Instructor’s Guide to Facilitating a Workshop on:

Emotional Intelligence and Relationship Building: The hidden ingredients in transforming behavior in the Healthcare Setting
Emotional Intelligence and Relationship Building:
The hidden ingredients in transforming behavior in the Healthcare Setting

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CERES Innovations, Inc.
Science has proven that as pressure and stress increase, our capacity to think rationally and intelligently... to perform...is compromised. When this happens in the work setting, core competencies collapse and quality breaks down in a domino affect throughout the organization.

For many years, I.Q. was used as an indicator of how successful someone would be in life. Yet, experience has shown that some of the smartest people have had multiple problems making successful lives...unable to maintain a job, unable to meet the performance requirements of their jobs, difficulty with relationships, and continuously struggling to make both ends meet. In studies done regarding I.Q. and job success, the findings reveal that about 65% (at the least) of the time it is due to factors other than I.Q and technical skill. Rather, it is due to high emotional and social intelligence.

Healthcare organizations today are constantly undergoing pressures of economic constraints, downsizing, new technology, reengineering, and uncertainty about the future. These stresses probably will not go away. And, these stresses often have a strongly negative impact on employees and, ultimately, the organizations. So, in order for healthcare employees to continue to offer quality and safe care, while at the same time maintaining a healthy lifestyle themselves, building capacity for strong emotional and social intelligence is critical for surviving, and even thriving, in today’s healthcare environment.

Objectives

- Learn what emotional/social intelligence is…and is not
- Examine the importance of EQ/SQ and how it is relevant to your work environment
- Understand the Competencies and Skills associated with EQ/SQ
- Identify various tools to build your EQ/SQ
Emotional intelligence leads us to manage our emotions, not deny them. Social intelligence leads us to having healthy (healthful) and fulfilling relationships at work and at home.

For many years, I.Q. was used as an indicator of how successful someone would be in life. Yet, experience has shown that some of the smartest people have multiple problems making successful lives...unable to maintain a job or to meet the performance requirements of their work, difficulty with relationships, struggling to make both ends meet in keeping up with their responsibilities to maintain themselves and their families. In studies done regarding I.Q. and job success, the findings reveal that about 65% (at the least) of the time it is due to factors other than I.Q. and technical skill. In careers where professional selection almost exclusively focuses on I.Q., emotional and social intelligence carry more weight on who emerges as a leader or high performer.
What Isn’t Emotional & Social Intelligence?

It is not about being nice all the time.
• It is about being honest.

It is not about being “touchy-feely.”
• It is about being aware of your feelings, and those of others.

It is not about being emotional.
• It is about being smart with your emotions.

It is not about being manipulative
• It is about using your value system as a guide in making decisions

Emotional and Social Intelligence essentially redefines what it means to be smart beyond IQ.
Emotions impact such measurable goals as productivity and safety

In a study of a Canadian provincial healthcare system, where a tremendous amount of change and layoffs were occurring, nurses who were under managers who tested low in social intelligence, reported 3x more unmet needs of patients and 4x more staff exhaustion than nurses who were under managers who tested high in social intelligence. (Goleman, “Social Intelligence and the Biology of Leadership”, Harvard Business Review, Sept. 2008.)
Emotional Intelligence encompasses two primary domains or areas of competence: Personal Competence and Social Competence.

Goleman has historically lumped social intelligence with emotional intelligence, but over the last couple of years he has begun to view social intelligence a little differently. He has move away from a more cognitive view to looking at social intelligence within the context of neuroscience...the study of what happens in the brain when people interact...or brain to brain social glue that builds the foundation for any interaction...be it positive or negative.
In addressing Emotional and Social Intelligence, we view the brain essentially as three parts.

The Primitive Brain is that part which includes the brain stem ...it’s the primitive or reptilian brain.

The Emotional Brain encompasses the limbic system and is essentially the seat of our emotions. The Amygdala plays a major part in driving emotions or feelings. The Amygdala is the key brain center that coordinates behavioral, immunological and neuroendocrine responses to environment threats. In assessing our environment, the amygdala compares incoming sensory information with stored emotional memories and makes instantaneous decisions.

