

# **Emotional Intelligence: Strategies for Managing Yourself & Others**

**Walter F. Baile MD**

**Professor, Psychiatry and Behavioral Science  
Director, Program for Interpersonal Communication and  
Relationship Enhancement  
University of Texas MD Anderson Cancer Center, Houston Texas**

› Clinical Tools and Resources

› Scientific Resources

› Professional Educational Resources

› I\*CARE (Communication Skills Education)

How to Use I\*CARE

Free CME and RME Credit

Risk Management Education Credit

Clinical Communication Skills Video Library

Teaching Communication Skills

For Patients & Families

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# Interpersonal Communication And Relationship Enhancement: I\*CARE

## What you will find on this site

Free CME and RME Credit

Continuing Medical Education Credit (Ethics/Professional Responsibility) for everyone. RME Credit for physicians enrolled in UT Professional Liability Insurance Plan – the how-tos of patient-doctor communication (breaking bad news, non-verbal communication, discussing cancer recurrence, medical errors, end-of-life, and more). **Receive just CME or both CME and RME for viewing the same module.**

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RME Credit ONLY **Need just RME?** RME available only to physicians enrolled in The University of Texas Professional Liability Insurance Plan.

Clinical Communication Skills Video Library

**Don't need CME?** Doctor-patient communication skills materials designed to help you manage difficult conversations and how to teach these skills.

ACE Lecture Series

Achieving Communication Excellence – National/international experts present various aspects of clinician communication skills (CME and RME credit only available through the blue or green links above)



Welcome from Dr. Walter Baile  
Professor, Behavioral Science  
Director, I\*CARE

**Although these materials are directed toward improving the communication skills of oncologists, other health care professionals will find the material relevant.** I\*CARE is a program of the Department of Faculty & Academic Development.  
More about I\*CARE



MD Anderson

I\*CARE

Interpersonal Communication and Relationship Enhancement

## Custom Workshops

Communication Skills Workshops for Medical Professionals (pdf)

Enhance your skills; learn how to train others.



We can come to your institution

## What's New on I\*CARE

- ACE 2015 Lectures now available with CME
- Online CME & RME Submission: Print your certificate online.
- Instructions to download I\*CARE Videos at iTunes University (pdf).

## Featured Video



**"Discussing Prognosis: Making a Difficult Task Manageable"**  
**Ronald M Epstein, MD**, Professor of Family Medicine, Psychiatry, Oncology and Nursing  
Director, Center for Communication and Disparities Research

The University of Rochester Medical Center  
Rochester, NY

View with CME credit - designated by The University of Texas MD Anderson Cancer Center for 1.25 AMA PRA Category 1 Credits™

# Communication Skills Workshops

**Challenging Conversations in Supervision  
and Mentoring  
Amygdala Hijacking**

**PROFESSIONALISM**

**Discussing End of Life Care**

**Giving Effective Feedback**

**Managing Strong Emotions in the Clinical Encounter**

**CONFLICT RESOLUTION**

# **Communication Skills Workshops**

**Challenging Conversations in Supervision  
and Mentoring**

**Amygdala Hijacking**

**PROFESSIONALISM**

**Giving Effective Feedback**

**Discussing End of Life Care**

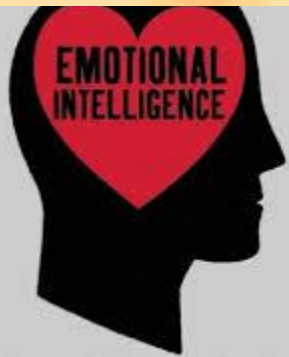
**Managing Strong Emotions in the Clinical Encounter**

**CONFLICT RESOLUTION**



**WHY IS THIS IMPORTANT?**

Intelligence,  
Avoid a Lawsuit:  
A Guide for Lawyers



A PRACTICAL GUIDE

The Five Essential Tools  
for Building Powerful and  
Effective Relationships

The  
Language of  
Emotional  
Intelligence

INCLUDES  
EXERCISES FOR  
RAISING YOUR  
EMOTIONAL IQ

Jeanne Segal, Ph.D.  
Author of *Relating Your Emotional Intelligence*  
with Jaeline Jaffe, Ph.D.

EMOTIONAL  
INTELLIGENCE  
COACHING

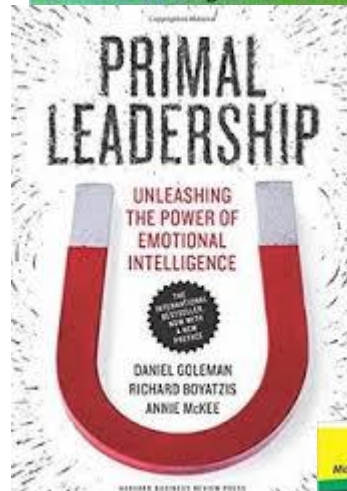
Improving performance  
leaders, coaches and  
individual



Emotional  
Intelligence  
at Work

"Shows how to recognize and manage emotions  
and use them for professional purposes."  
—Publishers Weekly

Hendrie Weisinger, Ph.D.  
Author of *Anger at Work*



"Successfully  
creatively and employ our intelligence in a beneficial way."  
—THE DALAI LAMA

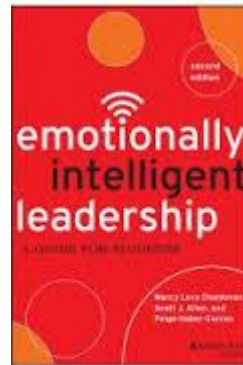
EMOTIONAL  
INTELLIGENCE  
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THE FIVE  
DISRUPTIONS  
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—Emotionally Intelligent



Wendy Lutz, Sherrilyn  
Beatty, J. Allen, and  
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HOW TO IMPROVE YOUR  
EMOTIONAL  
INTELLIGENCE  
AT WORK & IN RELATIONSHIPS



SHAWN KENT HAYASHI

EMOTIONAL  
INTELLIGENCE



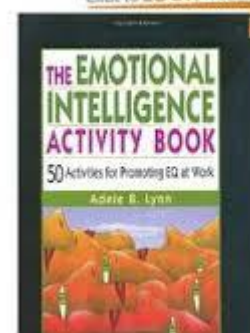
FOR  
SALES  
SUCCESS

Connect with Customers and Get Results

Colleen Stanley

Foreword by Jill Konrath  
author of *SNAP Selling* and *Selling to Big Companies*

Click to LOOK INSIDE!



THE EMOTIONAL  
INTELLIGENCE  
ACTIVITY BOOK  
50 Activities for Promoting EQ at Work  
Adele B. Lynn

Cary Cherniss  
Daniel Goleman  
EDITORS

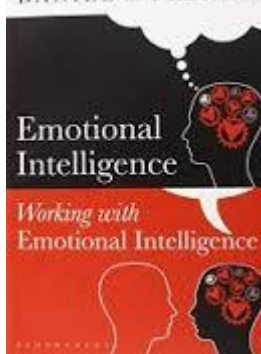
The Consortium for Research  
on Emotional Intelligence in Organizations

The Emotionally  
Intelligent  
Workplace

How to Select for, Measure, and Improve Emotional Intelligence  
in Individuals, Groups, and Organizations

Foreword by Warren Bennis

EMOTIONAL INTELLIGENCE: THE POWER OF EMOTIONAL INTELLIGENCE IN THE WORKPLACE  
DANIEL GOLEMAN



Emotional  
Intelligence

Working with  
Emotional Intelligence

What Makes Smart Lawyers Fail –  
How to Increase Your Emotional  
Intelligence and Your Impact!

Steve Roth  
VP & General Counsel  
Jewelry Television

Norma Formanek  
SVP & General Counsel  
Triliant, Inc.

Dan Harper  
Assistant General Counsel  
CTS Corporation

LaKeisha Marsh  
Associate Vice President & Counsel  
TCS Education System

Elizabeth Wall  
Founder & President  
Elizabeth Wall Partners International

Raising Your  
EMOTIONAL  
INTELLIGENCE

A PRACTICAL GUIDE

A Hands-on Program  
for Harnessing the



# *Thirteenth Annual Institute For Emotional Intelligence*



## *Corpus Christi*

**Teaching, Learning, and Leadership Excellence**

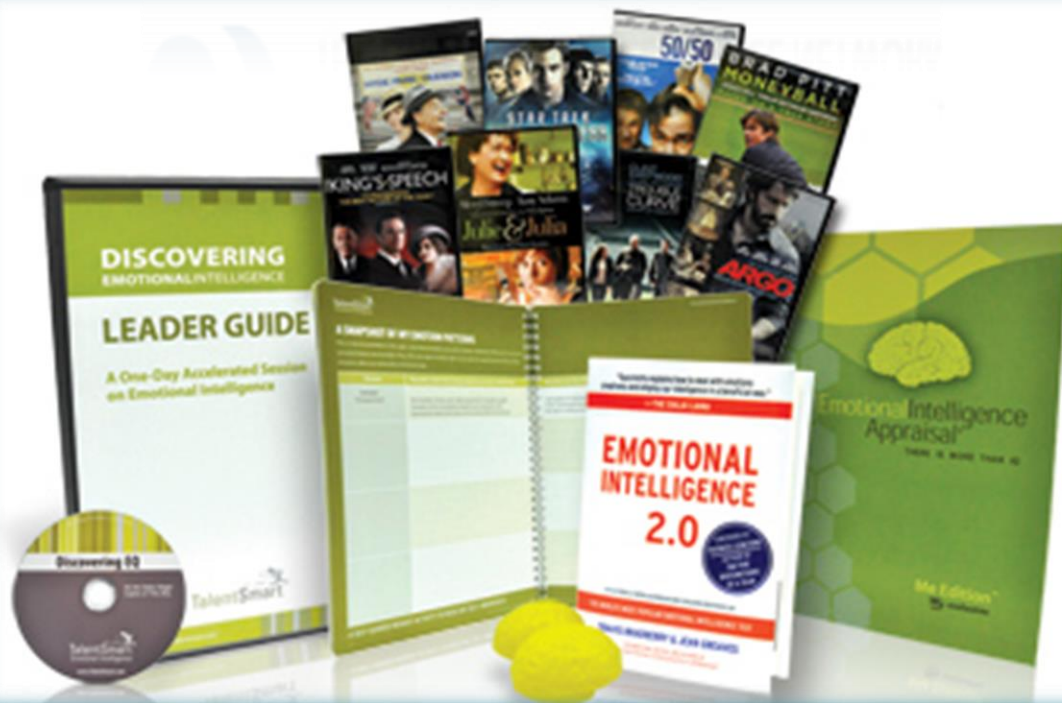
Conference: April 21-22, 2016

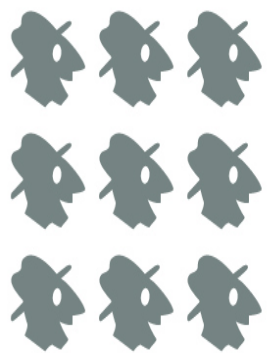
Pre Conference Opportunities: April 18-20, 2016

Pre Conference Opportunities: April 18-20, 2016

Conference: April 21-22, 2016







EQ is responsible for

58%

of your job  
performance



\$29,000

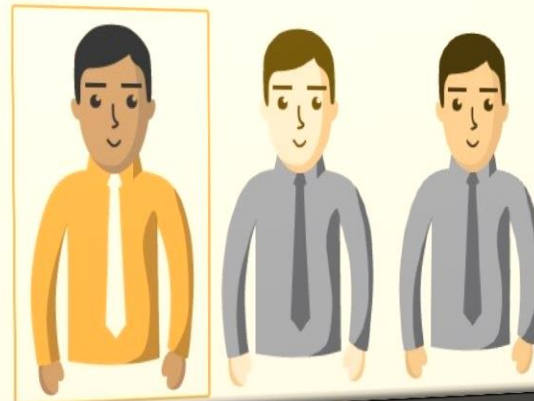
People with high EQ  
make \$29,000 more  
annually than their  
low EQ counterparts

90%



of top performers  
have high EQ

In 2011,  
**OVER 1 IN 3 HIRING MANAGERS**  
reported placing increased emphasis on EI in their hiring/promoting decisions



**20 percent** of companies  
are now measuring **EQ** in the  
**hiring or promotion** process



The background of the slide is a grayscale photograph showing a large number of hands from various people stacked on top of each other in a circular formation, symbolizing teamwork and unity.

# Daniel Golman

*Emotional Intelligence is twice as important as cognitive abilities in predicting employee performance and accounts for more than 85% of star performance in top leaders.*

# Human Abilities: Emotional Intelligence

John D. Mayer,<sup>1</sup> Richard D. Roberts,<sup>2</sup>  
and Sigal G. Barsade<sup>3</sup>

<sup>1</sup>Department of Psychology, University of New Hampshire, Durham,  
New Hampshire 03824; email: jack.mayer@unh.edu

<sup>2</sup>Center for New Constructs, R&D, Educational Testing Service, Princeton,  
New Jersey 08541; email: RRoberts@ets.org

<sup>3</sup>Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104;  
email: sigal.barsade@wharton.upenn.edu

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## Key Words

emotional intelligence, cognitive abilities, emotional knowledge,  
emotional perception, psychological assessment

## Abstract

Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. We discuss the origins of the EI concept, define EI, and describe the scope of the field today. We review three approaches taken to date from both a theoretical and methodological perspective. We find that Specific-Ability and Integrative-Model approaches adequately conceptualize and measure EI. Pivotal in this review are those studies that address the relation between EI measures and meaningful criteria including social outcomes, performance, and psychological and physical well-being. The Discussion section is followed by a list of summary points and recommended issues for future research.

# GENERAL EFFECTS OF EMOTIONAL INTELLIGENCE

Better social relations for both adults and children

Better negotiating ability

Better social relations at work

Perception by others as being more skilled and empathic

Better psychological well-being

# **AGENDA FOR TODAY**

**Introduction to the Concept of Emotional Intelligence**

**Intrapersonal Components of Emotional Intelligence**

**Interpersonal Components of Emotional Intelligence**

**Neurobiological Correlates of Emotional Intelligence**

**Other correlates of Emotional Intelligence**

**Some ways that you can increase your  
Emotional Intelligence**

# Human Abilities: Emotional Intelligence

John D. Mayer,<sup>1</sup> Richard D. Roberts,<sup>2</sup>  
and Sigal G. Barsade<sup>3</sup>

<sup>1</sup>Department of Psychology, University of New Hampshire, Durham,  
New Hampshire 03824; email: jack.mayer@unh.edu

<sup>2</sup>Center for New Constructs, R&D, Educational Testing Service, Princeton,  
New Jersey 08541; email: RRoberts@ets.org

<sup>3</sup>Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104;  
email: sigal.barsade@wharton.upenn.edu

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## Abstract

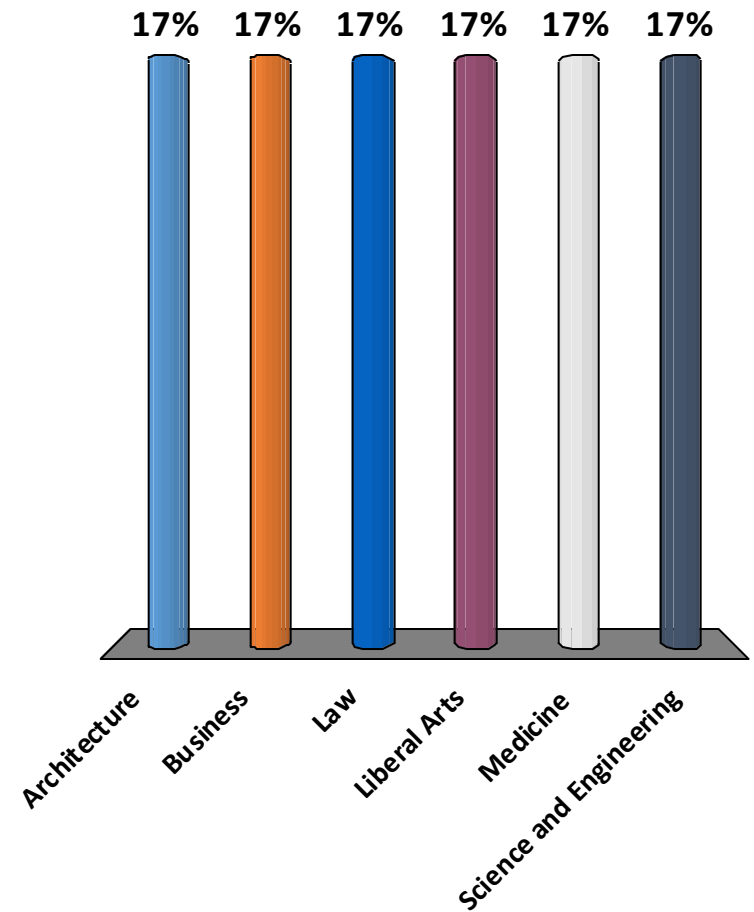
Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. We discuss the origins of the EI concept, define EI, and describe the scope of the field today. We review three approaches taken to date from both a theoretical and methodological perspective. We find that Specific-Ability and Integrative-Model approaches adequately conceptualize and measure EI. Pivotal in this review are those studies that address the relation between EI measures and meaningful criteria including social outcomes, performance, and psychological and physical well-being. The Discussion section is followed by a list of summary points and recommended issues for future research.





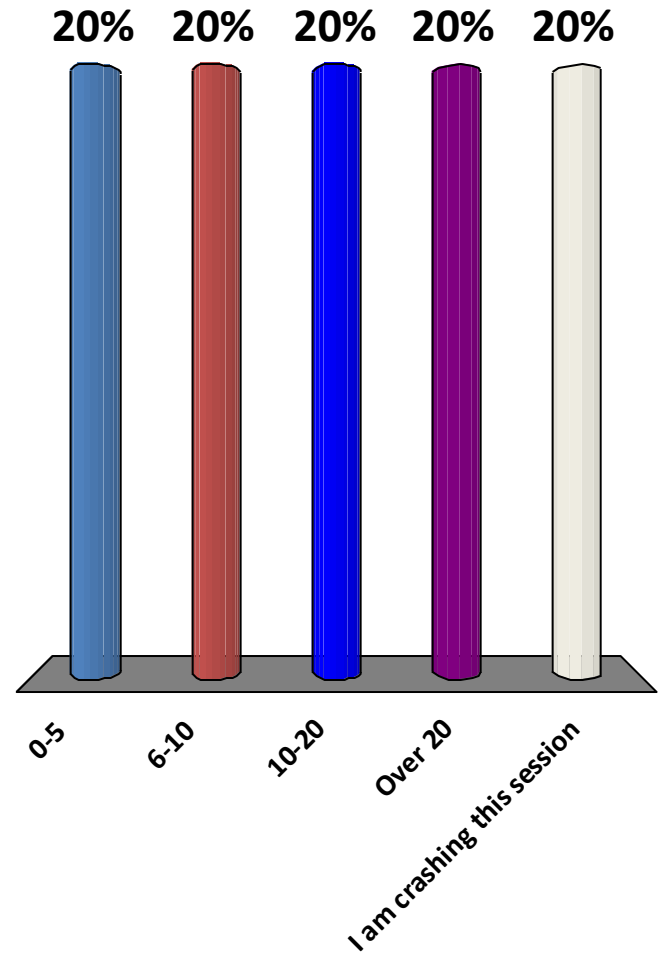
# Which College at Tulane Do You Identify With?

- A. Architecture
- B. Business
- C. Law
- D. Liberal Arts
- E. Medicine
- F. Science and Engineering



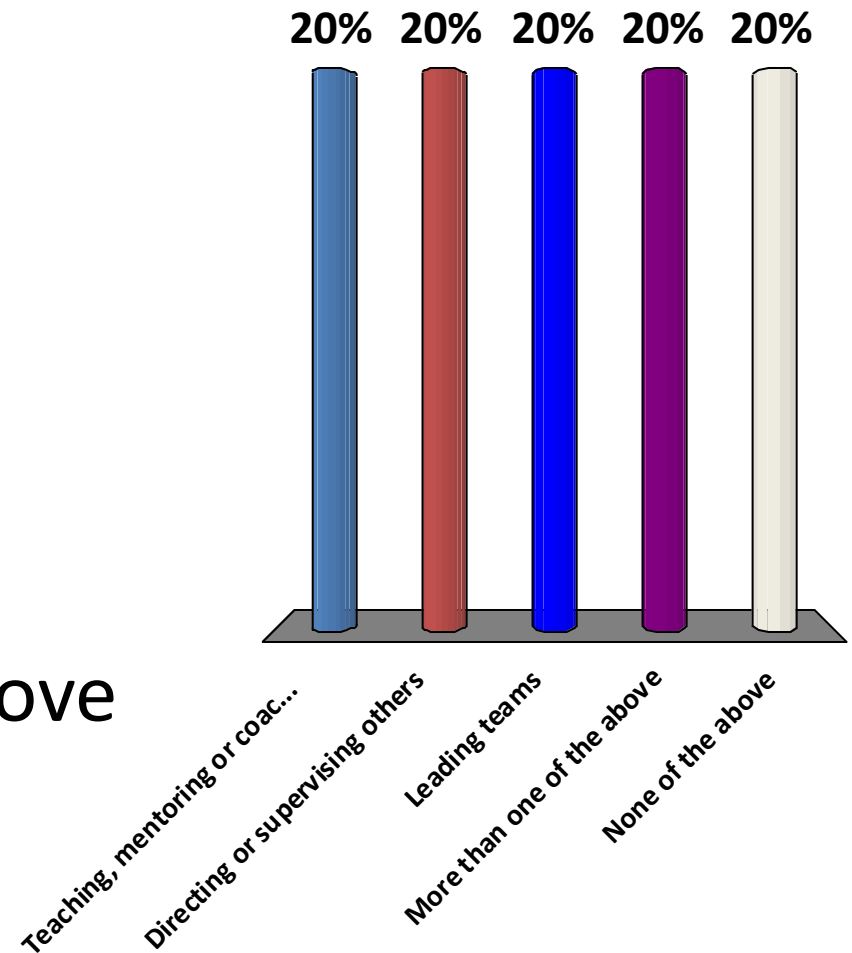
# INDICATE HOW MANY YEARS YOU'VE BEEN AT TULANE

- A. 0-5
- B. 6-10
- C. 10-20
- D. Over 20
- E. I am crashing this session



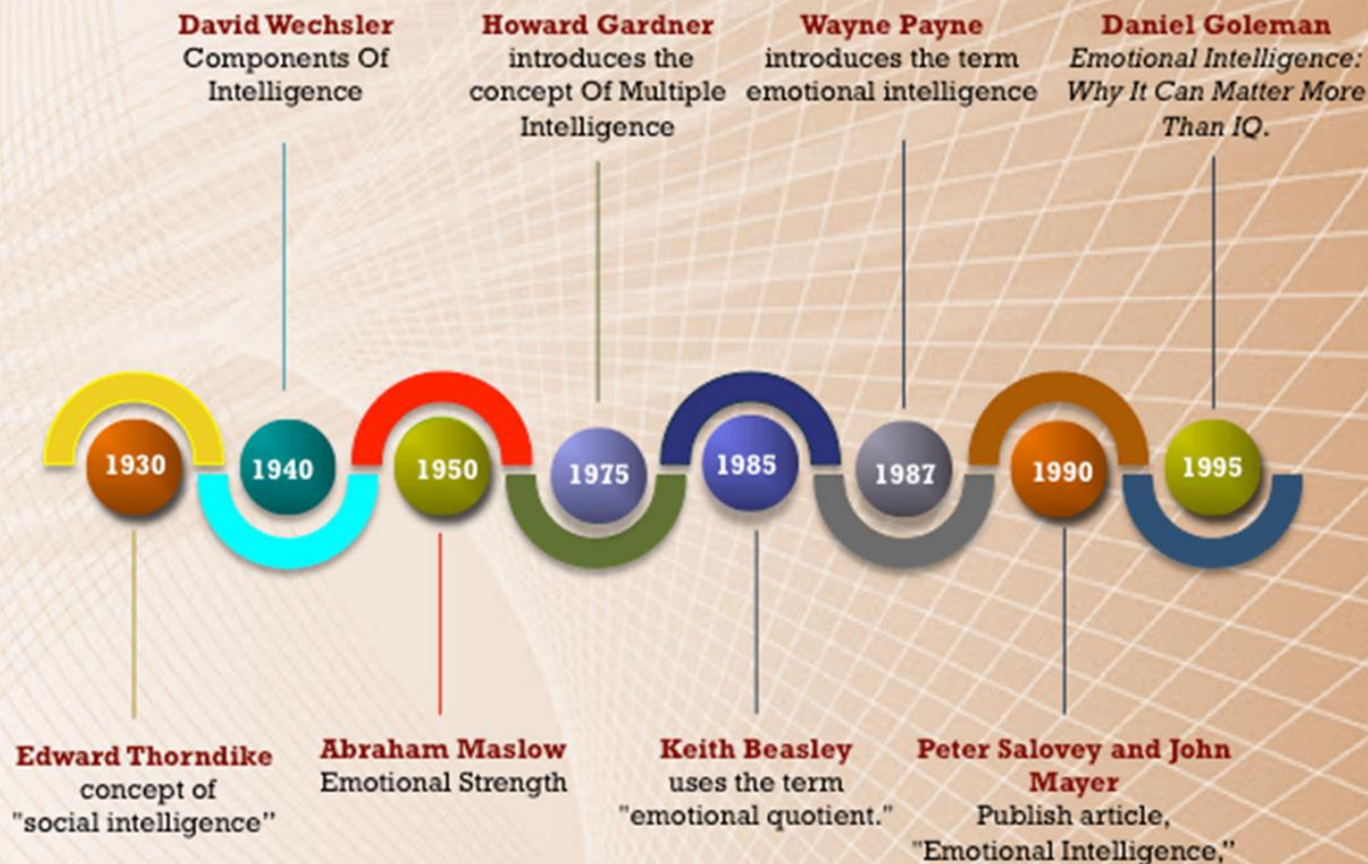
# In my administrative work I have the responsibility for

- A. Teaching, mentoring or coaching students or trainees
- B. Directing or supervising others
- C. Leading teams
- D. More than one of the above
- E. None of the above



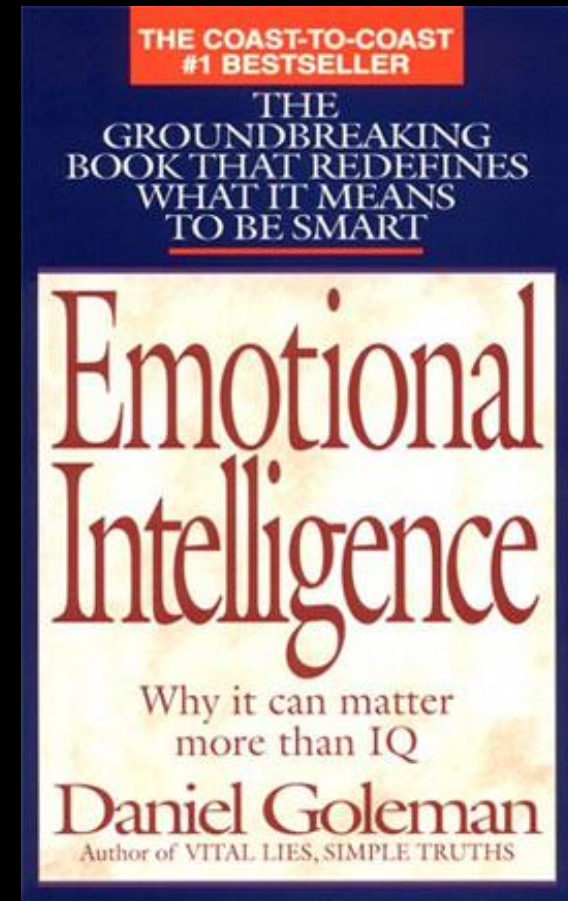
# Introduction

## Time - Line





**Emotional Intelligence is that ability to recognize and understand emotions in yourself and others and your ability to use this awareness to manage your behavior and relationships**







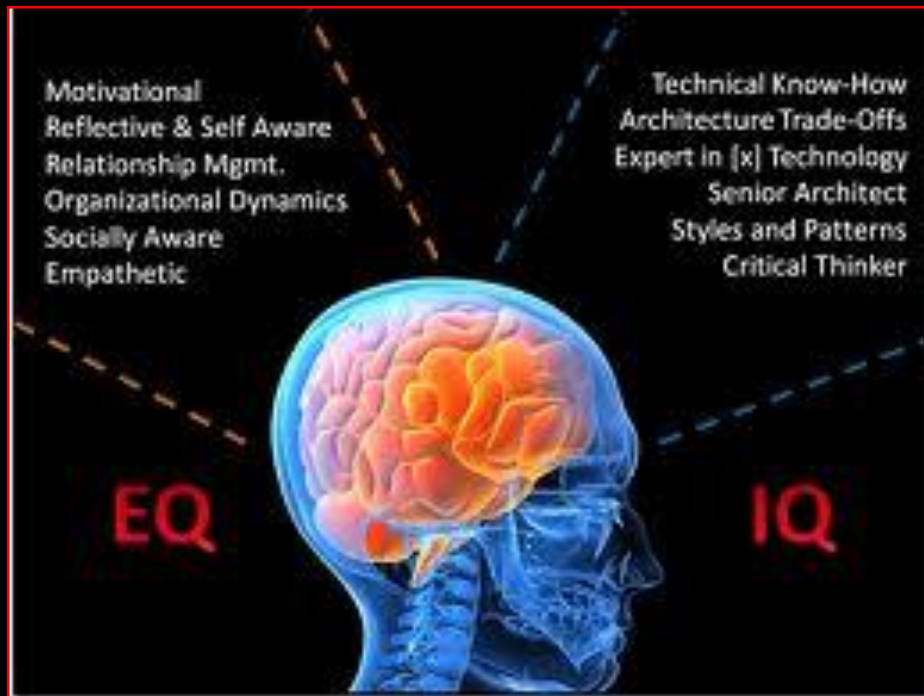
1995

# **Daniel Golman**

## **Emotional Intelligent:**

### **Why can it matter more than IQ**

# Differences between EQ and IQ



People associate strategy with rational thinking and other high-level functions of the prefrontal cortex...

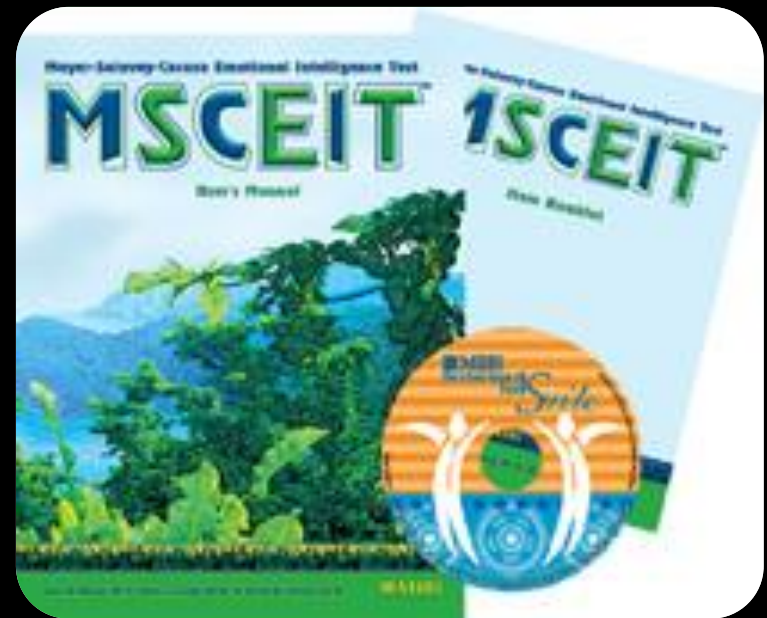


but the best strategic thinkers show more activity in parts of the brain linked with emotion and intuition. Their nervous systems may even repress rational thought to free those areas up.

