

The International Center for Health, Law and Ethics

Faculty of Law, University of Haifa, Israel

The UNESCO Chair in Bioethics

Classroom Communication

**Use of Emotional Intelligence and
Non-Verbal Communication in Ethics
Education at Medical Schools**

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THE UNESCO CHAIR IN BIOETHICS

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Foreword

In this training manual teachers at schools of medicine are supplied with tools enabling them to inculcate, strengthen and improve the comprehension of didactic material by students of bioethics. The system of message transference generates positive achievement. Each message, or communicative item, is loaded with data and emotions and the messengers, members of the schools' staffs, are in fact the creators of the experiences and realities in which their communications are coated. They are the contractors, the architects of values and the tailors of behaviorism.

The basis for each appropriate and comprehensive process is effective, interpersonal communication between lecturer and students. The lecturer's ability to communicate expresses itself both by his or her correct and conscious message transmission of such a nature as will ensure the maximum effectiveness of didactic content as well as by his or her ability to deal with emotional and other of the students' feedbacks which will guide the lecturer towards relevant teaching processes on the spur of the moment during his or her session in the classroom. The efficient exercise of this ability equips the lecturer with tremendous credibility in every sort of personal and didactic interaction, making it easier for him or her to become persuasive, to engender deep understanding, to convince, to encourage productive cooperation and to implant knowledge.

The textbook is a treasure trove containing practical and effectual kit the use of which will facilitate the sound, authentic, creditable and effectual transfer of communications from lecturer to student as well as providing the lecturer with devices for the efficient and global decoding both of verbal communications emanating from the classroom and of personal reactions

by individual students. The lecturer is therefore arrayed to react profitably, to create an entente cordiale which firmly and effectively ties him to his students.

The cultivation of didactic skills by means of effectual communication should do much to link the students' emotions, mentality and behavior with the learning process, converting their periods of study into joyous, thought-provoking experiences, provided that their integration in the learning process has been consummated.

Human values, determined by ethics, are based on emotions and emotional processes which are required by mutual relations. Medical ethics has to do with the veritable existence of mankind, physically, mentally and emotionally. The sensitive alliance between body and soul generates dynamic processes either of motivation, desire, challenge, determination, activity and achievement or of despair and abandonment during periods of sickness which transport a person into a world of different realities.

During the consultation the doctor appears to his patient with a physical, emotional, intellectual and moral awareness. It is not with the ailment alone that he has to cope. Above and beyond his professional ability to heal, he also possesses the opportunity to inspire his patient with the will to be healed and to fortify him with the spirit to cope with the moods and emotions of humanity. The doctor is in fact the catalyst who effects a change for the better in his patient not only as a result of anatomical knowledge but also by contact with his soul.

At this time medical schools and their staffs of leading lecturers make a deep impression in the classroom not only by disseminating professional knowledge but also by revitalizing the values, the bedside manner and behavioral code of the next generation's doctors. The medical school

is the melting pot; its lecturers shape the student's ethical mould.

Emotional intelligence is an essential tool in the doctor's kit. His recognition of its importance and skill in its use in the classroom will impregnate and give such character to the doctor's behavioral patterns as will promote his give and take with his patients. As for the patient, above and beyond his physical treatment, he is furnished with spiritual food and nourishment. His soul is fortified with the wherewithal enabling him to cope more constructively with his painful, physical condition. The doctor is equipped at medical school with an instrument by means of which he has learnt how to master and effectualize the patterns of his behavior, because he becomes able to define, evaluate, understand and classify his initial emotions, reactions and primeval, subconscious, self-defensive instincts during his contacts with his patient.

By the employment of emotional intelligence a human being is empowered to convert his automatic reactions into emotions which are subject to control and selection. Where before he was a reactor he is now an initiator and creator of emotional responses which reap the harvest to which he aspires.

The doctor is stationed at the center of the very busy crossroads, where the drivers of the cars are highly emotional and one of his tasks is to direct the traffic which can in many situations become turbulent and tumultuous. It is his job to manipulate the traffic lights and display the right signals which will provide the safety and soundness which his patients and he wish to achieve, namely the cure of body and soul which provides relief, optimism and the desire to go on living.

One of the integral components of emotional intelligence

is the unspoken message which creates and expresses the emotional flavour of the informative communication. It is the element which creates the various facets and emotional niceties which give color and add credibility to the information which is imparted verbally. Non-verbal communication, or body language, is radiated automatically and instinctively by the sympathetic and parasympathetic nervous system.

“Fight or Flight”, the existential evolutionary, survival mechanism which directs man’s behavior, expresses itself in non-verbal language. Time and again a picture is as good as a thousand words and one gesture or another by one person formulates the realism of the message and provokes the basic instinct for self-defensive reaction by the recipient of the message. For example, when a doctor approaches a patient’s bedside and while inquiring after his health consults the records he is holding instead of meeting his patient’s eye, he creates the feeling that there is a barrier of personal indifference between them. The treatment is that of the disinterested technician; the treated is nothing more than a cipher.

One of the most important components of the doctor-patient relationship is confidence-inspiring communication. It engenders effective, fruitful interaction between doctor and patient. Harmony between informative speech and the manner and method by which it is delivered with the employment of non-verbal communication enables the patient to receive a message which is sufficiently loud and clear to instill him with trust in his doctor. His trust arms him with that sense of security which gives him the strength to suffer with fortitude.

The physical, emotional and behavioral condition of the patient is highly sensitive and distinctively alien to that of a person in good health. In view of the fact that the patient’s

self-expression undergoes a transformation resulting from his physical and mental condition, knowledge of the sick person's communicative tendencies and an association of his social reactions with the dictates of his sickness can create a complete dossier of morbid homo sapiens.

It has been estimated that about 80% of the information transferred from person to person is effected by non-verbal communication which has a strong and decisive influence on the nature of the whole message received. Non-verbal communication is a method of expression and a highly useful instrument which is exploited by everyone, usually unwittingly, every day and at all times, by his body language. This form of communication is realized by the attitude a person assumes when he stands up, his stance, his eye contact, his kinesics, or gestures and mobility, his proximity or use of space, his contact, his vocal tones or paralinguistics, his facial expressions, his previously arranged and specified environmental communication systems, and his audition processes.

Cognitive and efficient employment of the components of this form of expression will increase communication between lecturer and student, will heighten the value of the subject matter, will intensify understanding of the didactic material and provide for the appropriate processes of its dissemination.

Communication processes trigger stimuli which energize the emotions. Emotional activity engenders involvement and exercises the associative part of the mind. Vitalization of the emotions facilitates the absorption of factual data. Mankind masticates knowledge through the visual, audible and emotional media.

Speech is the vehicle which conveys knowledge in the study of the various artistic and scientific subjects. Non-verbal

communication, which, quite often unbeknown to the informant, is part and parcel of his verbal message, makes for its emotional and persuasive effect. Intelligent and calculated employment of this informative channel will enable the lecturer, by his effective unification of both verbal and emotional communication, to create a vivid, complete picture, as a result of his ability to associate his students with, and make them feel personally involved in the knowledge they assimilate. The correct unification of verbal and non-verbal communication provides for the transfer of a sensitive message by visible, aural and emotional means and ensures that it is well and truly received.

The lecturer must be fortified by progressive, professional communication, plausibility and the ability to convert points of view when he confronts his assertive and opinionated students. His understanding and awareness of the bases of their viewpoints and opinions will equip him with the means to engage in persuasive dialogue and by cooperative discussion guide them to the acceptance of personal, professional credos and values. Teaching is not only informative. It contains elements of persuasion, shifting of viewpoints and creating and fortifying values and ethic beliefs, anywhere and especially at medical schools.

One of the most important teaching skills is the ability to endow a learner with the awareness of and ability to exploit the process of decision making. The chapter dealing with it sheds light on its potency, exposes the problems involved and defines ways and means of reaching decisions whose consequences will be of tremendous importance in their practical application during the doctor's daily rounds. A substantial and permanent obligation of the therapist is to arrive at decisions many of which may mean life or death to the treated, may have repercussion on his physical or mental welfare and may also affect his environment as well

as the members of his family.

The medical schools and their staffs are the pathfinders who can guide their students to wideawake awareness of the processes enumerated in this preface. It is they who have the power to design behavioral habits which will raise the future doctors' practice of medicine to the highest standard of human and professional efficiency.

Finally, it should be recorded that for the convenience of the reader, pronouns referring to lecturers, students, doctors and patients usually appear in their masculine forms, although the writer's suggestions and recommendations are directed to members of both sexes, whose role in the medical world of today is equally important.

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This is the second of the series of textbooks on education in ethics at medical schools which the UNESCO Chair in Bioethics, of which Prof. Carmi is the holder, has undertaken to produce.

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Chapter 1

THE SUBSTANCE AND COMPONENTS OF NON-VERBAL COMMUNICATION

The human brain is the source of mankind's potential, enabling human beings to learn, think and create. The formation and processing of knowledge in the brain are closely related to the sensory world in which all the human body is steeped.

Every sort of intellectual activity, whether it be most basic or most complex, is tied to the body and closely linked to the all-embracing culture of every day in our lives. The newborn child creates his initial picture of his world by using his basic senses of hearing, sight, touch, taste, smell and movement in time and space and they accompany him on his journey through life. The road to knowledge is linked to his mental and physical development. The marriage of body, senses and mind generates an understanding of a highly complex and experience-provoking world. The mercurial sensory system functions as the go-between of man and the world in the form of a person's experiences. His feelings are immersed in the activity of his mind and correspond inseparably with the gestures and general condition of his body.

This chapter will characterize the terms and components of non-verbal communication by means, of which mutual relationships and reciprocal interaction between man and man are established.

The definitions and uses of the elements of non-verbal communication are as follows:

Posture – Inclinations of backbone, muscular tension, positioning of limbs, disposition of head, stance (arrangement of legs), mode of sitting. A lecturer's posture

strongly influences the interactive effect of his tuition on his students and sharpens their feeling of relationship.

Facial expressions – Eye contact, forehead, eyebrows, facial muscles, cheeks lips, movement of the head. Facial expressions radiate the feeling behind the lecturer's verbal information as well as reflecting his reaction to the message referred to him by his class. At the same time, they establish emotional substance in the communicational processes between lecturer and student.

Kinesics, Body in Motion – Upper part, mainly use of hands; lower part, mainly use of nether limbs. Every movement of the body broadcasts such moods as nervousness, anger, impatience, defiance, obstinacy, restfulness, self-confidence or its lack, benignity.

Proxemics – The individual's use of spatial conditions between himself and another person or other persons. He can reduce the space, widen territory, encroach on another's living space, use space to strengthen intimacy, formality or authority.

Touch – Use of touch as adjunct to communication. Timing and type of contact as expression of emotions.

Paralinguistics – Vocal tonality, tone of voice used by speaker, vocal echo inside the mouth, tones of voice used to rouse interest, to stress, to make references, to stir emotions.

Environmental Communication – Physical construction of environment, furnishings, lighting, architectural layout, colouring, acoustics, classroom arrangement. These and other features strengthen or weaken the punch of the

learning process and the absorption of study material.

Dress and Extraneous Appearance – Clothes and outer appearance are instrumental to message transfer. At the very first moment of the lecturer's meeting with his students his outer appearance radiates authority, respect, benignity.

POSTURE AND ITS SIGNIFICANCE AS A MEANS OF TRANSMISSION TO STUDENTS

Communication is initiated as soon as the lecturer crosses the threshold of the doorway and enters the room. His broadcasts and messages undergo a subconscious process of absorption by his students. The way he stands acts as a highly important and persuasive means for the transmission of information to be shared in common by him and his pupils as well as providing evidence of the specific state of his emotions. From the moment he has positioned himself in the classroom he has begun to pave his way towards his own specific form of communication. A hesitant or slovenly stance is liable to add triviality and weakness to the message he transmits, while an upright posture is likely to contribute power and energy to his communication.

The principal messages transmitted by the erect posture of a lecturer standing up – His head is erect (a vertical line could be drawn between the poll and the backbone), back straight, horizontal eye-to-eye contact, shoulders relaxed and inclined slightly backward (but not so much as to seem to defy or menace). He radiates:

- Great energy
- Strength and power
- Security and self-assurance
- Authority
- Conviction in message transference
- Assertiveness
- Voice sounding and resounding, loud and clear
- Eye-contact, roving and all embracing

A distinction must be drawn between postures which are

erect, patronizing, estranging, distant, offensive, and postures which radiate communicativeness and relationship through the media of self-confidence energy and ability to deliver the goods.

The messages transmitted by hesitant and slovenly posture – portrayed by body inclining downward, relaxed shoulders, uncontrolled hands, lowered head, sagging body – any or all of these features betray:

- Inferiority complex
- Lack of decisiveness
- Low opinion of oneself
- Lack of belief in communicative ability
- Inferior rate of authoritativeness
- Lacuna between personal involvement and the subject matter
- Lacuna between personal emotions and class
- Nervousness
- Lack of willpower
- Indifference
- Passivity
- Boredom
- Faulty eye contact and spatial exploitation
- Low vocal resonance

FACIAL EXPRESSIONS

The face is the most expressive part of the human body. It registers emotions, likes and dislikes, points of view. Facial expressions are activated by thousands of muscles and their number can reach about seven thousand, which may picture a man's reference to his own self, to existent situations, to communicative dynamics, to his didactic material, to the person or persons he is facing. Facial expressions are the most intense and most immediate unmasking of mankind's thinking, emotional and behavioral patterns. Facial expressions include:

- Eye contact
- Positioning and motions of the head
- Eyebrows
- Mouth area (lips, tongue)

The eyes, especially during their contact, are the most dominant of the organs in their reflections and expression of the human moods.

Eye contact – Mirror of the soul, the eye is most potent in expressing and radiating those moods of mankind which control and effect communication. The eyes broadcast such messages as boredom, ostracism, daydreaming, inattention, apprehension, lack of concentration, confusion, tension, curiosity, amazement, admiration and appreciation, wholehearted interest and interrelationship, absorption, supportiveness, direct intercommunion. These emotions express themselves through the activity of the eyes' pupils and lashes: repeated blinking, heavy eyelids, eyes wide open, pupil positioning, type of glance (in harmony with other components of body language) all contribute to express the feeling which is inseparable from the dispatch or receipt of didactic material.

Head positioning and motions – The emplacement of the head evidences the pensive mood of the speaker, man's body adjusts the sensory organs of eye, ear, nose and tongue to the nature of the lecturer's environmental input. Hasty or retarded motions of the head are registers of the listener's degree of involvement, attention or inattention, acceptance or rejection, heightened interest and a desire to learn more, or diminished wish for knowledge. Chin assuming prominence indicates a challenging reaction whereas chin receding to vicinity of chest is a sign of fatigue and withdrawal into the listener's self. The turning of the head for better direction of the ear is proof positive of genuine interest in the speaker's words and the desire to hear more. Leaning head on hand implies dullness, boredom, lack of understanding, or a combination of all three, depending on the corresponding look on a person's face and the positioning of his hand.

Eyebrows – Raised eyebrows distending the eyelids indicate surprise, amazement, curiosity, attentiveness. Contraction of the eyebrows denotes concentration, desire for or difficulty in comprehension and occasionally tension and internal perturbation.

Mouth and its components (lips and tongue) – Lip-chewing, lip-licking, lip-contraction indicate tension, concentration and/or a certain slowness of uptake. In such circumstances the mouth loses its saliva and the need arises for new salivation. However, the need to wet the lips may also be felt by a person suffering from such disease as diabetes.