The Thinking Brain involves the cortex with various aspects involved with reasoning, problem solving, sorting through perceptions, etc. It’s that part of the brain that we use to identify feelings that are triggered in the Emotional Brain, and we use it to manage our feelings or emotions through some type of rational system. This is the “Executive” part of the brain that we employ for self awareness as well as other emotional and social intelligence skills.

Daniel Goleman refers to the Emotional Brain as the “low road” and the Thinking Brain as the “high road”. When our feelings are “hijacked” by the “low road” and never reach the “high road” to be identified and sorted through, that’s when we often see a tremendous outburst of feelings. The more powerful the low road’s reactivity, the less rational will be the reactions. The more active the prefrontal area, the more balanced will be the outcome. E + R=O

An emotional response can occur before the higher brain centers can deliver a more rational and accurate response. Fortunately, our brains are flexible and one can learn techniques to override this experience through a redirection of perceptions. (Use examples to demonstrate this concept). “The low road offers a first choice, but the high road can decide where we end up.”
Self awareness is knowing one’s internal states, preferences, resources, values and intuitions.

Daniel Goleman (Working with Emotional Intelligence) : “Emotional awareness starts with attunement to the stream of feeling that is a constant presence in all of us and with a recognition of how these emotions shape what we perceive, think and do. From that awareness comes another: that our feelings affect those we deal with.”
Emotional Self-Awareness

- The ability to recognize one’s emotions and their effects
- The ability to name one’s feelings as well as demonstrate appropriateness in expressing them

People who have this competency know the internal feedback and subtle signals that tell them what they are feeling and use them as an ongoing guide to how they are behaving/performing. They are able to name their own feelings as well as demonstrate social appropriateness in expressing them.
Accurate Self-Assessment

- The ability to effectively discern how we react to stimuli and the environment and be aware of how our emotions affect our behaviors, including how we perform.

- Knowing one’s strengths and limits and understanding where we need to improve.

- The ability to understand and use our values and intuition to guide decision making.

This competency also allows us to non-defensively accept and ask for feedback from others in order to improve our performance.
Self-Confidence

- Having confidence in our capabilities to accomplish goals and being open to feedback and self development in areas where we need improvement
- Having the courage that comes from certainty about our capabilities, values and goals
- A strong sense of self-worth; a belief in our own capability to accomplish a task

When we get into negative “self-talk”, such as “I can’t do it; I’m not good enough; I’m not smart enough”, we feed ourselves with low self-confidence messages. We begin to believe what we tell ourselves.

Or, if we’re in relationships in which we’re constantly being told negative things about ourselves, that information becomes imprinted in our thoughts about ourselves. High self-confidence allows us to identify and use our god given talents to understand our true selves and to manage our emotions.
Use personal or case examples of using some of these tools effectively.

Workshop exercises: (1) Identifying Stress and Effects of Emotions  (2)Strengths and Limitations: A Self-Awareness/Self Management Inventory.
## Identifying Stress and Effects of Emotions
(Self-Awareness Exercise)

<table>
<thead>
<tr>
<th>Typical Stressors or Triggers you experience</th>
<th>What Emotion or Feeling do you experience?</th>
<th>Effects You Experience (example: impatience, muscle tension, body heat/sweating)</th>
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### Personal Strengths and Limitations:
**A Self-Awareness/Self Management Inventory**

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<th>Under Strengths: List the positive events, interactions and other experiences of the past week. List strengths that you displayed during these moments, feeling appreciation for each strength that you possess.</th>
<th>Under Limitations: List events, issues, conflicts or other interactions that were “negative” or draining during the past week. Identify the limitations that you displayed during these moments.</th>
<th>Review your strengths and limitations over the past week. List the strengths that you might have used to overcome or turn-around your limitations. <em>You may wish to use this list to identify specific behaviors that you want to change</em></th>
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Simple Tools to Increase Self Awareness (cont.)