# Consortium for Research on Emotional Intelligence in Organizations

ESCI

*The Emotional and Social  
Competency Inventory*



**SEI** EMOTIONAL INTELLIGENCE  
ASSESSMENT



Le TEIQue  
le meilleur outil pour  
l'intelligence émotionnelle

Emotional and Social Competence Inventory (ESCI)

It involves having people who know the individual, offer ratings of that person abilities on a number of different emotional competencies.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)-151 items measuring emotional perception, understanding and management

Six Seconds Emotional Intelligence Test ( SEI)

TEIQue- conceptualizes EI as a trait



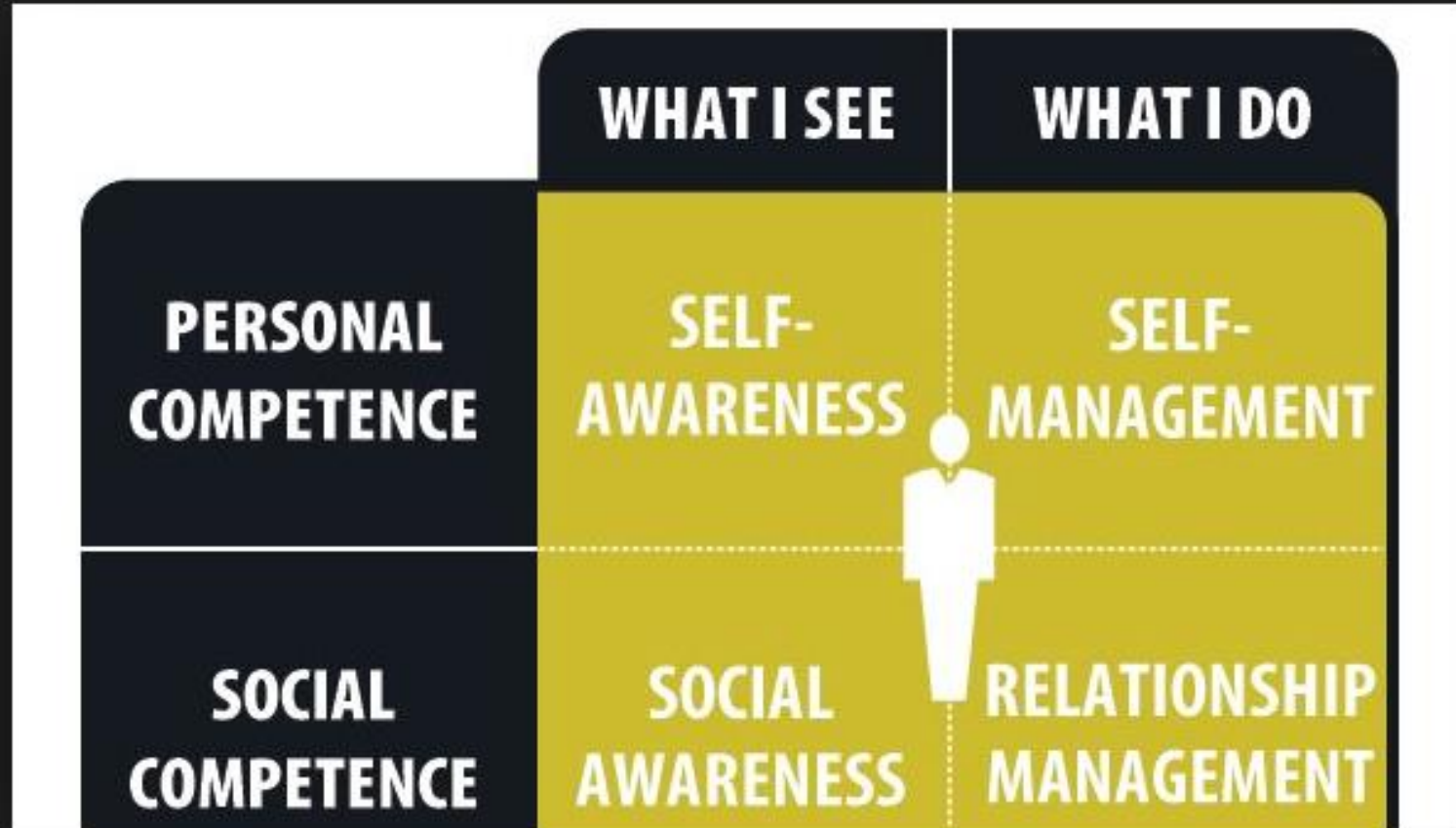
## UNDERSTAND EMOTION EXAMPLE

Tom felt anxious, and became a bit stressed when he thought about all the work he needed to do. When his supervisor brought him an additional project, he felt \_\_\_\_\_.

- a. overwhelmed
- b. depressed
- c. ashamed
- d. self-conscious
- e. jittery



# DOMAINS OF EMOTIONAL INTELLIGENCE



# **SELF-AWARENESS**

- **Being able to name our own emotions and their effects on the people around us**
- **Knowing what pushes our buttons**
- **Knowing one's own strengths and limits**
- **Understanding the impact of our behavior on others**

# How Self- Awareness Can Help Us Manage Ourselves and Others Better

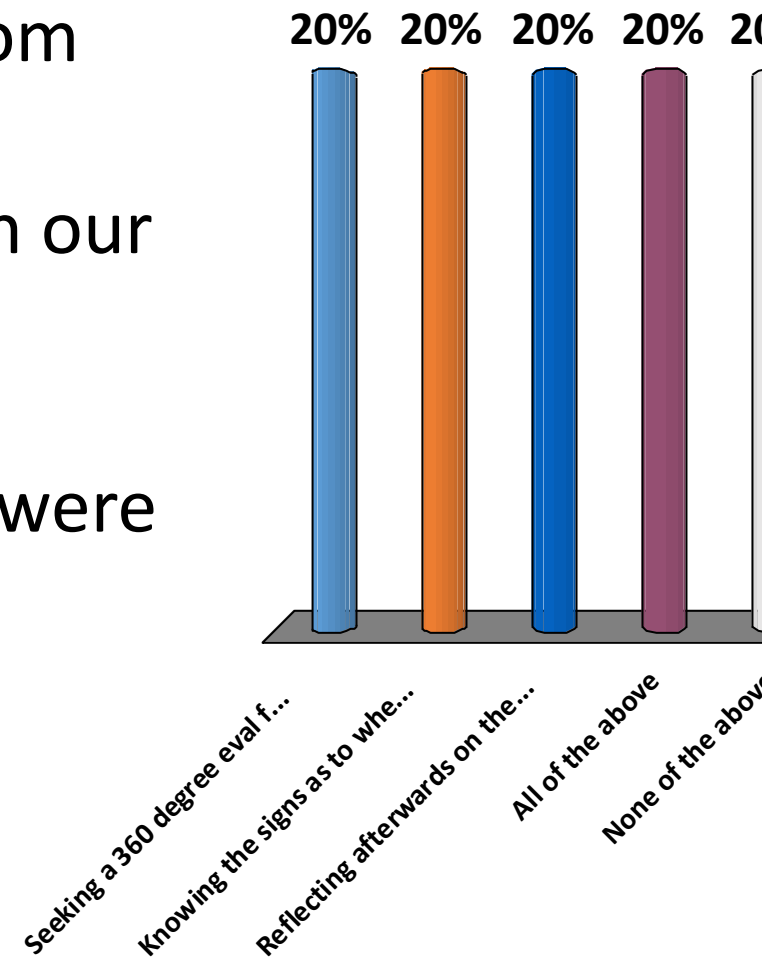
**A faculty member is struggles to manage her schedule. She knows that she gets frustrated when she agrees to meetings and then does not enter them in her calendar so she channels appointments through her assistant and meets with her on Fridays to plan for the following week**

**A Chair of a department recognizes that their anxiety about getting pushback is impeding their communicating with a subordinate about unprofessional behavior**

**A new president of a university fails to understand that the changes that they want to make clashes with deep cultural norms of the faculty**

# A Way of Enhancing Our Emotional Self-Awareness Might Be

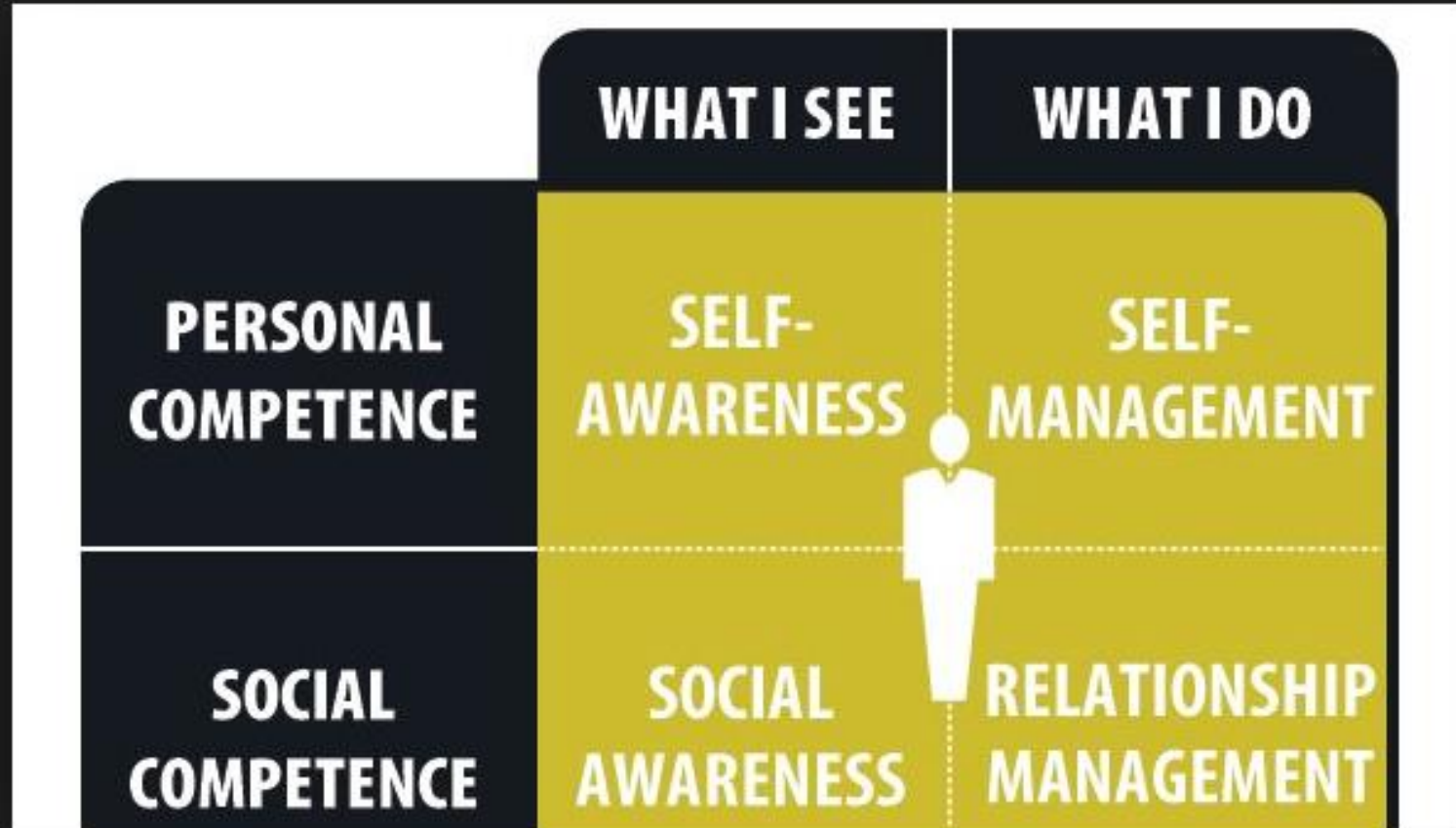
- A. Seeking a 360 degree eval from others once a year
- B. Knowing the signs as to when our buttons are being pushed
- C. Reflecting afterwards on the antecedents of a conflict we were involved in
- D. All of the above
- E. None of the above



**DISCUSS AMONGST YOURSELVES AN EXAMPLE OF HOW SELF-AWARENESS  
HAS HELPED YOU MANAGE SOME ASPECT OF YOUR LIFE BETTER**



# DOMAINS OF EMOTIONAL INTELLIGENCE



# **Self-Regulation**

**Controlling or re-directing our disruptive emotions and impulses**

**Ability to think of the consequences before we act on our emotions**

**Being able to disengage when we are involved in an emotionally tense conversation**

**Taking responsibility for our actions**



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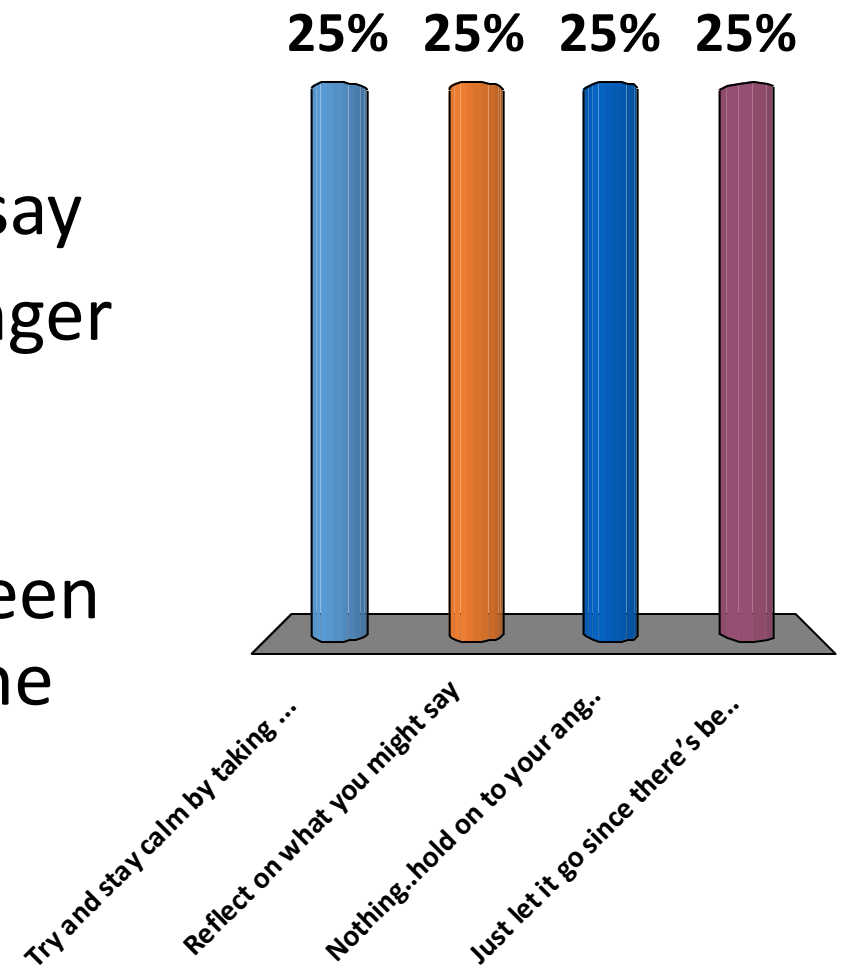
**NATURE | NEWS**

## US vaccine researcher sentenced to prison for fraud

The case of Dong-Pyou Han illustrates the uneven nature of penalties for scientific misconduct.

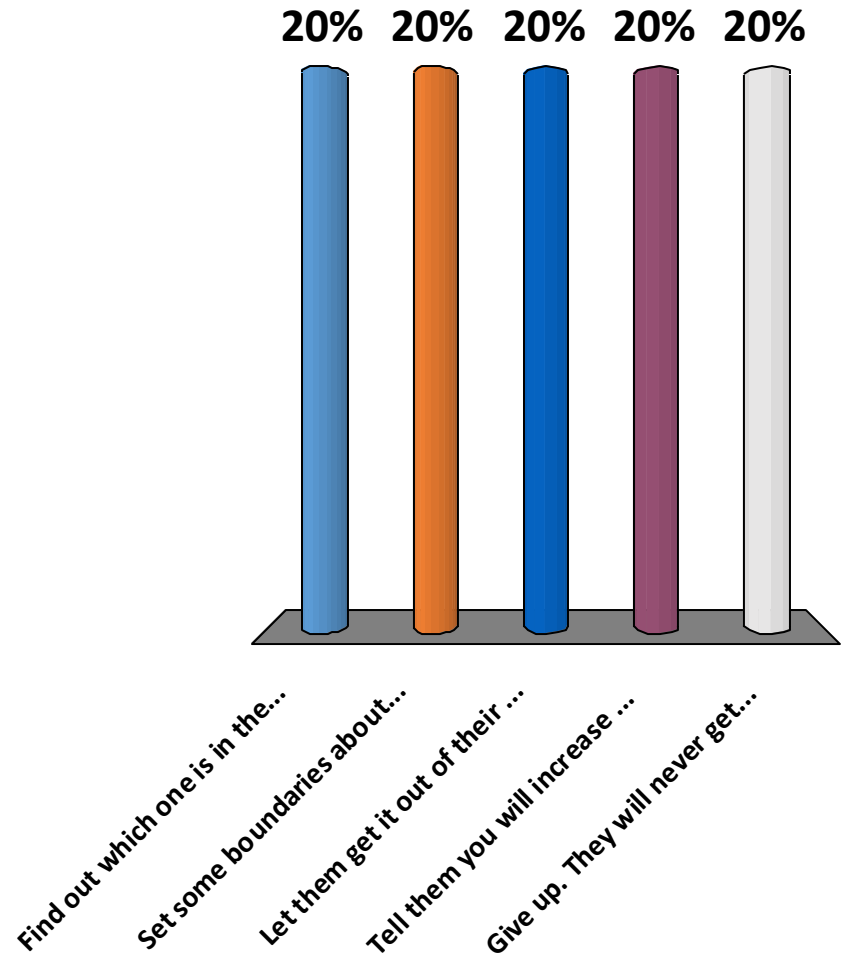
A nurse tells you, the supervising physician, that your male resident got impatient and short-tempered with a colleague of hers and she was upset. You feel frustrated and annoyed. What is one thing that you can do before meeting with the resident.

- A. Try and stay calm by taking some deep breaths
- B. Reflect on what you might say
- C. Nothing..hold on to your anger so the resident knows it's something serious
- D. Just let it go since there's been a lot of complaining from the nurses lately

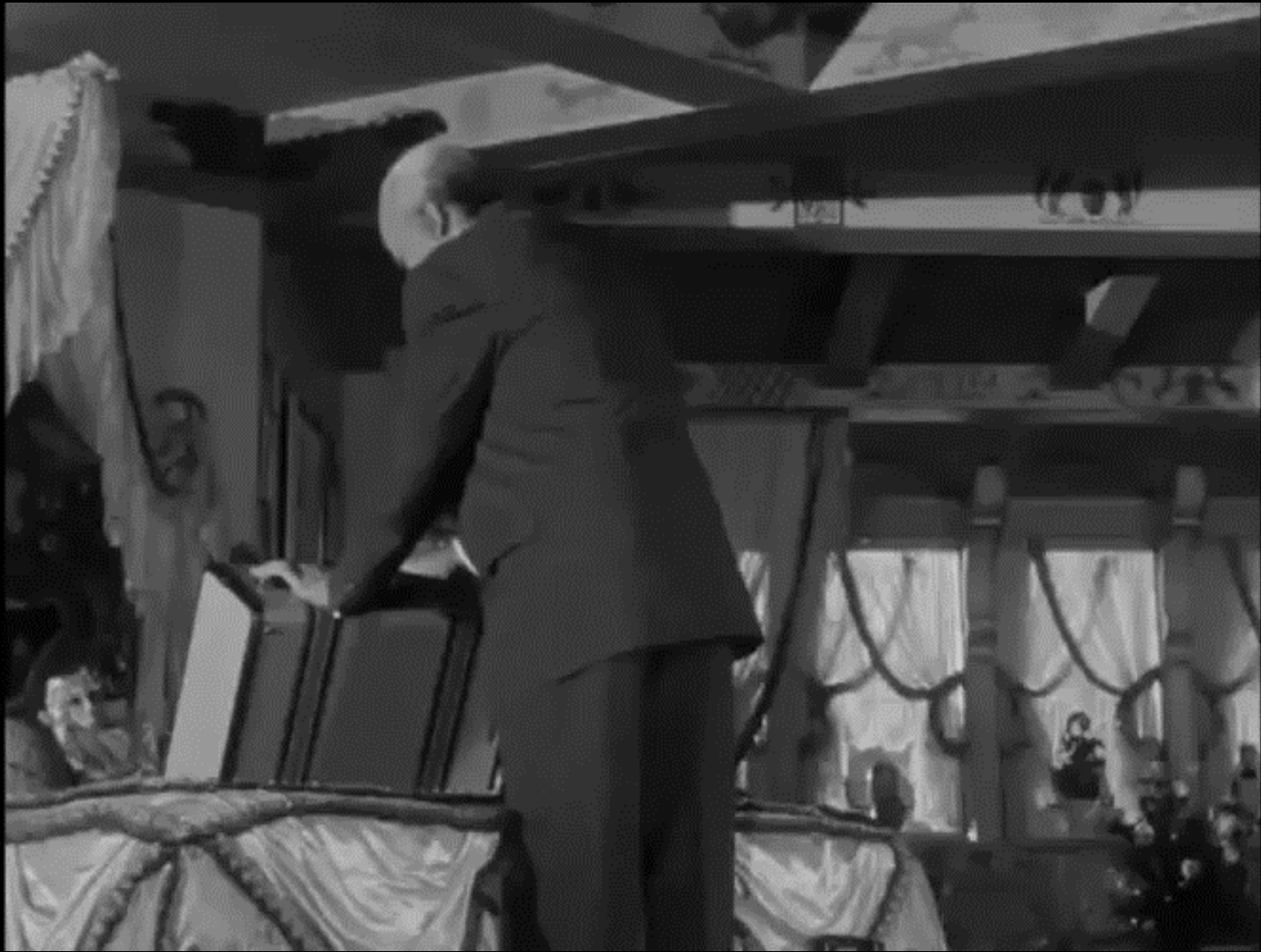


You have been counseling a couple who have been arguing a lot, blaming each other and calling each other disparaging and insulting names. One practical thing that you might do first to begin helping

- A. Find out which one is in the wrong
- B. Set some boundaries about how they should talk to each other
- C. Let them get it out of their system
- D. Tell them you will increase your fee if they continue
- E. Give up. They will never get better













What is *amygdala hijacking*?



### 3. Neocortex

The part of the brain most recent in evolution is associated with complex thought.

### 4. Prefrontal Lobes

The brain's executive center: integrates information from all parts of the brain and makes decisions to act.

### 1. Thalamus

Processes sensory messages (e.g., eyes and ears) then routes them mainly to the neocortex.

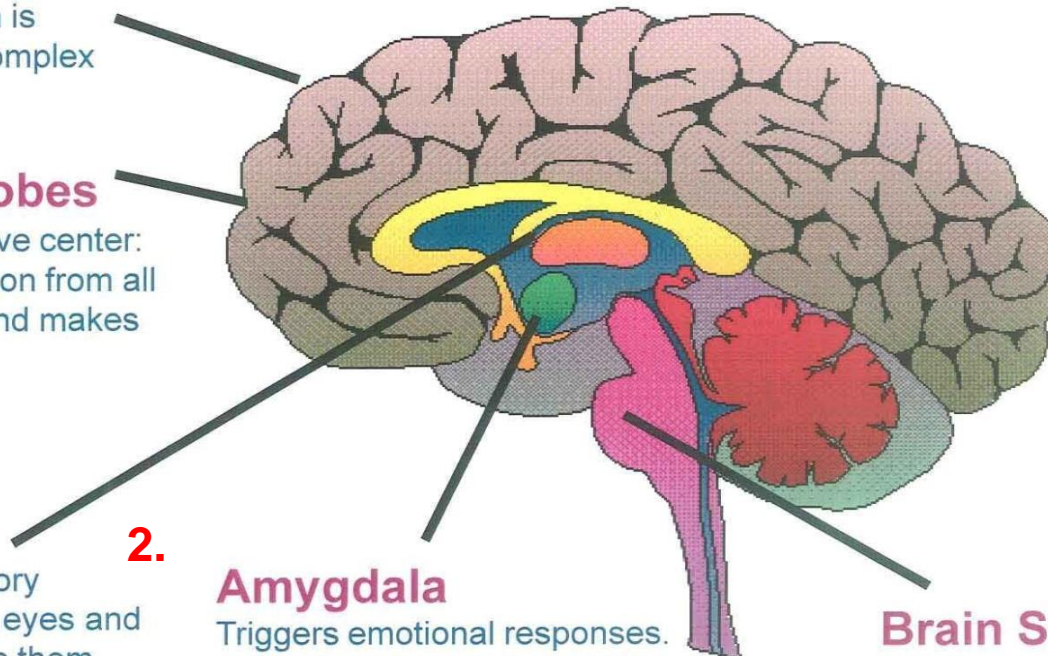
2.

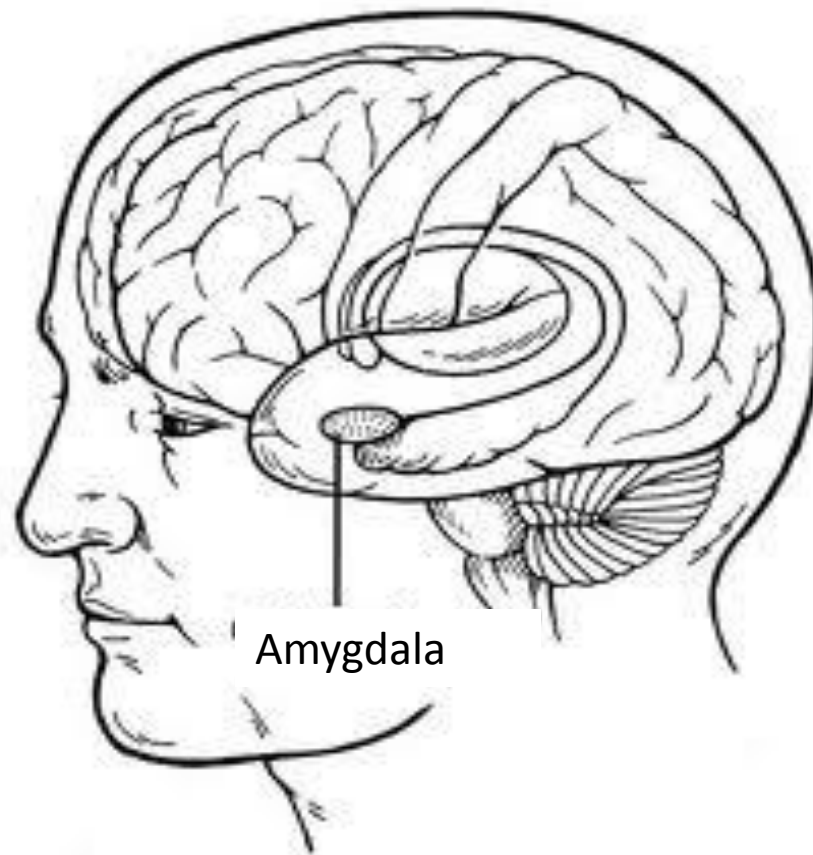
### Amygdala

Triggers emotional responses. Typically gets signals from the neocortex, but a quicker and fuzzier signal comes directly from the thalamus. Can hijack the brain when it perceives an emergency or a threat.

### Brain Stem

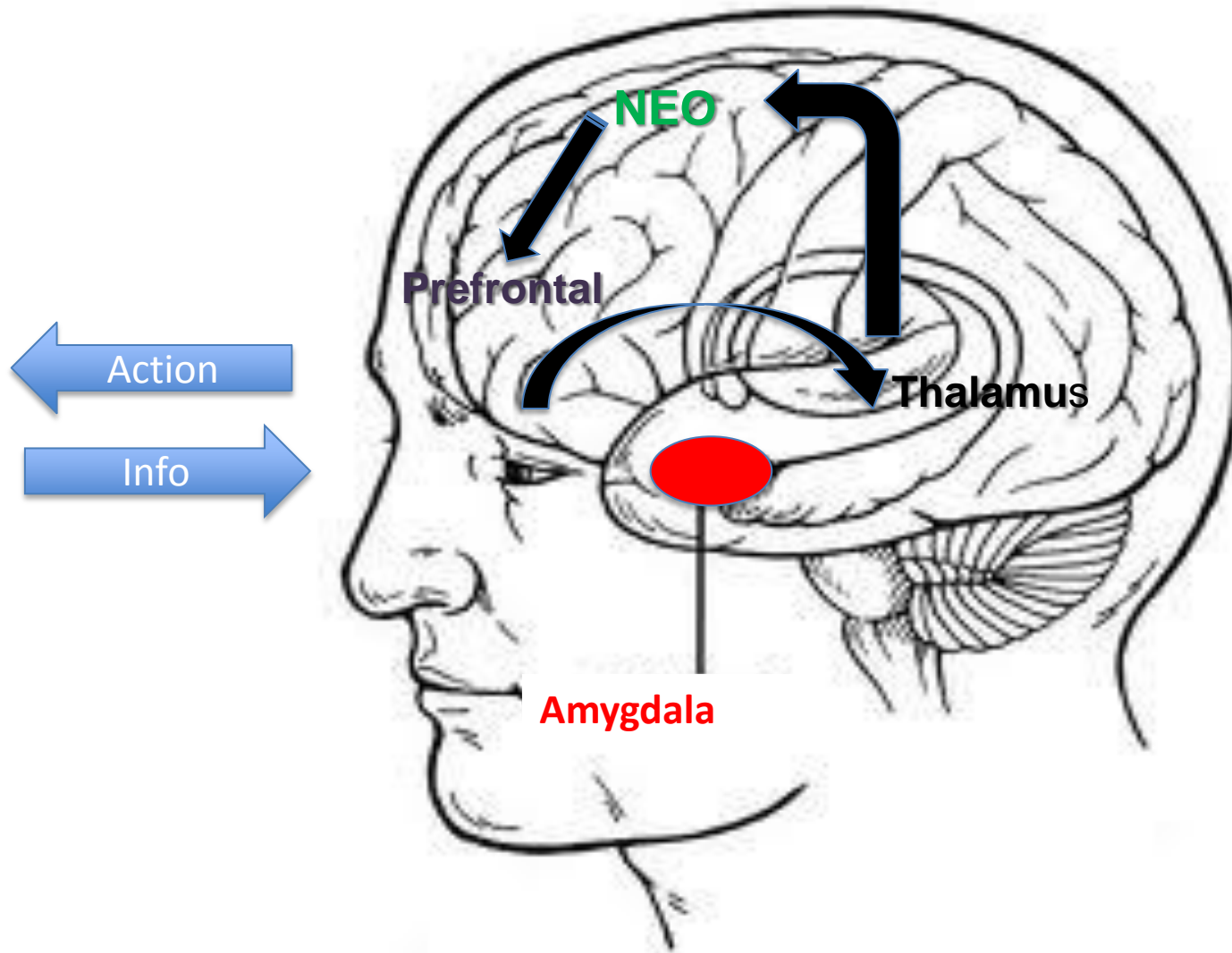
The most primitive part of the brain. Is associated predominantly with automatic reflexes, as well as memory and learning.





