



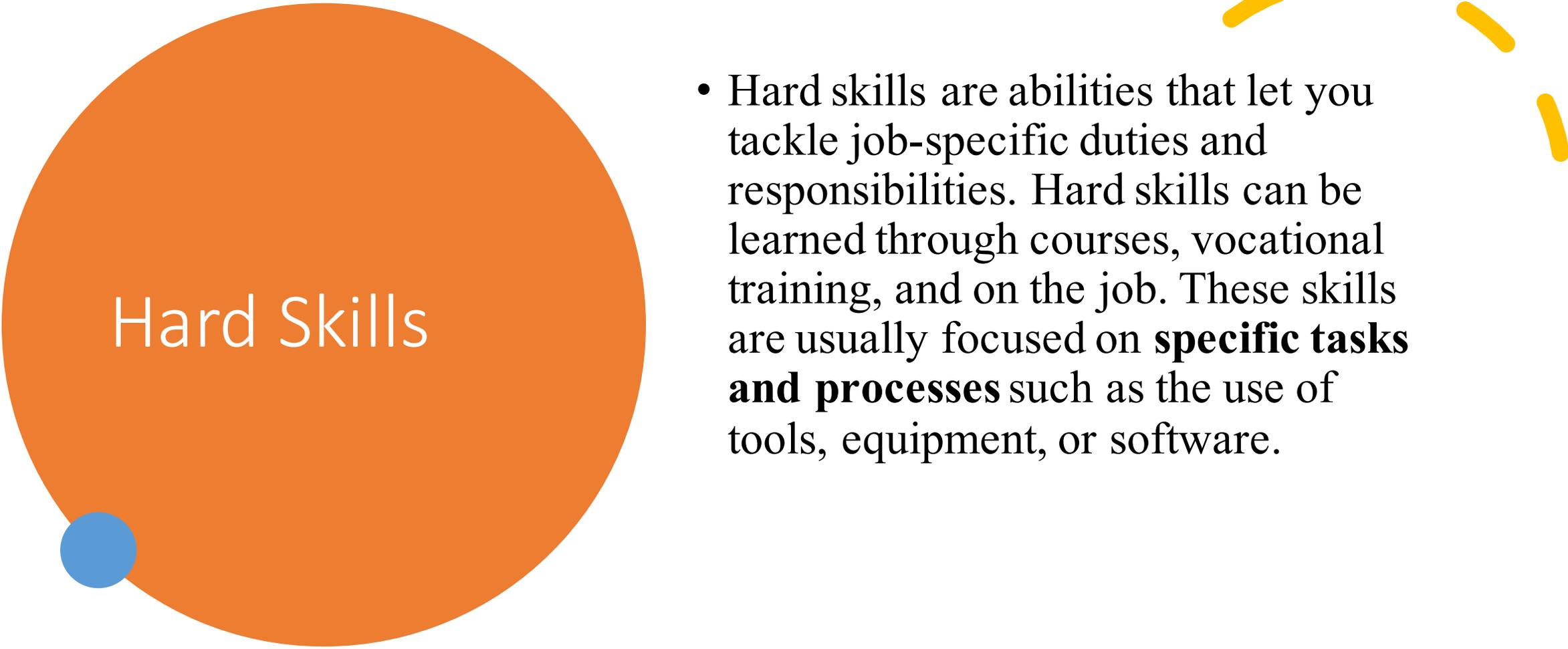
Skills

AEC Congress 2021

Abstract

The 'soft skills' or 'human skills' required to be a practising arts professional can often be taken for granted by arts professionals and the performing arts industry. Resilience, curiosity, dedication, people skills, passion, creativity, and teamwork are cornerstones of the music profession.

In this session we will explore how to harness the power of these skills to become an empowered musician within the community and workplace. How can we as music educators nurture an awareness and appreciation of such skills within our institutions, and how can we encourage our students to communicate this to the outside world?



Hard Skills

- Hard skills are abilities that let you tackle job-specific duties and responsibilities. Hard skills can be learned through courses, vocational training, and on the job. These skills are usually focused on **specific tasks and processes** such as the use of tools, equipment, or software.

What are Soft Skills

Soft skills are broadly classified as a combination of **personality traits, behaviours, and social attitudes** that allow people to communicate effectively, collaborate, and successfully manage conflict.