KINESICS – THE BODY IN MOTION

A person's stance and body movements are inseparably connected with the emotions. They are nurtured by the emotions and reflect them. Genuine learning and complete communication evolve from the marriage of emotion and physical sensation.

Every movement of the body has an emotional and conceptual significance which reveals the working of a man's soul. The part of his body which extends from the crown of his head to his hips is considered to be exposed, while the part that stretches from his thighs to the soles of his feet is said to be invisible. This distinction has to be recorded because in general people are faced with the mutual interaction process as revealed by the exposed sections of the body when quite often the legs and feet are hidden, under a table or otherwise, preventing one's attention's being drawn to the nether parts of the body although these areas are also highly expressive emotionally.

The hands play their part in a person's mobility. They are highly influential in the transfer and receipt of messages. They are powerful enough to strengthen or refute the import of the speaker's words; to neutralize or weaken; they may imply opposition or support. The movements of the hands are used very often as an adjunct to the clarification of the picture painted by the communication in its entirety.

A person's emotions determine the activation of certain parts of his body and the movements and emplacement of his limbs betray and even lead to the crystallization of his emotions. For example, if one says, "I'm downcast this morning. I got up on the wrong side of the bed!" his body and movements will be depressed. This type of collapse will not only advertise but also accentuate total desperation. On the other hand, if he says, "We shall overcome!" the body

will stand erect and its movements will radiate energy. Even in retrospect, when a person recalls one of his previous experiences his body will act as a register of the emotions which he felt on that bygone occasion.

Man's every movement is a sensory-motor event connected with and revealing our physical world. Learning involves the collection of skills which, of every brand, are fortified by muscular exercise. His intellectual skills are utilized by man in socialization, at work or in the classroom. Movement facilitates the art of teaching, popularizes the politician and enables the man in the street to influence people. It is a factor in the persuasive nature of an idea, its implantation in the mind, its commitment to memory. It directs the nervous system which localizes knowledge and anchors it in the mind. Body movements cause thoughts to penetrate and station themselves inside the nervous network.

Proportionate to the growth of the repertoire of movements during the learning process the sensory mode of operation, through the medium of ears, mouth, hands, eyes and touch, will strengthen a person's realization of his environment. Human mobility excites neurotropy, an important inducement to the development of the neural cell, which expands the number of the brain's neural antennae.

Comprehension of the body's mobility comprises the key to a person's emotional and mental state. By studying the movements of one's fellow man a person can lay bare his soul, his thinking habits and reaction to his environment. He uncovers concentration, curiosity, appreciation, trust, indifference, absent-mindedness. The speed of a person's movements, their elasticity, their purposefulness, their slovenliness, their spaciousness are all indications of the emotional and mental activity operating within the person you are facing.

Behavioural movements express and betray a number of characteristics which include self-confidence or its lack, determination or hesitation, high or low self-esteem, intimacy or estrangement, empathy or antipathy, mental agility or sluggishness, happiness or sadness, involvement or disconnection, appreciation or derision.

Kinesics is the medium which facilitates an understanding of an emotional utterance as soon as it is born. Adjustment of the non-verbal to the spoken message creates interpersonal synchronization and balance and trustworthy communication in people's relationships with one another. The right kind of body movement will add much to, and authenticate the message transmitted by speech. Comprehension of the correct use of kinetics coupled with appropriate didactic material will add exceptionally great weight to the learning content put across to his students by the lecturer.

PROXEMICS – USE OF SPATIAL FACTORS

Proxemics deals with such factors as physical approaching and distancing when man comes into contact with man, reducing and increasing the space between people, territorial expressiveness and the use of space in man's give and take with man.

As a rule, a person subconsciously places himself in his own personal vacuum, surrounding himself in empty space. Each person reserves his own area of space to accord with his culture, the specific situation in which he finds himself, his location and the subject which concerns him. Everyone employs space of four types. The intimate is characterized by sets of personal and close relationships, permitting the encroachment of a friend by consent and knowingly into one's personal space. The personal type usually encourages professional, educational and gainful interaction. This has an exceptionally formal and wide territorial range and one should think twice before swaggering entrance into it. The social type enables participation in social gatherings and its nature varies in accordance with the strength or weakness of the social relationship. The public type has to do with large assemblies attended by public figures and their supporters, by lecturers to big audiences. Such leaders of the people require a comparatively large spatial area.

Everyone regards his own spatial area as private property and any penetration or infiltration into it without its owner's consent translates itself into a threat to his very existence. His automatic reaction to the threat is physical, spiritual and mental withdrawal to territory which he is able to defend. In such a situation the brain wards off any didactic messages radiating from the infiltrator and will concentrate on minimizing the effect of the infiltration.

From birth and by instinct human beings are territorial

creatures, insofar as they preserve the little acre on which they exist. A raid on the territory of one's neighbor is considered a threat and triggers the automatic defense mechanism of his mind, feelings and behaviour.

Man's exploitation of his territory is determined by the nature of the culture to which he was born and in which he was reared. In some cultural environments relationships encourage comparatively close propinquity between people; in others relationships are indicated by distance and respect for a person's spatial aura.

Use of his spatial area also corresponds with a person's emotional reaction to another, to a given situation or matter. People tend to get closer to one another as a result of a sentiment of cooperativeness, propinquity, mutuality, curiosity, trust. They tend to distance themselves when feeling estrangement, displeasure, distrust, suspicion, threat. Intimacy or evasion in effective relationships achieves specific significance when expressed by people's use of space.

The classroom provides the lecturer with a stage on which he can play a part in creating strong or weak impressions when he delivers his message. He can endear himself to, and obtain the participation of his listeners, or lose their interest; he can engender enthusiasm, infusion, cooperation, undivided attention or indifference and antagonism.

Everyone monopolizes an allotment from the territory which envelops him. Extroverts are usually in the habit of stretching themselves over a wide area and their movements are especially expansive. Introverts tend to confine themselves to a small area and their movements are circumscribed. The way in which space is used indicates a degree of a person's self-confidence and the extent of his self-image,

his determination or unreliability.

Use of space must be attuned to the quality of the message and its mode of transmission as well as consonant with the culture and personality of the person to whom the message is transmitted. If the speaker's mobility is inconsistent with his message or seems to pose a threat of any kind, his listener's body will enter a state of alertness normally unintentional. This leads to a flow of adrenalin inside the body and the resultant survival reaction. The sympathetic part of the nervous system fortifies the body for a fight or flight reaction, when the adrenalin strengthens the body's defences by increasing the flow of blood to the heart, lungs and muscles, thereby distancing it from the digestive system and the brain. The oxygen supply to the brain decreases. As for the student, his concentration on his chosen subject, his absorptive and learning capabilities are impaired and his mental powers are weakened.

The exploitation of space and movement enables a person to accelerate or put a brake on the thinking process and receipt of the message. The more experienced the transmitter and the receiver may be in the use of space and movement the louder and clearer will it be far more likely that the message will be. Sophisticated and correct use of space and movement can sharpen the brain. The right kind of concerted advance and retreat affects the senses, facilitating unrestricted thought without that suspension of mental activity which occurs when the body panics and responds to tense and minatory situations. In the desirable mood a person will be at his best in cooperating and in receiving and absorbing the message in its entirety and effectively.

TOUCH

Touch is concomitant with spatial movement. It may be interpreted as poaching on someone else's preserves or may add power and encouragement to the message. Touch is quite definitely a form of expression. It often partners the verbal communication, occasionally replaces it and is often the dominant component of the message. As an example, when a mother hugs her daughter she transmits an unspoken message which speaks louder than words. Touch, which should be respected as an inseparable part of man's cultural and social consensus, plucks the strings of a person's very soul and not only does it rouse a psychological response but it also stimulates the hormonal system. For instance, a professional type of touch can cause the decrease of a prematurely born child's cortisol hormone. A conventional, but friendly touch, typical of man's cultural and social consensus as already recorded, such as on the shoulder, or a light tap on the back, a friendly slap or grasp of the hand, and a handshake all encourage emotional relationships.

Handshakes have different kinds of significance. For example, a firm one, when the palm of one's hand completely covers the other's and the bases of the thumbs meet, radiates power, authority, protectiveness. Grasping a person's hand with both hands betrays warmth, empathy, cooperation; and occasionally a weak handshake, using only the fingers indicates only half-hearted relationship and impotence.

Handshakes, or any other forms of touch, excite the emotional and neural systems. The sympathetic and parasympathetic systems are automatically mechanized to manufacture tension or ease. In tense situations, as has already been mentioned, the body is monopolized by its survival mechanism to such an extent that mental processes are halted and withdraw. At a man's ease his body and his

systems can supply the brain with fodder when blood and oxygen flow steadily and provide the brain with the wherewithal to function properly, to become active and to function efficiently.

Touch is one of man's strongest and most emotional and quickest means of triggering another's reaction. Quite often it can be a significant substitute for speech. The correct use of touch by a man within the bounds laid down by such important factors as culture, space, personality and the situation, is capable of transferring the message powerfully and efficiently to another, and of creating the motivation and feeling of togetherness which add to the ingestion and practical usefulness of the message.

PARALINGUISTICS

Paralinguistics analyse the quality of the spoken word and their vocal intentions. One's tones of voice exert a strong influence on the flavor of the message and actively associate themselves with the composition of feeling and thought.

The vocal components include:

- Speed of speech – very high, fluent, measured, slow, very slow, hesitant
- Accent – indicating localism or alienism
- High or low pitch – can denote confidence or inferiority complex, whether by an emphasis on or cancellation of the distinctive qualities of the vocal chords
- Modulation – variations in the tone or pitch of the voice, the gamut reflects feelings or intentions unexpressed in the spoken words, such as disquiet, obstinacy, nervousness, confidence, mental stress, aggression
- Rhythm – quick time, slow time, unchanging, varying
- Natural impact – in harmony with the verbal message or confusing
- Clarity – unequivocalness or obscure resonance and voice timbre emanating from mouth – strong or weak
- Speech impediments – clearing the throat, coughing, tremors – all these, medical fitness permitting, pointing to tension or uncertainty in message transmission.

The use of vocal nuances paints a picture of the message

in the mind of the listener, determines the relationship between speaker and listener, establishes the listener's general impression of the speaker and fixes the potency of the content of the messages transmitted by the speaker to the listener. These factors influence the process of cognition, since they either strengthen or weaken it. The voice awakens the emotions. Synchronization between the emotional and mental factors leads to messages which are loud and clear and infiltrate into one's memory. Lack of coordination between emotions expressed by the tones of the speaker's voice slows down the processing of data before commission to a person's memory.

Consequently, whenever a message is transmitted, attention should be paid to the various paralinguistic influences which may affect its quality and potency. These, when exploited properly will guarantee the most effective and optimal transmission of the message.

THE ENVIRONMENT AND ITS INFLUENCE ON COMMUNICATION

The location in which the transmission and reception of messages takes place is highly influential. It regulates the impact of interpersonal communication as well as man's emotional and mental tendencies, both personal and interpersonal.

Major environmental components comprise:

- Predominant colours – Bright, dull, transparent, opaque, multi-coloured. Each shade or set of shades has a different effect on a person, internally and interpersonally. By ringing the colour changes one can transform the pervading atmosphere to encourage formality, relaxation, restfulness, dynamics. Willy-nilly a person is influenced by colour which affects his mood, his application, his mentality and even his appetite. Colour also causes psychological and physiological changes. In human beings, for example, lengthy stay in red surroundings is liable to raise blood pressure which will decrease during a long stay in a blue environment. Grey walls reduce creativity which will rise if one is surrounded by such bright colours as crimson and orange.
- Lighting – Intense, dim, concentrated, diffused, pale, yellow, natural, artificial. Lighting, no less than colours, has a distinctive influence on people's moods and the atmosphere pervading at the location of communication can be manipulated by means of lighting. The specific type of light, its power, the method of its diffusion, its location, all make their impression on people's psychological and physiological reactions. Bright and concentrated light engenders disquiet, tension, a state of alertness and diminishes a person's thinking, comprehending and data

processing faculties. Controlled lighting, not dazzling and not dim, encourages the tranquillity of the body's systems and promotes the thinking process and favourable reception to knowledge imparted by a speaker. Bright lighting heightens the elements of tension; yellowish lighting contributes to one's restfulness and tranquillity.

- Environmental architecture – Lines which are rigid and geometrical, straight, rounded, limpid. Another sizeable influence on the atmosphere pervading the lecture room is provided by its interior décor. The structure of the environment has an impact on a person's feelings and his feelings have an impact on his thinking and learning. Wide open spaces without areas for privacy are conducive to inattention caused by one's instinctive worry and apprehension concerning his territorial area. In such a situation the alert is sounded inside the body and the mind loses its ability to think. A plethora of straight, geometric and angular lines around him breeds nervousness and inattention. Contours tend to make one's feelings mellow, but too many of them may impair methodical and profitable thinking. In the classroom the arrangement of the study location determines the concentration process, interest in the didactic material, its absorption, its confinement to memory. The emplacement of desks side by side, in the shape of a crescent, or one behind another makes a big difference to the way pupils react to the lessons they must learn. The shape of the classroom, big, little, narrow, wide, is another influential factor contributing to psychological and physiological effects on students. The emplacement of the teacher in the classroom also matters. His stance in front or behind his desk makes

for intimacy or estrangement, formal or informal relationship.

- Strength of environmental materials – The character and type of materials contained in the room where communication is required affect its atmosphere. Furnishings of the high-tech variety make for a different atmosphere from the classical, antiquated furniture.
- Interior architecture – Furniture, drapes, carpeting, paving, all play their own part in the essence of the communicative character of the venue.
- Acoustics – Industrial tranquil or rowdy surroundings. A quiet locale reacts to a message transfer differently from a bedlam. However, some messages in a sequence have the requisite reception while others are best transmitted with “all passions spent”.
- Air – Oxygen flow also alters circumstances in the regulation of thought and mental concentration. Its properly controlled and continuous flow where communication is proceeding encourages the mental faculty in a restful environment. A decrease in the oxygen supply and/or humidity and airlessness are incentives to inattention, fatigue, tension and nervousness, making the lecturer less intelligible and creating blanks in the minds of the students.

The various influences on the character and quality of communication and the transfer of messages by the factors enumerated in this chapter are not necessarily linked to cultural, aesthetical or artistic values, although the impact of these must not be ignored. Rather are these factors connected with human, physiological and psychological inclinations when they cut across culture and time.

Environmental factors play on the nervous system operating

independently on the sympathetic mechanism, which induces vigilance and tension, positive and negative, and on the parasympathetic set-up, which causes contentment, relaxation, tranquillity. Surroundings which are rich in stimuli will be excessively strong in causing the sympathetic system to operate. A relaxed and more passive environment will stimulate the parasympathetic system.

The environmental factors of communication play a highly significant part in rousing or discouraging the emotions and mental process. Man's reaction to his environment is automatic, subconscious and immediate in its effect on thought, feeling and behaviour. Correct, intelligent, calculated design of the environmental elements, wherever there is communication, supplies the means whereby we can train the sympathetic and parasympathetic systems to cooperate with us in encouraging the best reactions to their surroundings by the lecturer who delivers, and the student who receives, the verbal message.