Amygdala

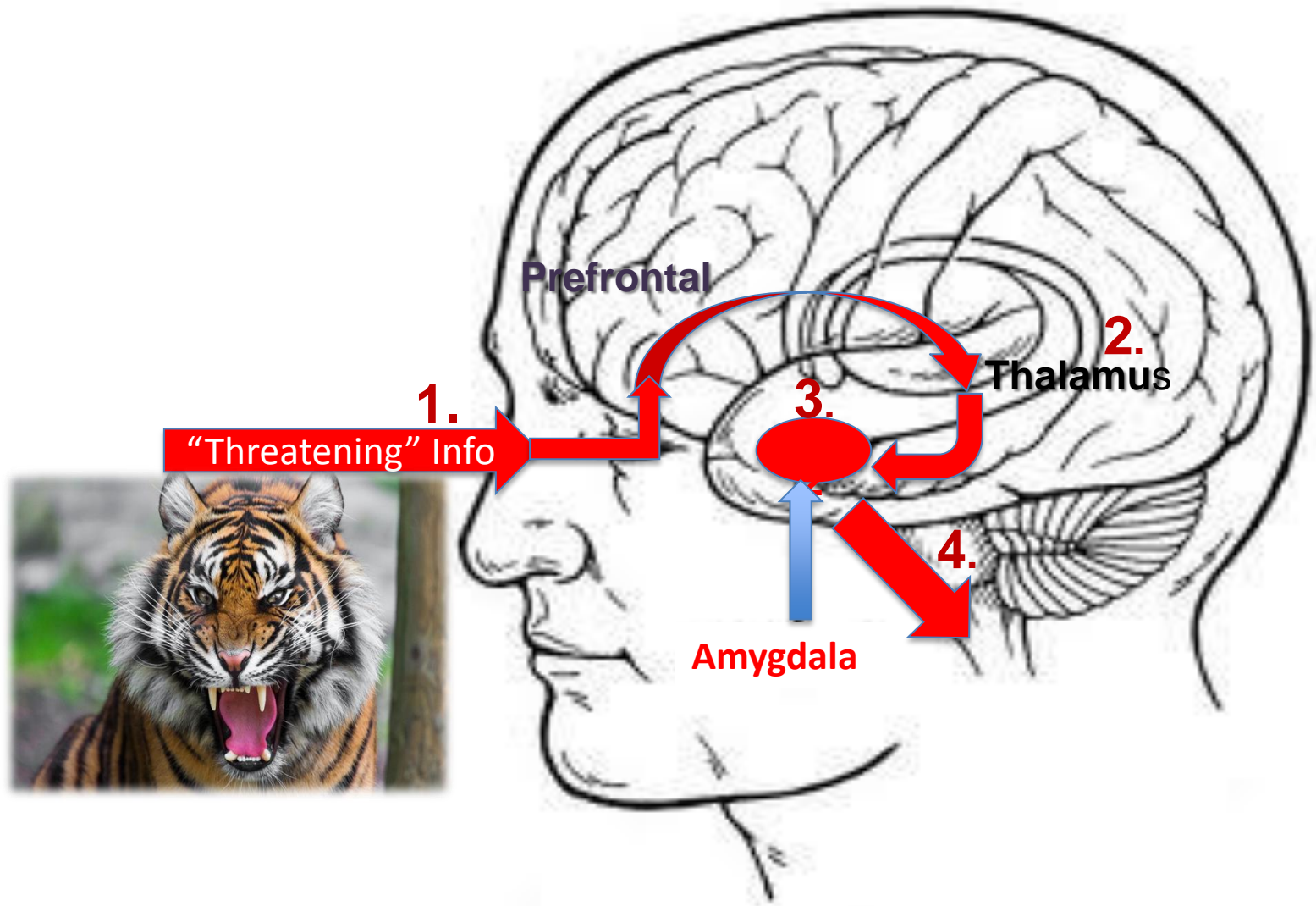
# How Information is Processed and Acted On in the Brain





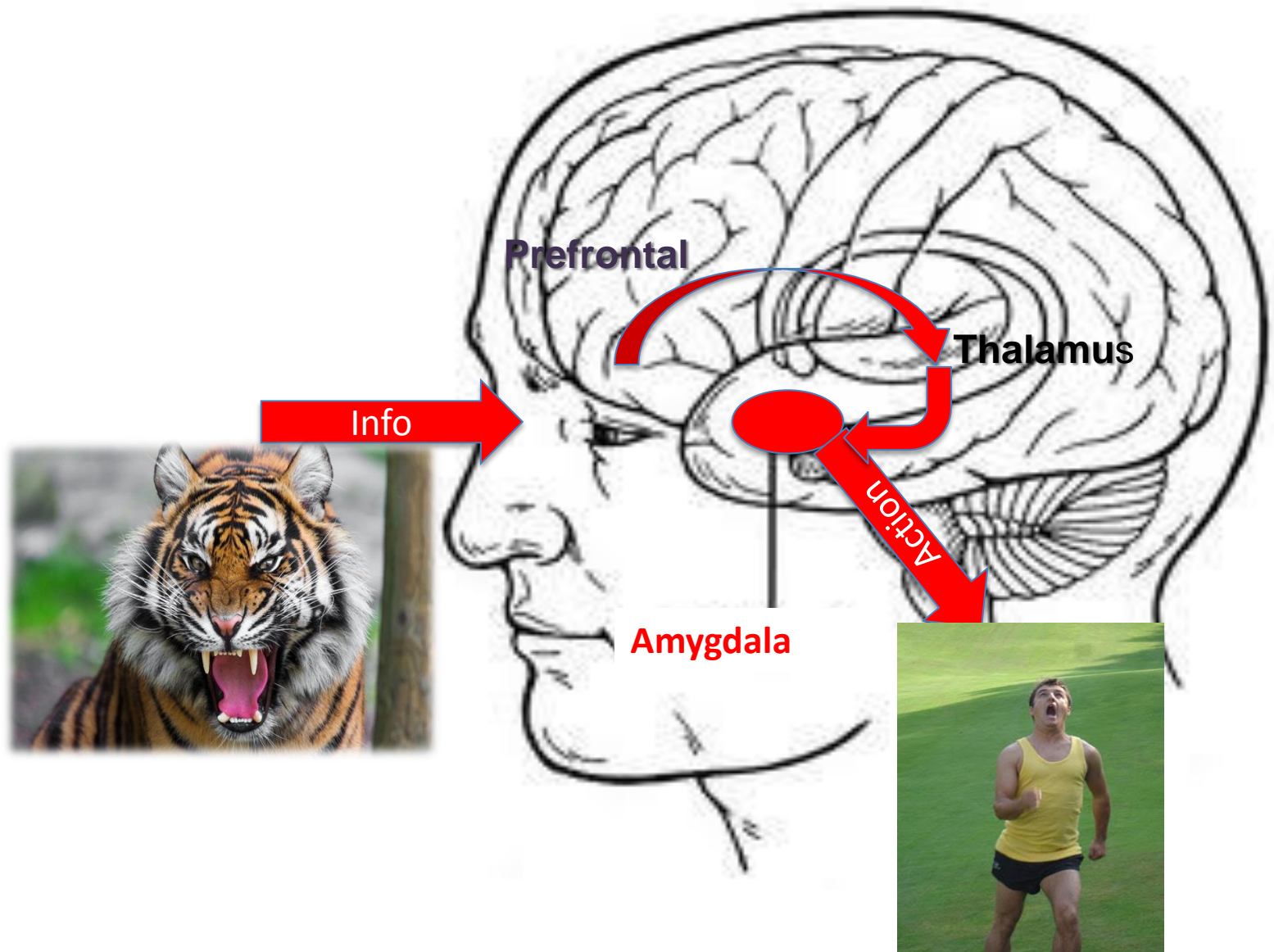


# How Information is Processed and Acted On in the Brain

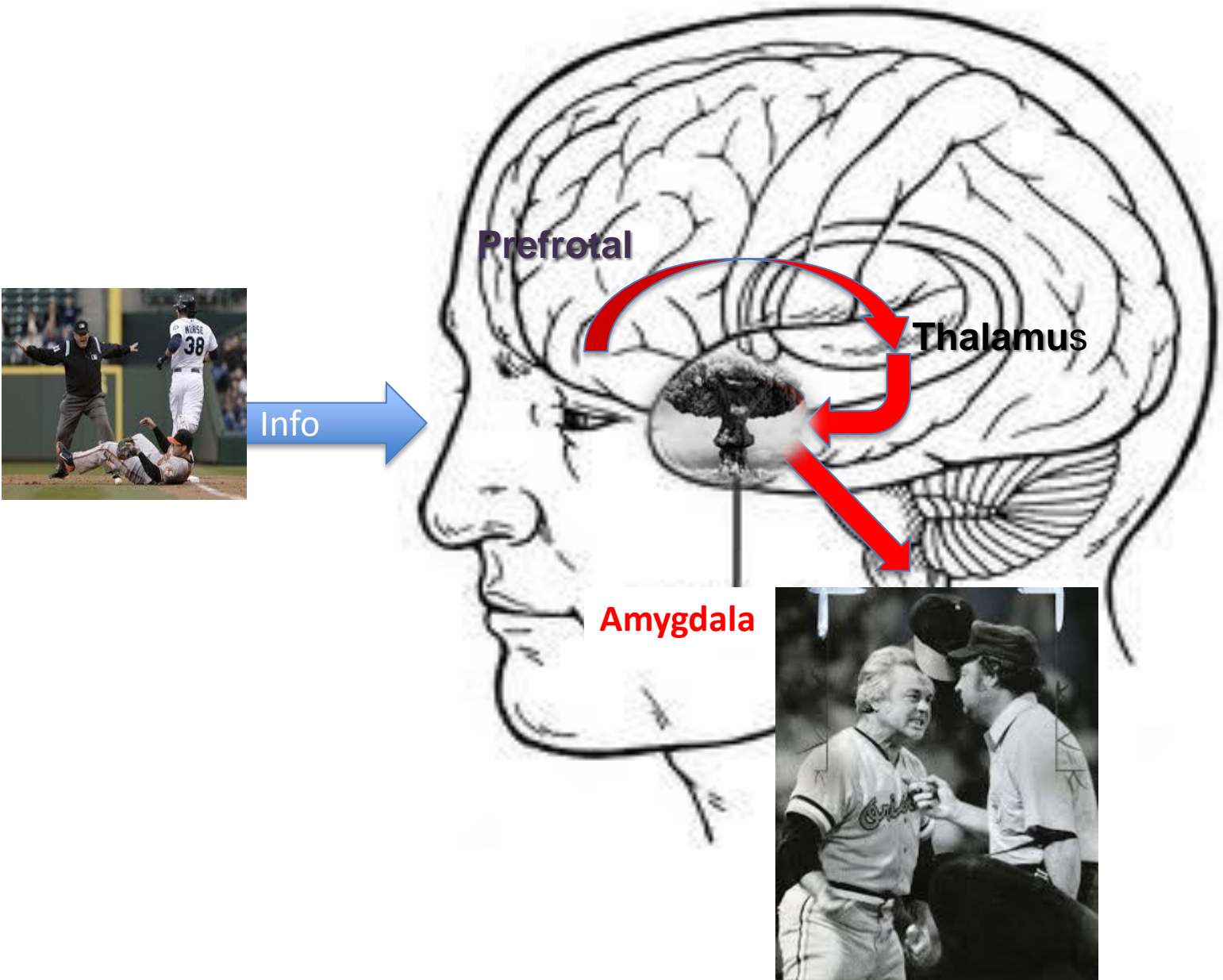




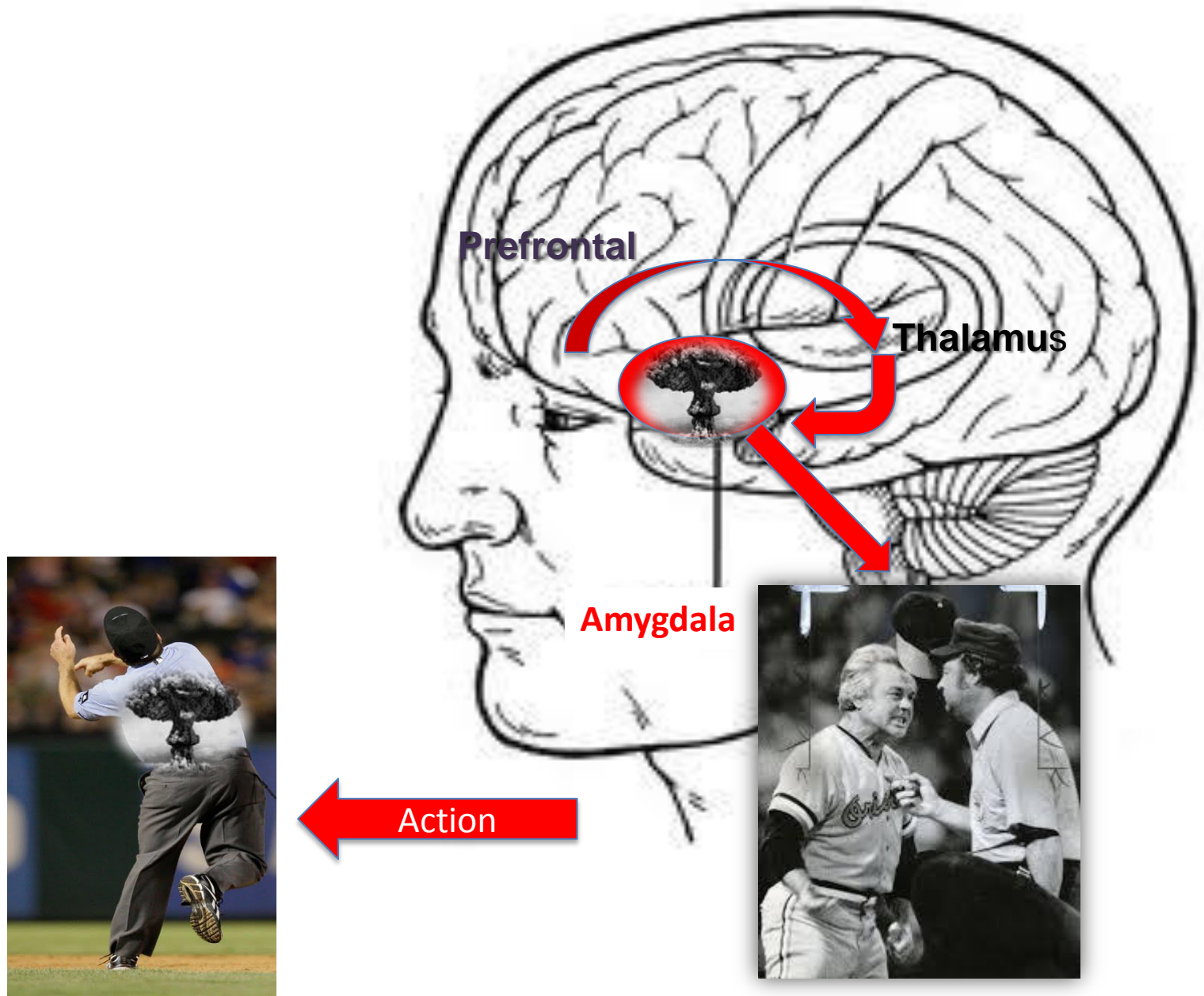
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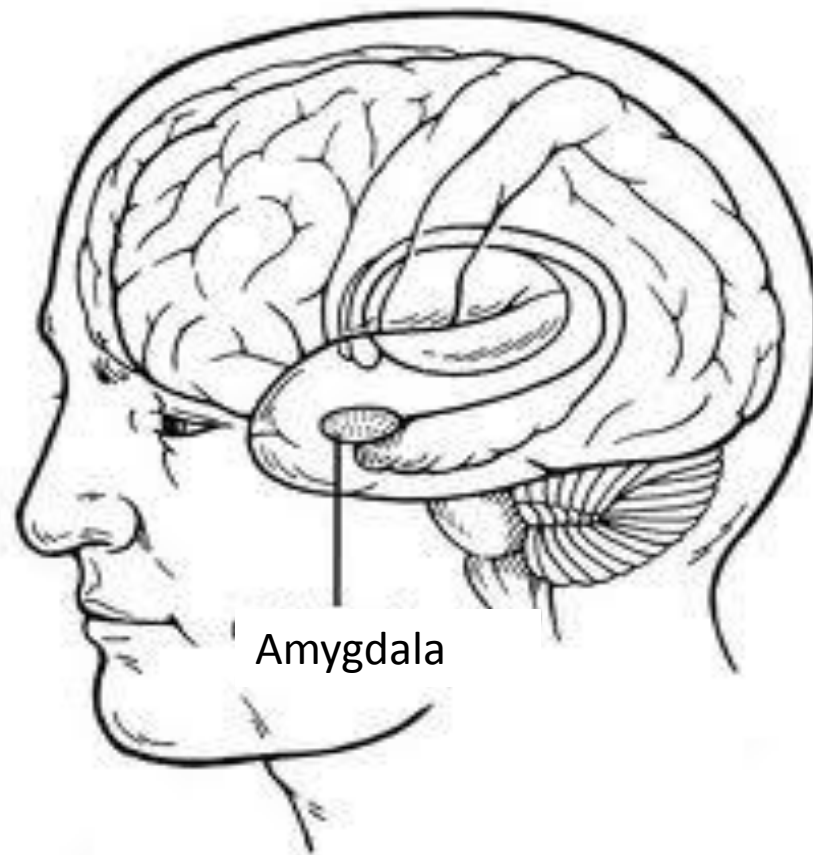


# How Information is Processed and Acted On in the Brain



# Amygdala Hijacking





Amygdala



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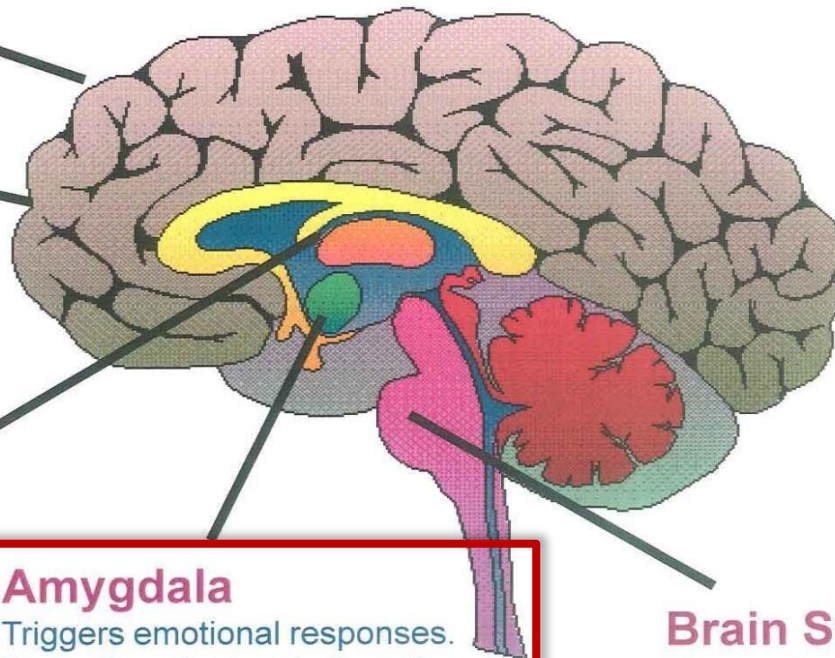
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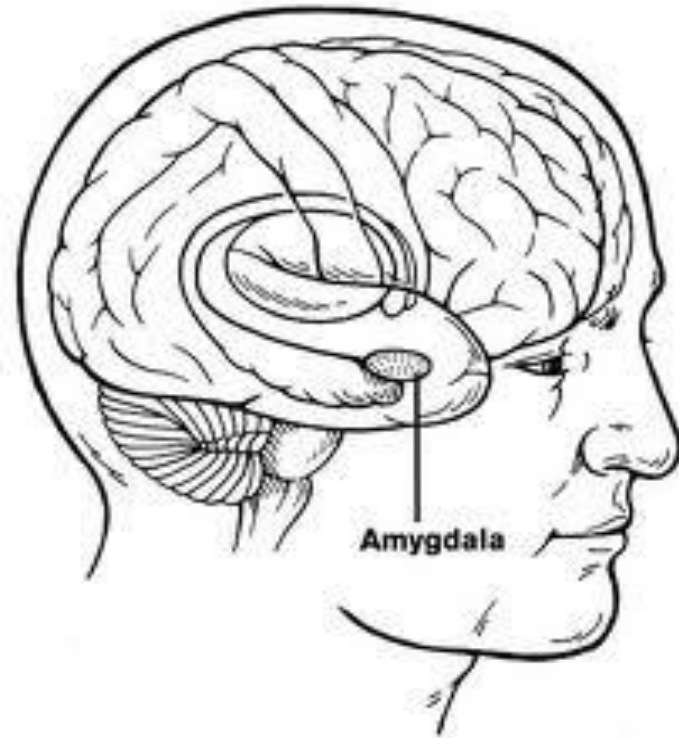


# *Amygdala Hijacking*

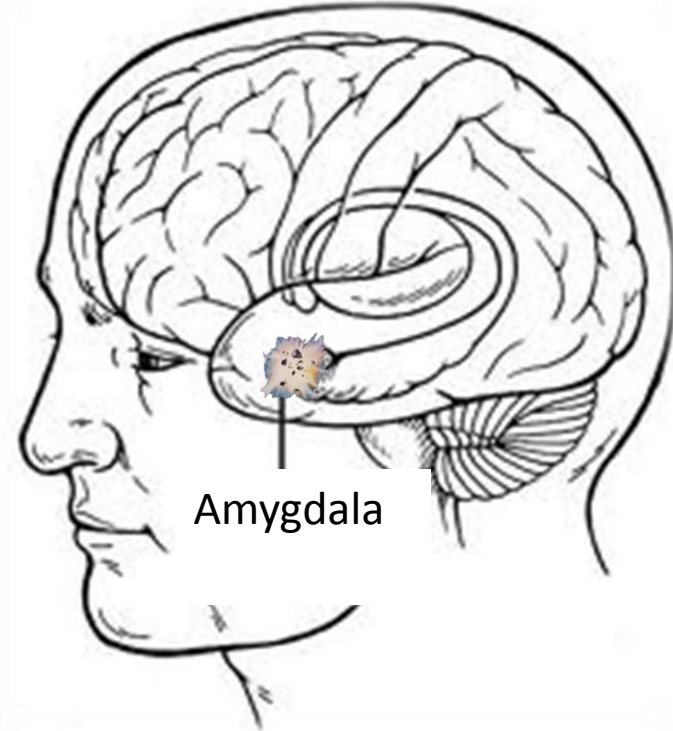
The limbic lobe where the amygdala resides receives information from the environment more quickly than the frontal lobe. This is what often drives people to respond emotionally when they feel threatened, embarrassed, challenged or frightened. Often people regret later having let their limbic lobe “do the talking” ...

*Amygdala hijacking* occurs when the emotional part of our brain takes over a conversation or interaction so that it no longer remains logical. Sometimes it's called “having your buttons pushed”...

**B**

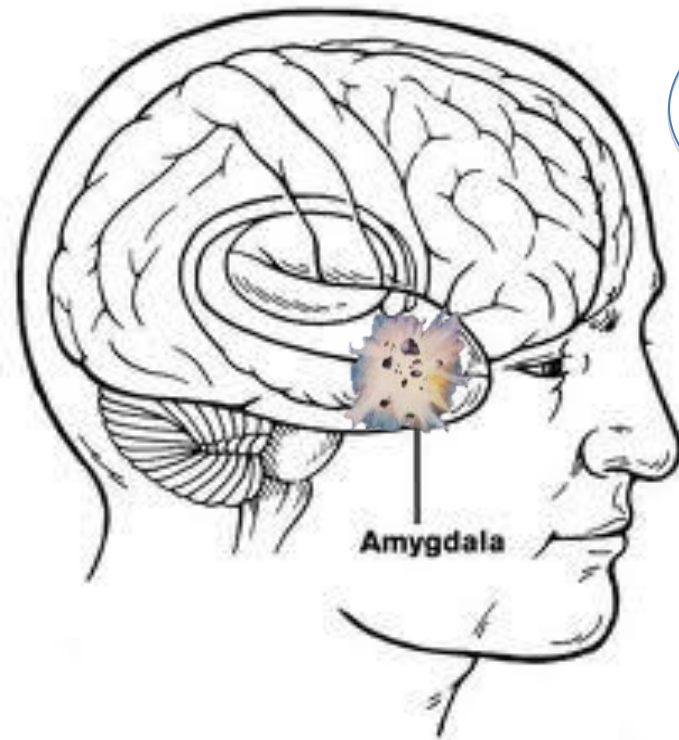


**A**



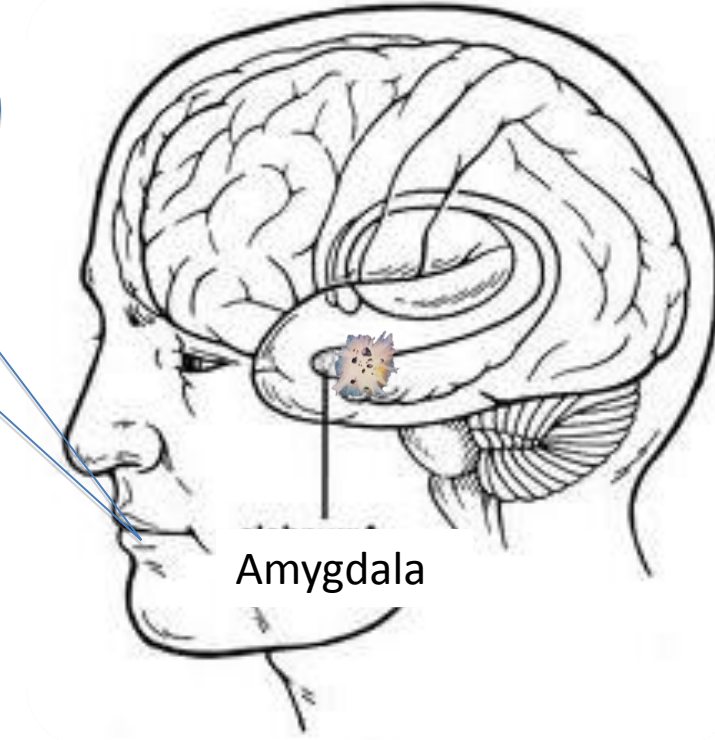
**Supervisor A needs to tell employee B about their poor performance in getting an agreed upon task done in a timely fashion**

**B**

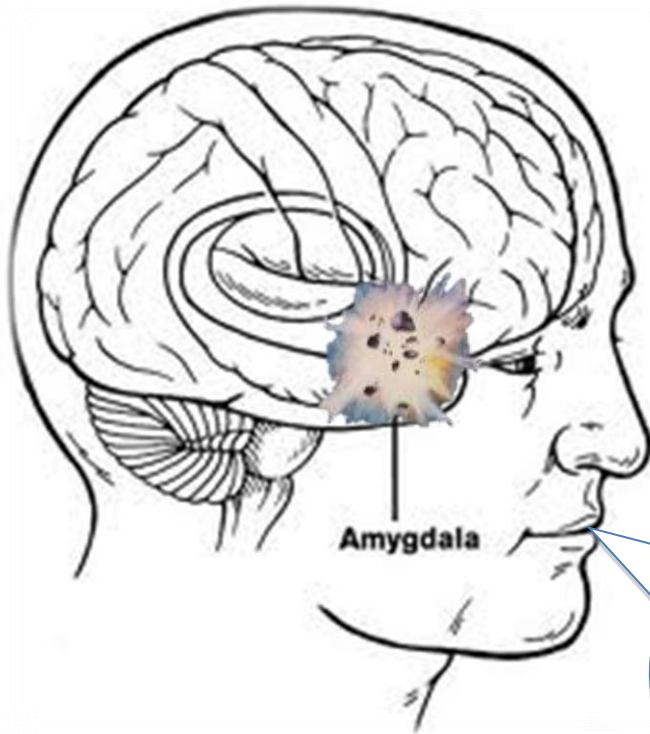


**Your work has been  
disappointing**

**A**



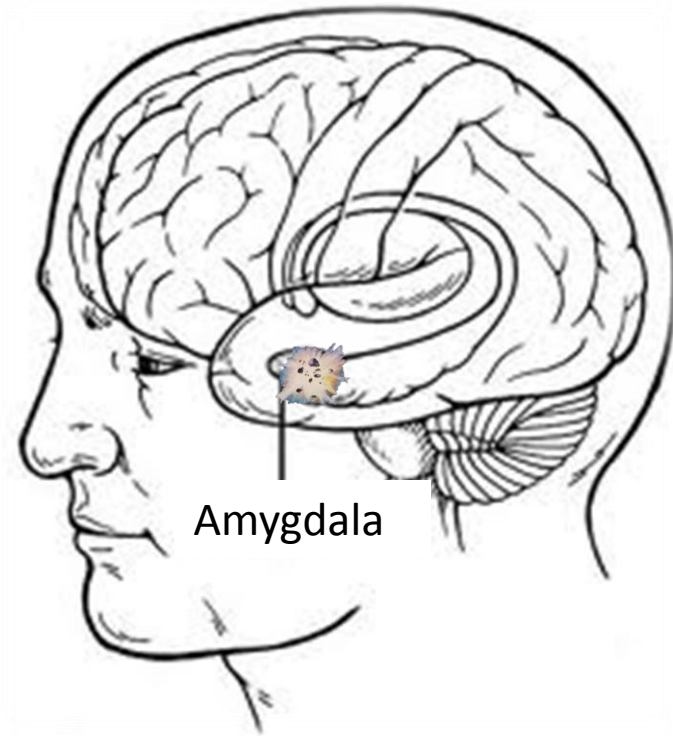
**B**



Amygdala

You don't  
treat me  
as fairly as  
the others

**A**



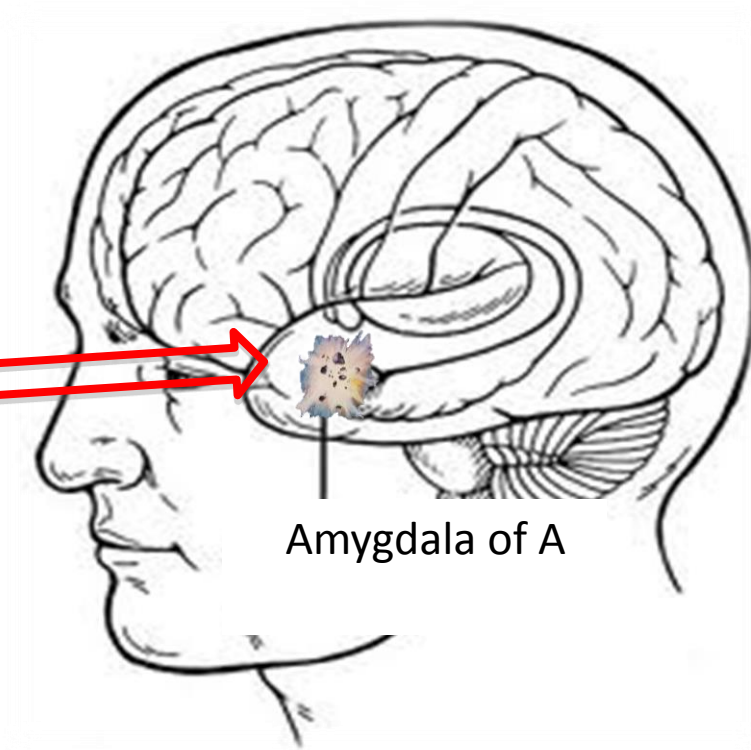
Amygdala

**A**

**B**

You don't treat  
me as fairly as  
the others

Amygdala of A



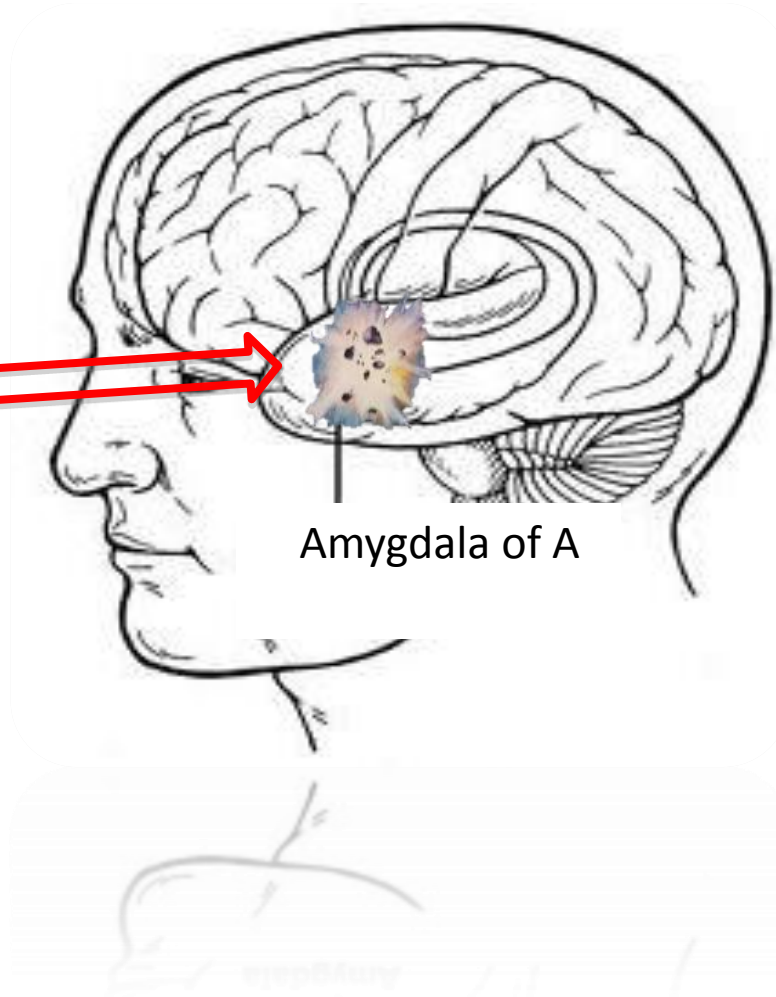


**A**

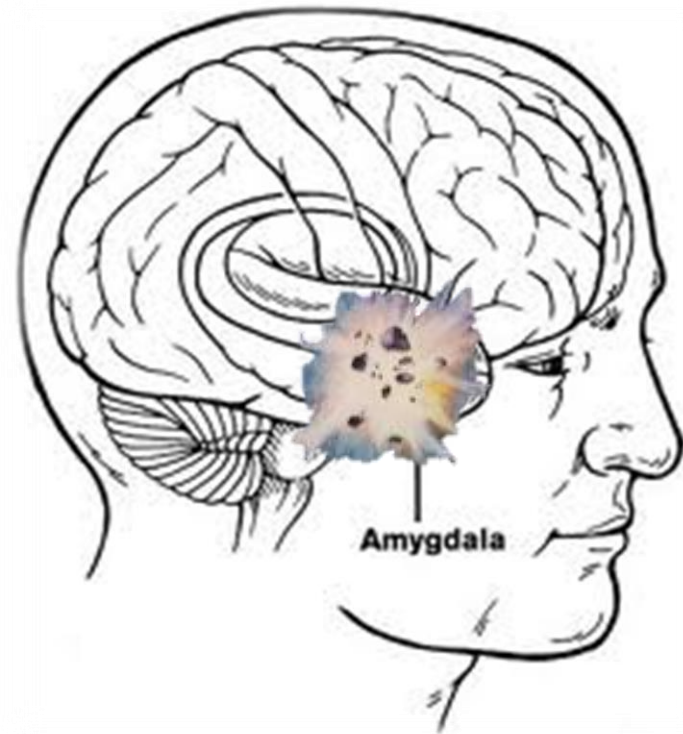
**B**

You don't treat  
me as fair as  
the others

Amygdala of A

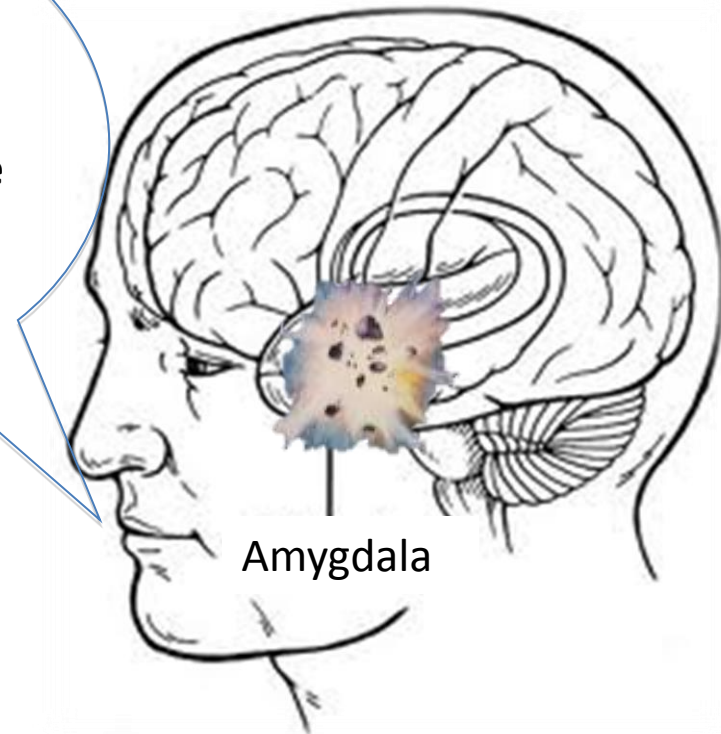


**B**

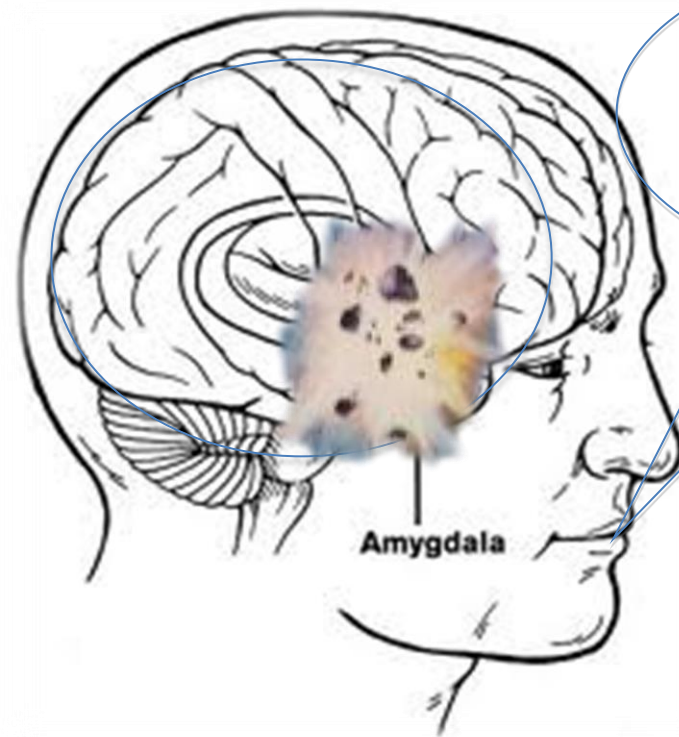


Look, I give you  
everything you  
need.. Others have  
done better with  
even less.