People with good soft skills tend to have strong **situational awareness and emotional intelligence** to navigate difficult working environments while still producing positive results.

This is especially important for **leadership positions** because good leadership is more about managing people and directing their efforts toward the desired outcome rather than bringing any specific technical skills to bear.

- **Hard skills get *interviews*, soft skills get *jobs*.**

Seth Godin – Stop Calling them Soft Skills

‘We underinvest in this training, **fearful that these things are innate and can’t be taught.**

‘Of course, we learn them. We learn them accidentally, by osmosis, by the collisions we have with teachers, parents, bosses and the world. **But just because they’re difficult to measure doesn’t mean we can’t improve them, can’t practice them, can’t change.** ‘

Real because they work, because they’re at the heart of what we need today.

Real because even if you’ve got the vocational skills, you’re no help to us without these human skills, the things that we can’t write down, or program a computer to do.

Real skills can’t replace vocational skills, of course not. What they can do is amplify the things you’ve already been measuring.

Imagine a team member with all the traditional vocational skills: **productive, skilled, experienced.** A resume that can prove it.

That’s fine, it’s the baseline.

Now, add to that: **Perceptive, charismatic, driven, focused, goal-setting, inspiring and motivated.** A deep listener, with patience.

What happens to your organization when someone like that joins your team?’

The evidence

- In 2018, the NACE Center For Career Development and Talent Acquisition surveyed employers of new graduates and **team building** topped the list of in-demand attributes, closely followed by communication and leadership.
- Over 400 of America's Fortune 500 Companies use **artistic skills, processes and experiences to foster creative thinking and innovation processes** (Arts & Business Quarterly Online)
- Recent research shows that new attitudes and behaviours will be needed by individuals and businesses founded on **flexibility, resilience, collaboration, entrepreneurship and creativity**. (The future of work: Jobs and skills in 2030, UKCES)
- 69% of companies that cultivate creativity in the workplace reported winning awards and recognition as a 'best place to work'.(Forrester consulting)
- Companies who place greater emphasis on creativity perform better financially (McKinsey)

The Skills Companies Need Most in 2020



Top 5 Soft Skills

- 1 Creativity
- 2 Persuasion
- 3 Collaboration
- 4 Adaptability
- 5 Emotional intelligence



Top 10 Hard Skills

- 1 Blockchain
- 2 Cloud computing
- 3 Analytical reasoning
- 4 Artificial intelligence
- 5 UX design
- 6 Business analysis
- 7 Affiliate marketing
- 8 Sales
- 9 Scientific computing
- 10 Video production



8 Soft/Human Skills Musicians Have That Employers Want

(<https://www.musicthinktank.com/blog/8-soft-skills-musicians-have-that-employers-want.html>)

- **1. Self-Discipline and Responsibility**
- 2. Adaptability**
- 3. Perseverance**
- 4. Memory and Concentration**
- 5. Communication**
- 6. Teamwork**
- 7. Openness to Feedback**
- 8. Confidence**

Self-Discipline and Responsibility

- **The Workplace**
 - Punctuality and time management skills are necessary to plan one's schedule and complete work on time.
-
- **Musicians**
 - Performance and practice goals – time management and practice scheduling .
 - Requires organisation and personal responsibility.

Adaptability

- **The Workplace**
- The ability to accept change and have flexibility

- **Musicians**
- Play with new groups of people
- Play different styles of music
- Adjust our playing to meet the requirements of a conductor.

Perseverance

- **The Workplace**
 - Frustrations and obstacles will happen, but those who have practical experience with perseverance will be ready for the challenge.
-
- **Musicians**
 - Learning how to sing or play an instrument requires a great deal of practice and repetition.
 - Experience in how to face a new challenge every time you start learning a new piece of music.

Memory and Concentration

- **The Workplace**
- This skill comes in handy throughout your life, anytime you need to absorb important information or work in a place where other people are also working or talking.

- **Musicians**
- Memorisation requires repetition and concentration.
- Attention to detail is an important aspect of learning a piece of music
- Concentration skills are necessary, ewhen playing with other musicians or in front of an audience.