DRESS AND EXTERNAL APPEARANCE

External impressions derive from the sum total of the transmissions and pointers received and accumulating in the minds of the listeners from the messages, verbal and unspoken, which are radiated to them when interpersonal communication occurs. One of the primary and immediate influences is a person's outer appearance. One's first personal appearance is in fact the initial link in a chain that binds people to one another. Despite the individuality of every person and differences of culture, outlook, personality, educational concepts, subjective values, all of which determine men's attitudes to one another, their collective behavioural patterns, which guide their relationships are uniform. These include identifications of infiltration into their territory, dislike, tension and apprehension, joy, sadness. No matter what their culture, people are affected by them at their first encounter with one another. Even if clothes do not make the man, they are an inseparable part of him and function as signs and symbols not only of his evaluation of himself but also of respect for his environment, for a given situation, for the mechanism of his interpersonal relationship. When, for instance, a person attends an official function wearing a tie, his appearance radiates a certain formalism which accords with his locality; if however during the course of the function he removes his tie he is likely or liable to radiate either relief from formality coupled with greater intimacy or discourtesy and disrespect.

The clothes a person wears, their colour, cut, the way he wears them, their suitability or insuitability for the various occasions, whether they are in or out of fashion, all send a message which cannot be disregarded by another person. One's outer clothes, as has already been stated, are the first elements which meet the eye upon one's first uninterrupted contact with another. They form first

impressions of the people we meet and their own first impressions are instantaneous, spontaneous and automatic, being determined by the sensory emotional and associative feelings which are aroused. The stimuli are collated by the eye, creating emotions which are interpreted by the brain and the thought process embarks on a course of associative connections, which, when coupled with the verbal messages, are likely or liable to strengthen or diminish understanding of what has been said.

The clothes we wear are in the foreground of the complete picture which we exhibit and which is viewed by the person with whom we converse. In its entirety one's outer appearance betrays to himself as well as to others various types of energy, power, weakness, security, insecurity, credibility, friendliness, strictness, privacy, openness, honesty, vulnerability and a host of other non-verbal accompaniments of the spoken message which the speaker desires to transmit for reception. Accommodating one's clothes to the communication situation and to his audience, with, of course, consideration for the cultural, social and religious credos of the area of communication in which the speaker transmits his message, will have a substantial effect on the figure he cuts and on the design of the message.

Chapter 2

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) or Emotional Quality (EQ) is the conscious and intellectual coupling of thought with feeling which triggers behaviour, promoting relationship structures and causing man to believe he has attained his nirvana as well as his niche in society. By enlistment of the emotions and their correct attachment to the process of rational thought, a man can establish a harmony of mind, emotion and behaviour and can direct reactions by considered choice rather than respond with automatic impulsive repartee. Use of these skills enables the individual to conduct, create, lead and master his neighbour's as well as his own reactions, enabling him to shunt them into routes which are more desirable and provide closer relationships in every sphere of life, such as between man and wife, father and son or mother and daughter, boss and employee, friend and friend, teacher and pupil.

The operation of emotional intelligence requires first and foremost that man should be his own master rather than a puppet on a string. A man must select his own reactions, form his own emotions, direct his actions, creating reality. People tend to be spontaneous, self-protective, prompt and automatic in their responses to events or situations. Their responses provoke similar reactions by others. The creation of mental and emotional mechanisms of a different brand by selection, deliberately and intentionally, should make for different, preferable, behavioral patterns which will benefit both the emotional reaction to given situations and the physiological system, which, in its turn, will lead to the betterment of the thinking process. For example, a person trapped in a traffic jam usually tends to lose his patience and become excited. His anger will cause the

secretion of his adrenalin and raise his sugar level; his heartbeat increases; he perspires freely; his immune system is weakened; the whole of his physiological system is impaired. Situations of this kind have, of course, accumulating, far-reaching, injurious consequences. In place of the driver's reaction as described above, it should be feasible to select and create a totally different feeling inside the body with reference to the traffic jam. The latter cannot be cancelled; but we should be able to cancel our instinctive reaction to it. We can hail our unusual situation as a golden opportunity to enjoy the music to which we can choose to listen; we can exploit the opportunity for "sweet, silent thought", for a critical review of our relationships or of any other constructive matter which we can call to mind. Similarly we can reminisce about the long hours we have spent waiting for reception at clinics or in hospitals. Reform in one's reference to a specific situation through the medium of reform in our mental patterns will produce a highly desirable chain reaction. The physiological impulses will be different; the body's systems will settle; the flow of blood to the body's systems will be more positive and regular; the nervous systems will calm down and lose tension; there will be free play for the muscles; the immune system will function with greater efficiency – all of them making for a healthy mind in a healthy body. When the body's state of alert is over and its various systems have returned to normality the green light appears in front of it enabling it to process data successfully and the mental process, which has become much stronger than it was before, should in its turn create the kind of behaviour adopted by choice rather than impelled by instinct and mood. It should be noted that when the body and its systems are in a state of alert, the mind is so deeply disturbed by the requirements of self-defence that it tends to preoccupy itself with its assessment of the negative data

which pose an immediate threat.

In emotional situations the intelligent know how to synthesize mind and feeling. This harmonization is prompted by an intelligent person's consciousness of and vigilant reaction to the emotions stirring within himself and his fellow man, enabling him, through the agency of his conscious thinking, to formulate, to give expression to, and to steer them towards procedures which fortify and improve the quality of life of man as an individual and as a member of society. People who are aware of their feelings master them, socialize with them and establish a system of checks and balances for them which makes for better living.

Since emotions have a strong influence on behaviour, the emotions should be coupled to every lesson or lecture. A marriage of the emotions with didactic material is consummated by the student's close identification with his studies, penetration in depth into the world of knowledge transmitted to him and recognition of the value of the lecturer's messages. The result is that the student becomes an essential member of the team of educators and he will have a part to play instead of attending as a member of the passive audience. Finally, didactic instruction which coopts and activates the feelings heightens a person's inclination for performance and full implementation of the learning process.

THE CONSTITUENTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence is a conglomeration of four main and essential factors which are inextricably bound together. They are self-awareness, control of emotions, freedom of movement or motivation and enlightened, progressive relationships and communication.

Recognition of these factors and skill in their use provide for the construction of a life style which is sensitive, beneficial and productive in each sphere of a person's relationships whether it be in the family, between man and wife, at work, in education, or in any social group. Three of the important elements in the teaching of ethics are described below.

SELF-AWARENESS

Self-Awareness should be defined as man's skill in interpreting the emotional, mental and physical mechanisms operating inside himself and his fellow man in everyday life. Emotions and automatic responses come and go inside us. They are usually involuntary and quite often stunt effective functioning, internally and externally. Transition from semi-conscious to conscious reaction when it is required will equip a person for concentration and imbue him with the presence of mind which will direct his behaviour into correct and effective channels.

The components of self-awareness are:

- Ability to identify physiological changes in different, varying and fluctuating situations.
- Potential to associate physical signals with emotions.
- Detection of negative thought.
- Skill in differentiating between a hotchpotch of emotions and evaluating the power of each.
- Practice in understanding the difference between emotion and activity.
- Promotion of down-to-earth expectations for oneself and in intercommunication.
- Correct evaluation of reactions, ability to make a clear distinction between them and to analyse the linkage between them.
- Proficiency in mastering and directing thought, feeling and behavior as a personal asset.

CONTROL OF EMOTIONS

The emotions become acute in automatic reaction to given situations. It often happens that a person's emotions govern his behaviour. Control, management and the moulding of feeling can be strong enough to guide a man in the direction of situations and reactions of which he is conscious, enabling him to make decisions of his own choice as sophisticated combinations of rationale and emotion.

Control of emotions includes:

- Ability to calm down in times of stress, anger and apprehension.
- Skill in the diversion of negative and destructive ideas into more positive channels.
- Potential to rationalize catastrophic impulses.
- Recognition of methods for referring to and explaining different events.
- Detection of the moods which affect us at any given moment.
- Proficiency in the process by which we digest different pieces of information and draw distinctions between thought, feeling, conduct and prejudice.
- Identification of changes of mood and efficacy in the guiding our moods into desirable channels by means of mental exertion.
- Recognition of situations requiring defence or attack, enabling advantageous freedom of movement.
- Understanding of the effect on others of our mood and behaviour, and ability to change behaviour by the exercise of relationship patterns.

- Escaping from traditional habits of behaviour which have been of little or no benefit and the substitution of alternative patterns of conduct, thought and feeling which guarantee a better life style and good relationships.

Relationships and Enlightened and Progressive Communication

In general, relationships are characterized by unchecked and spontaneous forces within a person who emphasizes his own ego much more than his neighbour's. A transfer of focus and attention to another, with the acquisition of the attributes of love, ability to learn, understanding and listening capacity should raise relationships to high standards of interpersonal activity.

Emotional intelligence expresses itself during our relationships with others if we are equipped with the following:

- Ability to deliver spoken or unspoken messages (thoughts, feelings, experiences, actions) efficiently, clearly and credibly.
- Readiness to understand and interpret messages (emotional, behavioral) from someone else by active, empathetic and forceful listening.
- Promotion of assertive conduct – expression of ideas, wishes, and feeling without prejudice to other people's wishes and feelings.
- Institution of processes of thought, feeling and conduct which eliminate the whole gamut of stigmas and dogmas and target a renovation of manifestos and credos.
- Expansion of skills in voicing and listening to such criticism as will construct, refresh, broaden the mind and inaugurate channels of useful, profitable communication in kaleidoscopic relationships.

Chapter 3

NON-VERBAL COMMUNICATION - OPERATIONAL MEASURES

INTRODUCTION

Previous chapters detailed the elements of non-verbal communication by whose means and use emotional impressions are formed during the transmission of messages in the functioning of mutual relations between lecturer and students.

This chapter will remove the veil from the methods and techniques which pave the way to maximum comprehension of the didactic and ethic material by the employment and appliance of the non-verbal communicative kit in the medical school's classrooms. Correct procedure during communication from person to person awakens associative and emotional connections with the matter which is studied. Emotional involvement helps the student to commit the lesson to memory and to create a three-dimensional picture of the data and messages in his mind during his attendance in the classroom.

In this chapter lecturers will find accounts of the ways and means to make effectual and profitable use of all the elements of non-verbal communication in the order of the list in Chapter 1, namely, posture, facial expressions, kinesics-body in motion, proxemics, touch, paralinguistics, environmental communication, dress and extraneous appearance.

The lecturer must be wide-awake to certain dominant elements which operate in every lesson or lecture during the whole process of teaching:

1. Lessons and lectures are subject to dynamic and ever-changing processes. They have their ups and downs,

unanticipated diversions, concentration and participation which may reach the zenith, quiet and restful moments, differences of opinion, great satisfaction, momentary disappointment, fatigue, sudden taking of notice, involvement, lack of interest, increased attention, inattention. The lecturer must alert himself to recognize the forces at work during his session with his students. He must detect the reasons for and circumstances of changes in the rate of activity during the lecture period. These may be due to the subject of the lecture, the type of communication, the nature of relationships between students, personal or impersonal involvement during different phases of the lecture, noises or other distractions.

The lecturer must orchestrate his lesson at will and in achievement of his aims. Like the maestro during a performance, he must be vigilant and pay close attention to each individual as well as to all his company. His constructive group dynamics will strengthen the messages which he wishes to deliver and will contrive maximum, effectual, lasting reception of the didactic material as a result of the students' emotional as well as mental involvement.

2. The lecturer must be in complete possession of his faculties in order to provide for the integration of his didactic messages and study material with his mode or modes of operation. The lecturer should at all times be conscious of his integral ability to alter, improvise, align and intensify by exploitation of non-verbal communication during the whole course of his lecture.
3. It is most important and even essential that the lecturer take the messages transmitted to him by his

students into account whether they relate to his subject or not. By his interpretation of, and reference to them he becomes able to estimate his students' forthright approach to the subjects of their studies.

The focus of his attention must be transferred away from himself and the messages he sends out towards examination of his students' reactions in general and to the emotions they betray as influences on their reasoning in particular. Such examination is the thermometer which records the temperature of the students' immersion, motivation, involvement, desire and ability to identify themselves with the learning process. Successful teaching depends to a great extent on the fashioning of a student who adopts the maximum of emotional, mental and behavioural involvement, replacing the bystander who witnesses a learning process to which he is personally alien.

4. Active, dynamic and genuine attention are indispensable for the best possible communication between lecturer and class and between lecturer and individual student. Mental blocks are common to everybody and are automatic and sub-conscious occurrences. They are caused by a number of basic elements operating inside every human being. The most frequent of the mental blocks are:
 - a. Excessive concentration on the substance and quality of our part in conversation with somebody.
 - b. Vetting the right and wrong things to say before adopting the words which suit the listeners and disqualifying the unsuitable messages.
 - c. Alternative interpretation of the speaker's words by the listener. Misunderstandings may derive from

the complicated character of the listener, his outlook on life, his mood, his personal and operational identity, his self-image, his associative reaction to a given situation, his outlook on life, his estimation of the speaker.

- d. Preconceived opinion of and a label for the subject or the speaker. Judgment before hearing creates an automatic mental block and forestalls the open-mindedness that should be accorded to the speaker.
- e. Lack of concentration and absentmindedness. A person's attention is often diverted into unintended spheres. Inattention waters down spoken information and washes informative messages away. The net result may often be a fundamental loss of understanding, or a total misunderstanding of the speaker's words.
- f. Excessive self-identification or too much agreement with the expressed opinions of the speaker or admiration of his charisma cloaks his message in a sort of shroud which makes it difficult for the student to judge what he hears with comparative objectivity.
- g. The obstinate adoption of a point of view through shortsightedness together with refusal to consider conflicting opinions creates a listening block, is a demonstration of force for the sake of force and neutralizes the emotions.
- h. The assumption of a professionally, emotionally or personally patronizing pose by the lecturer breeds the genuine inattention and one-track minded action and data assessment of the student.

Undiluted, active, forceful attentiveness expands the lines of communication and creates conditions for productive dialogue and the best form of coordination between speaker and listener. Such attentiveness is characterized by a number of features, enumerated below, with openness, emotion and mental activity assuming prominence:

- a. Total concentration on the words of the speaker with regard to content, quality and mode of expression, the emotional accompaniments of the didactic material.
- b. Whole-hearted attentiveness and conscious determination to avoid selectivity by absorbing the whole lesson without eliminating those parts of it which do not appeal to the listener.
- c. Promotion of unadulterated attentiveness, consciousness and criticism of self during the assessment of data in the mind. Assumption of as much objective listening as possible.
- d. Realization of untrammelled, unprejudiced listening without jaundiced or preconceived notions occasioned by the speaker's profile or his subject. Such listening facilitates the paving of new thoroughfares for communication and a broadening of the mind.
- e. Maximum concentration on the words of the speaker and prevention of absent-mindedness so far as possible during the course of the address.
- f. Examination of himself by the lecturer with respect to what is mentioned or declared in the classroom and understanding of the significance of too hasty

agreement. Empathy is commendable at every phase of communication and interrelationship, but unfounded agreement may injure professionalism and control over and guidance of normal classroom procedure.

