

DEVELOPING TOLERANCE PROGRAMS

by

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**Why Do Most Diversity
&
Tolerance Programs Fail?**

**“Diversity” and “Tolerance”
Are Seen As
Nice “Fuzzy” Programs.**

**WE DO THEM TO BE
“POLITICALLY
CORRECT.”**

The Program Is
“CULTURALLY BASED,”
So The Focus Is On
Such Issues As
Race and Religion,
Leaving Many People Feeling
“Left Out.”

We DEEPLY
Offend People
By Telling Them What
To
BELIEVE

No *Skills*

Are Given To People...

**So Employees Do Not Know
What They Are Supposed To Do
When They Encounter
Bigotry.**

DIVERSITY/TOLERANCE PROGRAM

SKILL-BASED

v.

CULTURAL-BASED

Forbes Magazine 2011

**#1 Reason
Strategic Goals Fail?**

**They Were Not Executed By
The Employees**

What Are Our Workplaces Like?

*2007 Gallup Poll:
77% Of All Americans*

HATE

Their Jobs

What Are Our Workplaces Like?

*2014 Gallup Poll:
Only About 30% Of All Americans Are
ENGAGED*

*2014 Gallup Poll:
17% Are Actively
DISENGAGED*



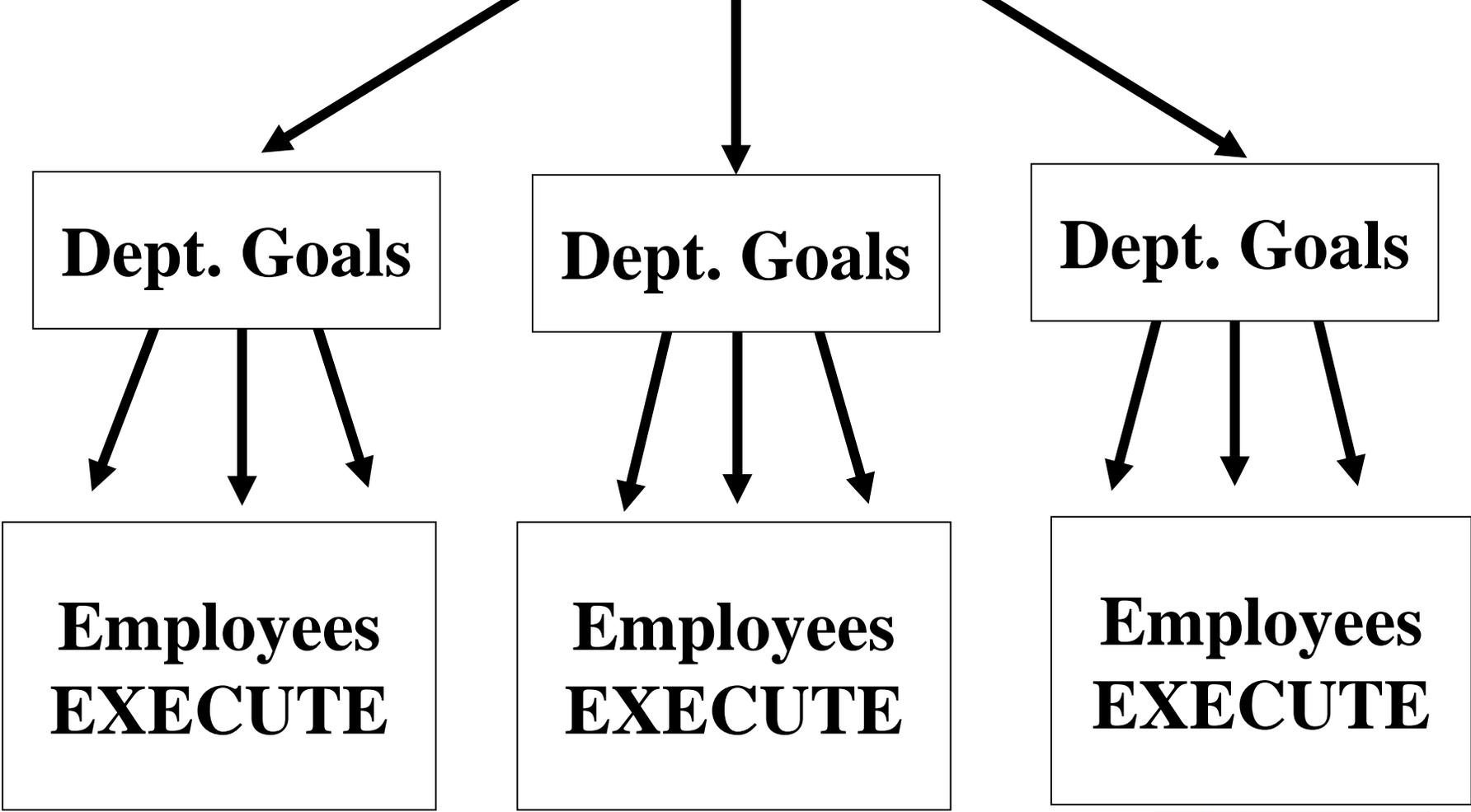
**Why Do So Many Americans
HATE Their Jobs?**

Why Do So Many Americans HATE Their Jobs?