Communication

- **The Workplace**
 - Good communication skills are extremely valuable.
 - If a team of world-class experts are unable to communicate well with each other while working together, their project will run into trouble regardless of how good each individual may be at their own part.
-
- **Musicians**
 - Musicians learn how to use verbal and nonverbal cues to communicate with one another while rehearsing and performing.

Teamwork

- **The Workplace**
 - Collaboration is a critical skill in the business world. People have different personalities and working styles, but they all must work together.
-
- **Musicians**
 - Musical ensembles of any size must function as a team, overcoming personal differences to produce good results.

Openness to Feedback

- **The Workplace**
- Employees will receive feedback from their supervisors and others, and they must learn how to accept criticism gracefully and adapt their work accordingly.
- **Musicians**
- Music students learn how to deal with criticism. Constructive criticism from an instructor is a vital part of the learning process, and a music student needs someone with experience to help identify areas that need work and offer strategies for improvement.

Confidence

- **The Workplace**
- You may have many other skills, but without confidence, it's difficult to apply them to the best of your ability.
- Whether you're feeling nervous about a job interview or meeting or have "stage fright" about giving a presentation in front of a group of people. Gaining experience with this as a young person can help overcome anxious feelings.

- **Musicians**
- The pride and sense of accomplishment that come from learning how to play an instrument, mastering a piece of music, and performing it successfully builds a music student's confidence.
- It also teaches them how it feels to achieve something through steady work.

Emotional Intelligence

- Emotional Intelligence (known as “EQ”, as opposed to “IQ”) is the ability to recognise and control your emotions and then pick up on the emotions of those with whom you are interacting in order to influence and work effectively with them.
- **It’s the ability to express the appropriate emotions at the appropriate time.**
- This psychological model was introduced in 1990 by Peter Salovey and John D. Mayer and popularised by science writer Daniel Goleman in his groundbreaking work, *Emotional Intelligence* (1995).
- Emotional Intelligence has been called ” a revolutionary, paradigm-shattering idea” (Harvard Business Review) since it is strongly correlated with success.