**A**

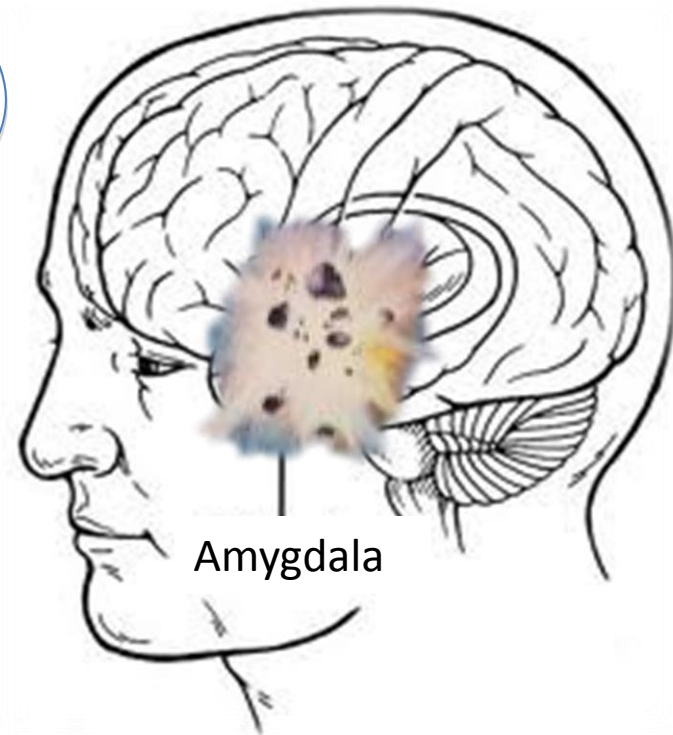


**B**

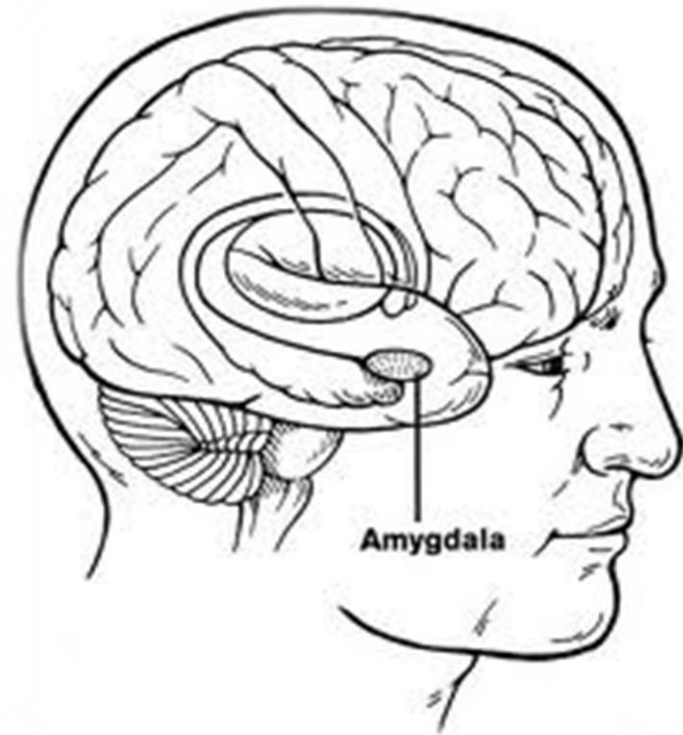


Well that's not what  
the others say about  
you!!

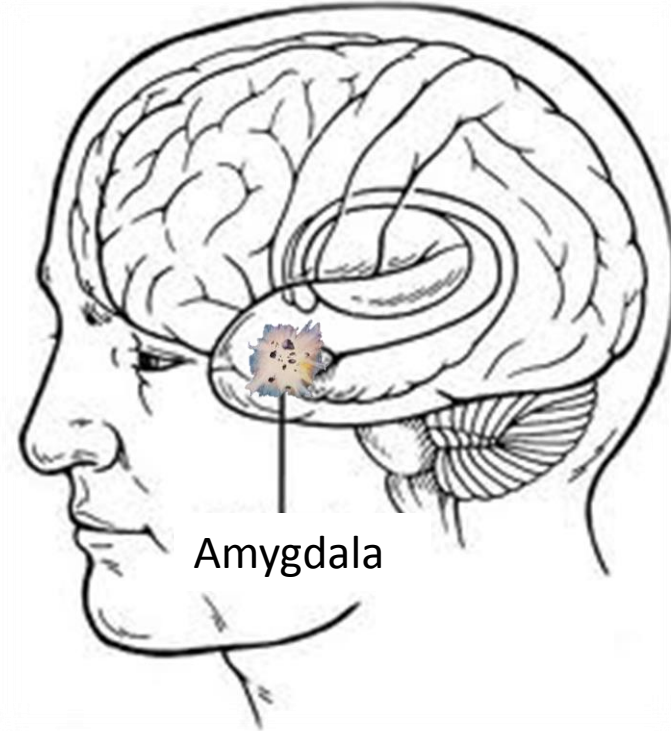
**A**



**B**

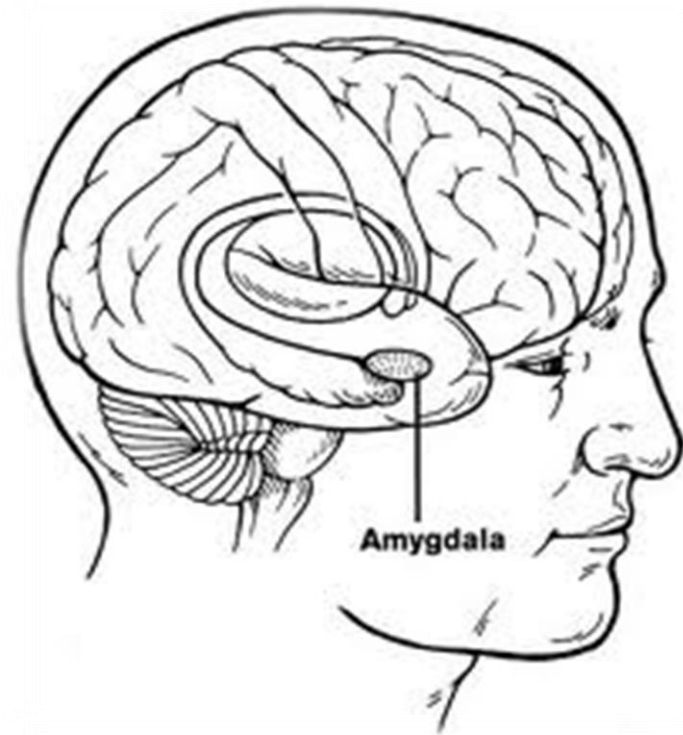


**A**



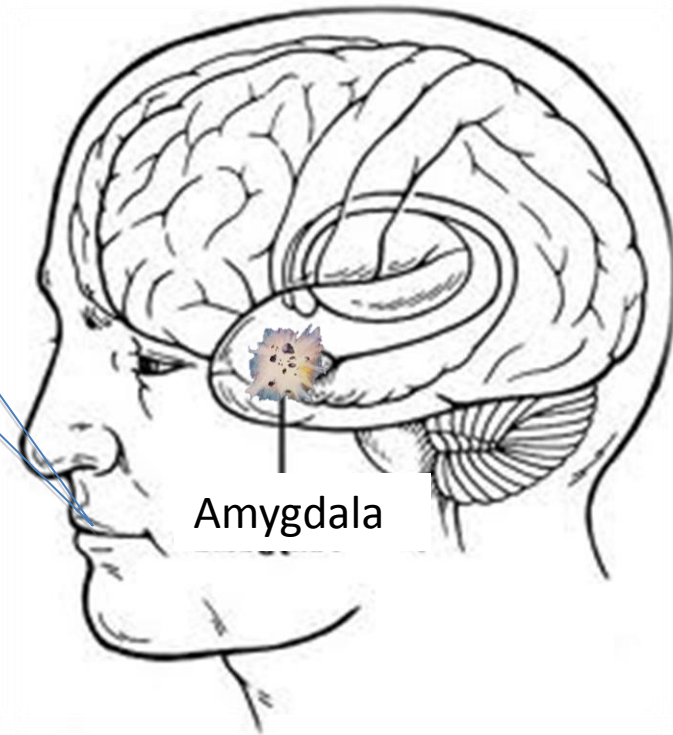
**Clinician A has just reviewed patient B's CT and has to tell them that their widely metastatic tumor is inoperable**

**B**



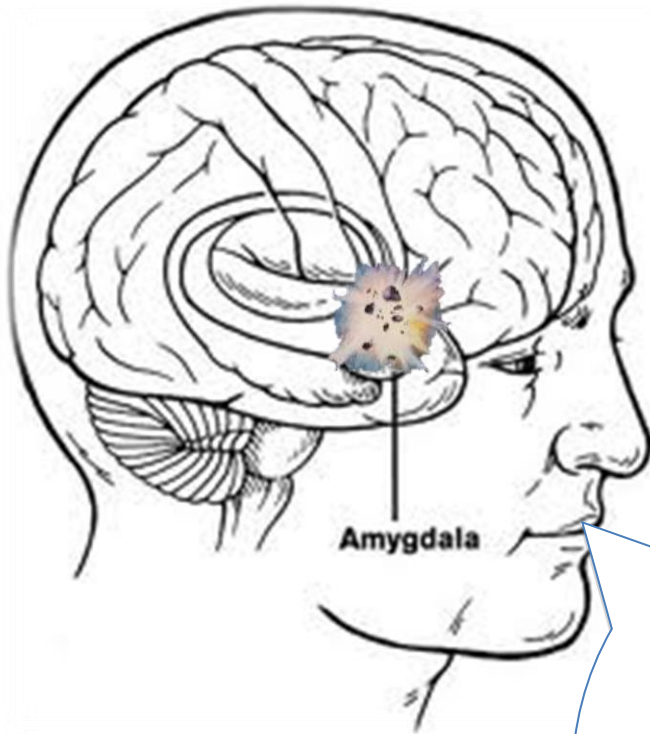
**A**

I'm sorry but  
we can't really  
take it out





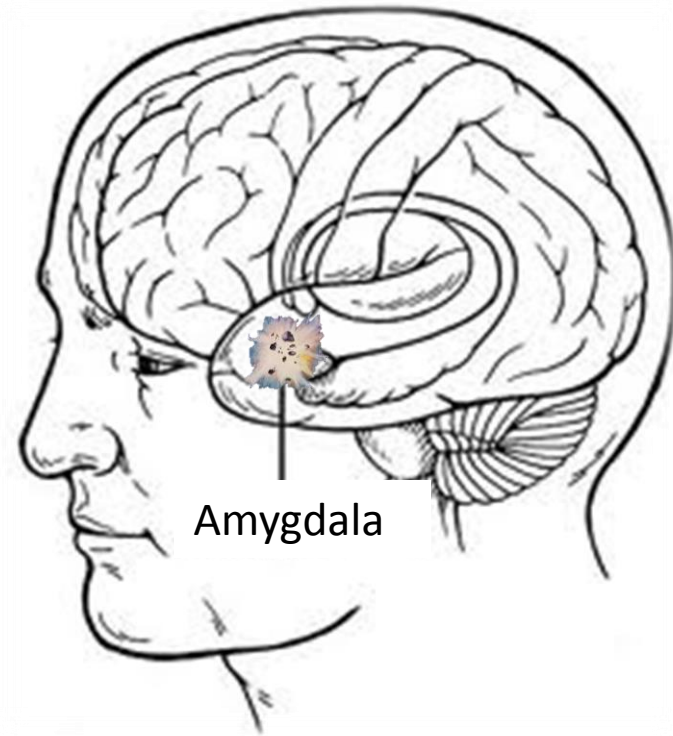
**B**



Amygdala

**What do you mean, this is my only chance. There must be something you can do!!**

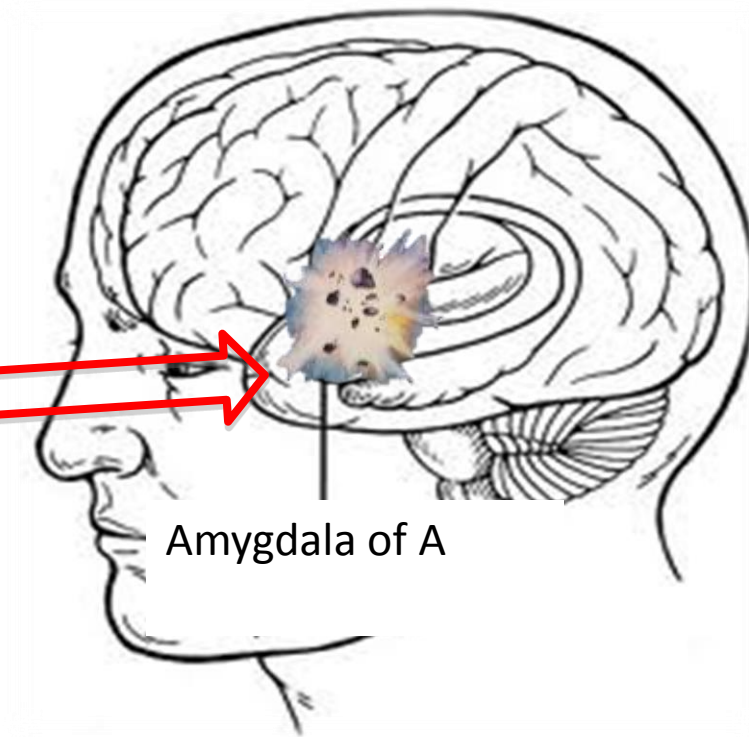
**A**



Amygdala



**A**



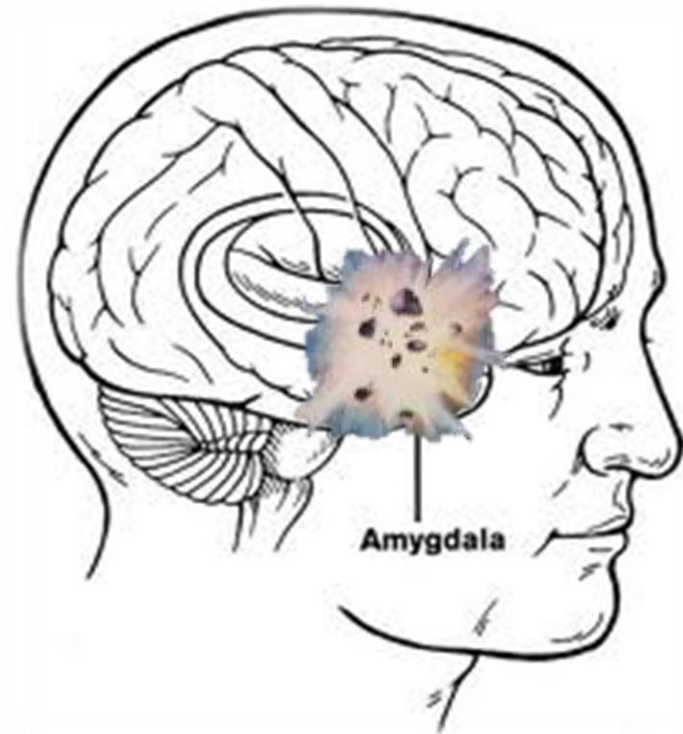
Amygdala of A

**B**

There must be  
something you  
can do!!

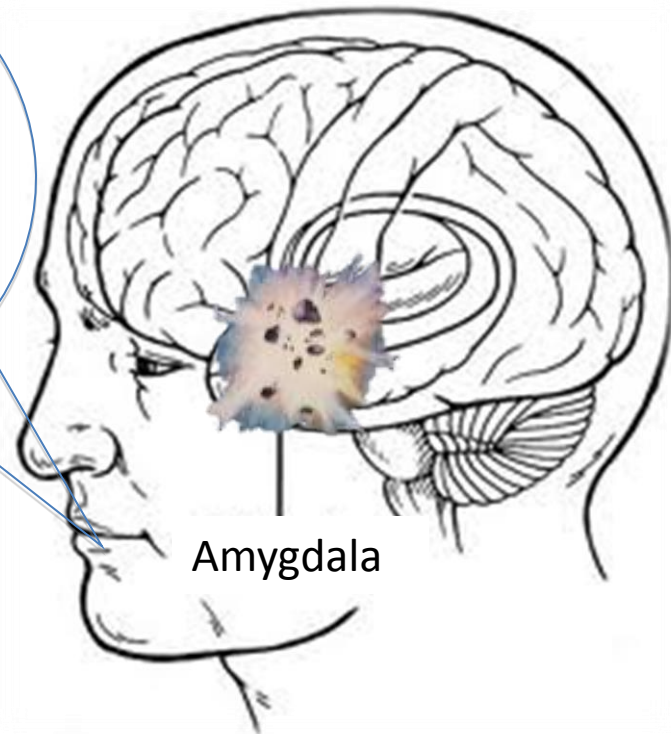


**B**

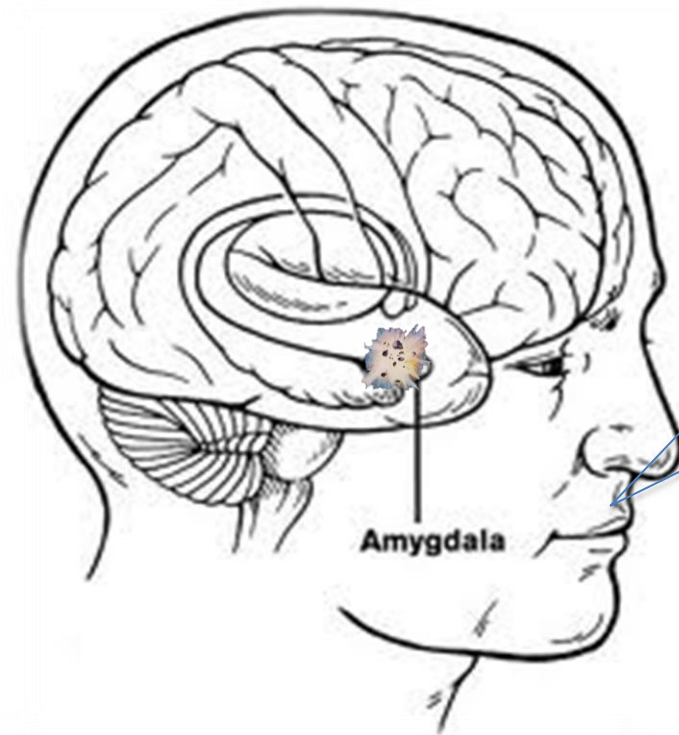


Well if your  
oncologist can  
shrink the tumors  
then we can try

**A**



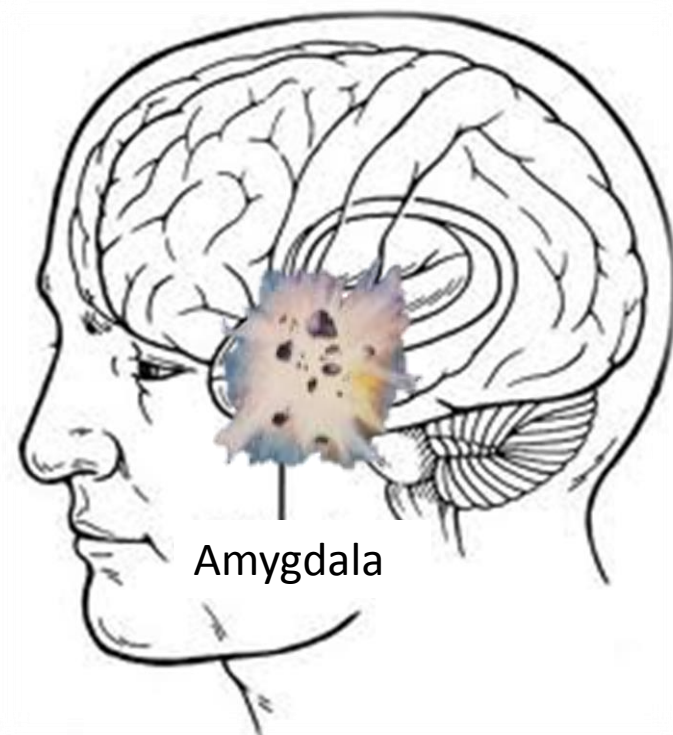
**B**



Amygdala

Oh thank  
you doctor!

**A**

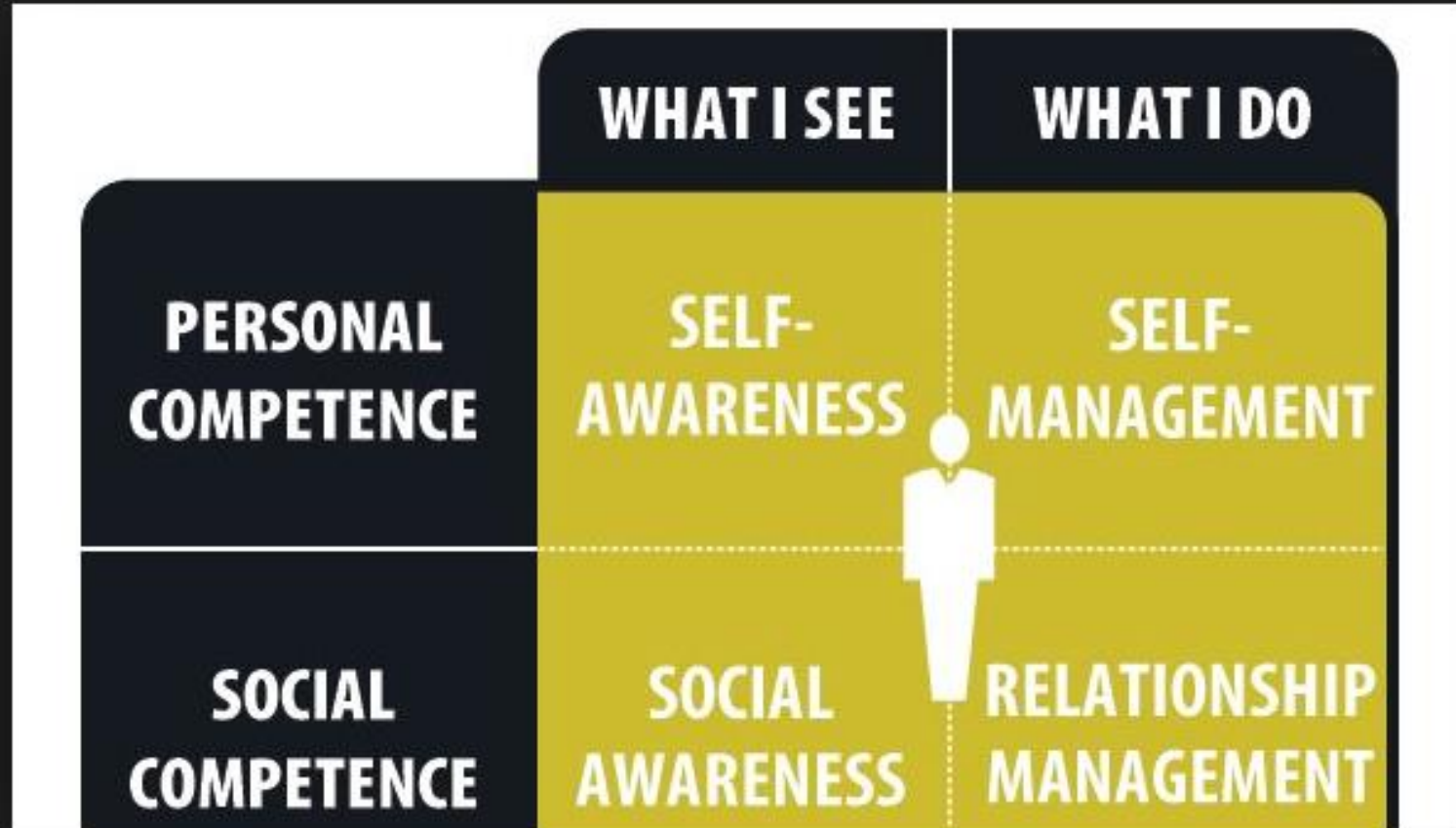


Amygdala



The patient's medical oncologist

# DOMAINS OF EMOTIONAL INTELLIGENCE





# Social Awareness

**Recognizing and understanding other people's emotions and perspective**

**Understanding cultural differences**

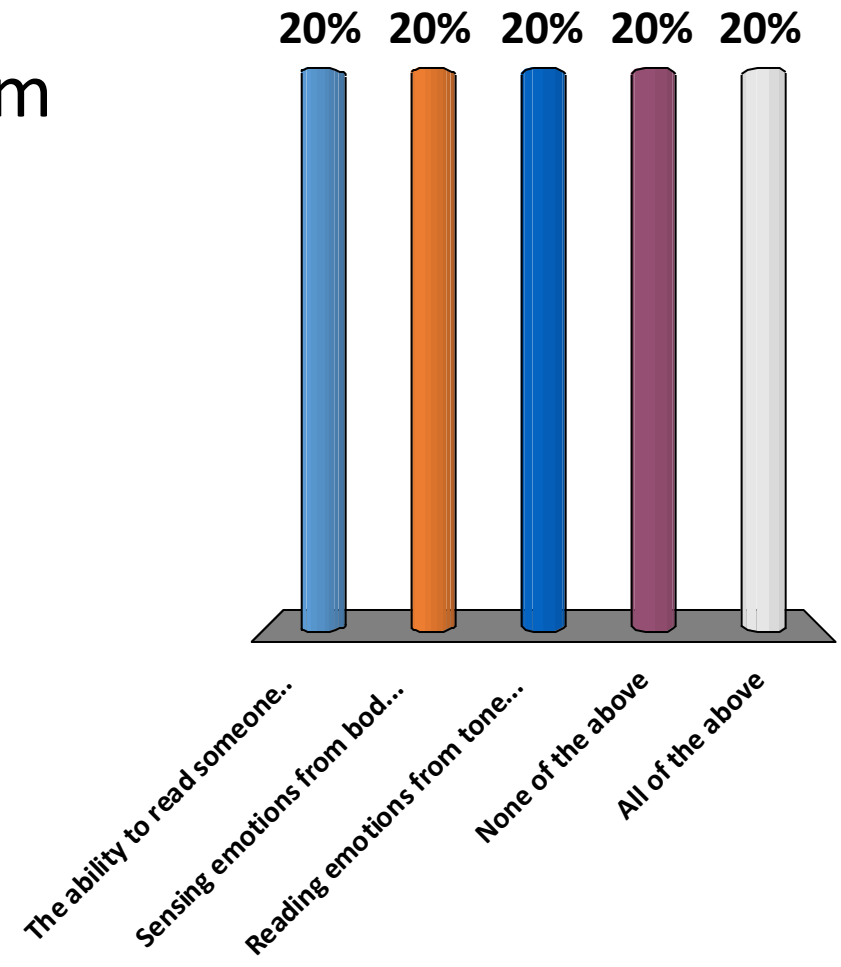
**Exploring others' attitudes and motivations**

**Empathize what others are going through**

**Validating others**

# Which Would Be An Example of Social Awareness

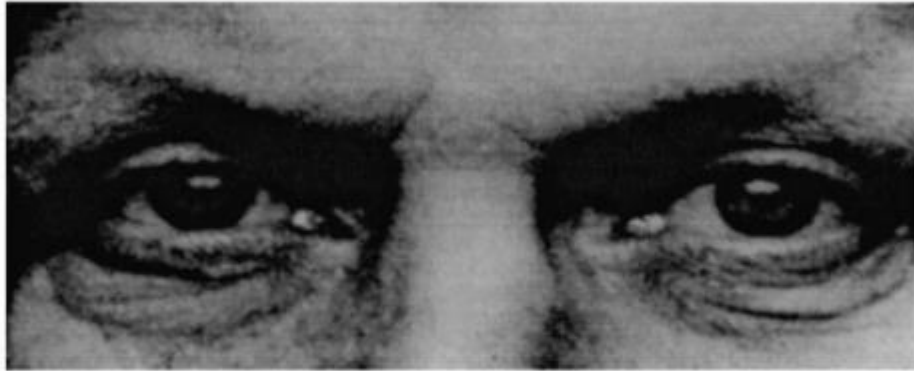
- A. The ability to read someone's emotions from their gaze
- B. Sensing emotions from body posture
- C. Reading emotions from tone of voice
- D. None of the above
- E. All of the above







# READING THE MIND THROUGH THE EYES



*Figure 1.* An example of a (male) stimulus used: in the first version word choices were serious (correct) vs. playful. In the revised version the word choices were serious (correct), ashamed, alarmed, and bewildered.



*Figure 2.* A second (female) example from the Eyes Test: in the first version the word choice was reflective (correct) vs. unreflective. In the revised version the word choice was reflective (correct), aghast, irritated, and impatient.



## Reading the Mind in the Eyes Test (Revised, Adult)

### Practice Question

Which word best describes what the person in the picture is thinking or feeling?

- ☐ hateful
- ☐ jealous
- ☐ arrogant
- ☐ panicked



# Indicate your choice

- A. hateful
- B. jealous
- C. arrogant
- D. panicked



# Indicate your choice

- A. hateful
- B. jealous
- C. arrogant
- D. panicked





Mouse over to zoom

## Reading the Mind in the Eyes Test (Revised, Adult)

### Practice Question

Which word best describes what the person in the picture is thinking or feeling?

