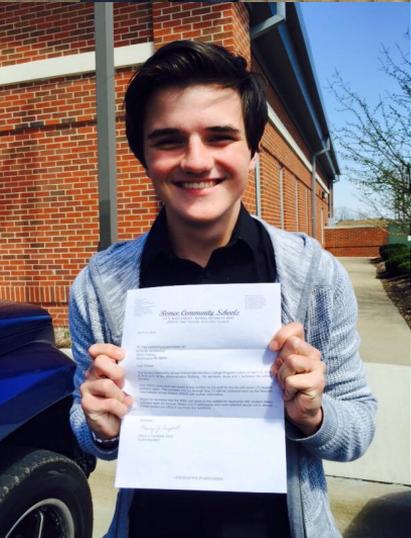
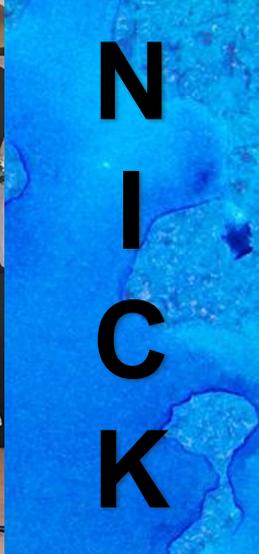
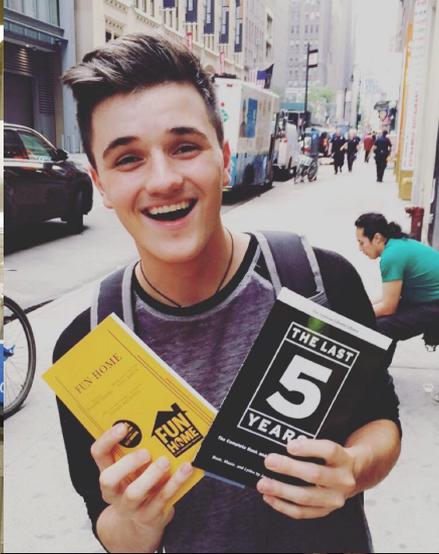




Singing for Our Soul

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My Story



***What is the first
word you think of
when you hear
“vulnerability?”***

What is Emotional Intelligence?

- × *Emotional intelligence* is the ability to **monitor** your own emotions and the emotions of others, **label** those emotions, and **use** those emotions to influence your thinking and action
- × Emotional Intelligence has four characteristics
 - × Self-Awareness
 - × Self-Management
 - × Social Awareness
 - × Social Skills

Why is Emotional Intelligence Important?

- × Unlike IQ, emotional intelligence (EQ) is a *skill* that can be grown over time
- × People with high EQ scores outperform those with higher IQ scores 70% of the time
- × EQ is 400% more powerful than IQ in predicting success
- × People with higher emotional intelligence, earn, on average, \$29,000 more annually

Why is EQ Really That Important?

- × Mental health
 - × EQ is both a mental health and physical health predictor
 - × EQ is positively correlated with resilience
 - × Lower EQ is associated with increased risk for anxiety-related disorders
 - × People with high EQ levels are more flexible in coping with stress

Why does EQ matter as an Artist?

- × As Artists (including Musicians, Painters, Poets, Writers, Theatrical Performers, Dancers, and Technicians) we are exposed to constant criticism
- × Often, we cannot control how the criticism is delivered
- × So, in the face of adversity, how do we cope with the negative emotions that result from harsh criticism and self-shame?

Three Questions to Explore

1. What can music teach us about positively regulating our own emotions?
2. How can we as Artists use emotional intelligence as a resilience tool in the face of shame?
3. How can we create a safe, vulnerable, environment for other artists as we become leaders in our fields?

Q1: What can music teach us about positively regulating our own emotions?