- 1. Know your emotions

SELF-AWARENESS

- 4. Recognize & understand other people's emotions

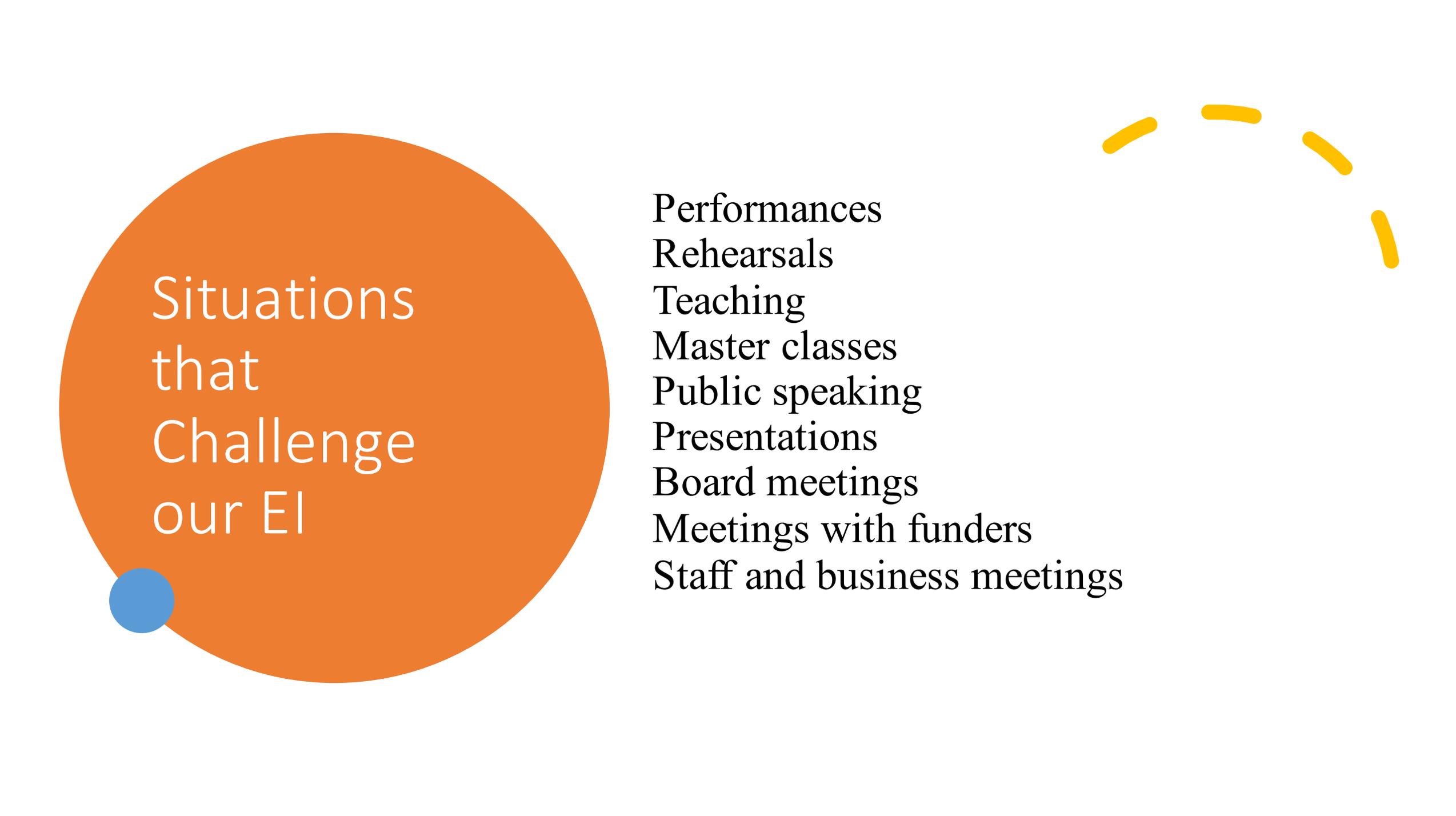
SOCIAL AWARENESS

- 2. Manage your emotions
- 3. Motivate yourself

SELF-MANAGEMENT

- 5. Manage relationships (others' emotions)

RELATIONSHIP MANAGEMENT



Situations
that
Challenge
our EI

Performances
Rehearsals
Teaching
Master classes
Public speaking
Presentations
Board meetings
Meetings with funders
Staff and business meetings



People that
Challenge
our EI

Ensemble members
Artistic collaborators
Administrators
Audience members
Board members
Funders



How to harness the power of these skills to become an empowered musician within the community and workplace?
– Develop EI

YOU or Personal Competence:

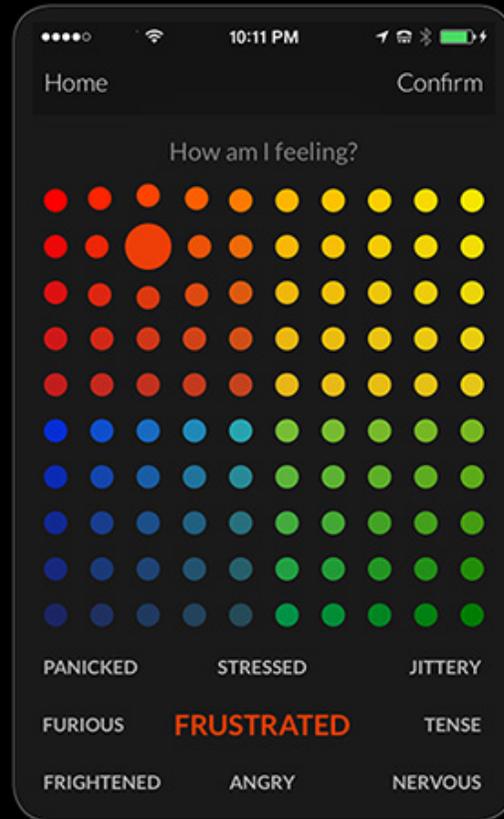
- 1. **SELF-AWARENESS:** You are aware of your own emotions; and
- 2. **SELF-MANAGEMENT:** you effectively manage your emotions.

OTHERS or Social Competence:

- 3. **SOCIAL AWARENESS:** You are able to sense the emotions of and empathise with those around you; and
- 4. **RELATIONSHIP MANAGEMENT;** you know how to interact with, influence and work effectively with other people.