☐ hateful

☐ jealous

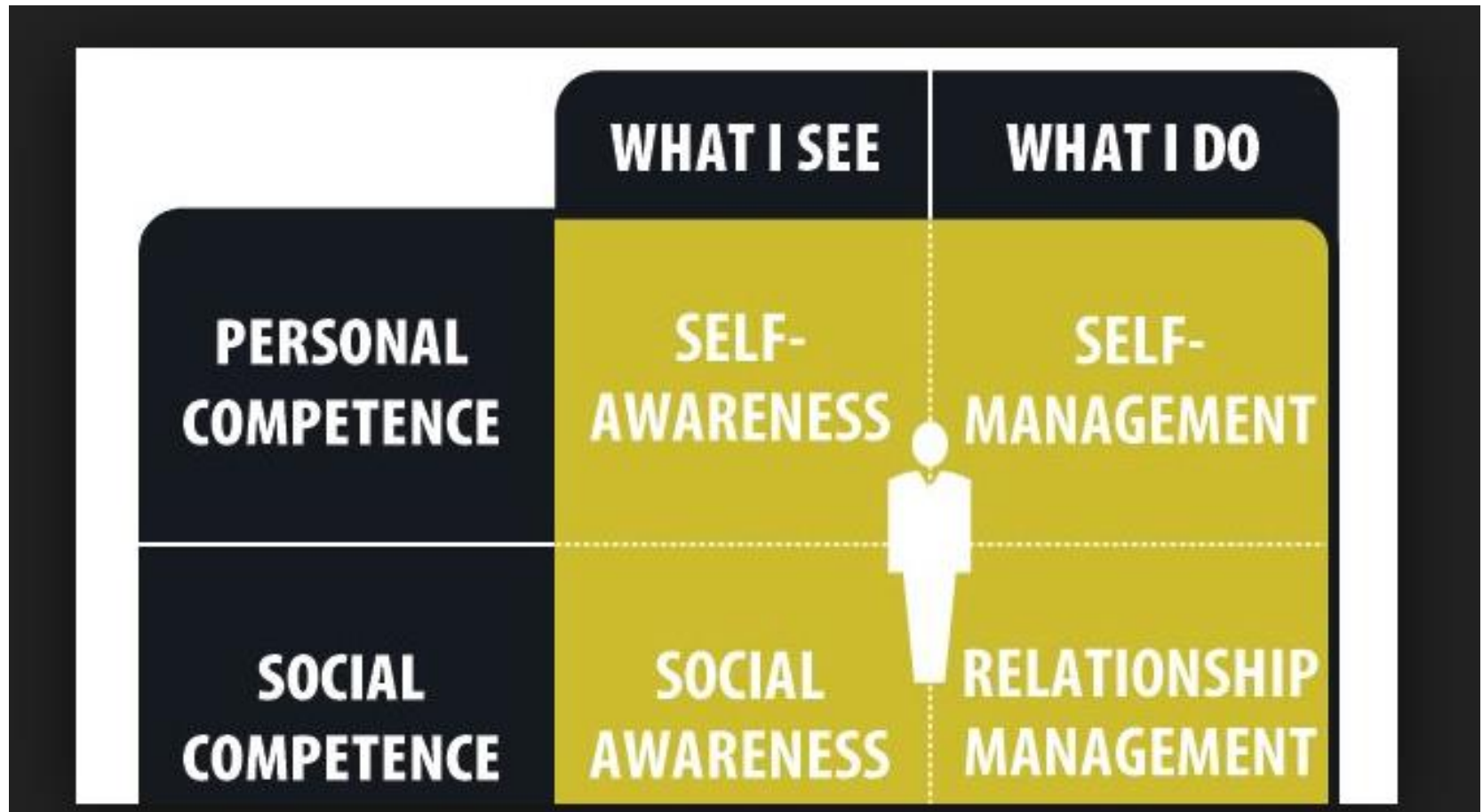
☐ arrogant

☒ panicked ✓



Correct

# DOMAINS OF EMOTIONAL INTELLIGENCE





# RELATIONSHIP MANAGEMENT

Accurately reading social situations and networks

Interacting smoothly and using these skills to persuade, lead, negotiate and settle disputes for cooperation and teamwork

Managing relationships to move people in the right direction

Leading change

Being persuasive

Networking

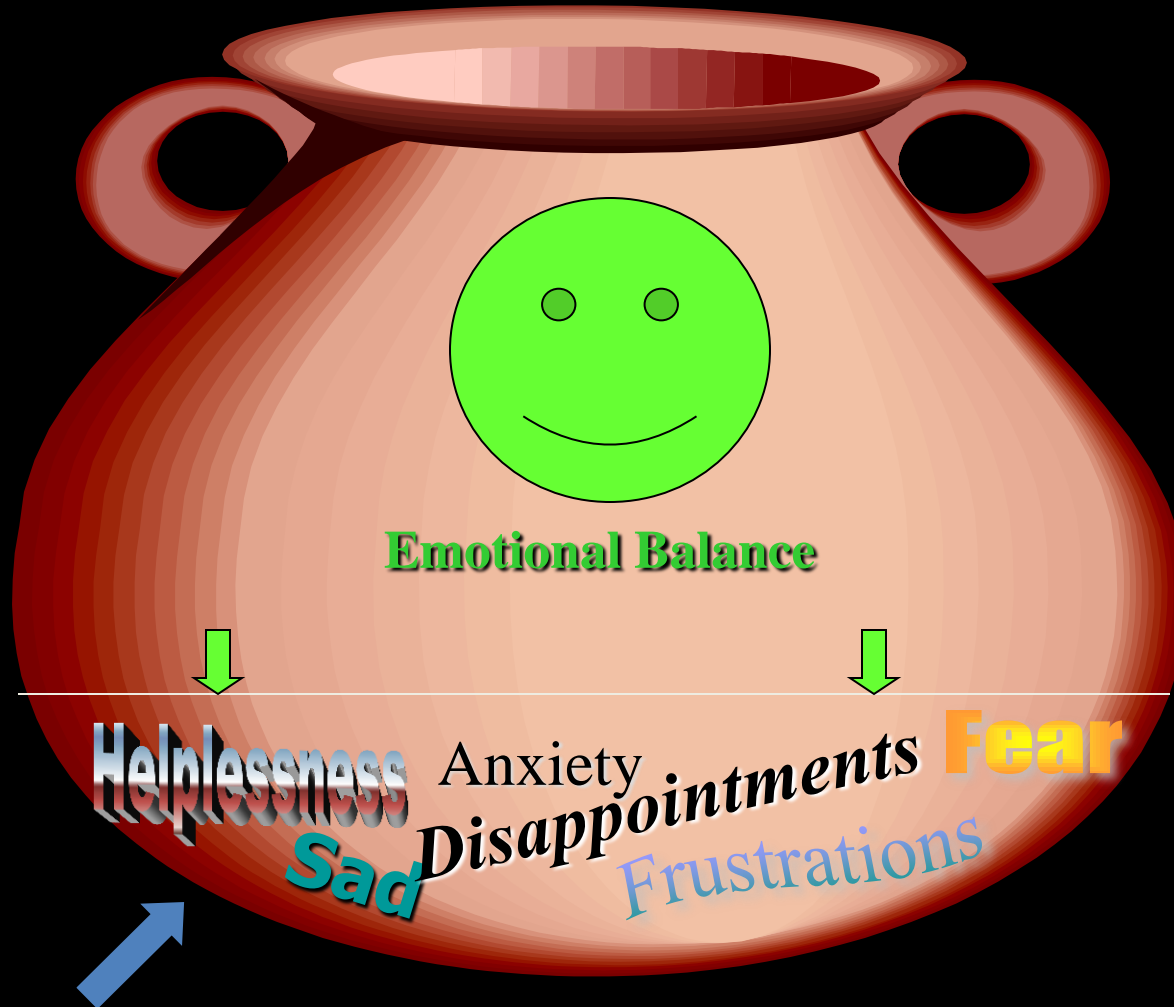
Building Teams

# **UNDERSTANDING OTHERS- THE EMOTIONAL JUG**

HERE'S A SITUATION...LET'S IMAGINE

# *The Emotional Jug*

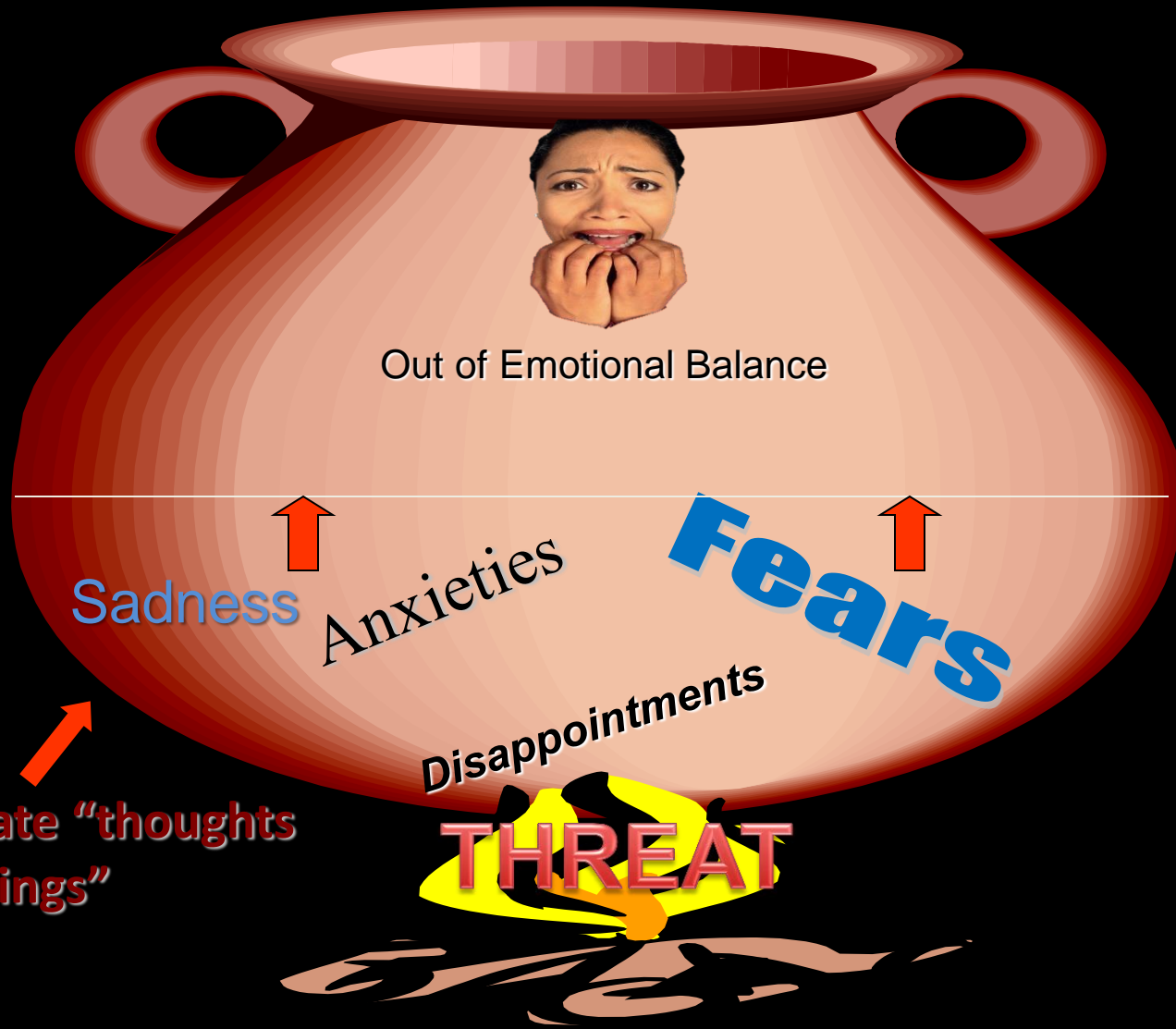
“Jug”



Our “private” emotions

# *The Emotional Jug*

---



Our private "thoughts  
and feelings"



Amygdala  
Responses



**Blaming**

**Victim Stilt**

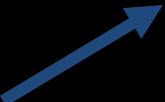
**Denial**

**Anger**

What you see



What you don't  
see (unless you explore)



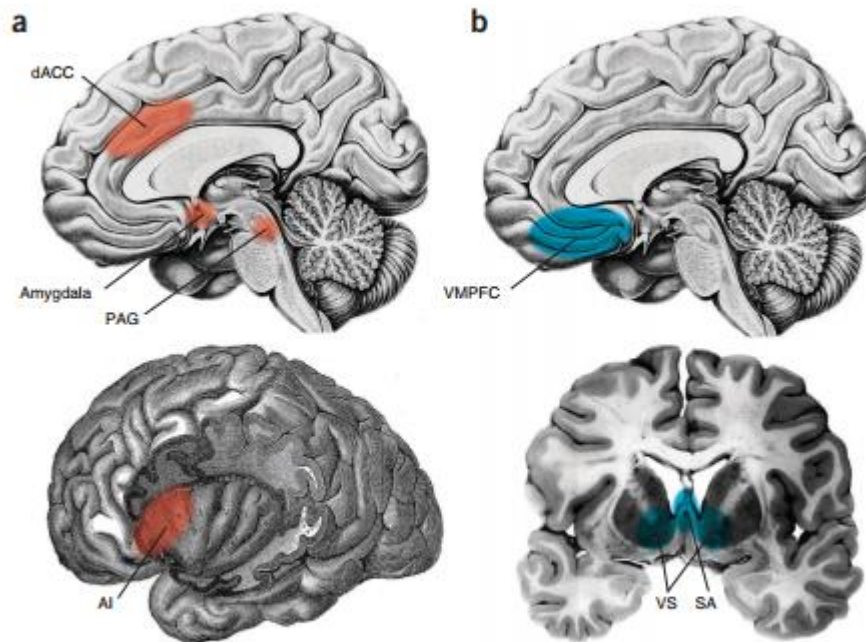
**Threat**

SOME BIOLOGICAL CORRELATES OF EI COMPONENTS

# Neurobiological Aspects of EI



# Social neuroscience and health: neurophysiological mechanisms linking social ties with physical health



**Figure 1** Neural correlates of social disconnection and connection. (a,b) Neural regions hypothesized to be involved in processing social disconnection (red, a) and social connection (blue, b). Threat-sensitive regions involved in processing social disconnection include the amygdala, PAG, dACC (top) and anterior insula (AI, bottom). Reward-sensitive regions involved in processing social connection include the VMPFC (top) and ventral striatum (VS) and septal area (SA, bottom).

## Research Article

## Lending a Hand

## Social Regulation of the Neural Response to Threat

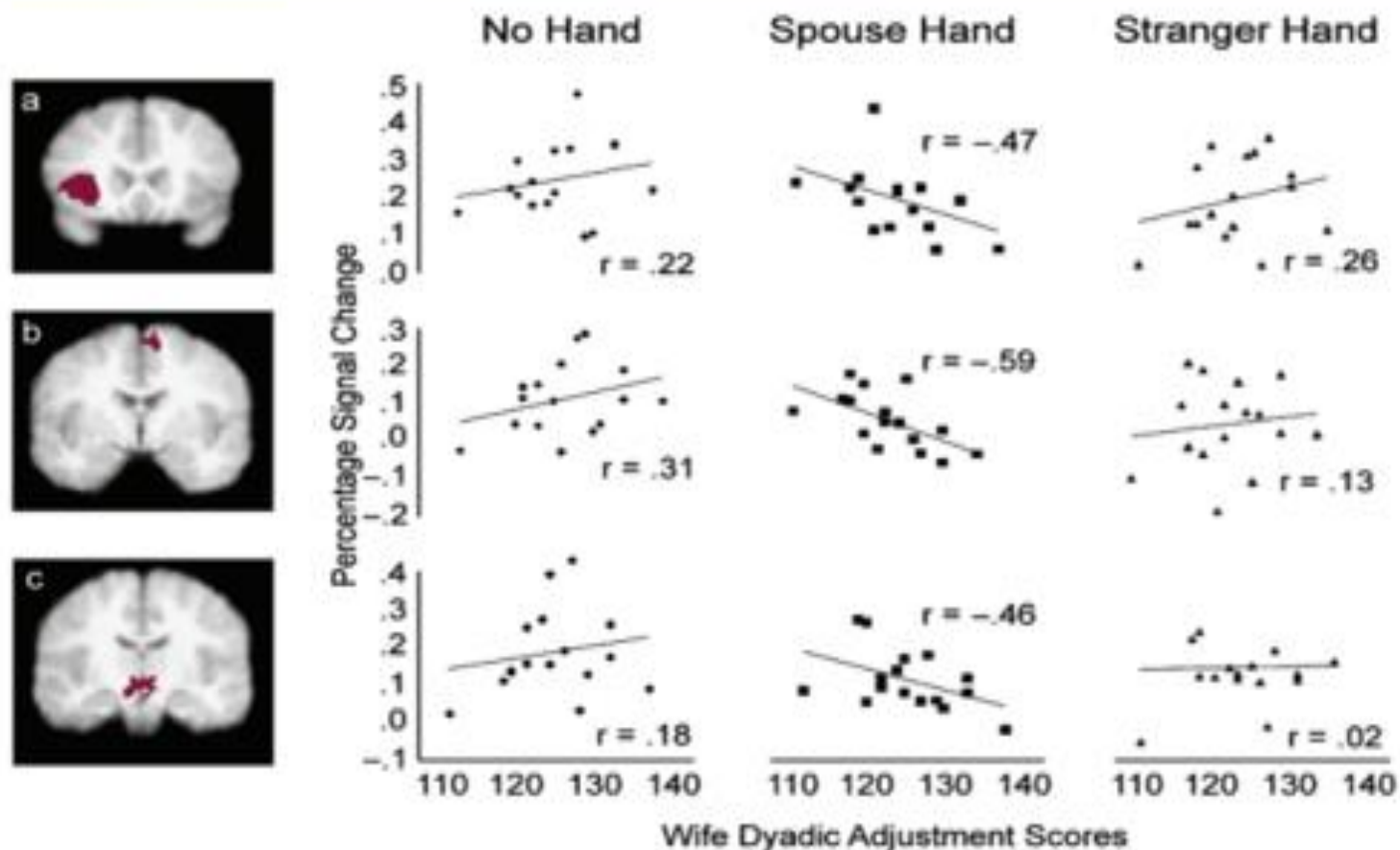
James A. Coan,<sup>1</sup> Hillary S. Schaefer,<sup>2</sup> and Richard J. Davidson<sup>2</sup>

<sup>1</sup>University of Virginia and <sup>2</sup>W.M. Keck Laboratory for Functional Brain Imaging and Behavior and Department of Psychology, University of Wisconsin-Madison

**ABSTRACT**—Social contact promotes enhanced health and well-being, likely as a function of the social regulation of emotional responding in the face of various life stressors. For this functional magnetic resonance imaging (fMRI) study, 16 married women were subjected to the threat of electric shock while holding their husband's hand, the hand of an anonymous male experimenter, or no hand at all. Results indicated a pervasive attenuation of activation in the neural systems supporting emotional and behavioral threat responses when the women held their husband's hand. A more limited attenuation of activation in these systems occurred when they held the hand of a stranger. Most strikingly, the effects of spousal hand-holding on neural threat responses varied as a function of marital quality, with higher marital quality predicting less threat-related neural activation in the right anterior insula, superior frontal gyrus, and hypothalamus during spousal, but not stranger, hand-holding.

The likely mechanism underlying these effects is the social regulation of emotional responding (Diamond, 2001; Hofer, 1984). Theorists have long argued that relationships serve security-provision and distress-alleviation regulatory functions that influence negative affect and arousal (Bowlby, 1969/1982; Mikulincer, Shaver, & Pereg, 2003). Supportive social behaviors are known to attenuate stress-related activity in the autonomic nervous system (ANS) and hypothalamic-pituitary-adrenal (HPA) axis (DeVries, Glasper, & Detillion, 2003). Maternal grooming behaviors even affect glucocorticoid-receptor gene expression underlying hippocampal and HPA-axis stress reactivity in rat pups (Weaver, Diorio, Seckl, Szyf, & Meaney, 2004). It is becoming increasingly clear that the neural systems supporting social affiliation are implicated in more general emotional responding. For example, the neuropeptides oxytocin and arginine vasopressin have emerged as important mediators of social affiliation (Kosfeld, Heinrichs, Zak, Fischbacher, & Fehr, 2005; Young & Wang, 2004), and receptors for both are

# Lending a Hand: Social Mediation of the Neural Response to Threat: Coan JA et al Psychological Science 2006



**Fig. 4.** Interactive effect of wife's score on the Dyadic Adjustment Scale (DAS) and hand-holding condition on neural response to threat. Percentage signal change is graphed as a function of DAS score (with correlation coefficients included) and condition for the three brain regions showing a significant interaction: (a) right anterior insula ( $y = +19$  mm), (b) left superior frontal gyrus ( $y = -4$  mm), and (c) hypothalamus ( $y = -13$  mm).

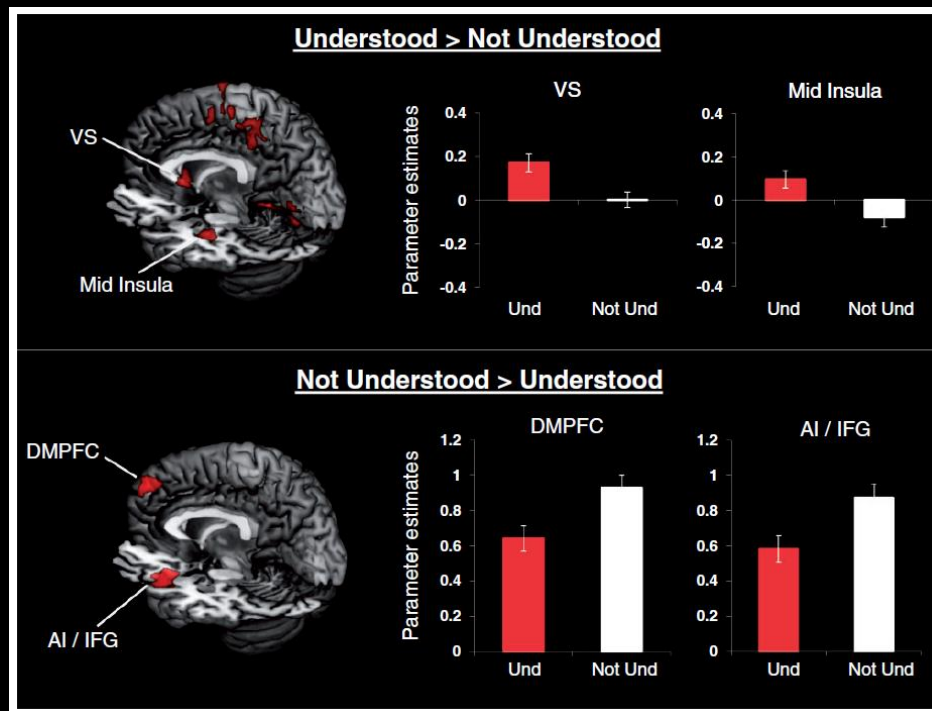
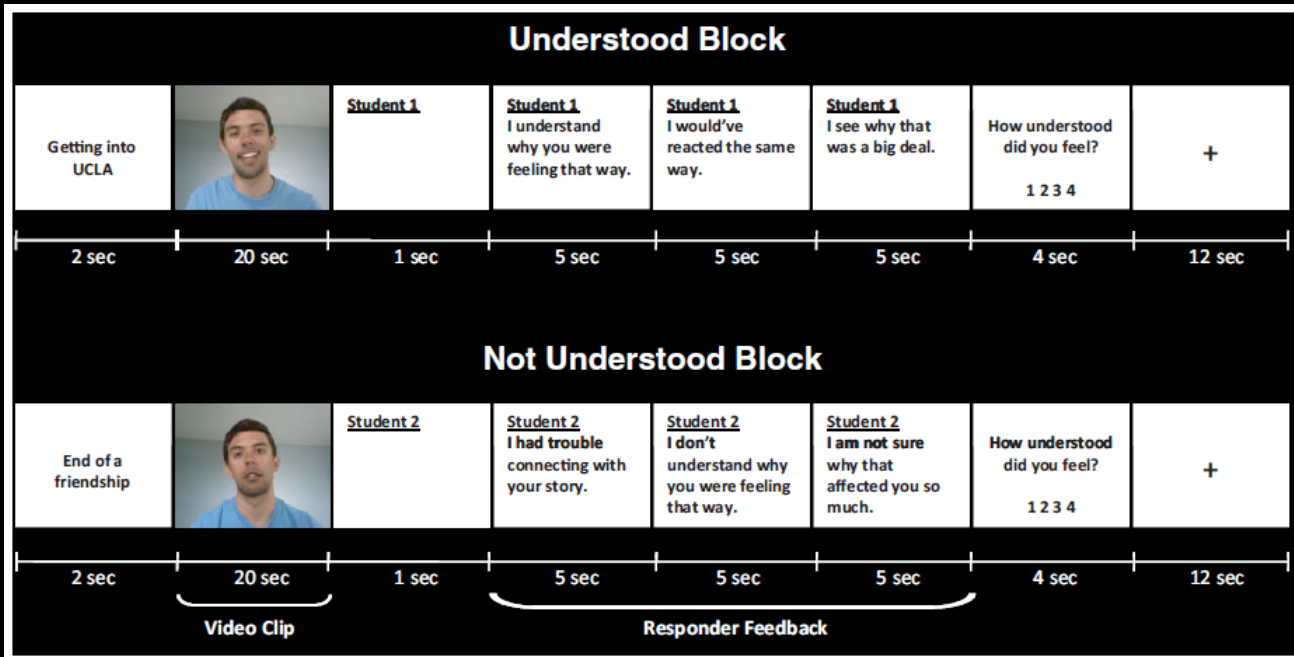


# The neural bases of feeling understood and not understood

Sylvia A. Morelli,<sup>1</sup> Jared B. Torre,<sup>2</sup> and Naomi I. Eisenberger<sup>2</sup>

<sup>1</sup>Department of Psychology, Stanford University, Stanford, CA 94305, USA and <sup>2</sup>Department of Psychology, University of California Los Angeles, Los Angeles, CA 90095-1563, USA

Past research suggests that feeling understood enhances both personal and social well-being. However, little research has examined the neurobiological bases of feeling understood and not understood. We addressed these gaps by experimentally inducing felt understanding and not understanding as participants underwent functional magnetic resonance imaging. The results demonstrated that feeling understood activated neural regions previously associated with reward and social connection (i.e. ventral striatum and middle insula), while not feeling understood activated neural regions previously associated with negative affect (i.e. anterior insula). Both feeling understood and not feeling understood activated different components of the mentalizing system (feeling understood: precuneus and temporoparietal junction; not feeling understood: dorsomedial prefrontal cortex). Neural responses were associated with subsequent feelings of social connection and disconnection and were modulated by individual differences in rejection sensitivity. Thus, this study provides insight into the psychological processes underlying feeling understood (or not) and may suggest new avenues for targeted interventions that amplify the benefits of feeling understood or buffer individuals from the harmful consequences of not feeling understood.



# Perceiving active listening activates the reward system and improves the impression of relevant experiences

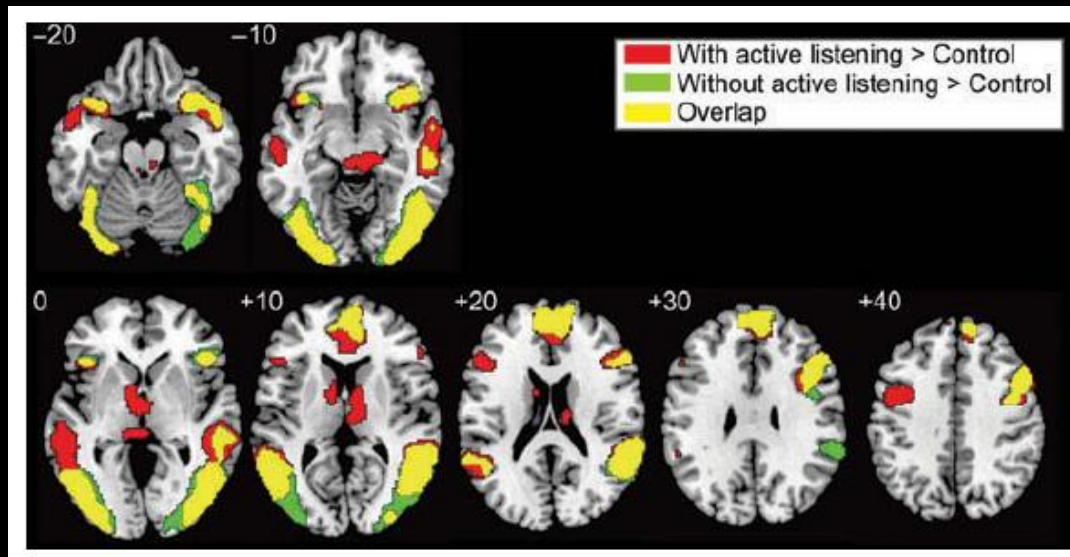
Hiroaki Kawamichi<sup>1</sup>, Kazufumi Yoshihara<sup>2</sup>, Akihiro T. Sasaki<sup>1</sup>, Sho K. Sugawara<sup>1</sup>, Hiroki C. Tanabe<sup>1,3</sup>, Ryoji Shinohara<sup>4</sup>, Yuka Sugisawa<sup>4</sup>, Kentaro Tokutake<sup>4</sup>, Yukiko Mochizuki<sup>4</sup>, Tokie Anme<sup>4</sup>, and Norihiro Sadato<sup>1</sup>

<sup>1</sup>Division of Cerebral Integration, Department of Cerebral Research, National Institute for Physiological Sciences, Okazaki 444-8585, Japan

<sup>2</sup>Department of Psychosomatic Medicine, Graduate School of Medical Sciences, Kyushu University, Fukuoka 812-8582, Japan

<sup>3</sup>Department of Social and Human Environment, Graduate School of Environmental Studies, Nagoya University, Nagoya 464-8601, Japan

<sup>4</sup>Graduate School of Comprehensive Human Sciences, University of Tsukuba, Tsukuba 305-8575, Japan







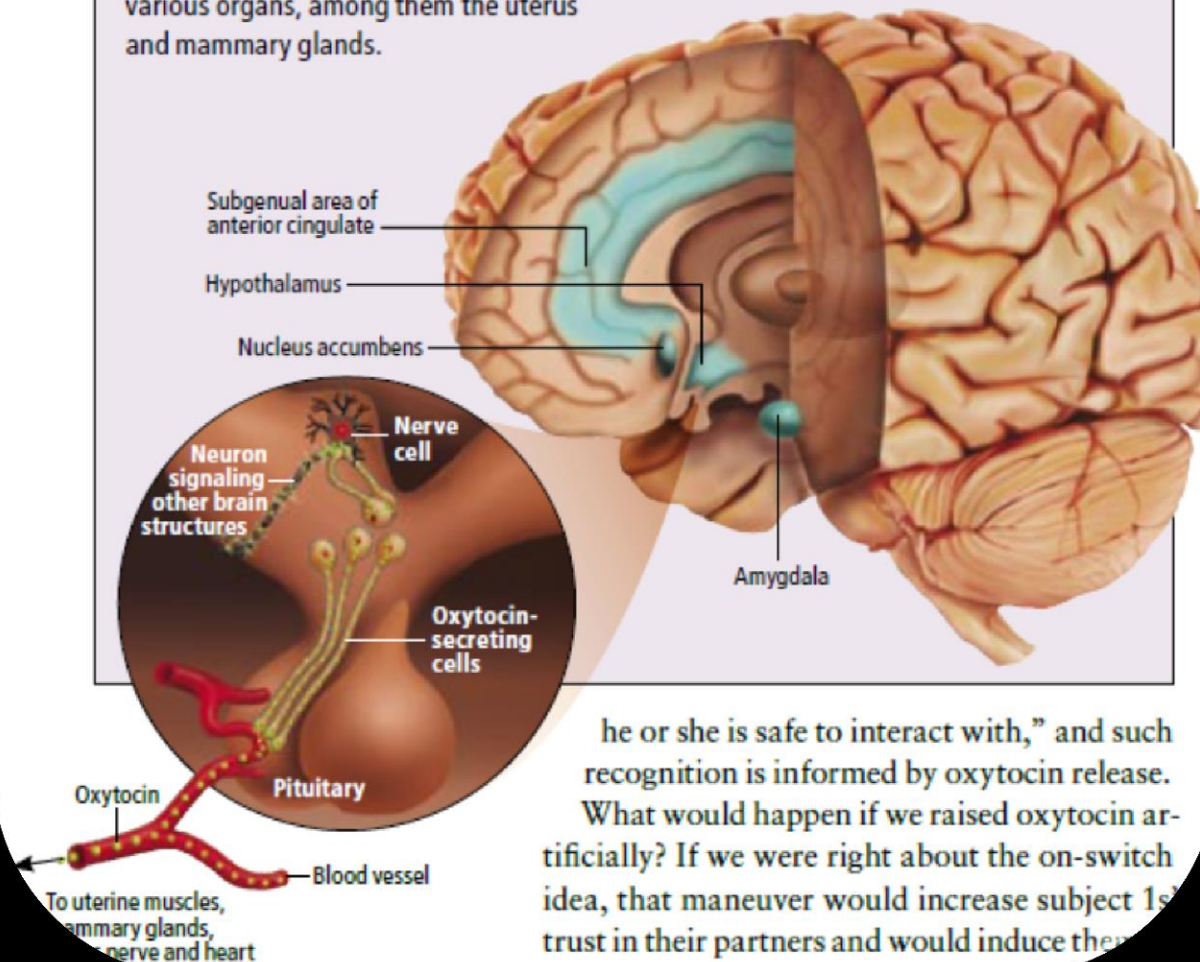




Todd Ahern/Emory University / Courtesy to The Chronicle

# OXYTOCIN AND THE BRAIN

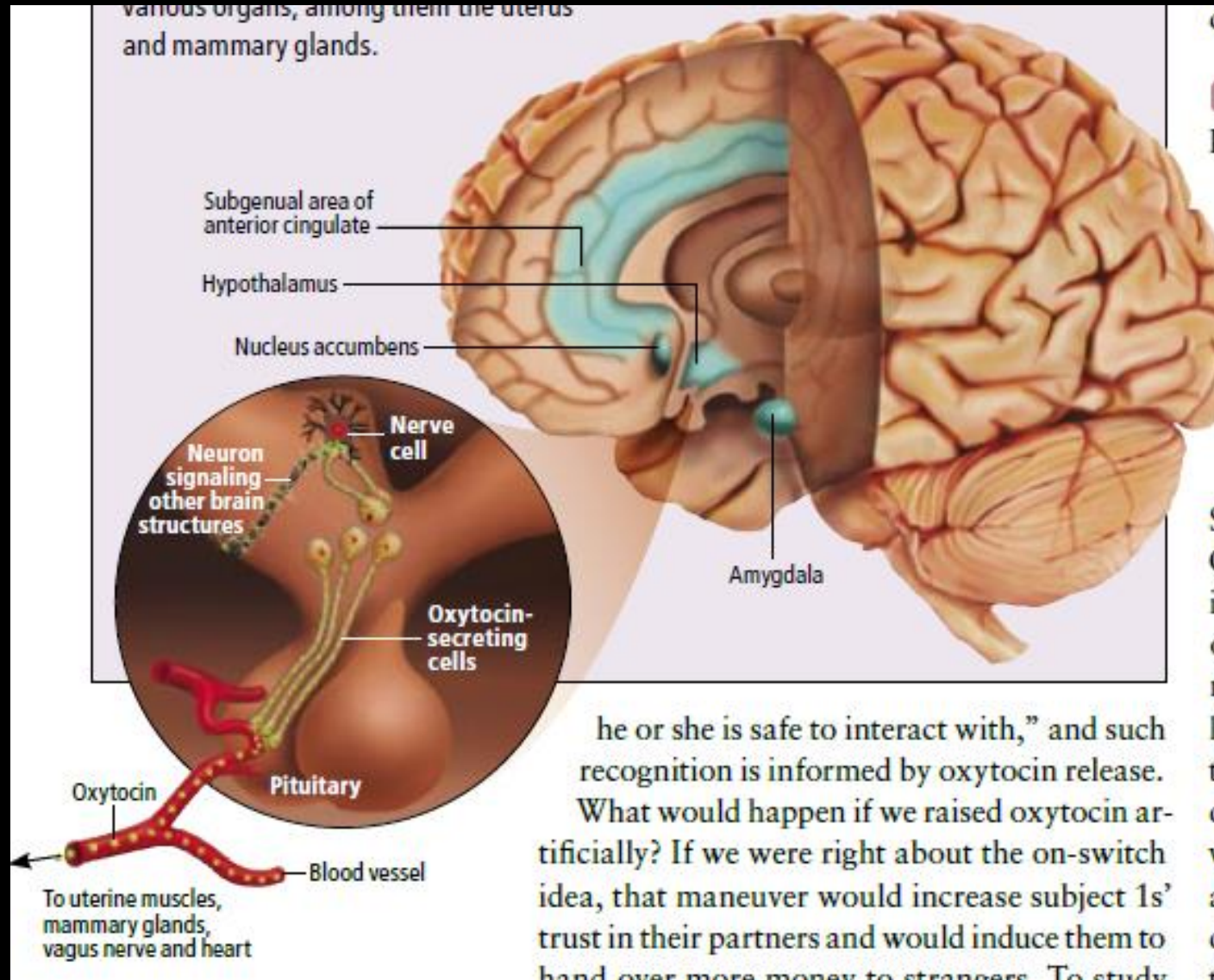
Several brain structures (*highlighted in green*) are involved in the release and response to oxytocin. These structures share three features: they have dense fields of oxytocin receptors, which convey oxytocin's "messages" to nerve cells; they control emotions and social behavior; and they modulate midbrain dopamine release, which makes people feel good and so rewards and reinforces specific behaviors. Although the trust-related effects of oxytocin stem from its activity in the brain, the chemical acts elsewhere as well. Some brain cells secrete it into the bloodstream (*detail at bottom left*) to influence various organs, among them the uterus and mammary glands.



he or she is safe to interact with," and such recognition is informed by oxytocin release. What would happen if we raised oxytocin artificially? If we were right about the on-switch idea, that maneuver would increase subject 1's trust in their partners and would induce them



various organs, among them the uterus and mammary glands.



he or she is safe to interact with,” and such recognition is informed by oxytocin release. What would happen if we raised oxytocin artificially? If we were right about the on-switch idea, that maneuver would increase subject 1s’ trust in their partners and would induce them to hand over more money to strangers. To study

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## Letter

*Nature* **435**, 673-676 (2 June 2005) | doi:10.1038/nature03701; Received 20 April 2005; Accepted 5 May 2005

## Oxytocin increases trust in humans

Michael Kosfeld<sup>1,5</sup>, Markus Heinrichs<sup>2,5</sup>, Paul J. Zak<sup>3</sup>, Urs Fischbacher<sup>1</sup> & Ernst Fehr<sup>1,4</sup>

1. University of Zurich, Institute for Empirical Research in Economics, Blumlisalpstrasse 10, CH-8006 Zurich, Switzerland
2. University of Zurich, Department of Clinical Psychology and Psychotherapy, Zurichbergstrasse 43, CH-8044 Zurich, Switzerland
3. Center for Neuroeconomics Studies, Claremont Graduate University, Claremont, California 91711-6165, USA
4. Collegium Helveticum, Schmelzbergstrasse 25, CH-8092 Zurich, Switzerland
5. \*These authors contributed equally to this work

Correspondence to: Markus Heinrichs<sup>2,5</sup> Ernst Fehr<sup>1,4</sup> Correspondence and requests for materials should be addressed to E.F. (Email: [efehr@iew.unizh.ch](mailto:efehr@iew.unizh.ch)) and M.H. (Email: [m.heinrichs@psychologie.unizh.ch](mailto:m.heinrichs@psychologie.unizh.ch)).

