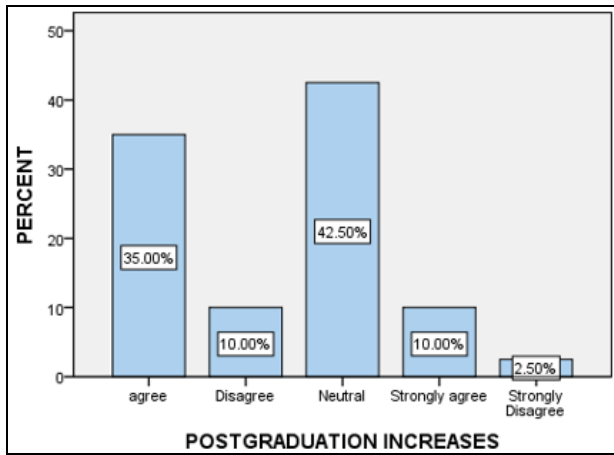
Data Themes	Quotes	Findings
Dedication and commitment	Interviewee 2: ‘I had a career myself as a dancer that involves learning dance from the age of 6 and went to dance class at the age of 10 so the first element is total dedication. I did PHD in dance and switched for academic. It does not matter what you do acting or dancing but it is important to have a commitment to endless hard work’	The research found dedication and commitment to endless hard work is essential for building a career in performing arts. It is necessary as an artist must be prepared for committing themselves to practice for long hours. In addition, it involves giving up joys in life such as time spent with your friends and family. One needs to dedicate their time in studios practicing and improvising on technique and ability.
Ongoing Training, Knowledge And Belief	Interviewee 3: ‘Having the ability to keep going even if not selected as, people get many rejections. Hence, the ability to believe in you and either getting opportunities or making your own opportunities.’	The people to build their careers in entertainment industry need to also have continuous training and must update their knowledge with nature of entertainment industry. It is important because people get many rejections so they need to believe and trust themselves in the long run.
Investing In Oneself	Interviewee 1: ‘You have to also invest heavily in yourself as a dancer; you have to continue to dance and eat healthily which can be expensive.’	The building of a career in performing arts requires money that can be invested by the performers on themselves to maintain a healthy lifestyle.

**Table 3**

Higher Education	Interviewee 1: ‘The	Higher education assists individuals in
	person who has a degree has	tackling competition since a degree can be
	an advantage in the labour	seen as an evidence of qualifications by the
	market as it opens the door	employers.
	For the opportunities that	
	demand the higher education.	
	Can use it as a benchmark as	
	they do not have to train you	
	and they might want to put	
	Your graduate training	
	programme which won’t be	
	eligible for you if you do not	
	have a dance degree.’	

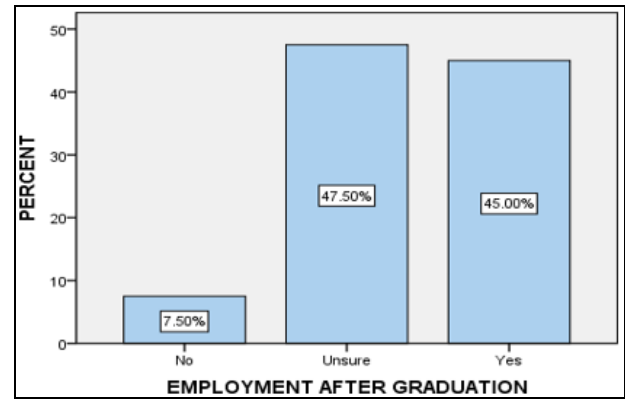
The below graphs 1 and 2 show in percentage what questionnaire respondents (dance students) believe with

Regard to employment in the entertainment industry after post-graduation



**Graph 1:** Do you think Postgraduate study increases your chances of getting employed in the entertainment industry?

The Graph 1 expresses that 35% of the respondents agree that Postgraduate study increase chance of getting employed in the entertainment industry. However, 42.50% of the respondents are neutral with the decision regarding Post graduate study