MOOD METER APP

BUILD EMOTIONAL INTELLIGENCE THAT LASTS A LIFETIME



Build greater self-awareness to make more informed decisions

Increase your emotion vocabulary to communicate more accurately

Learn effective emotion regulation strategies to manage stress

Track your emotions over time to notice patterns at home and work

Developed by Researchers at the Yale Center for Emotional Intelligence www.ei.yale.edu

Learn more about the App www.moodmeterapp.com



RULER stands for:

Empathy
Persuasion
Conflict Management

- **R**ecognizing emotions in yourself and those around you to develop greater self-awareness, as well as a sensitivity to how your collaborators are feeling;
Understanding what is the cause of those emotions so that you can develop strategies for managing your feelings;
Labeling the emotion accurately so that you can communicate more effectively with others;
Expressing the emotion in the right way with the right person at the right time to the right degree in order to contain potentially charged situations; and
Regulating the emotion effectively in order to manage stress and reach better outcomes.
- RULER is based on the notion that emotions matter and that emotional intelligence is a teachable skill. The mood meter is one tool for accelerating the learning process.

Self - Awareness

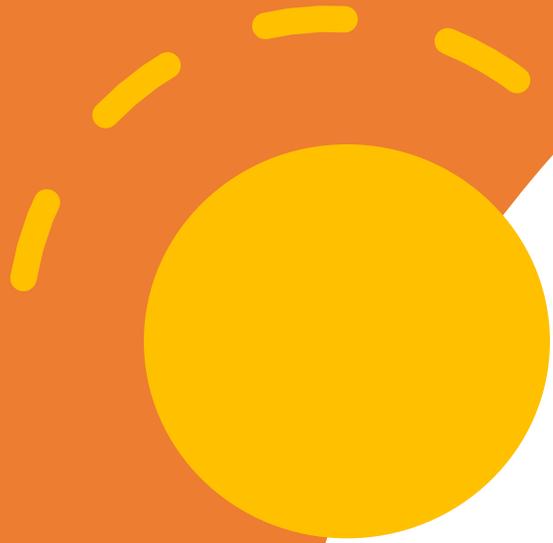
- When you don't have either the courage or the ability to face the truth of what you feel, think, and need, you end up communicating confusing and inaccurate information – sometimes even downright falsehoods.
- If you never really learn to value and understand what's going on inside you, how can you value and understand what is going on with another person?
- If you don't know yourself, how can you get to know another person — someone with a completely different experience and perspective – and value the truth of who they are?
- **Keep Your Love On: Connection, Communication & Boundaries, Danny Silk (2013, lovingonpurpose.com)**



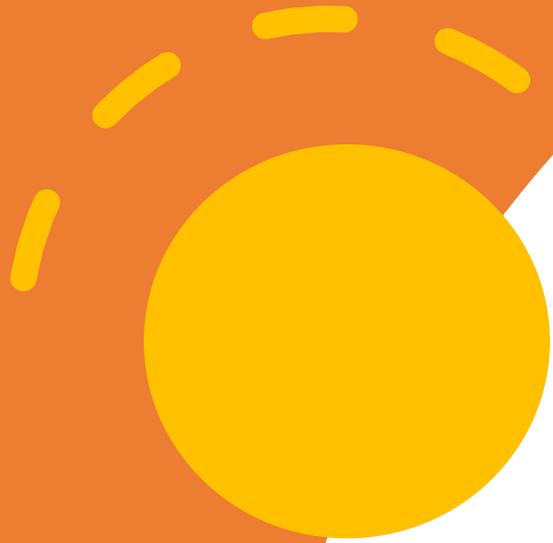
Social Awareness

Social Signals	Positive View	Basic Needs	Games & Integrity
<ul style="list-style-type: none">*Eye contact*Facial expression*Posture & position*Touch	<ul style="list-style-type: none">*Humanity*Assume the best*Recognize value*Seek connection	<ul style="list-style-type: none">*To love & be loved*To be affirmed*To be recognized*To be entertained	<ul style="list-style-type: none">*V-P-R*Hidden agendas*Trust your gut feeling*Look for integrity





How can we as music educators
nurture an awareness and
appreciation of soft skills/human
skills within our institutions?



How can we encourage our students to communicate their highly developed human skills to the outside world?