- g.) Emphasis on a readiness to listen to another as his equal rather than his superior encourages uninhibitedness and a personal motive for the receipt of messages.
- h. Hearing words which are not spoken and consciousness of the non-verbal messages which are inextricably tied to the speaker's audible words provide the foreground of the picture. Comprehension of these messages provides the listener with information about the speaker's point of view and emotional involvement in his subject. Harmony between the didactic material and the manner whereby it is imparted is proof positive of its totality and the speaker's reliability. Contradiction or disharmony between the content of his message and the mode of its delivery is evidence of imperfections, doubt, misgivings and divergence between the informative material as voiced by the speaker and his modal expression.

The lecturer's awareness of these facts will supply him with the means to tune in to the emotional states of his students and to address himself, his words and his behaviour to a removal of the obstacles which raise themselves between him and the target at which he aims.

- i. The lecturer's vigilance and the attention he pays to the words spoken by the student as expression

of the extent to which the lecturer's message has been taken in.

A successful lesson, a worthwhile lecture, effective tuition, each contains vital elements which the tutor must thoroughly understand and keep in mind during all his contact with his class:

1. Teaching is a profession in the course of which timing is no less important than in dance or playing a musical instrument. Success depends on rhythm of steps on the dancing floor or of notes on the piano's keyboard. The lecturer must tune in to the dynamics and the rhythm of his lesson. There is bound to be synchronization between the operational force of the message transmitted by the speaker and the power of the message's reception by the listener, on whom the impact may consist of energy, symphonic or cacophonous chords, activity, enjoyment or distress, boredom, authority or subjugation and motivation among part of, or all the audience.
2. The lecturer must never forget that teaching focuses on the student rather than the educator. Students are at the core and epicentre of every lesson. The lecturer must concentrate on them rather than on the events of his own life or the wish to be like Oliver Goldsmith's schoolmaster of whose pupils he wrote:

"And still they gazed and still the wonder grew,
That one small head could carry all he knew."

The teacher's real attention should be directed to his pupils, their remarks, their reaction, their emotional responses.

At this point it should be noted that a wide screen is required for the portrayal of the instruments in use for non-

verbal communication in their practical application, to which the rest of this chapter is devoted, and of emotional intelligence as described in Chapter 4. It might be superfluous to state that only a few examples of the many types of factors making for the practical implementation of non-verbal communication can be described in this publication.

EMPLOYMENT AND IMPLEMENTATION OF NON-VERBAL COMMUNICATION

GENERAL

Among the operational procedures at work during a lesson and the various means of creating forceful interrelationships between lecturer and students, non-verbal communication is the inseparable, irreplaceable factor which exerts the strongest of influences on the digestion of the subject matter by the students. In addition, the formation of emotional involvement within the students during the lecture engenders a high degree of motivation for study and utilization of the knowledge they acquire. This motivation grows from strength to strength where the spoken words are correctly associated with the other forms of expression with which the rest of this chapter will be concerned.

POSTURE

Posture is the term for the positioning and deportment of his body by a person. As was recorded in Chapter 1, posture has different significances and transmits many messages. Everybody manipulates his body when he is sitting down, when he is standing up and whenever he does both. The movements and position of his body betray his emotional reaction to the messages he sends out and these can be accorded an immediate reception by the lecturer's students. Such non-verbal declarations as power, self-confidence and positivity advertise themselves in his erect, but not stiff posture, which also rivets attention, invites cooperational concentration and sharpens the mental faculties. Whenever the lecturer stands up, he should demonstrate his mobility without making his movements too obvious. His freedom of movement is an incentive for the

activation of the mental and emotional functions of the windmills of the mind.

POSTURE AS A POSITIVE MEANS OF TRANSFERRING MESSAGES

Erect posture with insistence on the relaxation of the shoulders ensures contact with the environment at eye-level and radiates tranquility, self-confidence, the credibility of the lecturer's message and energy. However, a misinterpretation of his attitude, which must be nipped in the bud, may make him appear aggressive and defiant.

Erect posture broadcasts on two wavelengths. Within himself, the lecturer experiences greater self-confidence, the flow of oxygen to his brain is uninhibited, a phenomenon enabling the brain to function better, the danger of backache is eliminated, his horizon is widened. Externally, the student picks up the loud and clear import of the message, the positive dynamism of the lecturer, with the result that the didactic material has a tremendous, clear impact on the student, who becomes serious in his concentration on his studies.

It must not be forgotten that posture is also highly significant when one sits down, stands up and walks about, and a person must retain his composure during each contingency or in transit from one to another.

For our purpose the body should be divided into two parts, the upper, from the crown of the head to the hips, the lower, from the thighs to the soles of the feet. Attention should be paid to the correct positioning of both parts and the coordination that should exist between the positioning of both even when a person is sitting down, at which time it would seem that the nether portion of one's body is officially less open to inspection. If the posture of one part fails to harmonize with that of the other, or if the limbs are badly positioned, communication between lecturer and student is compromised and receipt of the message will be marred by emotional discord.

The lecturer should also open his eyes to the students' posture. Since most of the communication during the lesson takes place while the students are seated, the lecturer should note the way they sit. From it he should be able to deduce the depth of their concentration, their interest, immersion, curiosity, apathy, satisfaction, appreciation, receipt of message, agreement, disapproval and identification with or estrangement from the subject of study. A sprawling body, swaying legs, sinking chin, roving or dull eyes evince disinterest in or disconnection from whatever is going on in the classroom and the student's emotional divorce from the lecturer. Change of posture indicates a change of attitude towards the teaching process and the subject matter of the lesson. The lecturer's awareness of types of posture, of their characteristics and of positional changes during the session is the thermometer wherewith he measures the temperature which he can adjust by making tactical and strategic changes in the conduct of his lecture by rearranging its content and revising his method in order that his messages to his students and the subject he teaches may have the greatest possible effect when they are received and absorbed.

Remember!

Helen of Troy's face launched a thousand ships!

A picture is as good as a thousand words!

Posture begets and shapes the affect and initial impression formed spontaneously by the eye of the beholder with their resultant impact on classroom activity. Posture which is both erect and free-and-easy while effusing benignity and purposefulness will excite students' motivation and positive participation from the outset.

FACIAL EXPRESSIONS

As has already been mentioned, facial expressions speak volumes. The lecturer's facial expressions when he relates to his subject or addresses himself to his students stamp his emotions in their minds. The student is destined to recollect the emotional pictures he has registered mentally during every future reference to the lecturer's subject and will formulate his own reaction to the message by associating the spoken words with the communicative adjuncts expressed by the face.

It is by means of eye contact, movements of the head, of the eyebrows and of the contents of the mouth that the messages and personal reaction to them are moderated.

Use of Eye-Contact

During the whole of his hour in the classroom the lecturer must maintain continuous watchfulness over his students. His eye contact manifests itself in different ways, as listed below:

1. A survey of every single person in the classroom.
2. Direct eye contact with every single member of the group from time to time during the session. He should devote his attention in equal measure to the more prominent as well as to the more passive of his students all the time.
3. His look should be a mirror of his words. When his message is particularly significant his gaze should embrace all his students in every corner of the classroom.
4. When he has to read from a text he should occasionally raise his eyes and contemplate his whole class.
5. The lecturer's eyes should rove, should roost, should meet the eyes of his students enabling him to gauge the

impact of his words on them by the looks on their faces. Dilated eyes reveal interest whereas eyes without focus or of dull expression betray boredom, fatigue, alienation, lack of concentration, inattention, emotional and mental divorce from the subject of the lecture.

6. While an individual student is responding or answering a question, the lecturer must of course devote his attention to the speaker but coincidentally he should remove his gaze from the speaker and cast a glance at the rest of the group as if he wishes to signify that he is still with them. In this way his communication with the class will not be suspended.
7. By the maintenance of benign, expressive, but not minatory eye contact, the lecturer encourages the self-expression of his students.
8. One cannot overemphasize the importance of unwavering eye contact with the individual student. While the latter is speaking, the lecturer must not allow his attention to be diverted by such actions as glancing at his watch, consulting his notes, tidying his desk. The suspension of face-to-face contact halts the communicative flow between human being and human being.
9. The lecturer must not assume a patronizing role by looking down on his students. In such a contingency an impenetrable block will rise between him and them.

Finally, the eye is the mirror of the soul. As a rule, eye contact can encourage or impede communication. For the lecturer of all people eye contact is the means whereby he transfers his messages and creates the communicative and emotional effects which reinforce his verbal and factual data. Eye contact, when properly controlled, creates that

common denominator which facilitates transmission by the lecturer and favourable absorption by the listener. It encourages emotional, mental and behavioural involvement by the listener. During the whole of his lesson the lecturer must be on the lookout for any of the behavioural factors that may distract his students. In addition, he must watch out especially for changes in the looks on his students' faces. Every look is pregnant with meaning. It betrays emotions and the student's reaction to the spoken words, to the speaker, to the lecturer's potency. "A look is worth a thousand words" and sometimes the message conveyed by the look on a speaker's face transfers a clearer message than the words he uses. Quite often the spoken words mask one's feelings but the look on a person's face expresses his feelings unmasked, uncensored, undiluted. Eye contact serves the lecturer as an excellent indicator of the degree of his students' reactions to and involvement in the whole lesson.

Remember!

Looks radiate power.

The eye is the mirror of the soul.

A look is as good as a thousand words!

Movement and Mobility of Head

Head movements characterize a number of situations, although one should not confuse them with the intentional head movements which have their specific significances among some ethnic groups.

1. Movements to left or right usually imply negation, disagreement, condolence.
2. Up and down movements signify consent or receipt of message.
3. Inclination of head to one side, with head nearing shoulder, may be a sign of attention but may also mean indifference and inattention. It should be possible to distinguish between these interpretations by associating the movement with such other factors as eye and body emplacement.
4. Inclination of head to one side with chin thrust forward should indicate contrariness and disagreement.
5. Forward and sideways movement with ear turned toward the lecturer reveals interest and attention.
6. Resting the head on the palm of the hand may characterize boredom or ennui, the correct interpretation depending on the facial expression and use of eyes.
7. Support of forehead or temples by the hand is a sign of concentration on or heightened interest in the words of the speaker.

The lecturer must be conversant with two processes of head movement during his session in the classroom. He must know how to exploit his head movements when he is discoursing; he must watch out for and be ready to receive the

emotional messages broadcast by the head movements of his students. Most of the movements of his head by the lecturer are performed when he is listening to his students. Swift, short movements up and down encourage the students to speak on. More gradual and longer movements of the same kind signify agreement, with the additional hint that the lecturer is devoting meticulous consideration to the speaker's words.

Movements of the head are reinforced by eye contact, emphasizing the absorption of the lecturer as a listener in the words of the student as a speaker. While he is himself talking, the lecturer should study the head movements of his audience. The turn of a student's head away from the lecturer suspends eye contact and is proof positive that his attention is wandering. In such circumstances the lecturer should introduce some sort of intellectual, emotional and physical bombshell into the text of his lesson in order to retrieve attention.

Remember!

The head is the most prominent of those parts of the body which influence human interaction! Its correct exploitation should heighten motivation as well as add specific color to the spoken word.

Eyebrows

The eyebrows perform two main functions:

1. When raised they evince surprise, doubt, curiosity, excitement and occasionally, in specific circumstances, sarcasm
2. Frowns depict deep thought, misunderstanding, dissatisfaction.

When the lecturer responds to the remarks of his students, the raising of his eyebrows and the swift movements of the head are signals of enthusiastic encouragement and approval of their opinions. His movements might almost be considered as the exclamation mark at the conclusion of an authentic declaration. The lecturer's frown together with the defiant raising of the head in protest is the equivalent of "thumbs down" in the Roman Colosseum. It arrests the fluency of the speaker and his words become hesitant and unreliable. Such a situation should be avoided because it stagnates the flow of emotional expression.

The eyebrows of the students as listeners supply complementary evidence of their emotional and mental togetherness with the lecturer. It is essential for the latter to diagnose if his words excite wonder, curiosity, enthusiasm or antagonism. It usually happens that movement of the eyebrows is accompanied by change in the positioning of the head. As soon as the lecturer detects inattention, incomprehension, misunderstanding, he must change his tactics in his approach to his subject or the method he uses in teaching it. For example, he can remove misunderstanding by supplying his students with concrete examples which illustrate an abstract point. He may also use simulation or mock play to add realism to his theoretical messages.

Remember!

Eyebrows are part of the eyes' tool-kit!

Frowning or the raising of eyebrows accompanies eye contact and vision.

The raising of eyebrows and short, quick movement of the head are approbatory.

A person's frown disconcerts a speaker, confuses him and may be interpreted by him as disapproving.

Buccal (Mouth) Area, Lips and Tongue

Activity in the area of the mouth includes smiles, lip pursing, lip biting, movement of the tongue from side to side (licking) and swallowing saliva.

“Smile and the world will smile with you” is no empty maxim. Smiles encourage, win friends, relieve, invigorate and make for good moods. Furthermore, physiologically, smiles promote the secretion of serotonin, the chemical compound which sends goodwill messages to the brain. A smile in the right place at the right time is a most important element in human relationships. The lecturer should realize this and spare an occasional smile for the individual student as well as for the whole class.

Pursed lips radiate threat, antagonism, isolationism and bad temper.

A person who bites or licks his lips advertises tension and emotional stress or extraordinary attempts at concentration.

During emotional stress or excitement the salivary glands malfunction and a person may experience a certain dryness in the mouth. One’s automatic reaction is to moisten the oral cavity. Since he has no control over the process and his action is entirely spontaneous, his emotional condition in a given situation is laid bare. As soon as the lecturer recognizes the phenomenon, he can take steps to remedy the situation and restore peace and quiet. However, a certain stir in students’ emotions can sometimes be utilized by the lecturer to induce greater participation in the lesson.

For reasons just mentioned, students can also diagnose the lecturer’s emotional condition. His tension, stress, loss of self-confidence tend to reduce their belief in his reliability and the impact of his scholarship.

As soon as the lecturer loses his self-confidence during his session with his students he should take time off for a diversion. For example he can kick the ball into his students' half by plying them with questions, by introducing such audio-visual aids as filmstrips, slides and pictures which either reinforce his spoken words or act as substitutes for them.

Occasionally, when the lecturer feels that his words are creating an emotional stir, he can interpolate such expressions as "The event or situation is extremely provocative!" An exclamation of this kind gives depth to the point he is making, reminds his students that he is a human being and emphasizes the fact that he is one of them. His emotional outburst adds sincerity to his verbal message, proving that he is human and accessible.

As for the learner, in circumstances where the lecturer detects negative tension in his audience, he is advised to shake off what is in fact arresting his cognitive uptake. Tension can be dispelled by a soothing word or a witticism, since humor is the common denominator of human beings.

Remember!

Mouth, lips and their use uncontrollably betray the emotions evoked by specific situations.

A brake must be put on tension which must be transferred to serenity facilitating loud and clear reception of the spoken words and absorption of their contents.

KINESICS – BODY IN MOTION

Spontaneous and instinctive movements of the body reflect and express the emotional and mental reaction to a specific situation, subject or person. Our internal mechanism is responsible for the visible effects of their operation in man as an individual and in his relations with others.