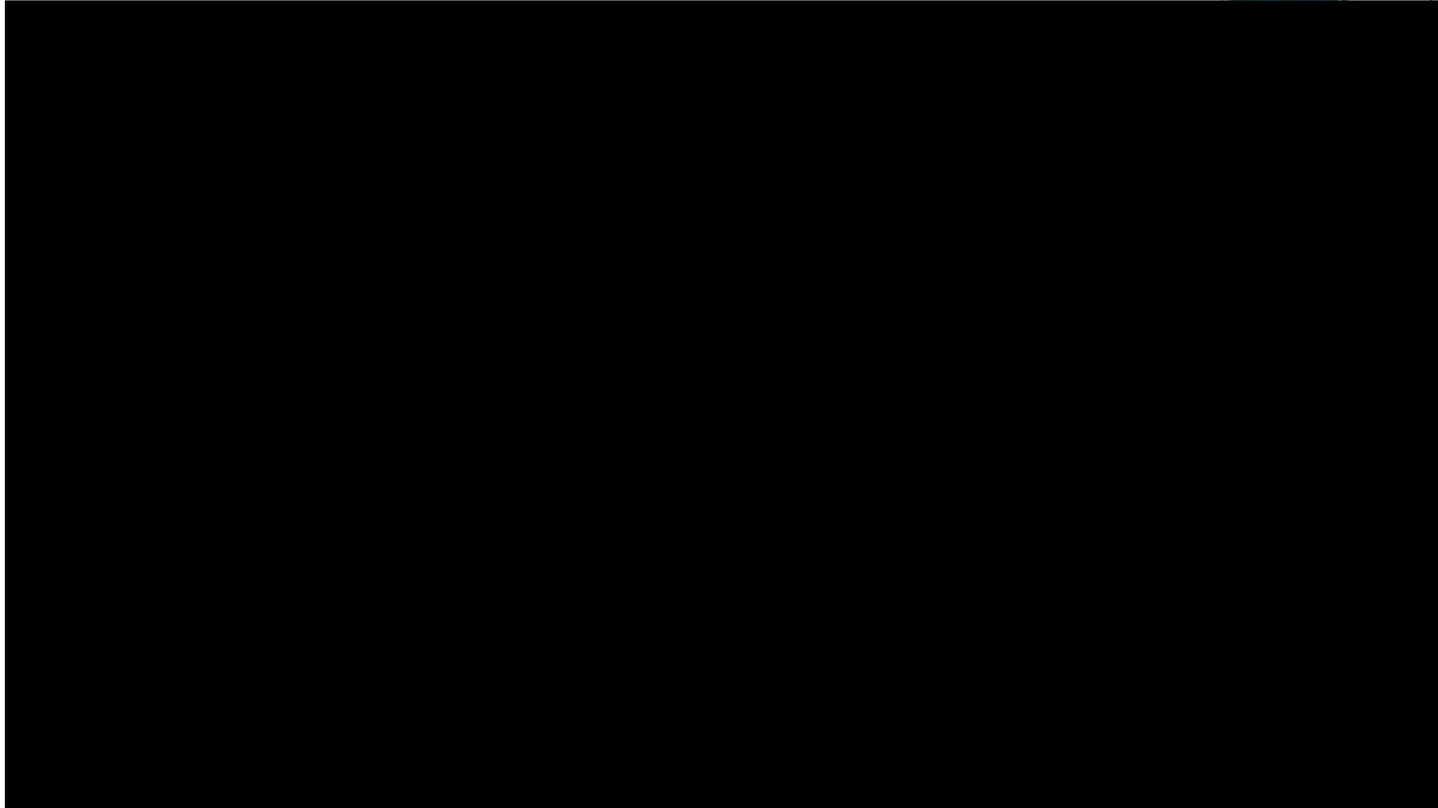
Activity

- × Watch the following music video
- × Work in groups and choose **one** emotion-sensation from the wheel on the previous slide
- × Prepare to chat about why your group felt that emotion/sensation best represented the music

What to watch/listen for...

- × Body Language
- × Images
- × Lyrics
- × Music
 - × Speed, major/minor, instruments being used, etc.

Video Slide



Discussion Time

- × Breakout Groups
 - × Seven Minutes to discuss with your groups
- × Introduce Yourselves!
- × Job
 - × 1. Label the emotion/sensation for the main character (younger kid), the final bully, or the entire music video
 - × 2. Discuss reasoning among groups
 - × 3. Decide who and how you will present in the main group

Time's Up!