**Graph 2:** Do you think you will be employed in the entertainment industry after graduation?

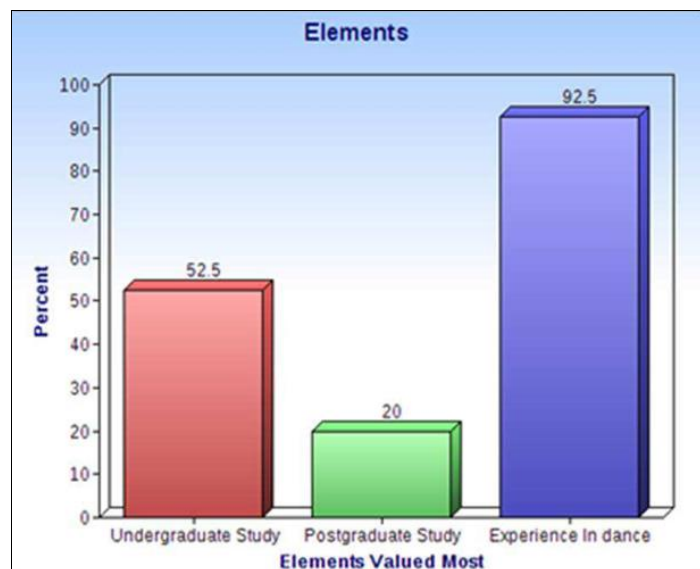
The Graph 2 shows that 45% of the respondents believe they will get employed after graduation whereas around 7% believe they will not be employed. Finally, 47.5% of them are not sure with regard to employment. Overall, it is evident that higher education can be considered an important element for career development in performing arts.

**Table 3**

Theme	Quotes (Questionnaires)	Findings
Experience	DS001 'You cannot get a career without experience. However, an undergraduate programme increases chances of being an impactful dancer or practitioner.' DS006 'I have friends who got a job in dance because of experience.' DS012 'You have wider understanding of dance from experience grades do not matter.'	The research found out most questionnaire respondents value experience in dance to be a vital element of career development compared to Undergraduate and Postgraduate study. It is evident from the quotes and in the graph that can be seen below.

**Question Asked:** According to you what is the most important.

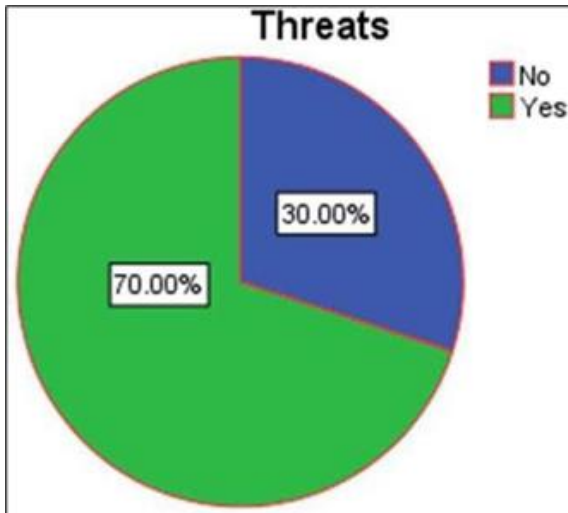
Element for career development in the entertainment industry?



**Graph 3**

**Table 4**

Theme	Quotes	Findings
Threats	Interviewee 1: 'They don't plan far off in advance. The point is a lot of students are coming for higher education in the university with already an end point in mind.' Interviewee 2: 'Imagining that it is a celebrity world when it's not?'	The research discovered threats associated with career development in performing arts. The interview respondents consider not planning in advance and having unrealistic imagination as a threat. The questionnaire respondents whereas consider injury, competition, unstable pay and cut in government funding's as the vital threats Graph 4 below shows a general description of how many questionnaire respondents were aware of threats.



Graph 4: Percentage of respondents aware of threats

Table 5

Theme	Quote	Findings
Resilience Persistence Talent Personality	Interviewee 1: 'The talent, persistence, resilience, personality and the ability to work hard in order to build connections and secure opportunities in those connections to build a career.'	The research discovered that persistence, resilience, personality and talent are vital for career development. The table 3 below explains the various aspects of career development.

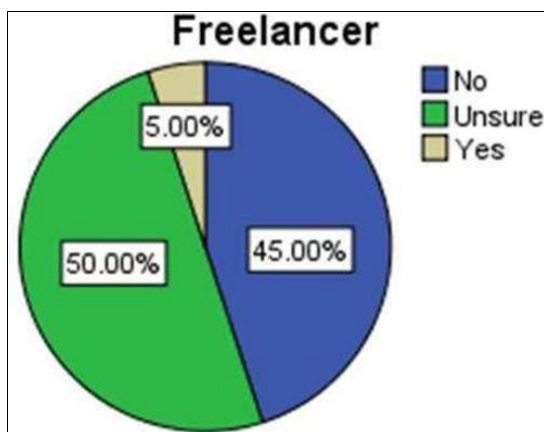
Table 6: Aspects of Career Development

Resilience	The ability to quickly recover from difficulties.
Persistence	The ability of an individual to continue in spite of the problems that occur.
Talent	The skills of doing things in a certain way.
Personality	The combination of qualities and characters that form the total character of an individual.