1. Synchronization between the spoken words and the method or mode of their utterance leads to trustworthy communication between speaker and listener.
2. The movements which attach themselves to verbal messages may either brighten or cloud them. Motion, expressing emotional reaction, accompanies the spoken word, opening up a visual and sensual avenue to an understanding of the lesson which is being taught. This avenue facilitates transmission of the tutorial message in very wide dimensions and much improved intake, digestion and absorption of its contents. It also instils the student with a close affinity to what he is studying.
3. Movement adds a certain automatic force to the words of the speaker. It can magnify, strengthen, weaken or even dwarf the dimensions of the lesson. For example, if the speaker uses the word "gigantic" without any movement signifying the enormity of the term, the word will lose its giant-like proportions. If the word is accompanied by an outstretched movement of the arms the picture created will be adequately impressive. In this way the speaker ties himself with his whole being to the outsize proportions of the word. His whole body, soul and mentality are wrapped in the term. Movements of the body cause the thoughts to penetrate into the neural structures creating a marriage of emotional, mental and behavioural dimensions.

The main uses of body movements and their significance:

Body – Frontal positioning of body facing the students is essential to the establishment of personal and interpersonal communication. The lecturer must ensure that he is facing the students squarely while he is talking and listening. Even when he writes on the blackboard he should not turn his back completely. He should turn only partially to the blackboard and partially to the students, indicating that his connection with them is unbroken.

Backward and forward movement if he is standing, inclination of his body towards or away from his students if he is sitting during the lecture should give added strength to what he says. Backward movements indicate the neutral and objective nature, and forward movements the intimate and personal nature of his message.

There is a tendency by listeners to make unintentional, copycat movements in imitation of the speaker. Such mutual mobility creates an emotional link between speaker and listener, between his words and the reaction to them. This interchange establishes a common denominator and an emotional and mental link between the lecturer and his class. Movements of the body and especially those of the hands should flow and be smooth, rather than sudden and gesticulative. Flowing movement induces a stream of thought and emotional freedom. Sudden movements may be interpreted as minatory, inviting mental and emotional disconnection. A poker-stiff body impedes entente between lecturer and undergraduate.

Remember!

Total confrontation is continuous!

The lecturer must insist on unbroken lines of sight between himself and his students!

Flexible body mobility attuned to the verbal message generates emotional and mental flexibility.

Movements of the Hands– Hands are highly expressive. Their movements accompany the message, strengthening and actualising the spoken words. Occasionally the hands speak more loudly than words!

Consideration must be devoted to the connection of manual expression with varying cultures. In areas where people are warm-hearted, like the Middle East, South America, Italy and Spain much and expansive use is made of the hands. In cold regions, like England and Scandinavia, movements of the hands are slight and restricted. Unrestricted and wide movements of the hands in countries where they are not customary may be interpreted as minatory and provoke the antagonism of an audience. Nevertheless the following uses of the hand are universally accepted sign language:

1. A show of the palm of the open hand is communicative, invites discussion and is friendly.
2. A show of the back of the hand suspends communication, is abrupt and puts people off.
3. A finger pointed at somebody is menacing and suppressive.
4. Statements to the accompaniment of gestures, with due consideration for local customs, the situation, the audience, acquire added emphasis and assume third-dimensional picturesqueness. Such gestures contribute to a vitalization of the speaker's words, their improved effectiveness and mental, coupled with emotional continuity.

A number of words and verbal expressions can be mentioned to illustrate the fact that when they are voiced to the accompaniment of manual activity which suits the context and which sometimes includes touching the part

of the body mentioned and/or adding stress to the voice, they create, intensify and add authenticity to the emotional content of the lecturer's messages. Such expressions include: big, little, wide, narrow, all of you, anyone and everyone, separately, single, one and all, above, below, in all directions, a firm front, question marks, let's think things over, let's register our feelings, let's join together, let us make a list of our findings, let us consider each item in turn, let us give a meaning to the words, from crown of head to soles of feet, our hands are tied, broadminded, narrow-minded.

It should be noted that folded arms invite emotional as well as mental blocks and should be avoided as far as humanly possible. The lecturer should become aware of this when his students fold their arms. Occasionally folded arms indicate disagreement. In such situations the lecturer should address an appeal to his audience for their opinions or sentiments on the subject of his lecture. This should enable him to discover how they react to the situation that has arisen and to choose one of a number of different approaches to restore balance to his subject matter.

Clenched fists normally betoken anger and rage and advertise violence. Quite often, when properly applied they radiate determination and power. A person should not make a habit of clenching his fists too often since it can be construed as a threat as already stated and can be properly applied in specific situations and only in front of the right kind of audience, with due consideration for the personal, cultural habits of the audience.

Remember!

Manual movements properly attuned to the spoken words strengthen the message, create a visual picture and facilitate intake, absorption and emotional as well as mental identification.

The dexterity of manual movement is the expression and emotional complement of the informative content of a speaker's words.

Verbal and mobile continuity serves to complete the picture with all its details.

Leg Mobility – Body Language under Covers – The legs which manipulate the body and carry it from place to place are expressive of a person's emotional reactions, but they are not exposed. This function of the legs could be termed concealed body movement because it is not always immediately visible to the naked eye. When a person is seated, his legs are often hidden under a table or a desk, but even so they serve a purpose in expressing one's mood in communicative activity even when they are down to earth.

As a rule the legs express the following moods:

- 1) An erect stance with the soles of the feet firmly planted on the floor advertises firmness and self-confidence.
- 2) Incessant fidgeting usually signifies that a person is ill at ease and uncertain.
- 3) Rubbing one foot against the other denotes embarrassment, diffidence, loss of self-confidence.
- 4) In the seated position a person whose legs are tightly crossed radiates high tension, disquiet, lack of self-confidence, withdrawal and occasionally anger.
- 5) In the seated position the uninterrupted agitation of the foot betrays a person's nervousness, discomfort, impatience, boredom, emotional stress. When the lecturer confronts his students he must make sure that his feet are firmly planted on the floor. He must avoid swaying from side to side, swinging his body, transferring his balance from one foot to the other. Erect stance is proof of the strength and purposefulness which forge emphatic links between the substance of the lecturer's speech and the manner in which it is delivered.

Remember!

Whether a person is standing or sitting his feet under control are evidence that the speaker is cool and collected, sure of his facts and unruffled.

The message which the feet broadcast formulate the appropriate, emotional reaction of the student and the equivalent reaction of the lecturer.

In conclusion – harmony between movements of the body and words which are voiced is absolutely vital for the establishment of constructive, forceful communication between lecturer and students, as well as for the lecturer's own well-being. Body movement is the musical accompaniment to a person's voice. It compounds the emotional with the informative message, creating a positively visual picture of the speaker's words. Consciousness and correct use of movement as a teaching aid encourage long-term as well as short-term storage of their lessons in the minds of students.

PROXEMICS – SPATIAL FACTORS IN HUMAN RELATIONSHIPS

Spatial factors should be exploited to improve human relationships. A person's emotional view of a given situation, a subject, another person or other persons also finds expression in his use of space in his own, personal vicinity or more widely.

The classroom is the physical arena wherein both lecturer and students perform. By standing up, by sitting down, by changing his position, the lecturer alters his spatial area in two specific ways. He narrows it; he widens it. It becomes narrow when he nears his students; it becomes wide when he distances himself from them. By both these actions, performed during his lecture, he adds such emotional content to his words as great emphasis or little emphasis, empathy, indifference, significance, strength, appreciation and importance for his message or belittlement and depreciation.

In stressing the importance of his words the lecturer should incline towards his audience, but not in a menacing fashion. His closeness indicates that he is with them and they are with him. During his debate with them he should incline towards and away from his class. This type of movement creates the feeling that knowledge is being collected, centralized and concerns everybody. During personal and private dialogue the one should not encroach on the other's space. Too close proximity and infiltration into somebody else's space creates an emotional and mental block.

The lecturer should attune his personal space to the substance of his spoken message. Widening the space in his immediate vicinity adds strength to his words; when he narrows his personal space it decreases their import. For example if he says "huge", the word should be

accompanied by appropriate movements indicating size. Normally, when the speaker is standing, he should step back a pace or two to increase the space between himself and his audience. If he is seated and voices the same word, it should be accompanied by movements of the open hands and a backward inclination of the body.

The lecturer should take careful note of all the messages connected with their diverse uses of their personal space as transmitted to him by his students. Such phenomena evidence the operation of communication between student and student, the degree either of their control of their faculties and ability to tune in, or of their withdrawal into themselves and the closing down of their antennae. During group activities such as simulation exercises the extroverts will adopt much wider space; the diffident and less dominant students will confine their movements into smaller spaces. All this can be detected because in such situations action speaks louder than words. The lecturer should react by transferring the onus from his prominent students to those who are backward in coming forward and by selecting leading parts to be played by them during group activities. The maximum possible involvement of all the students is a highly important factor in the process of students' comprehension of study material and its storage in their minds. The more completely students are activated in the classroom, the deeper will their personal interest in their studies become and the greater will their personal identification and relationship to what they learn grow.

The changes which the lecturer rings in the amount of space which he uses exert an influence on the activation of communicative interrelationship between lecturer and students and between students and students. Whether it be as a result of seating in a circle or in rows, wide open spaces or narrow passages between students, the lecturer

being geographically close to, or distant from his students, the students feeling that they are uncramped by their surroundings or that they haven't enough room to swing a cat in, the variety of different geographic conditions has a distinctive affect on the quality of the lesson. It is recommended that space be used to generate friendly learning conditions. There should not be too much of it, but it must not be inadequate. "Home from home" surroundings favour intimacy and strongly influence the emotions. Wider areas are suitable for the transfer of informative material which does not need to be filtered by the audience's emotions.

Remember!

The exploitation of space modifies the information transmitted, which acquires its final significance when tempered by the feelings which spatial conditions evoke.

The speaker should make use of space, but not as a lethal weapon.

The lecturer should be alert to the use of space by his students.

Be wise to the need to regulate the communicativeness of students with students by ringing the changes on the space between you and them and by making space modifications which accord with the didactic material you are putting across and with the student groups in front of you.

TOUCH

Touch figures strongly in civilized and cultural relationships among humans. It also has strong emotional significance in communication between man and man. In the scholastic sphere it is quite rare, but on the occasions when it is applied the effect is tremendous. The lecturer should acquaint himself with some of the phenomena which concern touch.

1. In doctor-patient relationships physical contact predominates and is even essential to the process of treatment and cure.
- 2.) The various kinds of touch should be taught in relationship to their significance in different cultures and it should be recognized that it is universally believed that touch, by its enlistment of the psychological, mental and emotional agencies has power to cure the sick.
3. Physical touch by the lecturer, usually contact with the student's hand, arm or shoulder, tends to create cooperation and profitable emotional intimacy which encourages supportive, well motivated feedbacks.
4. Where touch is applied it should clearly be friendly and not construed as a threat or encroachment on somebody else's preserves.

Remember!

Touch expresses and causes instantaneous emotional reaction!

Physical contact is an expression of support, encouragement, reinforcement and cooperation.

It should not be used too often but the lecturer must sense and realize when some sort of touch will be reassuring.

PARALINGUISTICS – VOCAL EMPLOYMENT

The voice forms, emits and expresses the verbal message. By use of the voice the message assumes its emotional dimensions. The lecturer's voice is a highly utilized part of his kit.

The lecturer should use his voice in the following ways:

1. His diction must be clear.
2. His words must be completely audible. He must not swallow their ends.
3. He must pause in the right places and be guided by punctuation marks.
4. The tones of his voice, attuned to his words should be loud and clear.
5. The speaker must avoid vocal monotones. He should raise and lower his voice in accordance with his requirement for stress on some of his words and lack of emphasis on others.
6. He must determine the rate of his delivery. His words must not be spoken too fast or too slowly.
7. He must make a slight pause, not for more than ten seconds after making each of his points, in order to allow his words to sink in. His silence, if his timing is good, lends strong emotional weight to the idea he has defined.
8. Speech should be fluent, uninterrupted by hesitation, impediment, throat clearance and without such interjections as "er", "hum" or "ha" or expressions of uncertainty.

Remember!

The voice and the way it is used create a picture and exert an emotional affect. It serves a highly influential purpose in man's communication with man.

Voice is instrumental in the absorption and storage of knowledge in the brain as well as causing emotional reaction.

A speaker must vary the tones of his voice!

ENVIRONMENT AND ITS INFLUENCE

Environment in which people come into contact with one another exerts a considerable, sub-conscious influence on their give and take. The atmosphere may be conducive to friendship, hostility, comfort, discomfort. Environment may encourage thought and achievement or ennui and indifference. Man's reaction to his surroundings is instantaneous.

The educational environment is a permanent fixture, not subject to revolutionary change. Nevertheless exploitation of existent furnishings and surrounds facilitates its transformation into an arena which promotes learning and intimacy. Members of the study group can improve the regularity of the flow of knowledge from lecturer to students by their cooperative behaviour.

The furnishings which can be mobilized for an improvement of the environment are desks, chairs, furniture arrangement, lighting and such teaching aids as projectors, slides, filmstrips and films.

Following is a list of the contents of the educational arena and their functions:

1. Scholarship and teaching in circles formed by people promote the closest possible kind of communication between lecturer and student, between student and student. During such practical lessons as demonstrations by a patient's bedside it is most productive for students to stand in a circle or at least in the shape of a crescent. This will ensure equality of eye contact for every student and freedom of access to the scene of the demonstration and an understanding of the situation and the explanatory language of the lecturer.
2. When it is desirable to create conditions for intimacy, cooperation, group activity and debate, such furniture

as desks should not be positioned like barriers between student and student. On the other hand, when greater formality is required, members of the class placed or seated behind their desks should be suitably positioned.

3. Room temperature should be correctly controlled. Classrooms should be air conditioned and aired to the correct degree. When body temperature puts a person at his ease he can comprehend and think clearly.
4. The lecturer must insist on peace and quiet in the classroom. Noises give birth to tension and sabotage thought and concentration.
5. Lighting should be warm, bright and mellow rather than dazzlingly white, which agitates the sympathetic nervous system, causing tension and estrangement. Mellow light diffuses ease and relaxation, reminding people that "when God's in his heaven, all's right with the world". It is good for them to learn and devote themselves to study.
6. It is recommended that the walls of the classroom be painted in shades of soft, soothing pastel colours. White walls breed emotional sterility. Warm colours invite warm, emotional involvement.

Remember!

Congenial surroundings invite and encourage learning and involvement. Human circles or such as can be created by the positioning of the furniture, are more productive than sharp corners.

Students should be positioned and the adjuncts to learning must be arranged, to harmonize with the type of atmosphere, formal, intimate, cooperative, which best serves the lecturer's purpose.

DRESS AND EXTERNAL APPEARANCE

A man's outer appearance is indicative of his mobility and begins with the clothes he chooses to wear. His clothes are the inseparable flags and streamers which announce his self-identification and place of origin. At the same time it must not be forgotten that the culture of his environment may dictate his choice of clothes.

The principal considerations governing a lecturer's choice of dress for his sessions with his students should be:

1. His clothes should not look out of place in the classroom.
2. He should feel comfortable enough to exercise his limbs at will and naturally.
3. The colours of his clothes should be pleasing to the eye rather than gaudy like bright yellow, crimson or orange. Flashy colours cause the listeners to become tense, nervous and uncomfortable. Warm, pleasing colours are productive of creativity and sharpened imagination in the beholders, resulting in cooperation and a high standard of group activity. The lecturer should have clothes in an assortment of the right colours which should initiate new associations of electrically charged ideas in the heads of the lecturer's disciples, promoting original and unconventional thinking processes.
4. Gaudy and loud adornment should not be worn. Such eyesores as a plethora of jewels, giant-sized brooches, bangles or watch-straps arrest the attention and concentration of the students. Female lecturers who would relieve the monotony of their clothes should fasten small, unpretentious adornments to them. Five such items are more than enough.
5. Women should dress soberly. They should not appear in minidress or other provocative clothing.