SCIENCES MIND HEALTH TECH SUSTAINABILITY EDUCATION VIDEO PODCASTS BLOGS

MIND

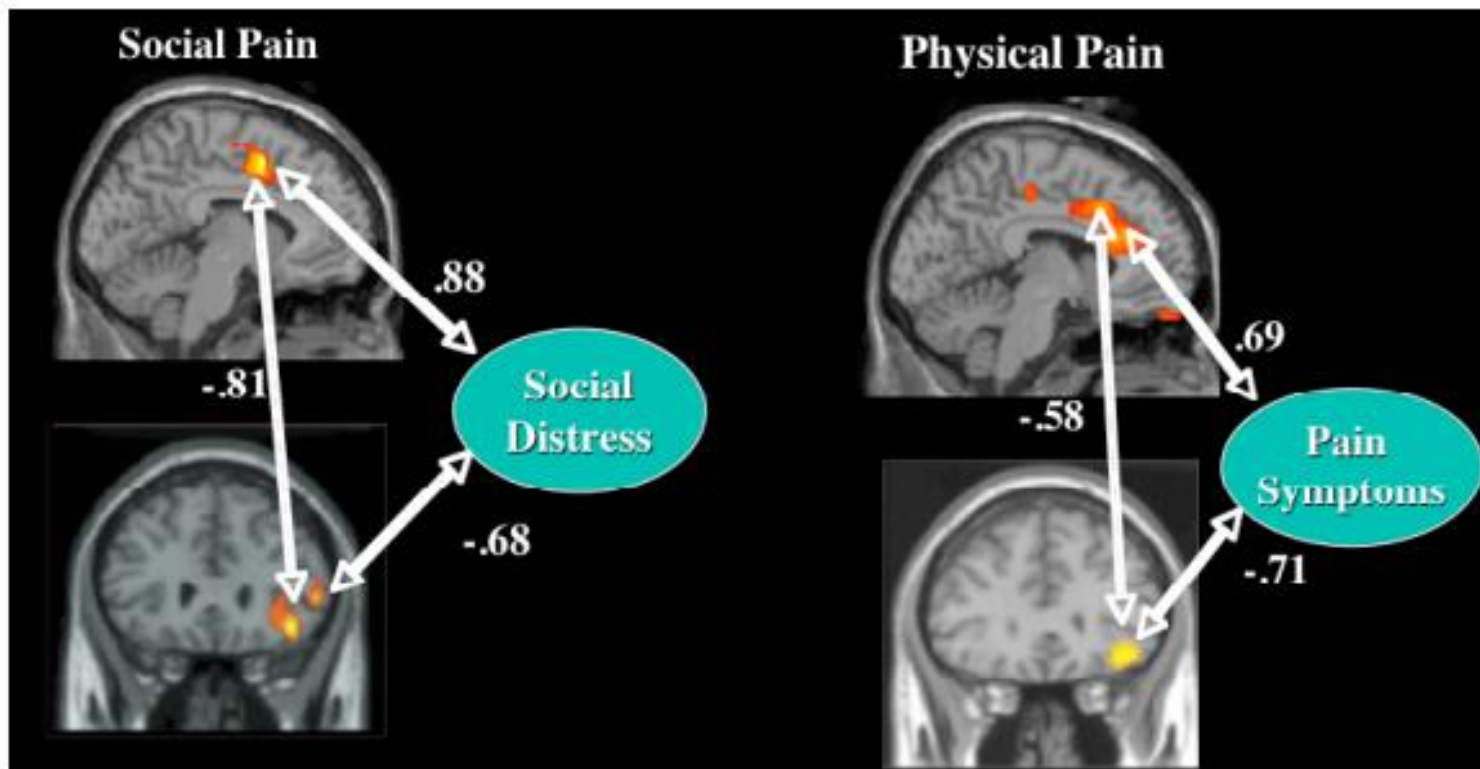
# Be Mine Forever: Oxytocin May Help Build Long-Lasting Love

The hormone oxytocin increases empathy and communication, key to sustaining a relationship between mates

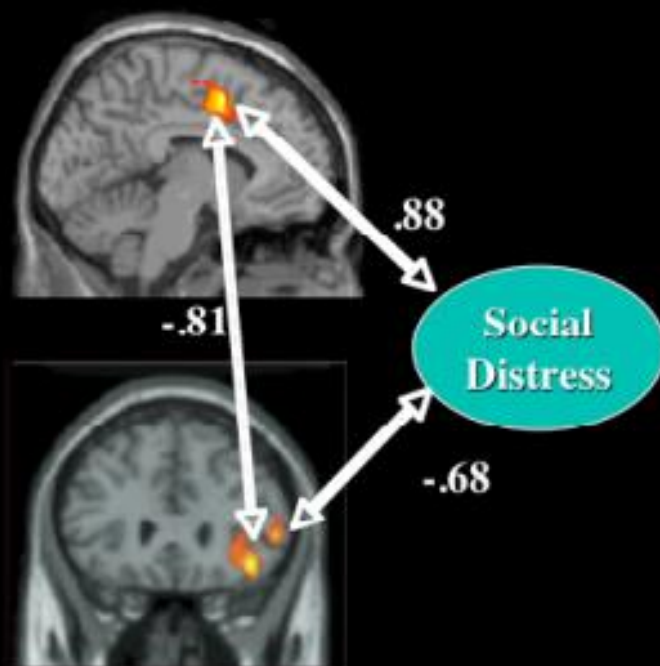


# Responses of medial and ventrolateral prefrontal cortex to interpersonal conflict for resources

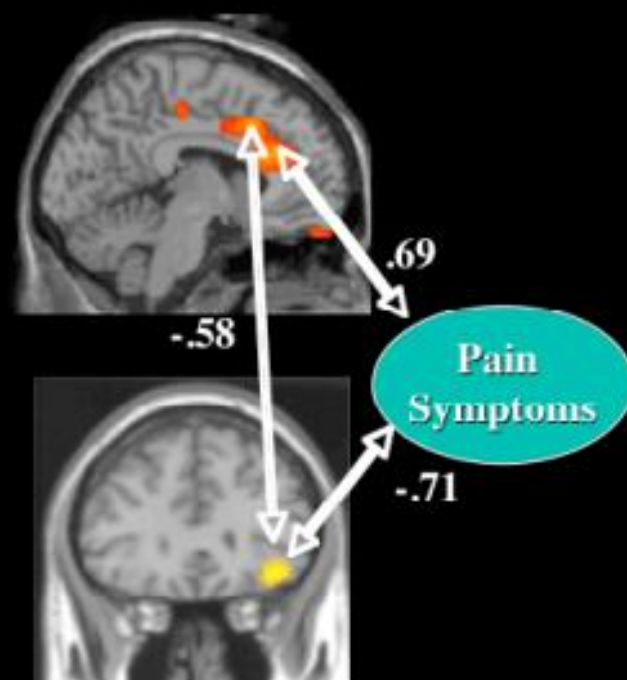
.tive



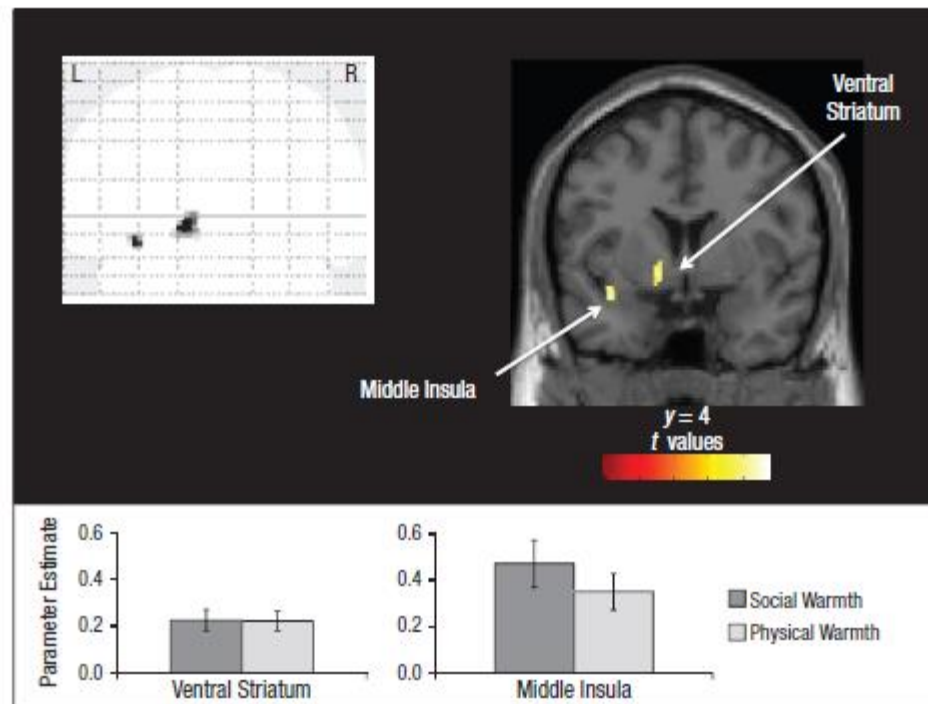
### Social Pain



### Physical Pain







**Fig. 1.** Results for the conjunction between social warmth (positive messages as opposed to neutral messages) and physical warmth (warm pack as opposed to ball). The glass brain and coronal slice show activations in the left ventral striatum and left middle insula for this conjunction. The graphs show parameter estimates from these functional regions of interest (ROIs) during the social-warmth and physical-warmth tasks. Error bars represent  $\pm 1$  SE. L = left, R = right.



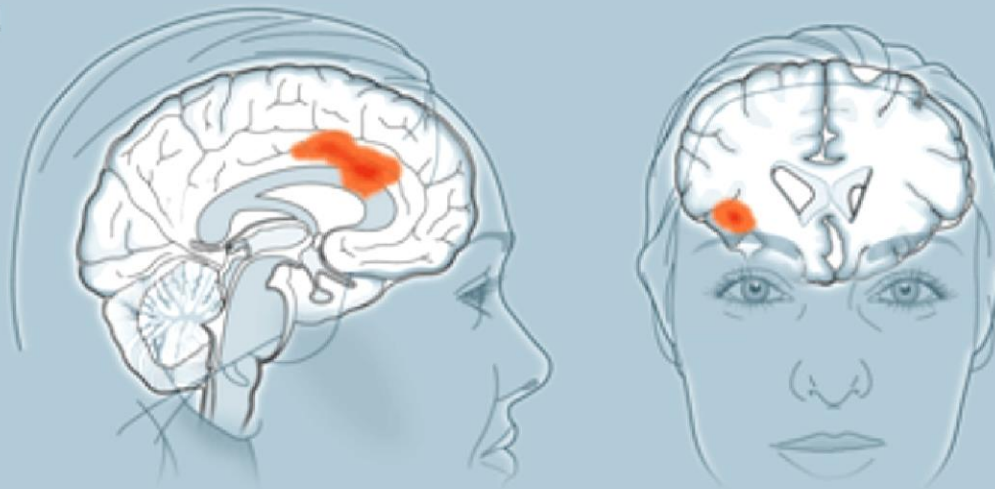
### Exhibit 1: Social and Physical Pain Produce Similar Brain Responses

Brain scans captured through functional magnetic resonance imaging (fMRI) show the same areas associated with distress, whether caused by social rejection or physical pain. The dorsal anterior cingulate cortex (highlighted at left) is associated with the degree of distress; the right ventral prefrontal cortex (highlighted at right) is associated with regulating the distress.

**Social  
Pain**



**Physical  
Pain**



# APPLICATIONS OF EMOTIONAL AWARENESS

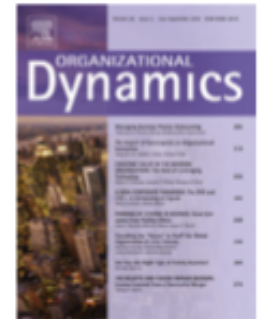
# **LEADERSHIP AND EMOTIONAL INTELLIGENCE**



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# Unleashing leadership potential: Toward an evidence-based management of emotional intelligence

Frank Walter, Ronald H. Humphrey, Michael S. Cole

NATURE | COMMENT



## Leadership: Ten tips for choosing an academic chair

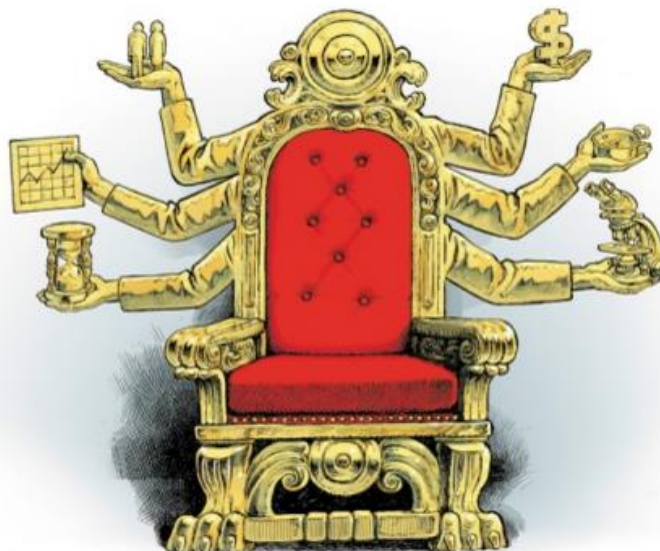
Pierre-Alain Clavier & Joseph Deiss

18 March 2015

Agree what is needed, look for leaders with fire in their belly and emotional intelligence, and support them, advise Pierre-Alain Clavier and Joseph Deiss.

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**Subject terms:** [Research management](#) • [Careers](#) • [Medical research](#) • [Health care](#)



**DISCUSS THE TRAITS YOU'D LIKE TO SEE  
IN A LEADER**

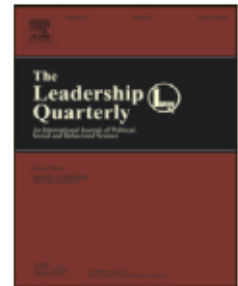




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journal homepage: [www.elsevier.com/locate/leaqua](http://www.elsevier.com/locate/leaqua)



# Leadership, affect and emotions: A state of the science review<sup>☆</sup>

Janaki Gooty<sup>a,\*</sup>, Shane Connelly<sup>b,1</sup>, Jennifer Griffith<sup>b,2</sup>, Alka Gupta<sup>c</sup>

<sup>a</sup> Department of Management, Belk College of Business University of North Carolina, Charlotte 9201 University City Blvd., Charlotte, NC 28223, USA

<sup>b</sup> Department of Psychology, University of Oklahoma, 455 West Lindsey St., Norman, OK 73019, USA

<sup>c</sup> Center for Leadership Studies and School of Management, State University of New York at Binghamton, Binghamton, NY 13902-6000, USA

## A Systematic Review of Physician Leadership and Emotional Intelligence

LAURA JANINE MINTZ, PhD

JAMES K. STOLLER, MD, MS

### Abstract

**Objective** This review evaluates the current understanding of emotional intelligence (EI) and physician leadership, exploring key themes and areas for future research.

**Literature Search** We searched the literature using PubMed, Google Scholar, and Business Source Complete for articles published between 1990 and 2012. Search terms included *physician and leadership, emotional intelligence, organizational behavior, and organizational development*. All abstracts were reviewed. Full articles were evaluated if they addressed the connection between EI and physician leadership. Articles were included if they focused on physicians or physicians-in-training and discussed interventions or recommendations.

**Appraisal and Synthesis** We assessed articles for conceptual rigor, study design, and measurement

quality. A thematic analysis categorized the main themes and findings of the articles.

**Results** The search produced 3713 abstracts, of which 437 full articles were read and 144 were included in this review. Three themes were identified: (1) EI is broadly endorsed as a leadership development strategy across providers and settings; (2) models of EI and leadership development practices vary widely; and (3) EI is considered relevant throughout medical education and practice. Limitations of the literature were that most reports were expert opinion or observational and studies used several different tools for measuring EI.

**Conclusions** EI is widely endorsed as a component of curricula for developing physician leaders. Research comparing practice models and measurement tools will critically advance understanding about how to develop and nurture EI to enhance leadership skills in physicians throughout their careers.

# Do Leaders Need EI?

Negative affect adversely affects leader effectiveness scores and group performance

Positive moods affects staff turnover, better task cooperation, less conflict and enhanced creativity while creating trust and respect

Autocratic leadership produces more regret, anger and disappointment in followers

Supportive leadership ( developmental feedback and trust) affects positive follower mood and enhanced creativity while non-supportive behavior is associated with anxiety frustration, anger and stress

When stress affects the leader to the extent that he or she is unable to cope with it and the expression of negative emotions follows then the group affect will become negative and the leader will be perceived as being less effective

# **INTERPERSONAL SKILLS SEEN IN EFFECTIVE LEADERS**

**Is emotionally appropriate**

**Is interested in how others think and feel**

**Contemplates the impact of her decisions on others**

**Is able to be empathic**

**Is transparent about thoughts and feelings**

**Provides explanation for decisions**

**Balances optimism with realism**

**Seeks feedback**

**Is trustworthy**

**Shows enthusiasm**





# Emotional Intelligence and Legal Training



# Trial Lawyers College

Thunderhead Ranch, Dubois, Wyoming



# EMOTIONAL INTELLIGENCE AND EDUCATION

# Teaching Emotional Intelligence In The Business School Curriculum

Frank Bellizzi, Quinnipiac University

## ABSTRACT

*The ability to manage one's emotions and to manage one's interactions with others is tantamount to effective managerial leadership. Students in business schools will need to be prepared to integrate their emotional intelligence with their everyday behavior if they are to achieve success in whatever field of endeavor they have chosen. In this article I will outline a curriculum design that will enable students to understand, appreciate and apply the principles embedded in the emotional intelligence model. The following topics will be discussed in this article as part of this self management curriculum: assessing one's level of emotional intelligence; the distinction between emotional and intellectual competency; what research shows in terms of the relationship between emotional intelligence and success in life; and a description of the self management course which I currently teach within the emotional intelligence framework.*



## LEADING WITH EMOTIONAL INTELLIGENCE

Individuals who have solid intellectual abilities and technical skills yet lack emotional intelligence will find it difficult to function well in managerial roles and leadership positions. Emotional Intelligence is a learnable skill and can be improved with conscious effort, through comprehensive self-assessments, experiential exercises, and work on individual skill-improvement plans. Drawing on state-of-the-art research and training techniques, the program prepares participants to tackle the demands of an increasingly complex and uncertain environment. From this program, participants will:



- Identify the different aspects of emotional intelligence
- Assess individual performance in each aspect of emotional intelligence
- Appreciate how emotional intelligence is related to personal wellbeing, performance, and leadership effectiveness, and organizational bottom line.
- Obtain broad feedback on unique strengths, proficiencies, and development needs in individual emotional intelligence.
- Improve skills for making sound strategic and interpersonal decisions.
- Increase capacity to lead others in challenging or stressful situations.
- Create and implement an actionable, individual development plan for enhancing and practicing emotional intelligence.



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## Emotional Intelligence Is No Soft Skill





# Emotional Intelligence and Graduate Medical Education

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Daisy Grewal, PhD

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Heather A. Davidson, PhD

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**D**IRECTORS OF RESIDENCY TRAINING PROGRAMS ARE now familiar with the expectations for learning and assessment within 6 core competencies, as required by the Accreditation Council for Graduate Medical Education.<sup>1</sup> Although the field of medical education has made great strides in developing innovative curricula within the competency framework, a lack of operational definitions continues to impede progress. We propose that the scientific concept of emotional intelligence (EI)<sup>2</sup> has the potential to deepen understanding of the competency: *interpersonal and communication skills*. Although EI may relate to the other competencies as well, notably *professionalism*, this Commentary focuses on describing how EI contributes to *interpersonal and communication skills*. The theory of EI may help critically define the specific abilities and complex processes that underlie this competency and, in turn, lead to a better understanding of how to successfully integrate the development of these skills into graduate medical training.

tion, such as understanding the relationship between sadness and loss. The fourth branch, *managing emotions*, refers to the conscious regulation of emotions both in oneself and in others. The ability model assumes that the 4 branches are distinct from personality traits and environmental factors. The ability model differs from mixed models that include the influences of personality, environment, or both on the development of EI.<sup>4</sup>

## EI and Understanding Competence

Using this theoretical framework, it is possible to speculate that EI relates directly to the competency *interpersonal and communication skills*. According to the Accreditation Council for Graduate Medical Education, this competency consists of 2 distinct skill sets: (1) *interpersonal skills* defined broadly as “inherently relation and process oriented, such as relieving anxiety, [and] establishing trusting relationships”; and (2) *communication skills*, more narrowly defined as the ability to perform specific tasks such as obtaining a history, obtaining informed consent, and talking to patients about diagnosis and treatment.<sup>1</sup> On the surface, these skills seem reflective of immutable personality traits such as being a “nice person,” or “easy to talk to.” Alternatively, they may seem to encompass “common sense” behaviors

[Who We Are](#)[What We Do](#)[Real Stories](#)[Publications](#)[Media & Events](#)

## Who We Are

### Mission

[Our Approach](#)[History](#)[Partners](#)[Our Team](#)[Alumni](#)[Join](#)

• Yale Undergraduate  
Directed Research

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## Mission

Emotions drive learning, decision making, creativity, relationships, and health. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence.

We do this work because the well-being and sustainability of our society depends on each of us using our emotions intelligently.

## RULER

### RULER Overview

#### [RULER Phase 1](#)

#### [RULER Phase 2](#)

#### [RULER Phase 3](#)

#### [Results and Costs](#)

#### [Training at Yale](#)

#### [The Anchors of Emotional Intelligence](#)

#### [The Feeling Words Curriculum](#)

#### [Yale and New Haven Attractions](#)

#### [Frequently Asked Questions](#)



## RULER Overview

### How RULER Becomes an Integral and Enduring Part of Your School or District

RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

#### Testimonial

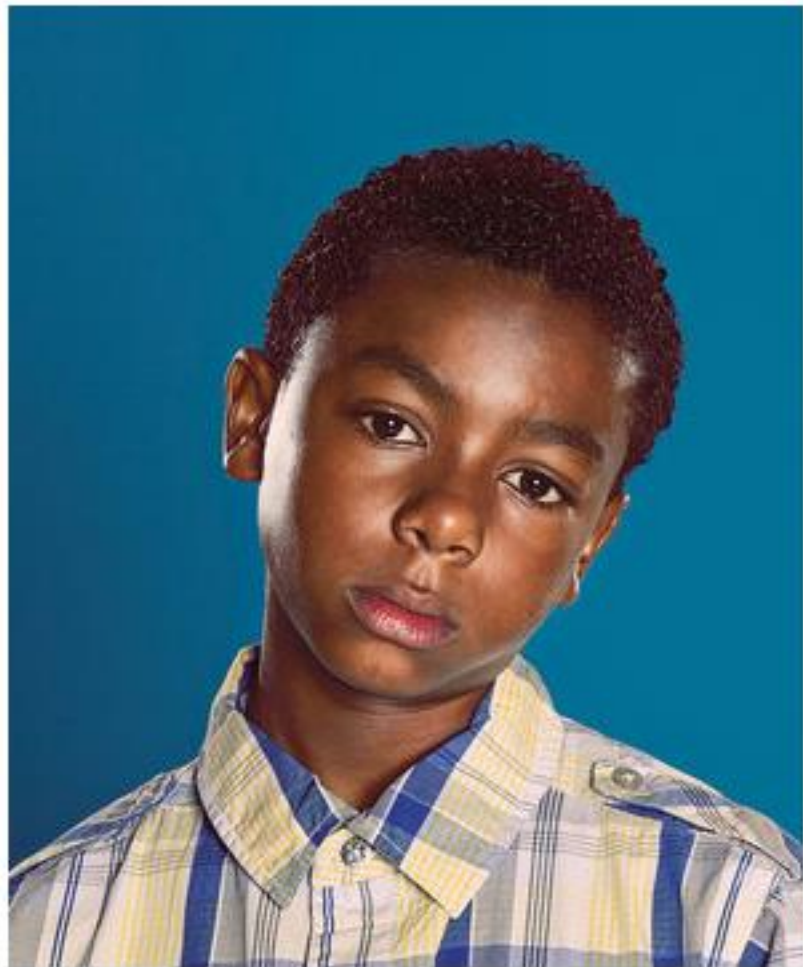
*“RULER can help you understand yourself better. If you have a lot of feelings on your chest you can write them down during (program lessons), and revive yourself.”*

—4th Grade Student

#### Bullying Events



## Can Emotional Intelligence Be Taught?



Holly Andres for The New York Times

# EMOTIONAL INTELLIGENCE AND TEAMS

# Emotional Intelligence and Teamwork

## What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.

By CHARLES DUHIGG  
Illustrations by JAMES GRAHAM

FEB. 25, 2016





*Journal of Organizational Behavior*

*J. Organiz. Behav.* **32**, 788–818 (2011)

Published online 29 June 2010 in Wiley Online Library

(wileyonlinelibrary.com) DOI: 10.1002/job.714

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## **The relation between emotional intelligence and job performance: A meta-analysis<sup>†</sup>**

**ERNEST H. O'BOYLE JR.<sup>1\*</sup>, RONALD H. HUMPHREY<sup>2</sup>,  
JEFFREY M. POLLACK<sup>3</sup>, THOMAS H. HAWVER<sup>2</sup> AND PAUL A. STORY<sup>4</sup>**

<sup>1</sup>*Department of Management, School of Business, Longwood University, Farmville, Virginia, U.S.A.*

<sup>2</sup>*Department of Management, School of Business, Virginia Commonwealth University, Richmond, Virginia, U.S.A.*

<sup>3</sup>*Department of Management, Robins School of Business, University of Richmond, Richmond, Virginia, U.S.A.*

<sup>4</sup>*Department of Psychology, College of William & Mary, Williamsburg, Virginia, U.S.A.*

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# HIRING FOR EMOTIONAL INTELLIGENCE

**Harvard  
Business  
Review**

HIRING

# Hiring for Emotional Intelligence

by **Christina Bielaszka-DuVernay**

NOVEMBER 19, 2008

MAR 18, 2013 @ 08:06 AM 29,739 VIEWS

# Look For Employees With High EQ Over IQ

The Little Black Book of Billionaire Secrets

JUL 8, 2013 @ 10:26 AM 21,621 VIEWS

# Forget Business School: Why An Emotional Education Is Indispensible

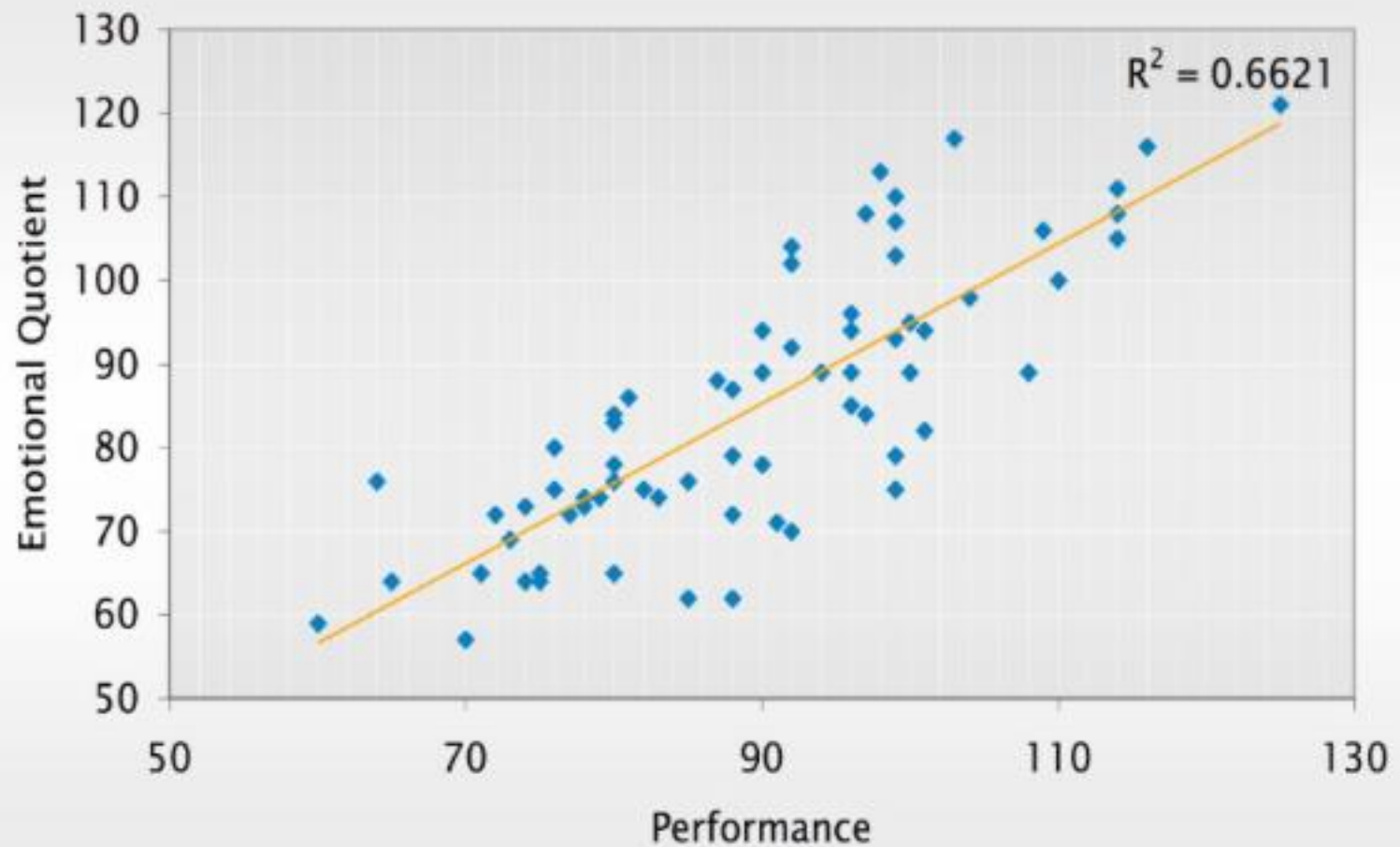
**Harvard  
Business  
Review**

HIRING

## Hiring for Emotional Intelligence

by Christina Bielaszka-DuVernay

NOVEMBER 19, 2008



Fariselli, L. & Freedman, j. 'Stress, Emotional Intelligence and Performance in Healthcare' (2008)



# Characteristics of an Emotionally Intelligent Manager

## EMPLOYERS VALUE EI OVER IQ?

In order of importance, employers say it's because those with high EI...