Table 7

Theme	Quote	Findings
Opportunities professional networking	Interviewee 1: 'they use experience of working in theatre, and arts and creativity to do things focussed around culture, tourism, and heritage.'	The research discovered some opportunities that exist. The career of a dancer can be short as it may be difficult to find work during some stage of the career. Therefore, an individual can use their own experience to find a job in different sectors such as culture, heritage or tourism. Furthermore, they can make use of the opportunities provided by the dance organisations that help to refocus, rebuild and support the dancers in career development.
		Most of the questionnaire respondents considered knowing the right people (professional networking) highly important for developing a career in performing arts. Professional networking is about building contacts with the people who have resources and power. In addition, by knowing people who are associated with the entertainment industry, chances of career development are increased.
		The research also found out that LinkedIn is an online networking tool used by professionals and undergraduates. The usage of this tool at an early stage can help in building contacts with the right people (LinkedIn, 2014)

**Question Asked:** Do you think being a freelancer in the show business is enough to earn a living for oneself?



Graph 5

**Discussion**

In this chapter I will be discussing how the research subject relates to findings. In addition, the previous findings of people as mentioned in literature will be related to current findings. The aim of the research was to find the elements of building a career in performing arts. Furthermore, it also explains the implications of the study.

**Awareness of threats and Opportunities**

The study conducted answers the research question 'What are the elements of building a career in performing arts?' The research found out threats associated with building a career in performing arts such as injury, competition, unstable pay or cut in government funding's. Grezeda (1999) discussed the importance of being aware of the environment insecurity in the literature. I believe individuals being aware of threats found out from the research are being aware of environment insecurity that exists in the field of entertainment industry. In addition, being aware of environment insecurity can help them to understand hypothetical structure and propose techniques to avoid threats of building a career in performing arts. Stevens' (1996) [20] model of career development considers opportunity awareness as an important aspect of career growth. The research found opportunities that career seeking individuals in the entertainment industry should consider in their pursuit to become a performer. It discovered that if an individual is pursuing a career as a dancer, then a career can be cut short due to age or tragedy. Henceforth, I believe as a performer there is an opportunity to make use of creative experience and consider entering different career aspects to secure a future based on career development. For instance, according to the research, if a dancer gets too old to perform they can make use of dance

organisations that help them to refocus and rebuild as a dancer.

Finally, I believe it implies career seeking individuals should become aware of other opportunities that exist in the entertainment industry to ensure future security and give them a chance to deal with uncertainties that can occur in their career. For example, my ambition of a flourishing career in the entertainment industry as an actor has been backed up by considering the option of becoming an acting and dancing entrepreneur, if not successful as an actor. Henceforth, being aware of other opportunities that exist can increase people's confidence and keep them closer to their dreams.

### Higher Education and employers intentions

The research found out importance of higher education for career development in performing arts. Basically, higher education helps career seeking individuals in the field of performing arts avoid competition to a certain extent. The competition in the labour market is high and thus, having a degree in undergraduate or postgraduate studies, opens the door for opportunities that require higher education. Furthermore, employers may be willing to hire someone who is educated over people, who are less qualified which can, decrease the latter's chances of employment. Bozionoles, (2001) suggests the importance of promoting career development tools such as in-house centres, learning centres and likewise in the literature. I suggest the importance of going to universities and attaining degree as a way of promoting a tool of career development, in particular, for the individuals who seek to build a career in performing arts. Cauchi (2013) <sup>[5]</sup> argued in the literature that employers look at experience, attitude, skills, habits and cognitive skills before selecting the suitable candidate for job. Therefore, I suggest that findings can be linked to Cauchi (2013) <sup>[5]</sup> since persistence and resilience are aspects of attitude; talent and personality can be considered aspects of skills for pursuing career in performing arts. The research also found out that around 90% of the respondents value experience as important for building a career in performing arts. Furthermore, I believe qualities such as attitude and skills are more tangible and can be seen by employers at interview and auditioning stage. I also believe based on the previous and current findings that talent and experience is not only required to enter but even to survive in the entertainment industry. However, higher education can assist in acquiring experience but not natural talent as it is developed or in-built within an artist. I suggest that it implicates career seeking individuals as a performer should focus on enhancing their skills by adopting opportunities available beyond higher education. For instance, I personally practice different emotions (facial expressions) in front of the mirror every day, even though I do not have a performance, in order to be prepared for any opportunity and, to develop the talent.

### Networking

The research found that most of the respondents (dance students) consider knowing the right people (networking) as one of the vital elements of career development. The previous research by Kim (2013) proposed social and strategic networking and thus, the findings are similar to Kim's findings since the respondents consider it's important to know the people with resources and power. Findings are

linked more to strategic networking. Furthermore, the findings implicate that career seeking individuals can make use of LinkedIn - a website for networking with professionals. I believe professional networking is one of the most important elements of career development in performing arts, the reason being if you know people beforehand within the entertainment industry, they can assist in making the right career moves for career development. It also increases confidence and provides mental satisfaction to career seeking individuals in the entertainment industry. For instance, I personally look forward to making contacts with people associated with the entertainment industry since I believe one day they might offer me a life changing opportunity. However, it is also very important to keep in touch with your contacts on a regular basis. It is important because people should remember who you are, so that when the right time comes it is easier for people to approach you.