6. Cleanliness and tidiness are the order of the day at the medical school.
7. Scents and perfumed products emitting distinctive odours should not be applied.
8. Personal belongings, such as bags, exercise-books and files should have a sober appearance.

Remember!

Dress does not make the man, but it is one of his most outstanding and influential features!

Clothes should harmonize with the environment in which a person functions.

A person should dress for comfort. Comfortable clothes facilitate the lecturer's freedom of movement which in its turn influences the thought, feeling and behaviour of the lecturer himself and of the company which he keeps.

Chapter 4

EMOTIONAL INTELLIGENCE - APPLICATION OF ITS USES

Emotional intelligence, which may be defined as consciousness of, and the ability to maintain harmony and cooperation between mind, emotion and conduct and to create appropriate reaction procedures, is an indispensable component of the teacher's craft. Awareness of the emotions at work inside us and inside people in general is the instrument which creates effective profitable, productive and satisfying communication. It provides guidance, transformation and redirection of people's behaviour, bringing their conduct into alignment with our aims and desires.

Emotional intelligence must be a vital, basic and influential part of every educator's or lecturer's stock in trade at every stage of the teaching process.

Chapter 2 summed up the components of emotional intelligence as self-awareness, control of emotions, relationships and enlightened and progressive communication. Chapter 4 will exhibit the processes which must be activated for correct use of the components of emotional intelligence and for the manufacture of effective educative communication between lecturer and students as individuals and collectively. In particular two central factors in these processes will be analysed. The first is self-awareness, as per the Socratic "know thyself" and its employment in the lecturer's relations with his students. The second is emotional intelligence and the transmission of constructive criticism.

SELF-AWARENESS AND ITS EMPLOYMENT IN RELATIONS BETWEEN LECTURER AND STUDENTS

Intense self-awareness contains two main elements which are capable of influencing other people's emotions, thoughts and conduct and cause changes in their communicativeness at the speaker's will.

One of them is the lecturer's consciousness of and sensitivity to the emotional, physiological, mental and behavioural tendencies of the ego, recognition of their strength and acquisition of the ability to guide and direct them into channels of effective communication controlled by him.

It should be recorded that there are lecturers who, without realizing what they do, develop friendliness and preference for some of their students while at the same time they feel indifference to and even antipathy for others. A person's mode of expression, tone of voice and manner of address will unintentionally convey his true feeling for one student or another. His approach to an individual student, benign or aggressive, patient or impatient, radiating satisfaction or dissatisfaction, will invite an identical reaction by his pupil. Upon his realization of this fact, a revolution in those of his habitual approaches to students which have probably prejudiced his reputation, will open new pathways to reasonable, mutual relations between him and them.

The other element is the lecturer's consciousness of, and sensitivity to the emotional, physiological, mental and behavioural tendencies of his fellow men enabling him to turn his attributes into instruments of effective communication.

It should be emphasized here that the lecturer should detect crises and disquiet among his students. As soon as he has diagnosed emotional stress in a student, as demonstrated by such indications as signs of impatience,

agitation, inattention, fiddling with things unconnected with the lesson, he should devote a personal address to the student with some such remark as, "I seem to detect dissatisfaction", "I shall be pleased if you are ready to share your feelings on the matter with me".

To heighten his personal awareness, both internally and in his contact with others, the lecturer can exploit the availability of the following accessible and applicable means:

- 1. Use of verbal expressions of feeling.** It is important to employ such language as "it seems to me...", "I feel that...", "it appears to me that...", "from your words it would appear that...", "I see that...". Since people operate their senses of vision and hearing together with their feelings in general when they digest the data given out to them, the lecturer's use of words connoting feeling gives him a common denominator with his students and prepares the arena in which communication will be unhampered. Although everyone has his own favourite sense which is more dominant than the others, employment of a variety of the senses specifies, sharpens and is more akin to the process of message transmission. Sensory declarations through sight, hearing, smell, taste and touch are at the source of all our worldly knowledge. By using the refinement of personal messages provided by their passage through the sensory channels we can enable our neighbours to experience our own feelings and reach a better understanding of our meanings.

Another advantage of the use of verbal expressions relating to feeling derives from the fact that it makes the lecturer seem to have abandoned his pretensions to the role of Mr. Know-all because as such he may excite antagonism and argument with any one of his students

who may be convinced that he is himself the one and only Mr. Know-all. Instead, he appears to be collating and adding his interpretation of the available data as prompted by his own personal feeling and offering it to his students as the product of his own meditation. In this way he minimizes the possibility of friction with members of his class. Emotional intelligence, by providing room for other people's interpretations of the didactic material, opens the door to the elimination of misunderstandings.

- 2. Alliance of feeling with knowledge.** When the lecturer imparts his knowledge, he should ally it to declarations of his feelings. In this way he discloses his satisfaction or dissatisfaction with the doctrines and theories he is retailing. In so doing he clearly signals his inner reactions to the lesson he gives and his readiness to hear his students' comments. Emotional exposures contribute to the clarity of the picture.

When students adopt a behavioural pattern which is not exactly what the lecturer expects, he can interpolate his feeling into the expression of his opinion of their behaviour, with such words as, "it grieves me to witness such a reaction to the situation because...". Queen Victoria of England's reaction would be "we are not amused!". Upon occasions, to advertise his satisfaction, he might say "it makes me happy to see that you have been given a clear picture of...". In another situation it might be, "I doubt if we can manage to take it all in but I'll be glad if we can master the first half".

- 3. Recognition of the link between thought, feeling and reaction.** The combined operations of mind, emotion and instinctive reaction never cease during a person's lifetime. Sometimes it is the mind that directs the emotion toward a specific type of reaction or behaviour

pattern. At other times certain feelings prey on the mind translating themselves into types of behaviour and reactions. The lecturer must sense and become conscious of these processes and know how to pilot his students out of troubled waters.

A lecturer who does not like or does not think much of one of his students may possibly betray his disapproval or aversion in his attitude to the selfsame student in the classroom by revealing disinterest when the student speaks or by the way he looks at the student. When his demonstrations of dislike become a habit, the student will react accordingly. Upon his realization of this process the lecturer can correct his behaviour and rid himself of the habit. The lecturer can think things over and say to himself, "I thoroughly realize that the student gets on my nerves, but upon deeper consideration I can think of no objective reason for my dislike. I must therefore take deeper interest in his words." Consciousness of his own prejudices will lead to a change in his attitude to the student and a new pattern of relationship will be draughted between them.

Remember!

It is essential to recognize the operations of mind, emotion and behaviour, so that the potency of one or all of them may be modified according to specification. Awareness of one's own self puts a person in control of his behaviour.

EMOTIONAL INTELLIGENCE AND THE TRANSMISSION OF USEFUL CRITICISM

Criticism is intended to assist a person to achieve those very objectives which he strives to attain. It is difficult to make criticism stick because the person at whom it is aimed feels hurt. Quite often this results in the latter's withdrawal into himself, his assumption of a defensive attitude and a decision to stand his ground. It is destructive criticism which ensures such reactions as demoralization, loss of motivation and harm to a person's self-respect. Positive criticism encourages the desire to achieve, study, cooperate and obtain results. Planning the right strategy of correction should be uppermost in the mind of the lecturer. It should be helpful, inciting initiative and not prejudicial to the student's ego. The tactical moves which the lecturer may make are as follows:

1. **Time and place.** The right time and place should be carefully selected. The showdown should not take place in the presence of an audience. The task must be performed privately, in the form of a tête à tête, in congenial surroundings and where lecturer and student can make themselves comfortable. If, for example, where they sit there is no barrier, such as a desk, between them, conditions becomes favourable for friendly communication.
2. **Emphasis on the positive features.** The lecturer should start with a word of praise for the positive features of his pupil's viewpoint. By no means should he speak scathingly of the student as a student, of his potential, of his mental equipment or of his scholastic attainments. While he is thrusting his criticism home, it will serve his purpose to lay occasional emphasis on such sugar to the pill as, "I realize the importance of your voicing your views", or "your participation and readiness to air your views are

highly commendable but...". One might also say, "much as I appreciate the thoughts you have devoted to the subject and the words in which you have chosen to express them, I would have expected you to choose more apposite language."

3. **Choice of method.** In a review of his choice of methods for dealing with the problem the lecturer must ascertain the weak points in his student's character and take them into consideration in order to avoid ruffling him up. His attack must be launched against the student's mistake which calls for correction rather than against the person who made the mistake.
4. **Homework.** Criticism requires careful preparation beforehand. One must examine every word of it with a magnifying glass and be certain that the changes which the criticism evokes will be the right ones. The main question which the critic must ask himself is, "What shall we both gain by it? How will my role of critic affect me? How will the victim of my criticism be advantaged? By hook or by crook I must contrive a happy end to the affair with the heightened estimation of, and improved communication between both parties."
5. **Let sleeping dogs lie.** The lecturer should refrain from listing or keeping a log of students' past indiscretions, whether they be interruptions, misbehaviour or impolite actions. This does not conduce to improved relations. It is preferable for the lecturer to shut out the past and pin his hopes on future prospects. Let us suppose that a certain student is in the habit of interrupting when I am in the middle of a definition of my ideas. I must not say, "you always cut me off in the middle, as you did yesterday and last week". You might just as well be saying, "I accuse!", thereby inviting undesirable reaction with the offender setting up his line of defence. More

correctly, I might say, "Look! I am always ready to give you a hearing, but I would prefer completing my words before supplying you with my opinion of your view on my message in its entirety."

6. **Observation of one's reaction.** The lecturer must be closely observant of all the student's reactions, inclusive of the latter's facial expressions and his total body language. If, during the lecturer's talk with the student he feels that his critical language is causing discomfort or tension, he should change tack and adopt more soothing language. Sometimes it might even be advisable to say something like, "if this is an inopportune moment for our talk, we can meet again."
7. **Suggesting alternatives.** If the lecturer provides himself with alternatives to the opinion which has roused his criticism and offers them to the student, he will be saving the student's face by revealing that he is prepared to honour the student's ability to make decisions and formulate points of view when he chooses what he considers the best alternative to his original idea which was considered unacceptable.
8. **Expression of personal feelings.** When the lecturer chooses the words in which he cloaks his criticism, he should include expressions of his personal feelings. He might say, "I am sure you can do better!" or "I feel that we shall find a change of approach more profitable!" or "I shall be glad to learn how you feel about it."
9. **The right of response.** It is vital to ensure that the person who is criticised is given the right to express himself and to be affected by the emotional messages which are transferred together with the spoken facts. In conclusion, the critic should paraphrase the words of the student with the addition of terms expressing feeling, such as,

“you give me to understand that our discussion has made you most unhappy!”

- 10. Cui bono? Repetition and emphasis.** It is most important to conclude with a repetition of the benefit to be derived from the changed situation and to end on a pleasant note. The person who has had to listen to the lecturer’s censure should be thanked for his cooperation and the hope should be voiced that his changes of opinion and behaviour will make him a wiser and better man.

Remember!

The objective of criticism is to create positive and productive change. It should benefit the critic as well as the person who is criticised. This can be achieved only if the student is given motivation to create the change. The change can be effected only by the activation of cooperation and constructive communication.

SUMMARY

Emotional intelligence in the teaching sphere is highly instrumental in mutual relations between lecturer and students. Understanding and application of emotional intelligence, in the forms of self-consciousness, control of feelings, relationship systems and enlightened communication, pave the way to concord and harmony between mind, emotion and behaviour. This coordination equips the lecturer with the wherewithal to teach and react consciously and emotionally and ensures his effective and educative entente with his students. Their mutual understanding creates the best possible conditions for the teaching process and for scholastic success.

Chapter 5

ADVANCED PROFESSIONAL COMMUNICATION, PERSUASION AND CHANGING OF MINDS

In many situations during daily communication between people differences of opinion become acute when each party tries to win the other over to his point of view. From the beginning a distinction must be drawn between a conflict of viewpoints or opinions. The difference between the two should be clearly recognized. When is it easier to convince? Is it easier to alter somebody's viewpoint or his opinion? More specifically, what means should be used to persuade a person to change his mind or to refresh his opinions?

Upon daily confrontation with his class, the lecturer has to deal with both individual and collective expressions of standpoints and opinions. Every single student is loaded with norms, values, beliefs, standpoints and opinions which are second nature to him. They derive from his upbringing, culture, experiences and worldliness. On the other hand the lecturer is a conveyor not only of didactic information but also of his own credos, values, opinions and viewpoints. In the process of his instruction it is his duty to convince and alter his students' whole approach to life.

This chapter will analyze the components of viewpoints, opinions persuasions and ways and means to compose a process by which the lecturer can convince and inject opinions and viewpoints into the very blood of his students. His modus operandi should also serve as an example to his students for their future when in their medical environment they will themselves be faced with the need to convince and alter viewpoints of colleagues, patients and patients' relatives. The underlying aim is to persuade people to be

willing to cooperate with the lecturer in adopting his own point of view or opinions in order to promote action and achievement in unison.

VIEWPOINT, OPINION AND WHAT LIES BETWEEN THEM

Viewpoint

A person's viewpoint derives from a general review of, and relative decision making with respect to other people, to himself, to situations and to subjects. A viewpoint is a simplistic term by whose means one can account for and even anticipate a person's behavior. A viewpoint is like other terms of cognition such as thought, memory, driving force. The central motif which characterizes a viewpoint is a person's emotional involvement in it. Let us consider such remarks as:

- "It is a universal calamity to encourage slimming."
- "The severest of punishments should be imposed on parents upon evidence which proves that they illtreat or use violence on their children."
- "Women must fight for totally equal rights."

Such statements, evidencing beliefs and values firmly planted in the hearts of at least one of the sexes, are proof positive of emotional activity.

Viewpoints have the following main characteristics:

1. They are endowed with comparative stability. They are closely linked to actions, speeches and individualistic approaches and make their authors identifiable in communication with others. If, for example, a person says, "I hate racism!" his viewpoint will become actual in the verbal expressions he uses every day; he may even join groups of people who agitate against racism; he may write and make direct physical approaches to people, completely disregarding differences of religion, race or gender.

2. They demonstrate a blanket approach to situations, human beings and inanimate objects, as when one might say, "Men are inferior to women!"
3. They give expression to positive or negative sentiments. With regard to abortions, one might aver, "Everyone is master of his own body!" revealing that he favors abortions. If, however, he asserts, "The decision to abort can be made only by professionals, experts and relatives!" he seems to be expressing his negative viewpoint on the subject of abortions.
4. They are of different strengths. Viewpoints may be presumptuous, assertive or moderate.
5. They vary in the rating which their own authors award them. If for instance, a person believes good is the highest of virtues, and commits himself physically to social service by providing the needy with food and volunteering for public service, his reputation and his belief that action speaks louder than words are of the highest importance to him and he attaches a high rating to his viewpoint. On the other hand, if a person with the selfsame viewpoint leaves it to others to practise what he preaches, it is hard to believe that his rating of his viewpoint is high.

THE ANATOMY OF A VIEWPOINT

A viewpoint is composed of the following three main elements:

- Cognition – A composition of all of a person’s thoughts on the subject of his belief, such as, “Dogs are friendly creatures!”
- Effect – The emotional reaction to the subject of his belief, such as, “I love dogs!”
- Behavior – The operation resulting from cognition and affect, such as, “My dog is house-trained by me!”