• Identify specific behaviors you want to change and select one or two to work on

• Mentally rehearse what the new behaviors would look like in different situations and practice, practice, practice the new behaviors

• Ask a trusted friend, co-worker or family member for honest feedback (or use a Mentor)

• Write a personal mission statement for your life, identifying core values to guide you in your emotional intelligence

It takes much practice to change behavior until it becomes automatic. In order to maximize your success, you will want to identify one or two and work on those. Once you master the behavior changes, you can identify more behaviors that you want to change (again...one or two at a time) and work on those. You will never be perfect (none of us are) but you will feel more confident in yourself as you become more and more comfortable with your new behaviors.

Feeling a range of emotions is not the same as self-awareness. High self-awareness is recognizing the sensations that you feel and being able to name which emotion is happening (for example, your thoughts might speed up or your mind go blank; you might feel hot, cold or numb; you might feel tension or see with tunnel vision, etc.). This is the first step to “self-management”
Self-Management is the ability to manage one’s internal states, impulses and resources.

- The ability to keep one’s feelings and emotions under control and restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure, without repressing the information the emotions may convey.
- The ability to think clearly and stay focused under stress.
- The ability to sustain behavior governed by one’s values even while under pressure to do otherwise and, yet, adapt, be flexible and innovative in an environment of change.

(Use an example)
Keeping disruptive emotions and impulses in check. When we allow our emotions free reign, we lose our “power”, or the ability to make clear choices for ourselves.

People who have this competency are able to maintain performance under stressful conditions or changing circumstances. When they are attacked or aggressively confronted by someone, they do not react with corresponding anger or defensiveness (although they might have the feelings). They are able to effectively manage negative or defeating “self-talk” and move forward toward goals, even in the face of setbacks.

For example, when we become angry or distressed, if we “let it all hang out” by screaming, yelling, throwing objects, etc., we are fueling the fire and the angry feelings become intensified as well as the corresponding behavior. These outbursts often happen because we don’t stop to think about the feelings first as well as the source of the feelings. The internal rage is simply released with no filtering. If we pause (it takes about 6 seconds for information to filter through to our “thinking brain”), consciously recognize the feeling, think about what we want (the outcomes) from the interaction, we are more likely to use that filtering process to express our anger in more positive ways so the outcome is more beneficial to ourselves and those who are taking the brunt of our anger.

Use a case example.
Transparency

• Displaying honesty and integrity

• Demonstrating trustworthiness (building trust and trustworthiness through reliability and taking responsibility)

• Consistently maintaining alignment of actions (behaviors) with beliefs and values, even when it is difficult to do so

• Openly admit mistakes or faults and confront unethical behavior in others rather than turn a blind eye.

“Look at the word responsibility...“response – ability”...the ability to choose your response. Highly proactive people recognize that responsibility. They do not blame circumstances, conditions, or conditioning for their behavior.” Steven Covey, The 7 Habits of Highly Effective People
Effective Self management requires good Self Awareness. When we’re undergoing change, such as re-organization at work, we still have our feelings about the change. We might feel fearful, anxious, or perhaps positive, such as joyful. By recognizing and identifying our feelings and also identifying what it’s going to take to adjust to the new situation (filtering our emotions through our thinking brain) helps us in our adaptability.

(Cite a case example of undergoing change in a hospital setting)
Achievement

• The drive to improve performance to meet inner standards of excellence

• Holding oneself accountable for meeting objectives; keeping promises

• Reflects an underlying drive for being reliable and delivering quality work

This competency reflects those who are highly motivated to do their best in all they do.
Initiative

• Readiness to act and seize opportunities

• Having a sense of efficacy…a sense that they have what it takes to control our own destiny

• Having an ability to be self motivated

Use a case example.
Optimism

- Sees opportunities rather than threats with setbacks
- Sees others positively, expecting the best of them (glass half full...expect changes for the future to be better)
- Rolls with the punches

Optimism is a mindset that is invaluable in any organization...and particularly in healthcare where we around “illness” day in and day out. Optimism is really an impenetrable focus on getting better... wellness...getting healthy...improving. It’s our optimism that gives our patients hope and helps in the healing process.
Simple Tools to Increase Self Management

- Breathe deeply (for 30 seconds or more). Keep your mouth shut and listen sincerely.
- Breathe deeply and ask yourself "What would be the best response in this moment"? (forecast possible outcomes)
- Ask yourself: What are my intentions (what do I really want to happen)?
- Learn to "reframe" stressful situations into ones that are challenging (i.e., what can I do to "fix" the problem?).
- Ask yourself: What facial expression/body language am I displaying right now? Am I sending the appropriate message? If not, modify accordingly.