### Implications of the Research

- It explains the vulnerability of developing a career as a freelancer in the entertainment industry.
- The research increases chances of an individual for being successful in the entertainment industry as a performer.
- It makes the future more secure for performers by exposing them to different opportunities that exist in the entertainment industry.
- It explains the employer's intention of employing an individual in the field of performing arts.

It prevents individual from making the same errors made by people in the past, when pursuing a career in performing arts.

### Conclusion

My research question was 'What are the elements of building a career in performing arts?' It also aimed at exploring the opportunities and threats associated with career development within the entertainment industry. The research question and aim of the research has been accomplished. Furthermore, the findings of this research can be adapted and implicated for career development in the entertainment industry. Some of the elements discovered are persistence, resilience, higher education, talent, dedication, commitment, personality, professional networking and, awareness of opportunities and threats.

### Generalizability

Even though the findings of the research aim specifically for building a career in the field of performing arts, literature associated with research of 'career development' is something I believe is associated with career seeking individuals of any field. For instance, an individual who aims to build a career in the manufacturing industry can also develop knowledge on insights of career development from this study. Furthermore, I believe entertainment is a part of most people's lives. They do different things to entertain themselves such as watching movies, hiking, reading and so on, in order to kill boredom and use entertainment as a stress buster. This research being associated with the entertainment industry thus is also connected with everyone who likes to be entertained. Finally, people who are neither interested in 'career development' nor in 'entertainment'

can develop their knowledge on how to conduct a research using case study as a paradigm.

### Limitations of the Research

The limitation of this research is that most of the data is collected from female participants in the primary research. All the interviewees were female candidates and out of 40 questionnaires 38 were filled by female participants. However, that was because the University of Roehampton dance department was selected as the case study and in which mostly both students and staff are females. If more opinions of both genders could have been gathered equally, then it might have influenced the findings in a different way. Furthermore, the research can be compared only with other qualitative research and not with quantitative research on career development. Finally, this research only discovered the elements of building a career in the entertainment industry as a performer. Thus, future research can be conducted about developing a career in the entertainment industry as a businessman. It would be interesting to see the differences of developing a career.

### References

1. Bazeley P. *Qualitative Data Analysis with NVivo*, London: SAGE Publications, 2007.
2. Bozionelos, N, *Career Development International*. Organizational downsizing and career development. 2001; 6(2):87-92.
3. Bryman A. *Social Research Methods*, (4 ed.) Oxford, Oxford University Press, 2012.
4. *Career Development. What is Career Development?* 2012 Available at: <http://www.careerdevelopment.ab.ca/Default.aspx?pageId=1375043>. (Accessed: 15th March 2014.)
5. Cauchi M. *Career Development*. Agarwal, A. (Pen and Paper), Southlands Café, 2013.
6. Cianni M, Wnuck D. *Individual Growth and Team Enhancement: Moving Toward a New Model of Career Development*. *The Academy of Management Executive*. 1997; 11(1):105-115.
7. Collis J, Hussey R. *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, (3rd Ed.) Basingstoke, Macmillan Business, 2009.
8. Defillippi RJ, Arthur MB. "A competence-based perspective", *Journal of Organizational Behaviour*. 1994; 15:307-23.
9. Grzeda MM. *Career Development International*. Reconceptualizing career change: a career development perspective. 1994; 4(6):305-311.
10. Holland JL, Whitney DR. *Career Development*, *Review of Educational Research*. 1969; 39(2):227-237.
11. Hunter N. *Showtime!* New York, NY: Gareth Stevens Pub, 2013.
12. Kim S. *Career Development International*. Networking enablers, Constraints and dynamics: a qualitative analysis. 2013; 18(2):120-138.
13. Lecroy HF. *Music Educators Journal*. Marketing Yourself for Career Development. 1994; 80(5):20-22.
14. LinkedIn. About Us. Available: <http://www.linkedin.com/about-us>. (Accessed: 20th March 2014)
15. London M. "Toward a theory of career motivation", *Academy of Management Review*. 1983; 8(4):620-30.
16. Malhotra NK, Birks D, Wills P. *Marketing research Fourth Edition*, Pearson Edition, pg., 2012, 803.
17. Merriam S. *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass, 2009.
18. Ng W, Coakes E. *Business Research: Enjoy Creating, Developing and Writing Your Business Project*. Kogan Page, London, 2013.
19. Parks0 BJ. *Career Development-How Early?* *The Elementary School Journal*. 1976; 76(8):468-474.
20. Stevens P. *Career Development International*. What works and what does not in career development programmes. 1996; 1(1):11-18.
21. Tennyson WW. *Career Development*. *Review of Educational Research*. 1968; 38(4):346-366.