Expression of a negative viewpoint might result in the following:

- Cognitively – “Meat consumption ruins health. It must be avoided!”
- With effect – “I’ve given up meat!”
- Behavioral – “I am a vegetarian!”

In the examples given above there is a logical connection between the two components of the viewpoint and the behavioral consequence. Sometimes the third element does not accord with the others, as per:

- Cognitively – “I think footballers are violent!”
- With effect – “I can’t bear violence!”
- Behavioral – “I love watching good football!”

Where the behavioral result does not accord with the cognitive and emotional elements, changing a person’s viewpoint is an easier task.

Situations often arise when society’s habits inflict behavioral patterns on a person in spite of his viewpoints. For example, on leaving a party a man who never tells a lie thanks his

hostess for her wonderful hospitality although in actual fact he has been bored to tears. On this occasion the lie conflicts with the viewpoint of a man who always tells the truth. In order to be socially correct the individual may occasionally be forced by group pressure to sacrifice his principles. The lecturer who would modify the individual's viewpoint must be vigilant and able to locate group pressure tendencies which he must take into account in his dealings with the individual whose genuine viewpoint he must diagnose.

Patterns of behavior are influenced by habits as well as by viewpoints. It happens that behavior is not the product of a viewpoint because habit is second nature. A man who is convinced that smoking is injurious to health and has decided to rid himself of the habit adopts an anti-smoking viewpoint. He actually "to himself is true" until he tastes his coffee, when he lights a cigarette, because he has always smoked when drinking coffee. Habit has programmed him for the performance of both actions at the same time. The lecturer who seeks to alter the behavior of the student must first ascertain if the latter's conduct on a specific occasion is the result of habit. As soon as he is convinced that the student is the victim of a habit which is at cross purposes to the student's cognitive and emotional outlook, he must look for ways and means to alter or rid him of his habit and to normalize his conduct.

THE CRYSTALLIZATION OF VIEWPOINTS

Viewpoints are born and bred in response to the process of socialization. A person absorbs viewpoints by learning or practical experience. There are four main processes which prompt their formation:

1. **Classic conditioning** - learning by association. Occasionally the birth of a viewpoint is instinctive. A student may raise his hand during a lecture when the lecturer has addressed a question to the class. For no obvious reason, the lecturer ignores the student. The latter concludes that the lecturer does not like him and belittles him. The outcome might even be his adoption of the viewpoint that all lecturers are unfeeling snobs.
2. **Operational conditioning** - the acquisition of behavioral patterns as a result of moral support. This may be positive, as for example high scholastic grades. These may lead a person to believe wholeheartedly that learning is good, high grades are good, the university and the whole set-up are good.
3. **Hero worship and imitation** - learning by observing, examining and copying other people's behavior. Students, and not only students, often search for a personage with whom they can identify themselves and on whose behavior they can model their own. Patterns of behavior, cleverness, repartee, coping with crises, stylistic reaction and language are all elements which students experience and absorb in the course of their studies. In their approach to others they make use of what they have learnt from others.

4. **The cognitive conditioning** - conclusions reached from personal experience or from observation of, or paying attention to others. Students will process data, will generate more or less new ideas by means of their thought processes, provided that the data with which they are confronted offers any sort of a challenge. In addition, the cognitive approach provides for an active process of drawing on experience to arrive at conclusions. By teaching them how to make use of their experiences it is possible to train students to adopt viewpoints which result from deep conviction.

OPINION

Unlike viewpoints, opinions are formed by attitudes caused by facts as they are known to someone about persons, of whom he might himself be one, about situations and about subjects. The components of an opinion are purely cognitive and divorced from the emotions. An opinion or a passing fancy may be modified with comparative ease as soon as a person detects a change of the facts of which he has previously been informed. Let us suppose that a man is of the opinion that a specific section of the population contains certain elements that distinguish it from another, different section, he will experience little difficulty in altering his opinion when he is faced with hard facts and statistics which prove that his previous opinion was based on different facts. However, if that selfsame opinion is affected by his viewpoint which, strongly influenced by his emotions and part of his very being, turns him against a specific section of the population, it will be almost impossible to alter his viewpoint and with it his opinion.

The lecturer should be able to differentiate between a comment by a student as the expression of a viewpoint, an opinion or a mixture of both. If the lecturer identifies the student's words as his viewpoint, he should react by rousing the student's emotions. To deal with an opinion he should quote facts and produce cognitive material which relates to the matter. He should use both factual and emotional approaches if he interprets the student's words as both viewpoint and opinion.

SUGGESTIONS FOR SYSTEMS OF PERSUASION FOR ADOPTION OF HEALTHIER VIEWPOINTS AND OPINIONS

The lecturer who confronts his students every day has to deal with approaches, viewpoints and opinions which often counter the educational aims on which he has set his eyes. Many of his students' viewpoints and opinions will contribute decisively to the personalities of the students who, after graduation, will in the near future stand by the bedsides of their patients assuming responsibility for their cure, rehabilitation and future life.

In conformity with his didactic and educational responsibility the lecturer should be conscious of his student's approach to a host of subjects. He should determine if the student's connection with and attitude towards various matters derive from his viewpoint or simply from an opinion. As has already been mentioned, in the process of persuasion it is much easier to change someone's opinion than to alter behavior which is based on a viewpoint. His awareness of such situations will equip the lecturer to use whatever means he considers necessary to convince the student that he should change his mind if an alteration in his views or opinions is requisite. A change of opinion, whose base is cognitive, essentially requires relevant data, whereas a change of viewpoint is a much more complicated business.

Procedure for persuasion and change of viewpoint and its link with behavior are discussed below:

1. In order to change a person's viewpoint and substitute it with another, it will be useful for the lecturer to contrive that the student undergo a personal experience which has some bearing on his viewpoint, for example by play-acting, simulation exercises and group activity which give the student a personal involvement in the subject or object of his viewpoint. When a doctor is faced with

such a poser as whether or not to inform a patient that his illness is terminal, the student should be exposed to as many of such cases as possible by personal experience or by means of visual and emotional aids, with the result that the message is transmitted by every possible sensual and emotional means. When the message is delivered through the agency of the senses and the emotions, it leads to a high degree of involvement, close relationship and empathy.

2. We are likely to be more open to conviction when a specific message appears not to be intended to make us believe something or change our minds. The lecturer should therefore approach his task by not trying directly to change the mind of the student but by presenting him with a comprehensive, reliable description of his own viewpoint, without claiming in so many words that it is preferable. The lecturer must realize that the more strongly he attacks the student's viewpoint or tries to argue with him on its demerits, the more liable he is to create a scene in which the student will close himself up in his shell or use every means of defense at his disposal for the preservation of his viewpoint, quite often, sub-consciously.
3. Persuasion can have greater success when the person who persuades analyzes the various possible points of view as well as his own. The lecturer should therefore be comprehensive in detailing lines of defense for all the viewpoints with respect to a subject, ensuring that the merits and demerits of each are made clear. Thereby the lecturer guarantees far greater openness in the minds of his students, convinces them that there are alternatives to their viewpoints and neutralizes their subconscious inclinations towards self defense.

4. During every operation of persuasion and change of viewpoint it is advisable to make the greatest possible use of the four components already defined, namely classical, operative, cognitive conditioning and imitation. Use of all four together lends itself to more expansive openness, healthier understanding and a wider dimensional ability to absorb data.
5. A person's clear-cut viewpoints concerning any specific subject are signaled by his conduct. Strong viewpoints are better indications of conduct than weak ones. His vigilance equips the lecturer with the ability to see indications and markers of a student's actual conduct as prompted by his viewpoints. When there is a situation in which the lecturer detects a particularly strong point of view which he thinks it is important to change, he can manufacture a contingency which will contrive that the student will choose a behavioral pattern which is correct and in distinct contrast to his viewpoint. The result will be that the student will convince himself that his behavior estranges him from his viewpoint and he will therefore adopt a different one. When there is disharmony between the cognitive, emotional and behavioral elements of persuasion the lecturer should strengthen his use of emotional or cognitive conditioning in order that his efforts at persuasion may bear fruit.
6. Every act of persuasion must be warranted by the lecturer's implicit belief in the message he transmits. The flawlessness of the message will be made obvious by perfect harmony between the non-verbal communication and the words in which it is couched, between the substance, which is the informative content, and the manner, which is the way in which the words are spoken and the emotional impact it makes. If

there is no coordination between the substance and the manner, the message, which will be seen and heard as unimpressive, will not be properly delivered.

SUMMARY

When operating in the classroom, the lecturer is not only a dispenser of knowledge; he also educates. When he faces his class he is the master of ceremonies, who introduces his didactic material as a message to his students and invites them to become closely intimate with it. His educational know-how, which enables him to identify not only the manner in which viewpoints are nurtured and opinions are formed, but also how to change them by persuasive means, should lead him to design lectures which will be veritable experiences, will stimulate, will offer motives for research and will pave the way to the adoption of such viewpoints as will control the behavior of his medical students at a later date, when they do their practicals in the hospitals.

Chapter 6

DECISION MAKING DURING THE PRACTICAL WORK OF TOMORROW'S DOCTORS

INTRODUCTION

In the course of his life everyone encounters many moments when he has to make decisions. They may be of such insignificance as what to buy or whether to go to the cinema; they may be more complicated, like whether to accept the offer of a new job, or whether to economize. They may be far more complicated and involved, like decisions requiring priorities in the saving of lives or the order in which to treat patients. Such other vital decisions include the timing and manner of information supplied by the doctor to his patient especially if the truth is bitter. The ability to make decisions should be a quality possessed by everyone. The ability to make the correct decision should be one of the most predominant assets of all those whose decisions change the lives of other people.

A decision can be defined as a special line of action chosen from a number of alternatives after due consideration and testing of factors and influences connected with the subject, which may be problematical and requires a solution. The most vibrant and central component of decision making is the plurality of alternative choices, like those of Robert Frost in his poem. Should the student take this road or that one? As soon as he has stepped into one road he cannot choose "the road not taken". As soon as the doctor has initiated one course of treatment he is reluctant to exchange it for another. Undoubtedly, decision making is no easy task and requires a great deal of internal, mental strife.

Every act of decision making requires the activation of the

feelings, cognition and behavior, in conjunction with a number of changing factors which must be taken into account, such as:

- Obligations which must be met.
- The alternative courses of action to be considered.
- The merits and demerits of each alternative.
- The outcomes of the choice and their influences both on the person who chooses and those who are affected by his choice.
- The short-term and long-term aftermaths of the decision.
- The conscious and sub-conscious forces at work in the process of decision making.

In the medical world the doctor's decision exerts a strong influence on the health and physical and spiritual well-being of the sick, as well as on those of their families and their immediate environments. In actual fact, practically and emotionally the doctor's decision, upon implementation carries with it a tremendous impact on the whole parcel of relationships between the doctor, the patient and his family, the hospital and the health system in its entirety. In view of all these factors vigilant consciousness and the wherewithal to make decisions can be particularly useful to the doctor of tomorrow when he stands at the bedside of the patient whose future depends on the decisions of the person who is responsible for his medical treatment. Furthermore, it is essential that the doctor stand by his decision when he makes it, during its implementation and when it is history. His firmness of purpose inspires professional self confidence and does away with those apprehensions and fears of diminished expertise which might so easily worry the doctor during his practice of medicine.

THE STRATEGIES AND TACTICS OF DECISION MAKING

Three basic elements determine the nature of the decision which the doctor must reach:

1. His decision is strongly influenced by his personality, his outlook on life, his code of values and beliefs, and the environmental norms which he observes.
2. He is given a certain amount of time in which to decide. It may be long or short. His decision may be required so urgently that he may hardly have enough time to make it.
3. His choice must be determined by the amount of relevant information which is available for his consideration.

Every decision is prompted by a number of factors which operate almost automatically while the doctor makes his mind up.

They comprise logical judgment, intuition and personal as well as professional experience. The business of decision making requires an assembly line of graduated activities beginning with an array of alternatives which the doctor sets one beside the other. Next he has to examine the merits and demerits of each of them. He then compares each with the others. Finally he picks out the one which he prefers. This process, which is essentially mathematical, is defined as algorithmic, when the doctor's choice is rational, since the data have been collected and analyzed, the advantages have been compared with the disadvantages and the most worthwhile modus operandi is chosen. But there is also the heuristic method named from the Greek word for "to find". When Archimedes made his discovery he exclaimed "Eureka!" (I have found it). The doctor has a brainwave and the correct decision is spontaneous, not requiring a

processing of data or an appreciation of the situation. Occasionally the doctor must compromise between the two processes. He examines his data and cannot choose from among the alternatives, but suddenly sees the light, making a decision which satisfies him qualitatively, personally and normatively.

During his daily practice, time and again the doctor may find himself on the horns of a dilemma. Although he may occasionally have time to deliberate and weigh alternative procedures in the balance, on other occasions the situation may demand a quick, immediate, intuitive decision when the health or life of a patient is in the balance. Awareness, know-how and the appliance of a procedural model for decision making are the assets which a doctor should marshal for use during his daily bedside examination of patients in the hospital wards.

The following stages in the process of decision making should clarify, paint a clear picture and be of some assistance in a matter which closely concerns the patients, doctors and the whole health system:

A. Definition of Problem - Defining the problem is a most important stage in the process of decision making since it is a main determinant of the quality of the decision. The difficulties which arise are as follows:

1. The definition of the problem results from knowledge and analysis of the symptoms rather than of the patient's actual condition.
2. The decision may have to be made from among several alternatives not a single one of which is commendable.
3. The diagnosis may be the result of the doctor's inhibitions and narrow-mindedness.

4. Dependence on readily accessible data which are easy to remember and to produce from memory instead of searching for, analyzing and possibly using data with which the doctor was previously unfamiliar.
5. Disregard of the Base Rate. In spite of the availability of a reliable data base, it is not consulted because of a happening or event which occurs at the time of the decision making and is used by the doctor as a substitute factor.

The following recommendations are made in regard to defining and dealing with the problem:

1. Avoidance of a hasty decision based on a solution of the problem depending solely on the symptoms. For example, where a patient has a temperature and/or has a rash, the doctor who is called upon to choose treatment can prescribe a medicine which suits the symptoms and alleviates the pain but does not necessarily cure the patient. He is obliged to locate the source of the illness and treat accordingly. The doctor has no alternative but to decide that his real problem is to resolve where the authentic source of the disease lies. His diagnosis of the true source should be based on the four "W"s formula consisting of "When, Where, What and Who". He must discover when there was a change for the worse, where it happened, of what the happening or change consisted and finally who the victim of the change was. These questions and their answers have to do with the very root of the complaint rather than with its symbols. A decision dependent on the answers to these questions should enable the doctor to come to grips with the patient's condition.