Involve the participants in a discussion about these tools. Have they ever used some of them? How did it help them?
One effective tool is learning to recognize and understand your values...and values shared throughout humanity. Use those values as a guide to conscious choice and decision making (which is a part of accurate self assessment as well as self management).

**Activity:** Ask participants to write down (2 minutes) the values that are important to them (ask them to do this without thinking about it...just write whatever comes to mind). Have a brief discussion about why and how the values can be used to guide behavior.
In his research and writings, Daniel Goleman addresses social intelligence within the context of emotional intelligence. Earlier in his research, however, his focus on social intelligence was more from the perspective of cognition “about” relationships, focusing more on the “high-road” talents or the capacity for extracting the rules, protocols and norms that guide appropriate behavior.

More recently he has focused on the particular importance of the role of the brain in human interactions (which he calls the human aptitude for relationship or “social brain”) and has re-shaped some of his thinking about the competencies that are primary within the context of social intelligence in light of neuroscience.

He now describes two broad categories:
• social awareness, what we sense about others,
• and social facility, what we then do with that awareness.

As we go through the definitions of these social competencies, we’ll incorporate the earlier categories into the new categories.
Our Neural WiFi

- Emotional Contagion: When 2 people interact face to face, contagion spreads via multiple neural circuits operating in parallel within each person’s brain.

- Looping Effect: The formation between 2 brains of a functional link which occurs outside our awareness.

Looping Effect: In systems terms, the brains “couple” during this linkup...with the output of one becoming input to drive the workings of the other. When this link occurs, as one person changes, so does the other. Their brains send and receive an ongoing stream of signals that allow them to synchronize their feelings, thoughts and actions.

Emotional contagion can lead to group contagion in which the mood of the group is sparked by the mood of the leader(s) or the person who takes on the role of emotional leader. So, any group or team, in coming together to make a decision, would do well to attend not just to what’s being said but to the shared emotions in the room. We catch the mood and emotions of others much like we catch the rhinovirus.

Use case example or role play group emotional contagion.
Our Neural WiFi

- **Mirror Neurons**: Discovered in the human brain in the early 1990’s.
- **Oscillators**: Neural systems that act like clocks.
- **Spindle Cells**: Large neurons that connect at high speed with other neurons and interweave our social guidance system.

**Mirror Neurons**: Many operate in the premotor cortex which governs activities ranging from speaking and movement to simply intending to act. When we mentally rehearse an action such as giving a dry run for a talk or envisioning the fine points of our golf swing, the same neurons activate in the premotor cortex as if we have uttered those words or made that swing. Simulating an act is, in the brain, the same as performing it, except that the actual execution is somehow blocked. Our mirror neurons fire as we watch someone else scratch their head, wipe away a tear, etc. so that a portion of the pattern of neuronal firing in our brain mimics theirs. This lets us participate in the other person’s actions as if we were executing that action.

The mirror neuron systems not only mimic actions but allow us to read others’ intentions. We “feel” the other in the broadest sense of the word: sensing their sentiments, movements, sensations, emotions as they act inside us. Echoing what we observe in another person prepares us to make a speedy and fitting response and helps us track what motivation may be in play. Social skill depends on mirror neurons.

**Oscillators**: Pacing occurs from ocean waves to heartbeats. In the interpersonal realm, our emotional rhythms entrain. When we find ourselves in harmony with another, our neural systems (called oscillators) act like clocks, resetting over and over their rate of firing to coordinate with the timing of the incoming signal. We see this in simple ways such as the rate at which your spouse hands you the dishes she’s washed so you can dry them, or as complex as the movements in a well-choreographed symphony. As two people are engrossed in conversation, their bodies’ motion seems to track the very pace and structure of their speech. Outside our awareness, our body synchronizes with the subtle patterns of whomever we happen to be interacting with. (example, two people walking and within minutes both of them will be moving their hands and legs in perfect harmony...just as two pendulums swinging freely come into synch.)