- × Let's chat
- × What did you find?

Further Application

- × We can use the same skills you just used to help manage your own emotions and the emotions of others
- × Music provides an incredibly powerful place for that
- × The voice is *especially* powerful, as we have words, unlike instrumental music

Q2: How can we as Artists use emotional intelligence as a resilience tool?

- × The RULER Method developed by Mark Brackett
 - × R: Recognize
 - × U: Understand
 - × L: Label
 - × E: Express
 - × R: Regulate

Recognize

- × Recognize that you are having the emotion
- × Do not be afraid to engage with it, leaving it to fester will only make the feelings more intense

***U*nderstand**

- × Where did this emotion come from?
- × What triggered it?
- × What was I doing before I felt this way?

Label

- × Label the emotion
- × This is one of the most powerful tools of emotional regulation
 - × By labeling an emotion, we calm down the area of our brain that is responsible for feeling
 - × This allows us to look at our emotions a bit more thoughtfully

Express

- × Express the emotion with language
 - × Talk about it with someone you trust
 - × Talk out loud about it
 - × Talk about it to your dog/cat/fish, or favorite stuffed animal
 - × Journal about it
 - × Record yourself talking about it
 - × Sing about it

Regulate

- × Now that we recognize, understand, labeled, and expressed our feelings, what are we going do about it?
- × How do we approach this feeling in the future?

Discussion

- × Name some ways in which you regulate your own emotions?
- × What works for you? What doesn't work so well, but you do it anyway?

Examples

What works well?

What might we want to change?

What if we are put in situation where we can't do that?

- × Options
 - × Mindful breathing
 - × *Single Nostril Breathing**
 - × The Pause*
 - × Forward-thinking
 - × Looking from another perspective
(Cognitive reframing)

Q3: How can we create a safe, vulnerable, environment for other artists as we become leaders in our fields?

- × Creating a safe environment for others involves the same strategies that we discussed for the second question
- × It is much easier to create this space for others, when we understand exactly the environment we want to create

***How does someone
make a space feel
safe?***

Possible Examples

- × Name and Pronouns
 - × Accurate pronunciation of name and pronouns is the simplest tool in creating a safe space.
- × Offering criticism*
 - × As an artistic leader, this is skill that is built over time, and will continue to develop.
- × Collaboration
 - × Make others feel valued. This involves being both seen and heard.
- × Modeling
 - × Model the traits you would like to see in others. Vulnerability leads to vulnerability.

*"If you can't hear me, I
feel like you can't see
me"*

*-Tarana Burke
Founder of #metoo*

Offering Criticism

- × Offer suggestions, rather than *soliciting* advice
- × Empower the individual to grow, rather than identifying them with their behavior
- × Phrases to avoid: “you should...,” “you need...,” “you must...,”
- × Phrases to try: “You might try...,” “Maybe, try...”
 - × Or pose it as a question
 - × “What if you tried this?”
- × Always focus on the positive, and let the individual know they have the potential for growth
- × When offering criticism, know who is in your arena



"We deemed this criticism not constructive enough to warrant any changes on our part."

Trauma-Informed Approaches

- × Always ask for consent when talking about topics that may be potentially triggering to another individual
- × Be sensitive to others' experiences of trauma that could be a result of multiple factors
- × Being *trauma-informed* is adopts an anti-racist and decolonizing framework that can reverently acknowledge the trauma faced by collective groups or individuals

Moving Forward

- × Through this workshop, we discussed many different things over three key questions
 - × **What can music teach us about positively regulating our own emotions?**
 - × **How can we as Artists use emotional intelligence as a resilience tool in the face of shame?**
 - × **How can we create a safe and vulnerable environments for other Artists as we become leaders in our fields?**

Chat Storm

- × What is one thing that you learned today that you can work to implement into your toolbox?
- × How has your perspective on music and coping changed today, or have been enhanced?
- × What questions do you have or would like to chat more about?



**“People will forget what
you said, people will
forget what you did, but
people will never forget
how you made them
feel.”**

-Maya Angelou

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