2. The problem of choice from alternatives. For example, where the alternatives are natural or Caesarean birth, all the questions concerned with the outcome of the decision must be answered. These include, "what is the condition of the fetus at a certain time?", "will a natural birth endanger it or injure its health?", "will a Caesarean birth ensure the best possible state of its health?", "what are the inherent dangers of a Caesarean or a natural birth to the mother in the given situation?" There are numerous other medical and professional questions whose answers will provide for the correct decision. Another example concerns the choice between total anesthesia and epidural injection during childbirth. The merits and demerits of the epidural injection must be carefully weighed together with the risks to the woman and her fetus in the current state of their health. The doctor must adopt the same procedure in respect of total anesthesia. It is therefore essential to collect all the data by consultation with other experts, to achieve a high degree of accuracy in determining the dangers and the chances of success and to become well versed in every stage of the treatment and its consequences. In effect, every decision maker must compose a truly complete appreciation of the situation, submitting every single one of its factors to review. Although, in times of medical emergency it may be far more difficult and complicated to comprehend a host of circumstances, the doctor has no alternative but to identify them all, if he truly feels that he is committed to the making of a decision which is a genuine solution to the problem.
3. Avoidance of formalistic reasoning during the process of situation appreciation. Very often we

remain true to form by interpreting data, by adopting formulae to which we are accustomed. Such constitutional reasoning blinds us to a view of the whole picture and occasionally leads us to mistaken identification. For example, if, during the winter months, when lots of people are down with influenza a patient turns up exhibiting the symptoms of influenza, the doctor's formalistic reasoning may induce him to diagnose influenza "because that's what they are all down with in the winter". The season is right and the symptoms are right. The definition of the ailment as well as its diagnosis is immediate, convenient and no problem. The patient has influenza! As a result of this "case closed" decision the doctor prescribes treatment and has done with it. But the thorough, cautious decision maker who is in the habit of diagnosing the problem every time and in all its details before propounding a solution, will not confine himself to convenient and apparently suitable reasoning, but will break away from accepted tradition and timeworn formulas to widen the horizons of his reasoning which assumes an original character. He will ask himself every possible question concerned with the patient's condition, his own genuine diagnosis and the treatment he will prescribe.

4. Avoidance of ready-made solutions. A ready-made prescription available at all times, often causes an immediate decision and it may be convenient but not necessarily suitable. As an example, an item appears in the press warning us against the consumption of fish since they contain an element that causes bellyache and vomiting, but I ate fish at a family gathering yesterday and today I have the bellyache and I vomit! It is perfectly natural and

convenient to conclude that yesterday's fish course is the culprit. This is a popular conclusion because the information is close at hand, requires no preparation and accords with the Ministry of Health's warning. It might well be that the fish is the cause of my indisposition, but it is also possible that the symptoms are the same but their cause is different. The doctor, instead of succumbing to temptation, should examine every case on its own merits. His alertness should deliver him from temptation which might cause many mistaken diagnoses.

5. The doctor must ensure that he does not ignore the Base Rate (see above Section 5 of A "Definition of Problem", this chapter). For example, the Base Rate indicates that 80% of persons between the ages of 20 and 50 when inoculated are immune to influenza. Yesterday I met a friend within this age group who caught the disease in spite of her inoculation. When I spoke to her she said, "No inoculation against influenza is effective." After my talk with her I am going to cancel my inoculation. Consequently, I have negated the Base Rate and turn my back to the statistical findings which indicate that the vast majority of those who are inoculated do not catch influenza. My refusal to be influenced by statistics stems from my concentration on what is near to me and therefore more impressive. We must not distance ourselves from the Data Base even if we believe that what is nearer to us is dearer to us.

- B. Acquisition of Data** – When the doctor needs to obtain information which is detailed, up-to-date, complete and unadulterated by the apprehension or misgivings of the informant, he must create conditions which inspire trust,

demonstrate goodwill and encourage communication. He will elicit the information he requires if his attitude is empathetic, cooperative and dispels embarrassment. It is knowledge which will serve its purpose in the process of his decision making at all times. It is important even when it is information which comes from his colleagues.

- C. Independent or Collective Decision Making** – Much deliberation must be devoted to the manner of decision making. In other words the maker of decisions must determine if he does so on his own or if he should consult with others in his decision making and if so, whom and to what extent. Of each of these contingencies much can be said on both sides, and especially with reference to the time which the doctor has at his disposal. An independent decision made without various forms of assistance from others tends to be quick and possibly free from complications, although it might suffer from a restricted and incomplete survey of the situation. A joint decision may result from greater light which has been focused on the problem and more points which have been raised, but may be far more complicated and take much longer, owing to a conflict of interests. Such a conflict may sabotage the whole business of decision making.

The following questions should be answered before it is determined whether the doctor should associate others in his decision;

1. Is there enough time available to the doctor to enable him to consult with others and turn his into a joint decision?
2. With regards to the estimated cost of consultation with others when compared with the estimated

result, will partnership with them lead to obstruction and the propagation of conflicts the cost of which will outweigh the benefit from any possible decision?

- D. Determination of Objectives** – The process of decision making must be carried out with the doctor's understanding of the aim and of the benefits accruing from it. The overall aim must be specified as well as each of the operative steps which must be taken during its implementation. For example, a person wishes to learn biology; his overall aim is to study biology. His intermediate aims will be: 1. an inspection of options at institutions for higher studies, 2. reference to conditions of entry into each institution, 3. the odds in favor of a person with his qualifications being accepted, 4. the institution's reputation, 5. his own financial facilities, 6. the institution's geographic distance from his home. It is strongly recommended that he draw up a detailed timetable listing the activities he undertakes in order to achieve all his objectives. Otherwise, there is a distinct danger that his plan will be nothing more than a pipe dream, when his longed for expertise in biology becomes unattainable. For somebody else the overall aim may be to reduce his weight by the removal of ten kilograms. His intermediate aims may be 1. choice of suitable food, 2. a course of physical exercise, 3. reduction of half a kilogram weekly, 4. joining a group of supporters, 5. preparations for keeping his weight down at a later date, 6. advice from a professional. A haphazard declaration of a person's wish to become slimmer without arrangement for attainment of the intermediate objectives will usually be followed by nothing!

- E. **Preparation of Alternatives after a Decision has been Reached** – After a decision has been reached, its maker should ready alternative plans for treatment to replace the original choice in case it cannot be implemented. In making his choice he must exercise unrestricted, creative reasoning and avoid those accepted standards, fixed ideas and traditional emotions which are popular because they are conveniently available and people are hesitant about directional changes. In engineering alternatives it is desirable sometimes for the doctor to launch a brainstorm. This can be done through the medium of other people or by oneself. A person can retreat to his own, private desert island and rack his brains in order to hit upon new and unconventional ways to achieve his objective. Even when an idea appears unpractical, instead of being summarily dismissed, it should be reviewed from a number of angles.

EMOTIONAL AND COGNITIVE FEATURES OF DECISION MAKING PROCESS

Cognitive and emotional forces come into play during the whole process of decision making. Quite often their activities are subconscious. Occasionally the two elements are so inextricably bound together that it is not always easy to distinguish between them, although their separate influence should be determined, since in the making of decisions it is important to enlist the services of one at the expense of the other or to make them equally valuable. The cognitive element equips a person with facts and logical reasoning on which he must depend when he makes his mind up. The emotional element, often in hiding and imperceptible, consists of emotional outlooks derived from personal experiences, worldliness, education and attitudes. Subconscious dependence on the emotional component is liable to distort one's rational judgment and the whole picture. On the other hand situations occasionally arise when controlled, emotional considerations can make favorable contributions when decisions must be reached.

Herewith a list of emotional and cognitive factors in decision making:

1. Optimism and refusal to see danger – There are situations in which people close their eyes to the danger signals and set their sights on the possibly favorable outcomes, as a result of their innate optimism and the "it can't happen to me" syndrome. For example, a man in his fifties, experiencing an acute pain in his left hand, cannot at first decide if he should consult a doctor. His decision not to do so is based on his belief that his pain is simply a rheumatic twinge and completely innocuous. In a situation of this sort a person may look at the bright side, refusing to entertain the possibility of danger. His decision not to undergo a medical examination results

from his emotional urges towards naïve optimism. In his position it would be preferable for him to summon up his reasoning faculties which should avoid spoiling his optimism but inspire him to act sensibly and decide to be medically examined. His conscious decision to do so may neutralize the danger.

2. The strategy of decision making – A plan of campaign must be devised which facilitates the work of the decision maker in his analysis of different alternatives before the most attractive one is chosen. For this process due importance should be attached to intuition, pure analytical methods and a combination of both. The adjustment of a specific strategic plan to the business of decision making is dependent on the level of danger which attaches to the decision; to the time at the disposal of the doctor; and to the quality of the data which he is able to collect. Upon occasion intuitive decisions may be the best, but as always in the end the rating of one decision or another is fixed by results. It is vital that the doctor acquaint himself with the various possible sequels in advance, and before he makes up his mind, thereby improving his prospect of making the most reliable of all possible decisions.
3. Decisions in dubious circumstances – It may happen that the decision maker cannot obtain complete details of his patient and his complaint, resulting in an unreliable and dubious decision. A doctor, for example, who is required to perform an emergency operation, requests his patient's medical history which will enable him to decide on the type of operation after evaluation of the specific dangers to his patient. The doctor manages to elicit only some of the patient's medical history, although any delay of the operation will be at the risk of the patient's life. In such an emergency the doctor is forced

into an intuitive decision based on his personal experience and his professional instincts. Even when the doctor is faced with complete details which should enable him to pick and choose from a number of perfectly good alternatives of which not a single one can be termed the one and only way, he cannot reject his instincts' dictates, which are fortified by his professional experience and know-how.

4. Choice through elimination – Such strategy requires a preliminary determination of the ideal data, situation or action and all the alternatives which do not possess the characteristics or fall short of the ideal model, are rejected. After that, a second best plan is selected and once again all the alternatives, which do not satisfy its requirements, are rejected, and so it goes on until a plan which characterizes the model turns up. For example, there may be a situation in which some patients should be hospitalized or institutionalized although no beds are free in the hospitals and there are no vacancies in the other institutions. The decision makers will have to lay down criteria and a system of priorities and choose to hospitalize by a process of eliminating those whose need of treatment is not urgent. The first criterion in favor of hospitalization is the acute condition of a patient's health. The second criterion is the nature of the patient's illness. If he is in need of round-the-clock observation and incessant and complicated treatment, there can be no alternative but his immediate hospitalization. Another criterion might well depend on the health condition of the patient's relatives who may or may not be mentally or physically able to look after him even when he or they are equipped with technical facilities. The decision maker must continue the process until he hits upon the most suitable alternative. It can easily happen that

even after he has completed his process of elimination the doctor still cannot make a qualitative choice. At this stage he should allow his emotional urges to prevail. This approach to the decision making problem provides us with another example of the fact that analysis of the situation by rationalization alone may not lend itself to cast iron results.

SUMMARY

The process of decision making is an inherent, qualitative and permanent characteristic of the medical profession. Many, if not all of the doctor's decisions closely concern the life, health and mental, as well as physical condition of his patient while also exerting their influence on the latter's family and environment. Since the doctor encounters difficulties in reaching his decision, he may not only cause injury to others but may be himself worn out by emotional and professional fatigue, by stress, by tension.

The way he reaches his decision is closely tied, as has already been stated, to the doctor's personality, values, habits and professional approach to his work. Quite often all his attributes have to be modified by the time factor which may be preeminent during the doctor's speculations at the patient's bedside. The anatomy of decision making and the details of its stages as described above should serve as a practical guide when the doctor is faced with innumerable dilemmas during his daily rounds. The recommendations recorded here should lead to improved decisions beneficial to patient, doctor and the health service.

Chapter 7

CONCLUSION

Education in ethics at the medical schools welds humanity to science and exerts a tremendous influence on the moulding of the future doctor's approach to his patient as a personality and the owner of a body and a soul. Ethics must be a dominant factor in any kind of human activity. The decorous behavior of anyone and especially that of the doctor, by accompanying his professionalism will raise it to perfection.

Medical ethics lies at the very base of a person's physical, mental and emotional being and the teaching of ethics by means of effective communication between lecturer and student links the latter to emotional, mental and behavioral activities. This combination, by means of non-verbal communication, emotional intelligence, decision making, persuasion and change of viewpoint as described in previous pages, turns the study of the didactic material into so unforgettable an experience that the doctor of tomorrow will be competent to apply what he has learnt as a student to his daily, professional activities.

This book is intended for the teachers of ethics at medical schools. The lessons contained in every chapter equip the lecturer with material by means of which he can turn ethical behavior into the second nature of the student when he practises medicine. The book concentrates on the "how" method. It demonstrates the manner whereby the different subjects for study in ethics will be introduced to his students by the lecturer, and will influence and reform their behavior as they stand on the threshold of their medical careers. The book formulates behavioral patterns and points the lecturer's way to the greatest possible involvement by his students, personally and professionally.

The conscious employment of non-verbal language creates an effective communicative channel enabling the lecturer to link informative with emotional communication and facilitating the transfer of knowledge which is thoroughly absorbed and digested as a result of the combination of the emotional and mental behavior of the students. Intelligent employment and correct coordination of posture, facial expressions, kinesics, proxemics, touch, paralinguistics, environmental communication and dress and extraneous appearance with the verbal content fortify and raise the value of the didactic material, assuring the success of a combined operation.

The conversion of emotional intelligence into a teaching aid equips the student with an understanding of the link between mind and emotion and of their combined activity. This linkage guides the student's way, the doctor of tomorrow's way, towards conscious, intelligent behavior both where his personal deportment and his treatment of his patients are concerned. Self awareness, a capacity for controlling his emotions and readiness to listen and understand others open the doors to the establishment of forceful interpersonal relationships at the highest levels. Being adept at creating, selecting and controlling his feelings and reactions, he assumes the role of a genuine human being and a medical practitioner endowed with a high standard of personal and professional qualities and talents.

An inseparable part of medicine and medical ethics is the process of persuasion and the changing of minds. Day after day the lecturer is faced with the viewpoints and opinions of others and it is his job to inject his own viewpoints and beliefs into them in his capacity as the sculptor of their values. The lecturer's ability to draw a distinction between viewpoints and opinions, his consciousness and awareness

of the ways and means to induce students to see the light and alter their viewpoints and opinions, should turn the students' learning into an unforgettable experience, should inspire them with urges and motivation and shape their attitudes to their future profession. Of them it will be said that their flesh as well as their spirit is strong.

The pages which concern themselves with the business of making decisions present all the factors that must be taken into account from start to finish. Thorough recognition of all of them and the ability to reach decisions after analysis of the data are of vital importance in medicine. The doctor's decision on how his patients should be treated, his approach to the patients' families, the nature of his respect for the institution which employs him, his estimation of the health service in general, all weave an intricate tapestry of relationships where matters of fateful consequence are weighed in the balance. In spite of the fact that professional literature suggests a number of approaches to and techniques for decision making, every single one of them takes into account as basic the personality and outlook on life of the decision maker, the amount of time which is at his disposal, and the quality of relevant data which he can examine. These are the actual circumstances, in association with his subjectively emotional, cognitive and behavioral urges, which characterize the nature of his decision making when he chooses to analyze the preferable approach or approaches to, and the desirable technique or techniques for his decisions. A doctor is often faced with the need to make hasty decisions when time poses a problem and is loaded with fate. In such situations the doctor's awareness of the components, the stages, the cognitive and emotional powers at work which influence the process of his decision making, should be of great service to him, should stand him in good stead when he deals with the numerous dilemmas

which face him in his professional practice and should lead to the results he desires.

The practice of medicine imposes tremendous responsibility on doctors. It makes the physical and emotional health of mankind their concern and appoints them guardians of human welfare. In every trade or profession and wherever people live ethics makes the man and raises him above the level of other creatures. In the sphere of medicine it is ethics that signs and stamps a doctor's license to be a human and a human's license to be a doctor.