**Spindle Cells**: Particularly thick connections between the orbitalfrontal cortex and the anterior cingulate cortex (the highest part of the limbic system) Have a body size about four times that of other brain cells, with extra long branches that make attaching to other cells easier and quicker (transmitting thoughts and feelings to them quicker). This ultra rapid connection of emotions, beliefs and judgments creates our social guidance system. The particular brain chemicals these axons transmit suggest their central role in social connection because they are rich in receptors for serotonin, dopamine and vasopressin. These brain chemicals play key roles in bonding others in love, moods (good and bad) and in pleasure.
### Social Awareness

#### Social Competence

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**Social Facility**
- Synchrony
- Self Presentation
- Influence
- Concern

**Primal Empathy**

“When it comes to emotions we cannot nor communicate”
Goleman, 2006

- Feeling with others (largely activated by mirror neurons…the low road’s rapid, spontaneous reading of nonverbal clues)

- Often demonstrated as a “Gut reaction”

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**Primal Empathy:**
1. Feeling with others
2. Sensing nonverbal emotional signals

Empathy seems to improve with time, honed by the circumstances of life.

We are constantly, and usually unconsciously, deciphering nonverbal messages from others. The nonverbal messages employ our 5 senses, but mostly our hearing and seeing. We observe hand movements, gestures, body posture, eye movement, facial expressions, tone of voice, etc. Many of our gestures are culturally influenced so that certain phenomenon, such as standing at an appropriate distance when speaking with someone, or maintaining eye contact while speaking, has different meanings…which reinforces the importance of understanding different cultures of people in our working environment. Nonetheless, the emotions are universal regardless of how the nonverbal cues might be displayed.

Sometimes we need to make decisions so quickly that we have no real time for well thought out decisions. This is when “trusting your guts” is really important and often right.

Those who score high in reading messages from the eyes will be gifted at empathy…particularly in any role that demands it…diplomacy, police work, nursing and psychotherapy.
Attunement

- A sustained presence that facilitates rapport

- Promoted by attentive listening with understanding

- Responsive to the others’ feelings

- Maximizes physiological synchrony and emotional alignment (positive feelings)

• Attunement:
  1. Listening with full receptivity
  2. Attuning to a person

Attunement is attention that goes beyond the momentary (primary) empathy to a fully engaged, sustained presence. Listening with our attention, attuning to your feelings, letting you have your say, and allowing the conversation to follow a course we mutually determine.

Listening well has been found to distinguish the best managers, teachers, leaders and healthcare professions among the top three abilities of those whose work has been rated as outstanding by their organizations. Full attention is blunted whenever we split our focus. While listening can be difficult to do, particularly now in organizations when we’re often required to multitask. Yet, full listening doesn’t really demand that much from us. A 5 minutes conversation can be a perfectly meaningful human moment. To make it work, you have to set aside what you’re doing, putting down the memo you were reading, disengage from your pc, abandon your day dream, and focus on the person you’re with.

Full listening maximizes physiological synchrony and aligns the emotions. It orients our neutral circuits for connectivity, putting us on the same wavelength.
Simple Tools for Active-Attentive Listening

**CLARIFICATION**
Ask questions to assure that you understand and to demonstrate your interest.

**NON-VERBAL REASSURANCE**
Good eye contact, nod your head, shake hands or appropriate touch, etc.

**VERBAL REASSURANCE**
Acknowledge the sender’s ideas, thoughts and feelings (i.e., I see, interesting ideas, un-huh, etc.)
Our body language represents the largest way we communicate. Our non-verbals tell others our thoughts and feelings beyond words. When the interaction has a strong emotional component, empathic listening is critical to the Emotional Bank Account of the person being listened to and our own emotional bank account. The skill of empathy requires close listening and observing the other person for their intended meaning, not ours. Having the skills to capture feelings from non-verbal cues, listening attentively, and phrasing empathic responses clearly, supportively and sincerely are all important. Most important to empathic listening, however, is giving others psychological air (open space in which the person may explore their feelings, vent emotions and feel understood without being judged).