**1)** Usually remain calm under pressure

**2)** Resolve conflict effectively

**4)** Lead by example

**3)** Are empathetic to their colleagues — and act as such

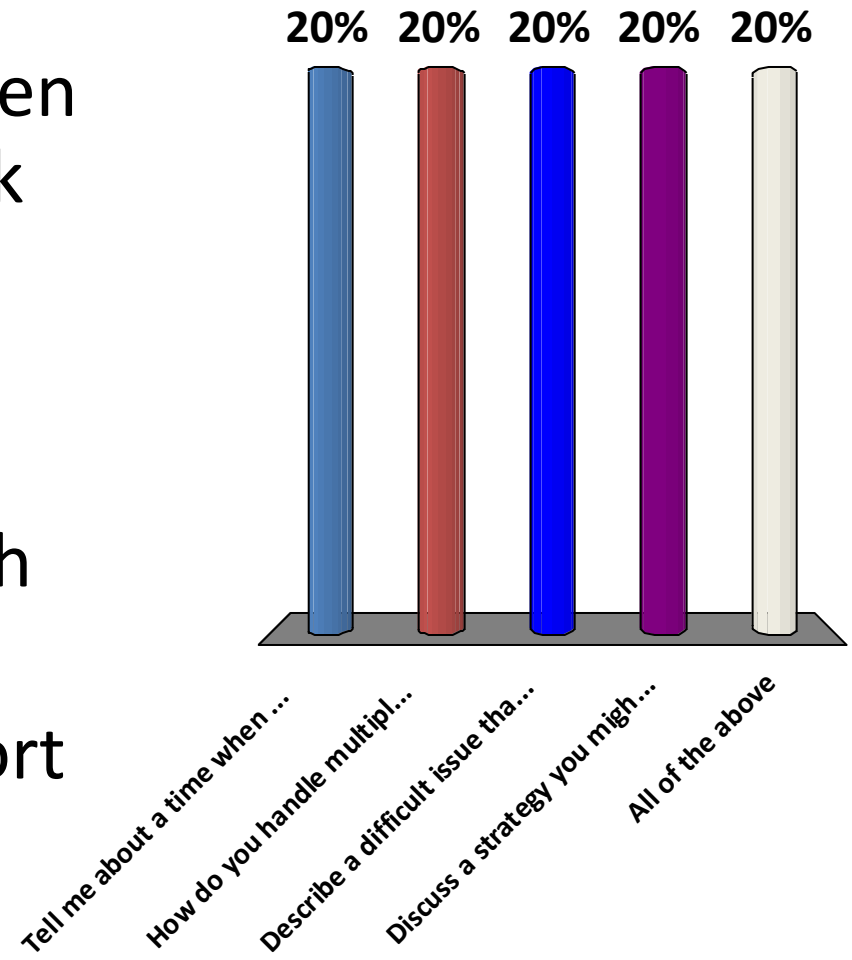
**5)** May put more consideration into business decisions



You are interviewing a new faculty member for a leadership position .

Which of the following might be appropriate to ask them

- A. Tell me about a time when you had to give feedback
- B. How do you handle multiple demands
- C. Describe a difficult issue that you had to deal with
- D. Discuss a strategy you might use to build rapport
- E. All of the above



# E-Q Questions

You are interviewing a new faculty member for a leadership position. Which of the following might it be appropriate to ask them

- A. Tell me about a time when you had to give feedback
- B. How do you handle multiple demands
- C. Describe a difficult issue you had to deal with
- D. Discuss a strategy you use to build rapport
- E. All of the above

### **SELF-AWARENESS**

1. Tell me about yourself.
2. Describe yourself in five words.
3. How would your colleagues describe you? Tell me more.
4. How would your peers describe you? Your boss? Your direct reports?
5. Tell me about your strengths and limitations.
6. Tell me about a time when you received feedback.
7. Tell me about a time when you had a great success.
8. Tell me about a time you wish you could have a do-over.
9. Tell me about a time when you felt like you had failed.

### **SELF-REGULATION**

10. How do you handle stressful situations?
11. How do you relax?
12. Tell me about a time when you got angry. What did you do?
13. When do you feel most under pressure?
14. How do you handle multiple demands?
15. How do you achieve work/life balance?
16. Tell me about the last time you felt frustrated at work? What would I observe as a bystander?

### **SOCIAL SKILLS/EXPERTISE**

- 29. Tell me about a time when you needed to influence someone.
- 30. Describe a difficult issue you had to deal with.
- 31. Tell me about what you would do to gain respect as a new manager.
- 32. Tell me how you build networks within your organization.
- 33. How do you develop rapport with people?
- 34. How do you build relationships with people?
- 35. How many people misperceive you until they get to know you?



# EMOTIONAL INTELLIGENCE IN MEDICAL PRACTICE



# THE ACADEMIC SURGEON

The official blog of the AAS



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## Emotional Intelligence in the Surgical Workplace

OCTOBER 5, 2015 BY DANIEL I. CHU, MD

1 COMMENT

### Email Alerts!

Enter your email address to subscribe to this blog and receive notifications of new posts by email.

Emotional Intelligence or the competencies associated with it have important Implications for the practice of medicine. The work of doctoring requires clinicians to be sensitive to the needs of the whole person.

Physicians are not selected on the basis of their interpersonal skills

Emotions are high in medicine and the ability to manage them is important

Patients are exquisitely sensitive to the behavior of physicians and most lawsuits based on feelings of being abandoned

We are now being rated on the basis of our behavior

IMPROVING YOUR EQ

## Certification Pathways



### Practitioners

Develop expertise in the Six Seconds Model.

Practice EQ for yourself and as a  
Changemaker.



### Educators

Put Social Emotional Learning into action.

Integrate EQ into your teaching, starting with  
yourself.



### Coaches

Learn a transformational approach  
to coaching

Supercharge coaching with EQ

# IMPROVING YOUR SELF-AWARENESS

- Slow Down
- Avoid multi-tasking
- Focus on what you are feeling
- Get others to give you feedback
- Try getting a coach
- Set time aside for self-reflection



# Meditation experience is associated with increased cortical thickness

Sara W. Lazar<sup>a</sup>, Catherine E. Kerr<sup>b</sup>, Rachel H. Wasserman<sup>a,b</sup>, Jeremy R. Gray<sup>c</sup>, Douglas N. Greve<sup>d</sup>, Michael T. Treadway<sup>a</sup>, Metta McGarvey<sup>e</sup>, Brian T. Quinn<sup>d</sup>, Jeffery A. Dusek<sup>f,g</sup>, Herbert Benson<sup>f,g</sup>, Scott L. Rauch<sup>a</sup>, Christopher I. Moore<sup>h,i</sup> and Bruce Fischl<sup>d,i</sup>

<sup>a</sup>Psychiatric Neuroimaging Research Program, Massachusetts General Hospital, <sup>b</sup>Osher Institute, Harvard Medical School, Boston, Massachusetts

<sup>c</sup>Department of Psychology, Yale University, New Haven, Connecticut, <sup>d</sup>Athinoula A. Martinos Center for Biomedical Imaging, Massachusetts General Hospital, Boston, <sup>e</sup>Graduate School of Education, Harvard University, Cambridge, <sup>f</sup>Mind/Body Medical Institute, Chestnut Hill,

<sup>g</sup>Department of Medicine, Beth Israel Deaconess Medical Center, Harvard Medical School, Boston, <sup>h</sup>Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology, <sup>i</sup>McGovern Institute for Brain Research and <sup>j</sup>Computer Science and AI Lab (CSAIL), Massachusetts Institute of Technology, Cambridge, Massachusetts, USA.

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Tel: +1 617 724 7108; fax: +1 617 726 4078; e-mail: lazar@nmr.mgh.harvard.edu

Sponsorship: This work was supported by NIH/NCCAM K01AT00694-01, NCRR (P41RR14075), the MIND Institute, and CDC Grants H75/CCH119124 and H75/CCH 123424. C.K. was supported by Grant R21AT002860-02.

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# IMPROVING YOUR SELF- MANAGEMENT

# Managing Our Own Emotions

## 1. Create a mindfulness of

- Your own buttons and what pushes them
- The “emotional tsunami” that accompanies your button being pushed and before you take action

Turn to your neighbor and discuss what cue your body gives you just before your amygdala gets activated

### 3. Neocortex

The part of the brain most recent in evolution is associated with complex thought.

### 4. Prefrontal Lobes

The brain's executive center: integrates information from all parts of the brain and makes decisions to act.

### 1. Thalamus

Processes sensory messages (e.g., eyes and ears) then routes them mainly to the neocortex.

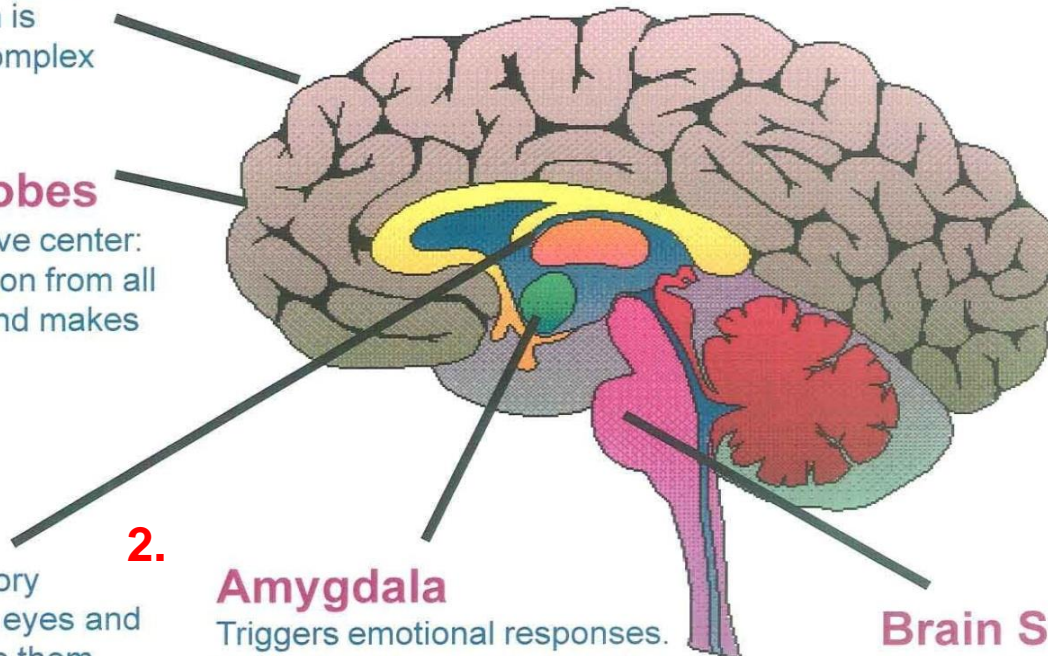
2.

### Amygdala

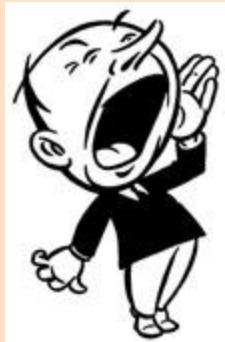
Triggers emotional responses. Typically gets signals from the neocortex, but a quicker and fuzzier signal comes directly from the thalamus. Can hijack the brain when it perceives an emergency or a threat.

### Brain Stem

The most primitive part of the brain. Is associated predominantly with automatic reflexes, as well as memory and learning.



# The downward emotional spiral



**Behaviors**

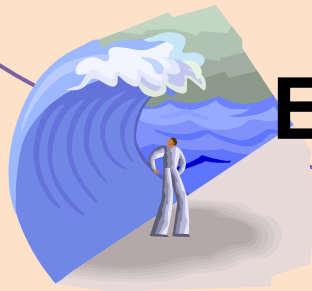


**Triggers**

**Perception of Threat**

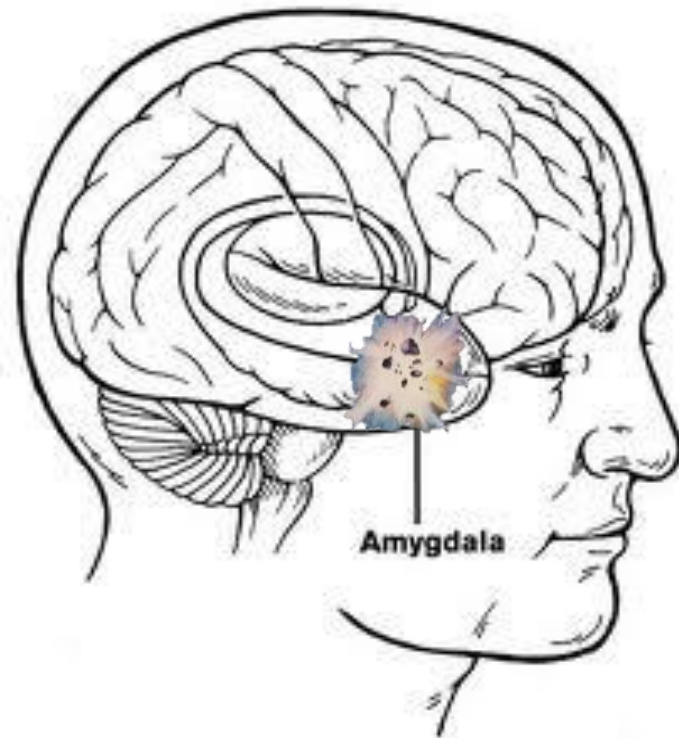


**Emotions**

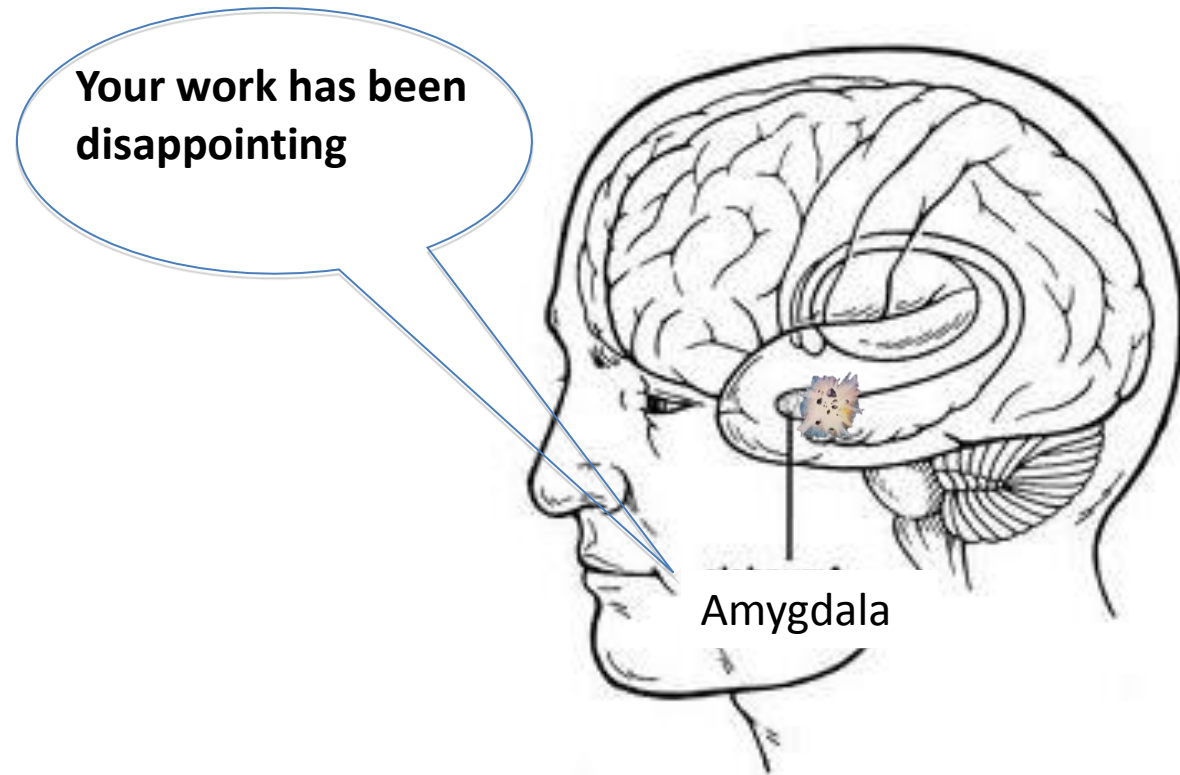




**B**

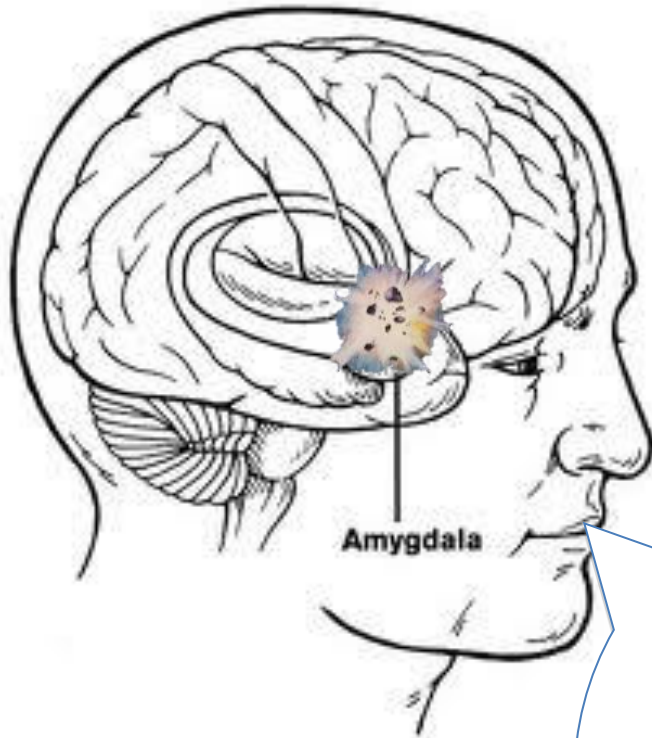


**A**





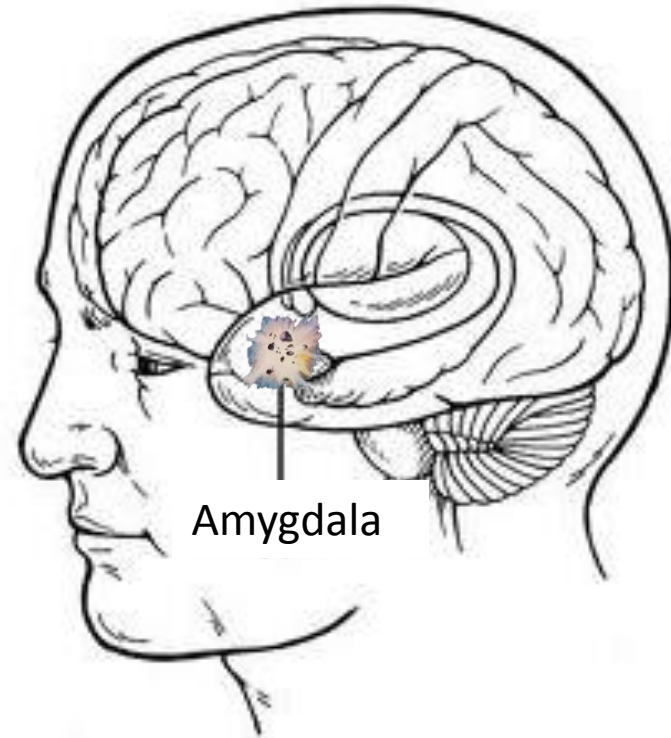
**B**



Amygdala

**What do you mean, this is my only chance. There must be something you can do!!**

**A**



Amygdala

# Managing Our Own Emotions

Create a mindfulness of

- Your own buttons and what pushes them
- The “emotional tsunami” that accompanies your button being pushed and before you take action
- The good feeling that anger can produce

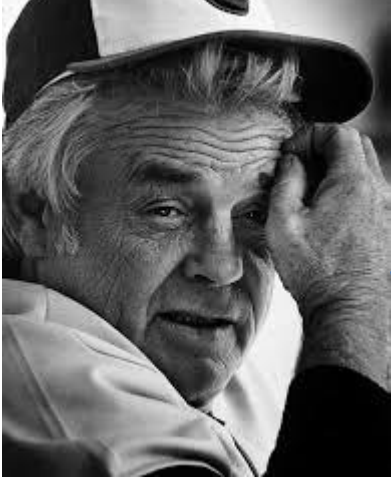
# Managing Our Own Emotions

## 1. Create a mindfulness of

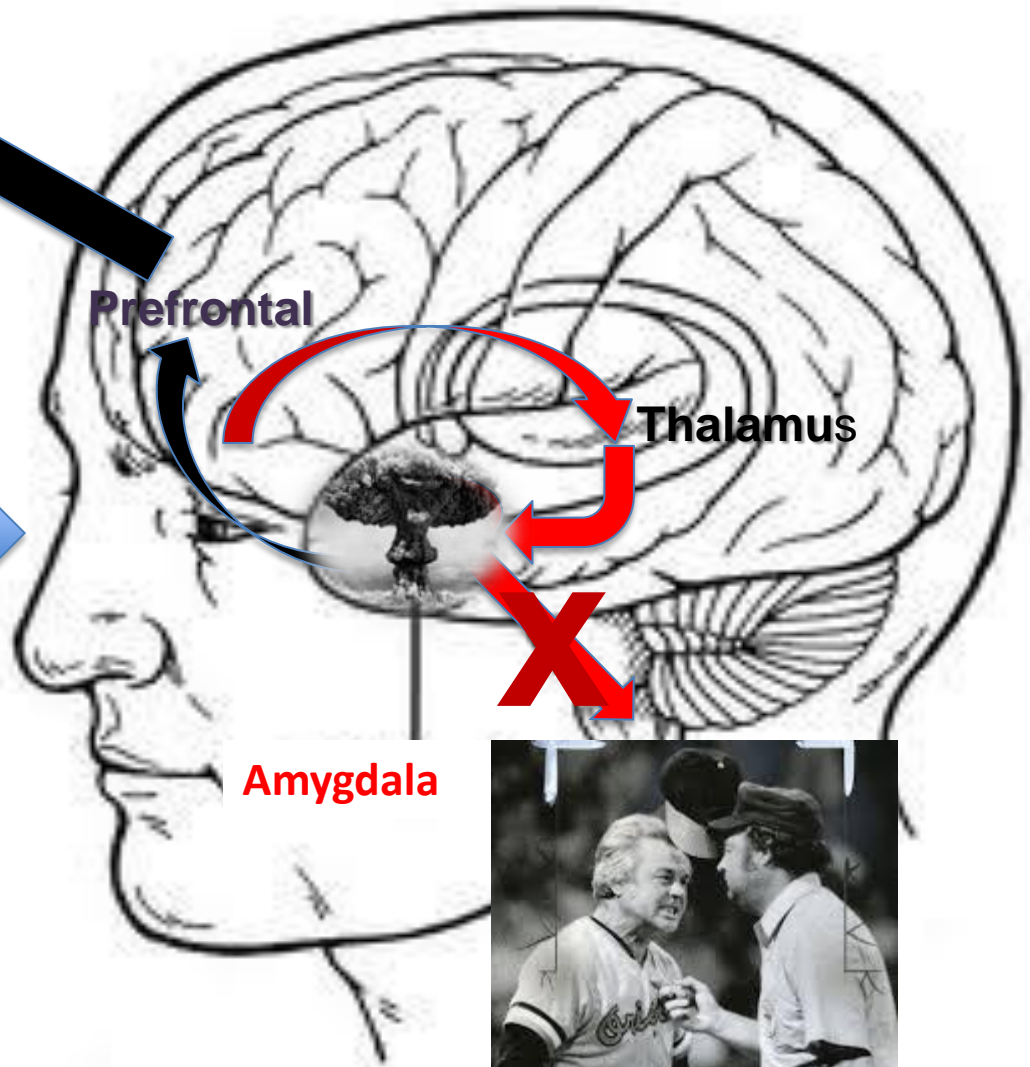
- Your own buttons and what pushes them
- The “emotional tsunami” that accompanies your button being pushed and before you take action
- The good feeling that anger can produce

## 2. Interrupt the hijack

# How Information is Processed and Acted On in the Brain



Info





# When We Let Our Emotional Brain Speak for Us

## **We:**

- **Say and do things we later regret**
- **React negatively ( & contrary to our interests)**
- **Activate noxious physiological processes**
- **Provide false hope**
- **Become less open and less tolerant**



By..

Giving time for your rational brain to catch up

Practicing the six-second technique



By..

Giving time for your rational brain to catch up by

Practicing the six-second technique

# The Six Second Rule

If you are in a high stakes interview and you feel your buttons being pushed, wait six ( or eight or ten!) seconds until your own amygdala calms down

# By..

Giving time for your rational brain to catch up

Practicing the six-second technique

**Focusing on your breathing**

# Benefits of Deep Breathing

**#1 – Your muscles relax.** You'll find it's difficult to maintain a lot of physical tension when you are breathing properly.

**#2 – Oxygen delivery improves.** When you breath deeply and you are relaxed, fresh oxygen pours into every cell in the body. This increases the functionality of every system in the body. You will also notice improved mental concentration and physical stamina.

**# 3 – Your blood pressure lowers.** As your muscles let go of tension, your blood vessels dilate and your blood pressure can return to a normal level.

**#4 – Endorphins are released.** Deep breathing triggers the release of endorphins, which improves feelings of well-being and provides pain-relief.

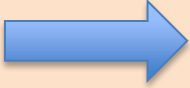
**#5 – Detoxification improves.** Good breathing habits help the lymphatic system function properly, which encourages the release of harmful toxins. This cleanses the body and allows it to direct its energy to more productive functions.

# By..

Giving time for your rational brain to catch up

Practicing the six-second technique

Focusing on your breathing


**Reframing** –negative thoughts =negative  
feelings  negative behavior

# By..

Giving time for your rational brain to catch up

Practicing the six-second technique

Focusing on your breathing

Reframing –negative thoughts =negative  
feelings  negative behavior

“Sleeping on it”

Imagine a safe, calm place

Using “tell me more”



# Managing Our Emotions

- Prepare
  - For discussion in which the other is likely to react emotionally
    - Giving bad news
    - Having a discussion about performance
  - Don't have “high stakes” discussions when you are..
  - Rehearse if needed
  - Talk to another person if needed
  - Reflect on what pushes your buttons

# IMPROVING YOUR SOCIAL AWARENESS



## Social Awareness

### *Ways to improve your Social-Awareness*

- Improve your empathetic listening skills by letting others speak without helping them, maintaining eye contact, orienting your responses to emotions, suspending your agenda while listening
- Track emotions during meetings
- Identify emotional red flags in others
- Track your own emotions
- Explore and learn about people. Be open to the possibility of being influenced!
- Assess yourself and ask for feedback from others

## IMPROVING SOCIAL AWARENESS

Watch for cues from others

Listen in a non-judgmental way

# Relationship Management

- Cultivate curiosity
- Be transparent
- Keep your word
- Give clear and unambiguous messages
- Show appreciation
- Deal with issues as they come up
- Talk about your angry instead of blowing up
- Be empathic
- Explain the “why” of decisions
- Learn how to give effective feedback

# Unmanaged Emotions Impact Cognitive Functions

**Impairs ability** to hear another point of view or consider alternatives.



Predisposes us to get **locked into** our first **(reactive) strategy**.

**Compromises** rational/logical **thinking** and decision-making abilities

May **damage relationships** permanently.

May have potential **health consequences** .