Questions:
Does practicing empathy take a long time because the listener has given up control?
Are people who practice empathic listening viewed by others as soft or indecisive?
Since empathetic listening is attached to emotions, is it appropriate in professional/business settings?
Empathic listening is only one of many tools to help us understand.

Five Empathic Listening Responses:
- Repeat verbatim the content of the communication-words only, not feelings.
- Rephrase content-summarize their meaning in your own words.
- Reflect feelings-look more deeply and begin to capture feelings in your own words.
- Rephrase content and reflect feelings-express both their words and feelings in your own words.
- Discern when empathy is not necessary or appropriate.

Helpful Phrases to Acknowledge Understanding:
- As I get it, you feel that.....
- So, as you see it....
- What I guess I'm hearing is....
- I'm not sure I'm with you, but....
- Your message seems to be, "I.....

Listening with your eyes, ears and heart will help us understand the non-verbal cues like sound and body language so we can understand feelings as well as content.

The essence of Empathic listening is not that we agree with someone, it is, however, that we strive for deeply understanding the other person.

Activity: Talk about a situation at work which is a challenging situation.
All communication, in order to be effective, requires that both the sender and receiver use empathic listening when appropriate and to employ the practices of collaborative feedback for joint problem solving. Effective communication techniques are not gimmicks but, rather, require the capacity in each of us to really “HEAR” the other person with Honesty, Empathy, Acceptance of oneself and the other person, including differences in point of view or perception, and with complete Respect for the other person and our own humanness.
• Empathic accuracy: Understanding another person’s thoughts, feelings and intentions

By expressing empathy, you also create empathy in others.

Empathic accuracy seems to be one key to a successful marriage, especially in the early years. Couples who during the first year or two of their marriage are more accurate in their readings of each other have higher levels of satisfaction and their marriage is more likely to last. For example, one partner might realize that the other feels bad and has some clue as to what might be on their mind.
Social Cognition

- Understanding how the social world actually works
- An ability to find solutions to social dilemmas
- Understanding the unspoken norms that govern interaction
- Having an awareness of the political undercurrents in the work environment

Such savvy can be seen in those who accurately read the political currents in an organization as well as what children do with playground politics (who are Susie’s best friends, who leads in the playground activities, who is being snubbed by the group, etc.)

This knack for interpersonal knowledge has been understood as a bedrock dimension of social intelligence for decades. Yet, this view tends to focus solely in terms of what we know about the interpersonal world and ignores what we actually do while interacting with people. Someone bright at social cognition but lacks the basics of social facility will still be painfully awkward with people.
Social Facility

***Social Competence

- Social Awareness
- Primal empathy
- Attunement
- Empathic accuracy
- Social cognition

Social Facility
- Synchrony
- Self Presentation
- Influence
- Concern

Adapted from: Social Intelligence, Daniel Goleman, 2006
Synchrony

• The ability to read nonverbal cues instantaneously and act on them smoothly

• Lets us glide gracefully through a nonverbal dance with another person

• The foundation of social facility

The neural capacity for synchrony resides in the low-road systems. Getting in sync demands that we read both nonverbal cues instantaneously and act on them smoothly without needing to think about them. The nonverbal signs range from smiling or nodding at just the right moment to simply orienting our body to the other person. When one person is out of sync the other person feels uneasy.

People who fare poorly at this social ability typically suffer from “dyssemia”, a deficit in reading and acting on the nonverbal signs that guide smooth interactions. The dyssemia person is totally clueless about non-verbal signs, such as a conversation that is ending or seeing someone moving away from them because they are standing too close.