Amygdala  
Responses

Blaming  
Defensiveness  
Victim Stilt  
Denial  
Anger

What you see

Awareness

Helplessness  
Threatened  
Devalued  
Fear  
Guilt  
Disappointment

What you don't  
see (unless you explore)

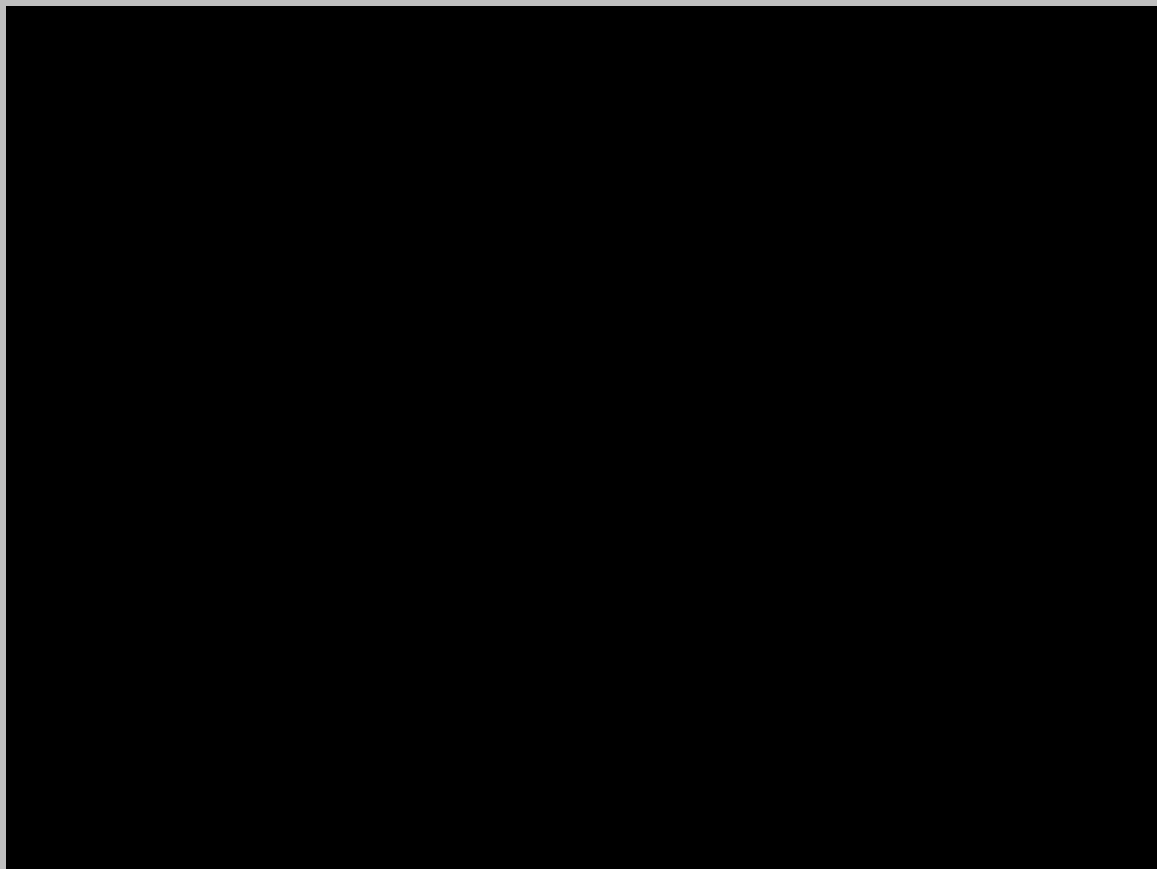


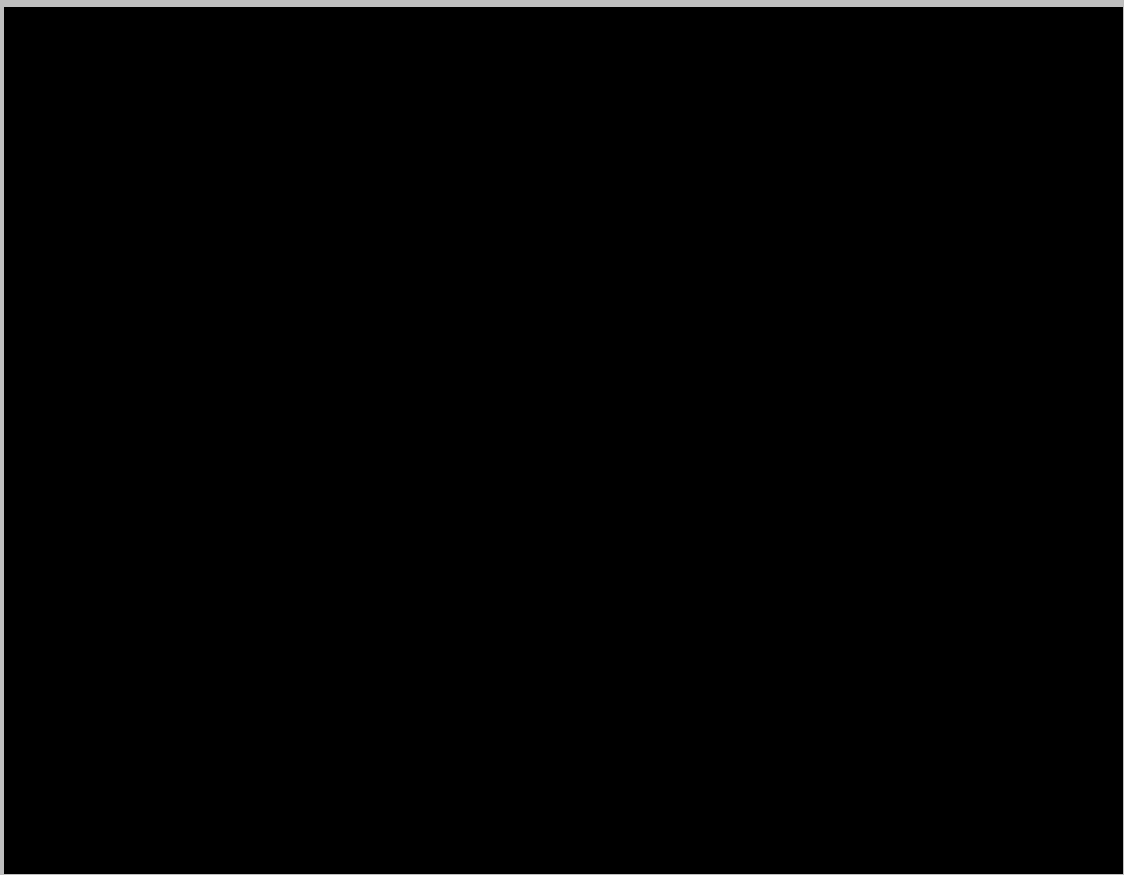
# Help Others Restore Equilibrium

# A CASE

## Mrs Thompson

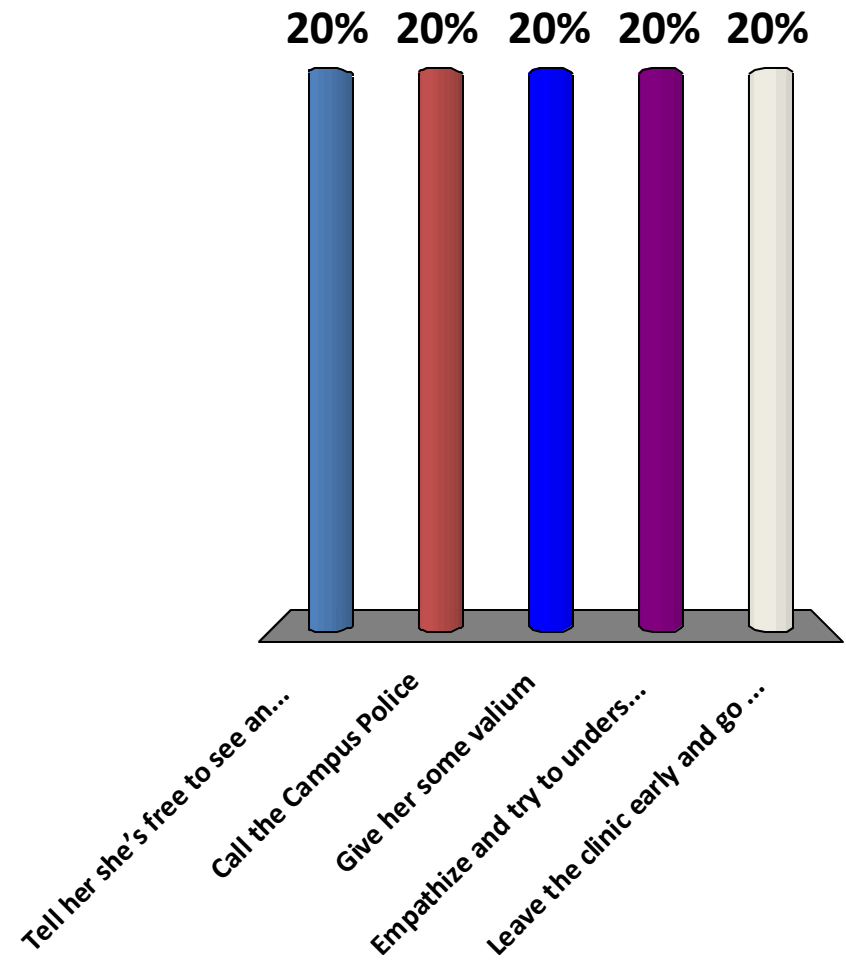
- 55 years old
- Diagnosed with breast cancer 10 yrs ago
- Node positive and ER and PR+
- Surgery + Adjuvant Chemotherapy
- 5 years of hormone therapy



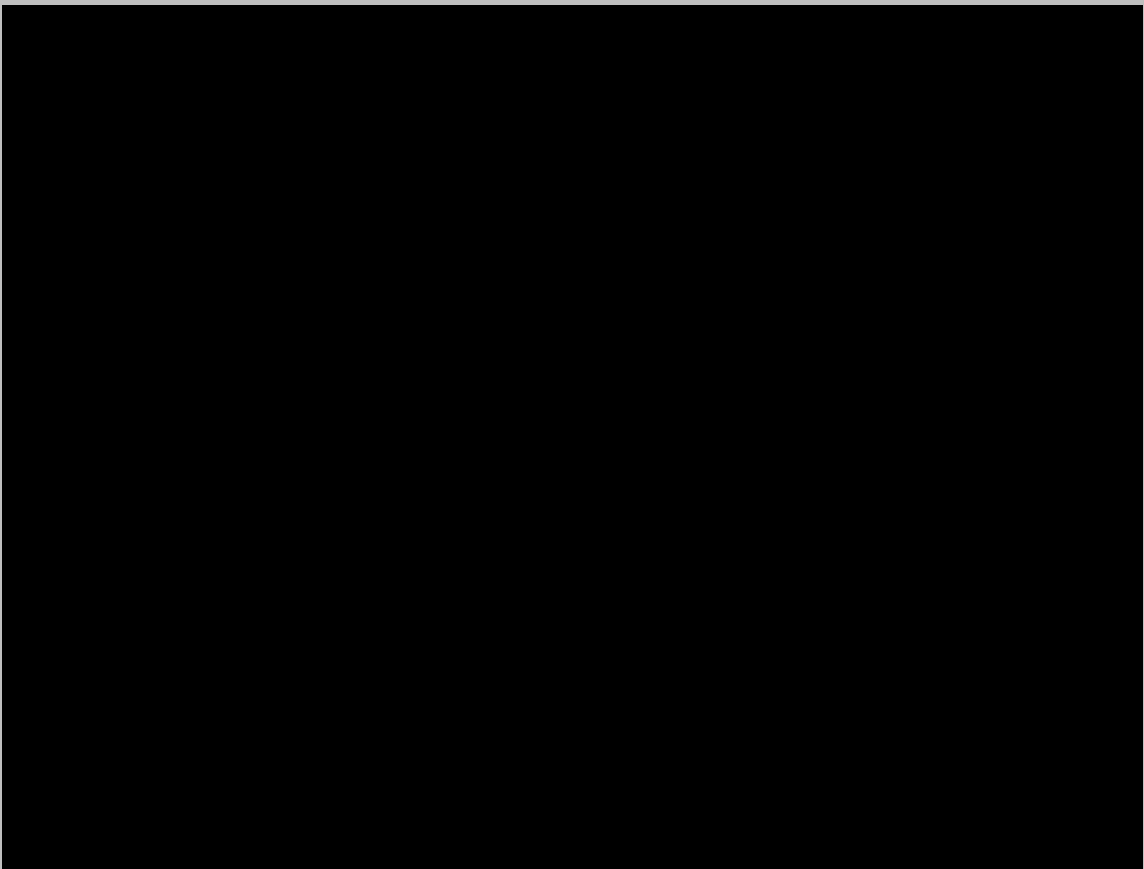


# What might be an appropriate way to approach this patient

- A. Tell her she's free to see another doctor
- B. Call the Campus Police
- C. Give her some valium
- D. Empathize and try to understand more about her problem
- E. Leave the clinic early and go for a run



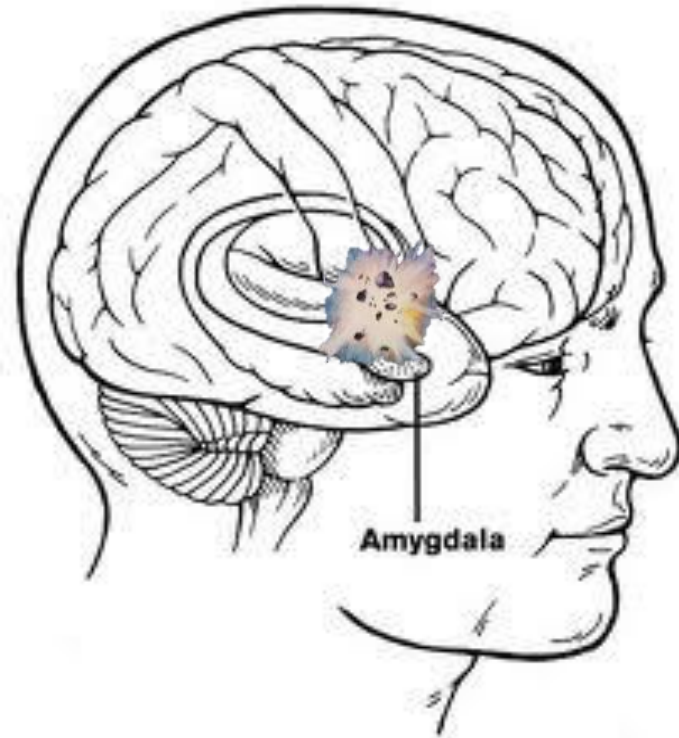




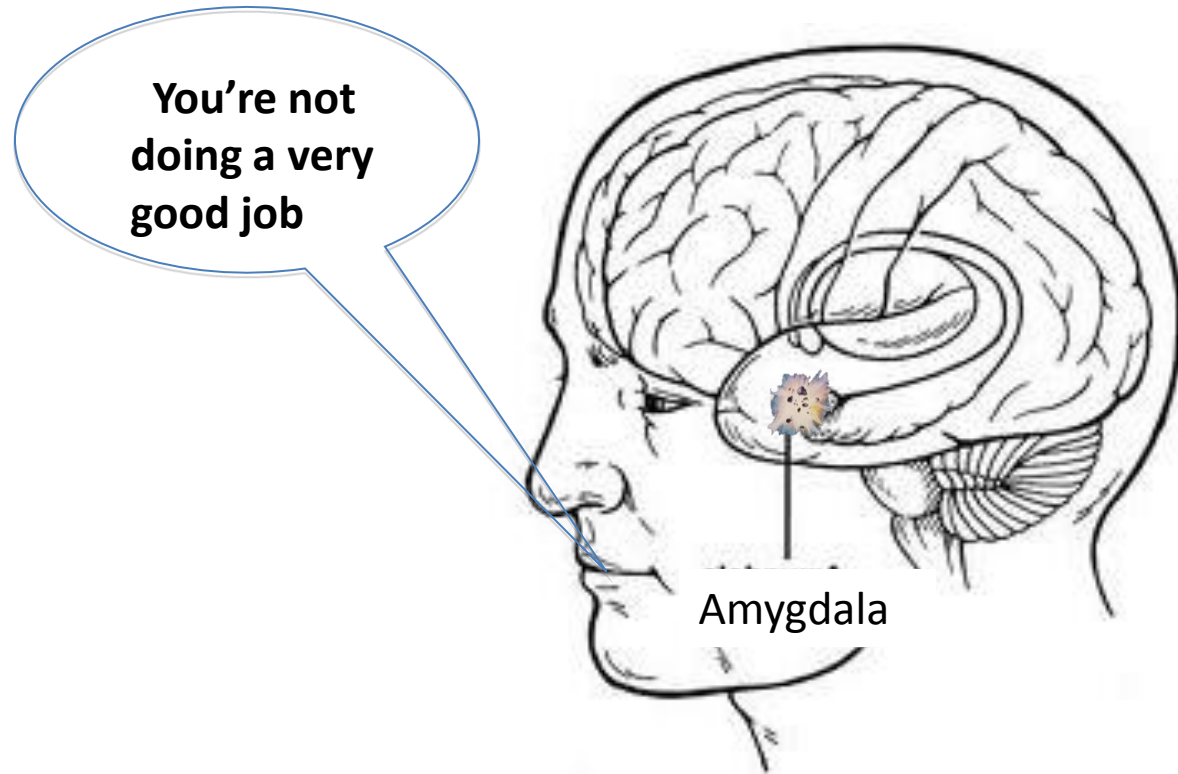
# Managing *Their* Emotions

- Be calm and watch your amygdala
- Use “I” statements
- Listen without interrupting
- Clarify what the other means using “tell me more...”
- Use Empathic statements “I can see that you weren’t expecting this discussion”
- Validate “I can understand your viewpoint”
- Make Wish statements “I wish I could change things”

**B**



**A**





# How to start a difficult conversation

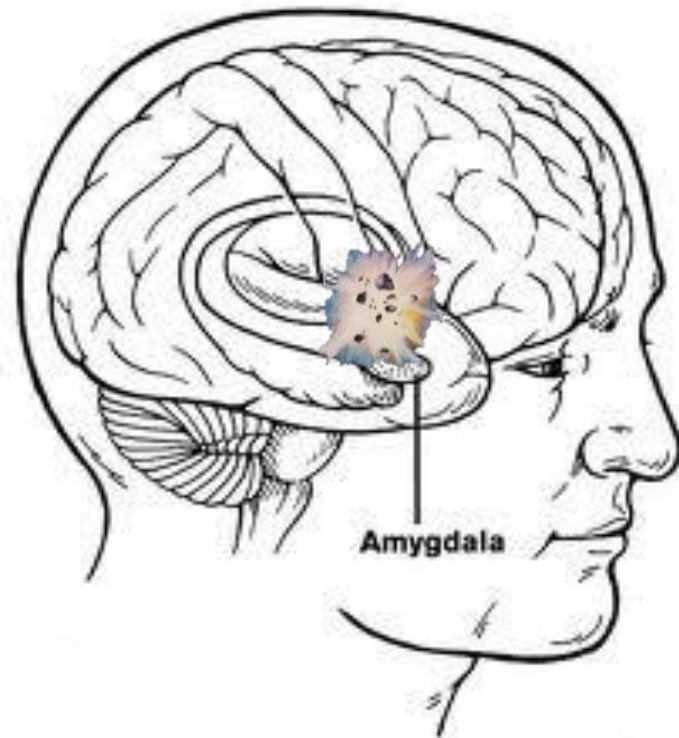
Start with “I” not “You” statements

“ I am concerned about...”

“ I need your help in understanding what the issue..”

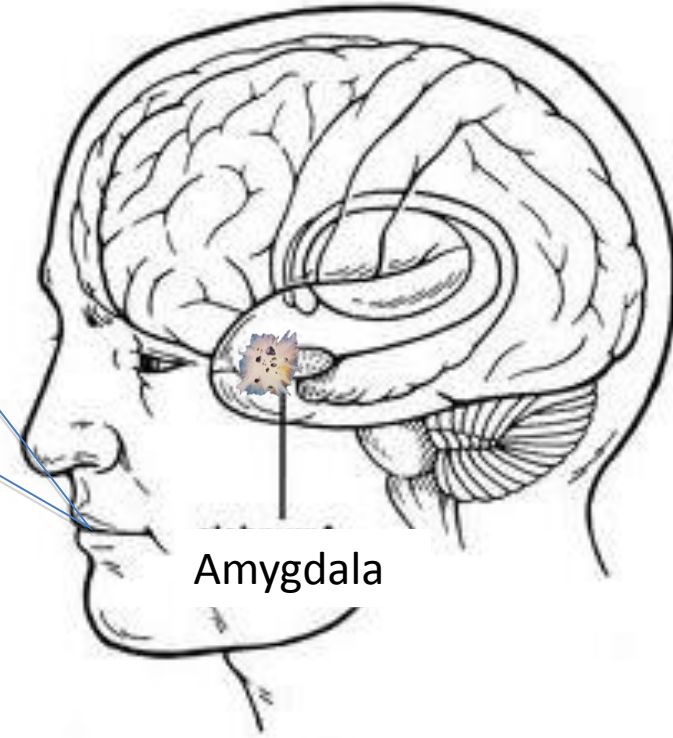
“ I’ve observed that you are having difficulty...”

**B**



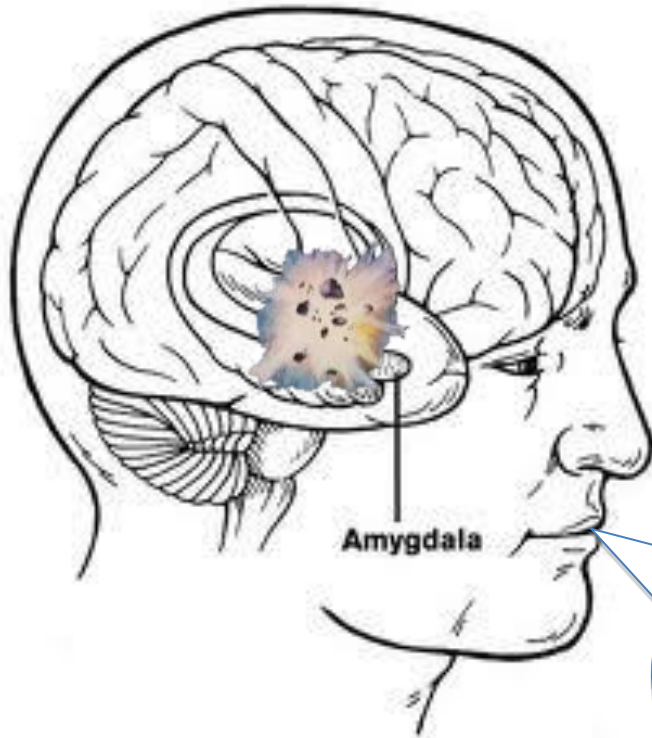
I'm concerned  
about your  
work..can you  
help me  
understand what  
the problem is

**A**





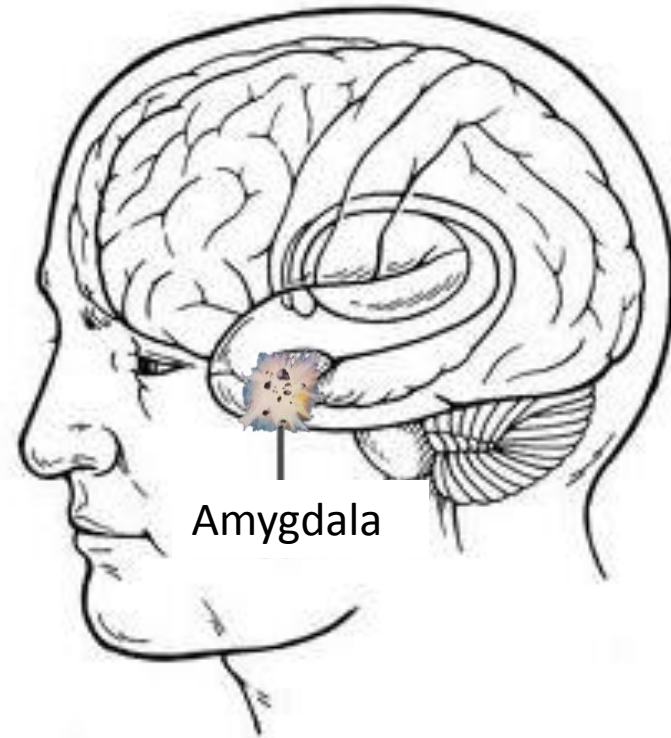
**B**



Amygdala

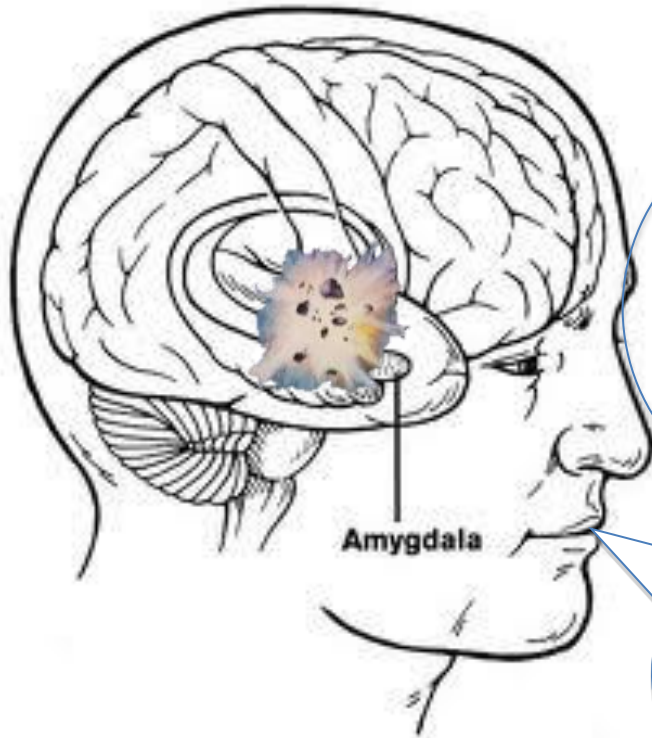
You don't  
treat me  
as fairly as  
the others

**A**



Amygdala

**B**

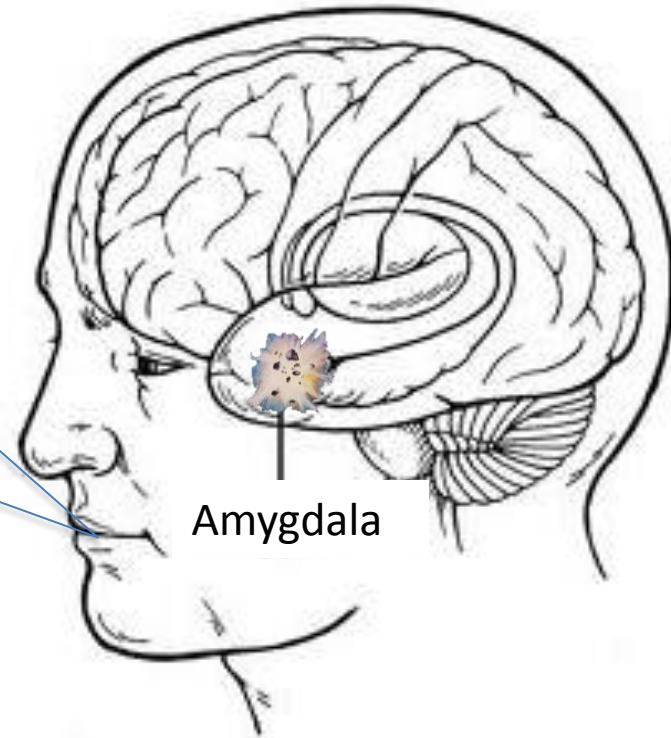


Amygdala

Tell me more  
About what  
you mean

You don't  
treat me  
as fairly as  
the others

**A**



Amygdala

# Exploratory Questions

The objective is to clarify what the person is implying, feeling or asking when it is not obviously clear

**Person says:**

**“This is really unfair”**

**“ I feel like I’m not doing  
enough for her...”**

**“ He’s just not going to take any  
more chemo..”**

**“Don’t tell my father about the  
recurrence. He can’t take it.”**

**You can say:**

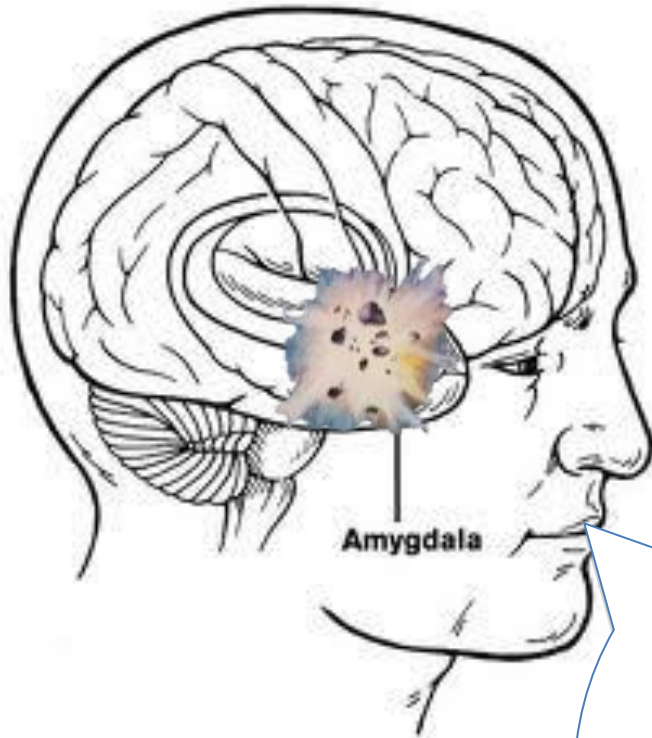
**“ Tell me more about that”**

**“Enough?..”**

**“ Tell me more about it..”**

**“ Can you tell me what you think  
you think might happen”?**

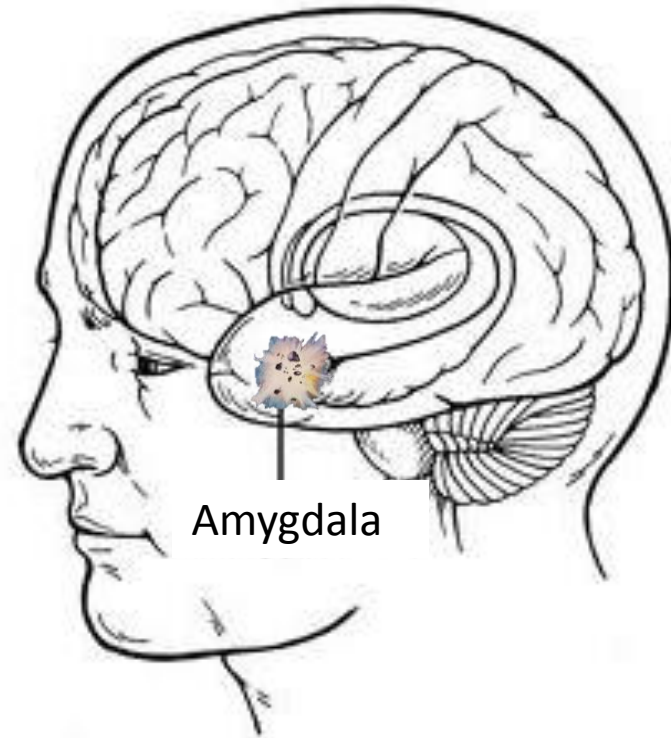
**B**



Amygdala

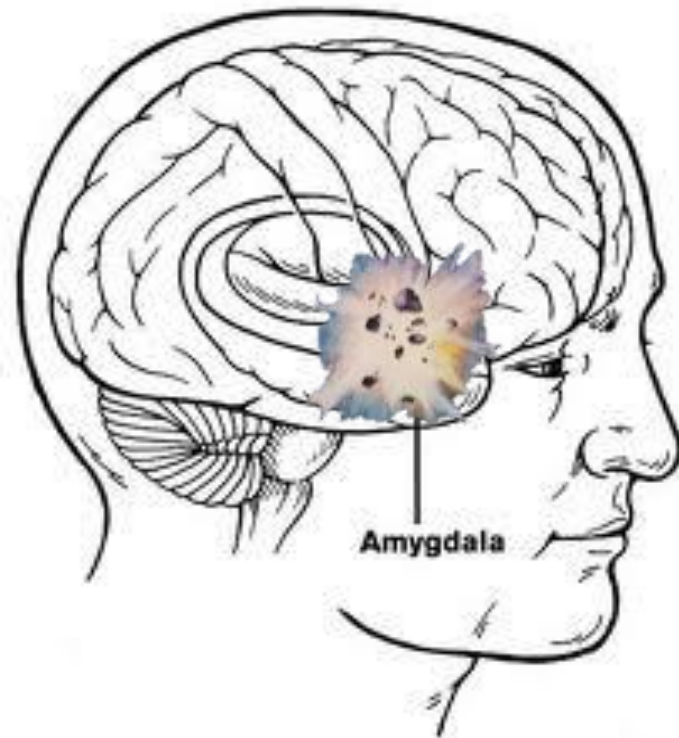
**What do you mean, you told me I had an excellent chance. You can't just quit on me!!!**

**A**

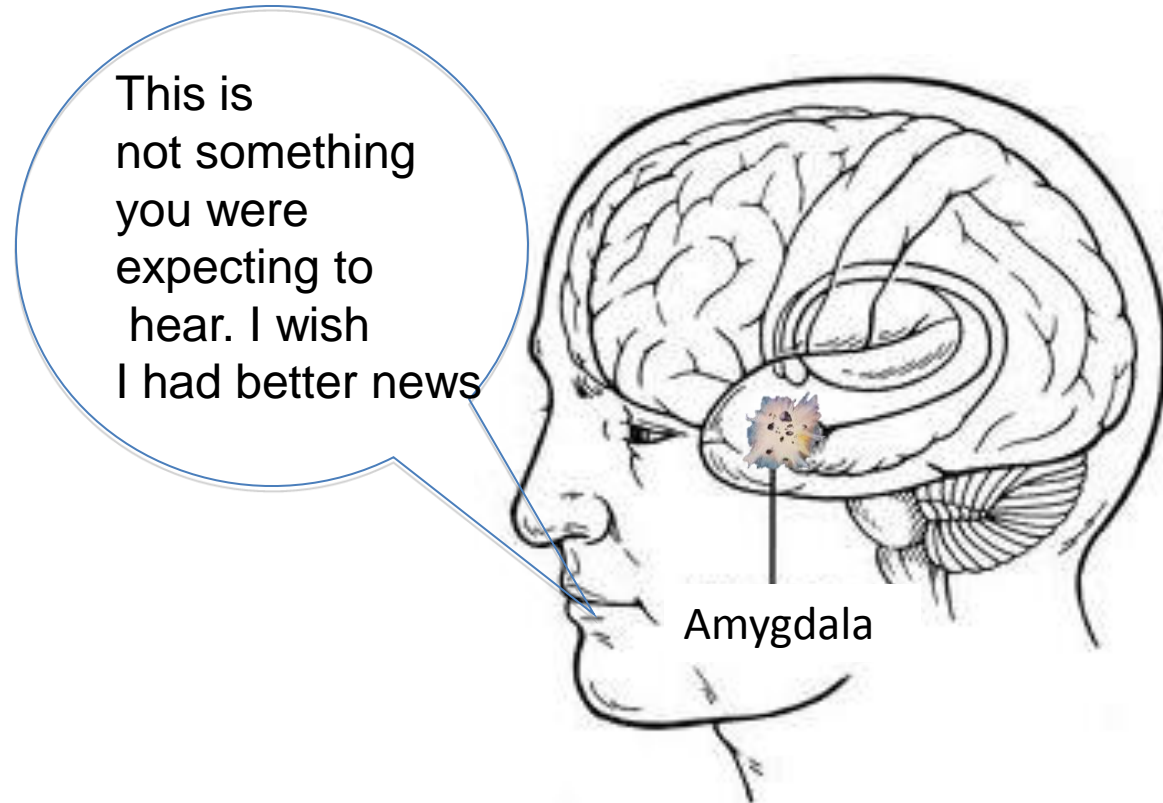


Amygdala

**B**



**A**



# “Wish” Statements

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The objective is to align with the person while acknowledging that you can't change anything. They often follow empathic statements

**Patient Says:**

**“ Isn't there something else we can do?”**

**“ I was so hopeful it was going to work”**

**“ My cancer's come back?...**

**.....Oh god, how am I going to Deal with this?**

**You can say:**

**“ I wish I had something that would do you more good than harm”**

**“ I too was hoping we were going to get a better outcome”**

**“ I can see this has thrown you for a loop. I wish we had better news for you.**



# Empathic Responses

The goal is to acknowledge feelings and to prevent them from escalating. It lets the patient know you are “tuned into them”.

**Family member ( feels) says:**

**You can say:**

( Defeated) “I just don’t know how  
I’m going to do this alone”

“It sounds like it’s been  
pretty rough”

(Sad) “We were expecting a better result...”

“So was I. I know this comes as  
a shock...”

( Stunned) “ you mean he needs more surgery?”

“ I know you weren’t expecting  
to hear this...”

(Angry) “ no one told us that he’d  
be tired all of the time”

“It’s been very frustrating for  
you”

(Happy) “ It’s so great to have a normal scan”

“ I can see I’ve made your day”

# Summary

- Emotional Intelligence (EQ) is an ability different from IQ
- Emotional Intelligence is important for managing ourselves and others
- EI seems important for tasks such as leadership, management and in fields such as medicine, business and law
- Because it is an ability EI can be improved by self-observation, feedback and coaching