Note: Wikipedia definition:  Dysemia is a term coined by psychologists Marshall Duke and Stephen Nowicki in their 1992 book, Helping The Child Who Doesn't Fit In, to decipher the hidden dimensions of social rejection, and describe difficulties with receptive and/or expressive nonverbal communication. The term comes from the Greek dys (difficulty) and semia (signal). These difficulties go beyond problems with body language and motor skills. “A classic set of studies by Albert Mehrabian showed that in face-to-face interactions, 55 percent of the emotional meaning of a message is expressed through facial, postural, and gestural means, and 38 percent of the emotional meaning is transmitted through the tone of voice. Only seven percent of the emotional meaning is actually expressed with words1.” (Nowicky & Duke, 1992, p. 7). Dysemmic persons exhibit difficulties with the acquisition and use of nonverbal cues in interpersonal relationships. Dysemia represents the social dysfunction’ aspect of Nonverbal Learning Disorder.

These social deficits are usually not caused by neurological conditions. An estimated 85% of those with dyssemia have the deficit because they failed to learn how to read nonverbal signals or how to respond to them. Either they did not interact enough with their peers while growing up or their family did not display a given range of emotions or followed eccentric social norms. Another 10% suffer from this condition because of an emotional trauma and 5% because of a diagnosable neurological disorder.
Some people are all about presentation but lack substance. They might have the social intelligence but lack the technical skills to back it up. (for example, the “friendly incompetent employee”)

Example of Self Presentation: Ronald Reagan while running for the Republican presidential nomination. While participating in a televised debate among the candidates. The time-keeping moderator cut him off at one point before he finished making a point. Reagan reacted by leaping to his fee, grabbing another microphone and declaring in angry tones: “I paid for this show. I’m paying for this microphone.”
As a man known for his congeniality, he was able to display the type of assertiveness that made the crowd go wild with “cheering”. This moment has been cited as a turning point in his campaign.
Achieving constructive influence involves expressing ourselves in a way that produces a desire social result, like putting someone at ease. It allows us to persuade others by engaging them in discussions and appealing to their self-interests.

Use an example from article: “Mandela: His 8 Lessons of Leadership” (principle #3: Lead from the back and let others believe you are leading from the front)
Concern

• The ability to feel another’s needs and act on your feelings

• Taking the time and making the effort to help others

• Originating from the low-road circuitry and drawing on high-road abilities

Concern comes out of compassion which Goleman describes as an instinct. This instinct offers benefits in evolutionary fitness...or survival. When studies have been done on babies, virtually from birth they start crying when they hear another baby crying in distress. After about fourteen months of age, babies not only cry when they hear another, but they also try to relieve the other baby’s suffering somehow. The older toddlers become, the less they cry and the more they try to help.

Concern is the impulse that lies at the root of the helping professions. They thrive when this capacity waxes but burn out when it wanes. Concern reflects a person’s capacity for compassion.

Study of the “emotional work” done by health care workers, mostly nurses. Those nurses whose work made them more upset lost track of their sense of mission and had poorer physical health...and most strongly wanted to leave their jobs. Those who had nourishing relationships with patients and felt frequently that they helped improve their patients’ moods were also benefited emotionally. Those more emotionally connected nurses felt a sense of meaningful mission and were less like to want to leave their jobs. Data suggests that the more times a nurse primes good feelings in patients and families, the better she herself will feel. The ratio of positive to negative interactions, to a great degree, is in the nurse’s own hands.

The more we both empathize with someone in need and feel concern, the greater will be our urge to help them. Those who are most psychologically aroused by distress in others who are highly susceptible to emotional contagion in this range, are also those most moved to help. Those who are little moved by empathic concern most easily disregard someone else’s distress.

“Compassion fatigue” can result from catching distress from continually listening to someone’s worries or from “over-caring”. A solution to this is to not stop listening but to get support within your organization. It would probably be beneficial for organizations to incorporate the social intelligence of “concern” and “compassion” into job descriptions. Just as people whose work makes them candidates for repetitive stress injuries need to take stretch time-outs, those who do stressful emotional work can benefit from time-outs to calm down and become emotionally centered before re-entering the fray. That’s why it’s important for health care organizations to support nurses and other staff by considering that the emotional component of health care jobs does count as “real work” and an essential part of the job.

Through building and supporting high emotional and social intelligence, we can create a work environment that is healthy, productive and emotionally/physically safe for ourselves, our colleagues and our patients.
References & Resources

Books and Articles

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References & Resources

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