#1 Reason:
BULLIES

ORGANIZATIONAL STRATEGIC GOALS





**What Happens If
EMPLOYEES
Do Not Execute?**



“I am DISENGAGED!”

7 Skills of Tolerance

- **Understand The Human Animal**
- **Identify & Stop Bullying**
- **Emotional Intelligence/Tolerance Is REQUIRED!**
- **Spot Bigotry**
- **Overcoming Subconscious Bigotry:
Don't Rush To Judgment & Empathic Listening**
- **Understanding Real Differences vs. Stereotypes**
- **Don't Be An ENABLER! SPEAK UP!**

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What Do You Think Of

When I Say ...

“TOLERANCE”

or

“DIVERSITY”?

What Is Diversity?

ANYTHING
THAT MAKES YOU
DIFFERENT

What Is
TOLERANCE?

NOT

Persecuting Those
Who Are Different!

Is It Good To Have ...

“Older Workers”

&

“Younger Workers”

Working Together?



Does It Make You
UNCOMFORTABLE
When Others Challenge Your Opinions?

Emotional Intelligence/Tolerance



**HR Communication
(EPR = Respect)**



Trust

**(Speed, Cost & Execution)
(Common Goals)
(Critical Decision Making)**

**Production/
Quality**

**Customer
Service**

Sales

Safety

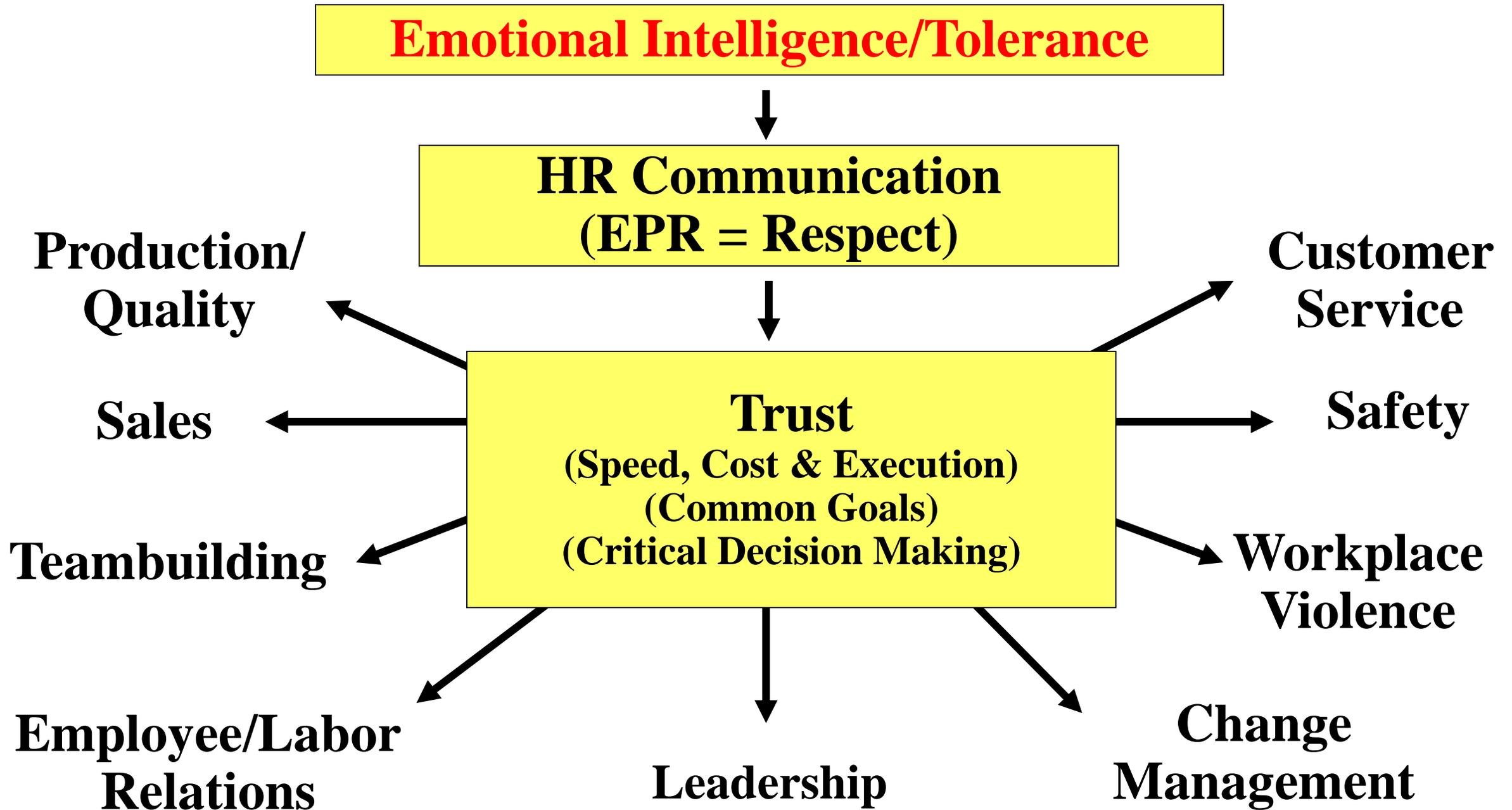
Teambuilding

**Workplace
Violence**

**Employee/Labor
Relations**

Leadership

**Change
Management**



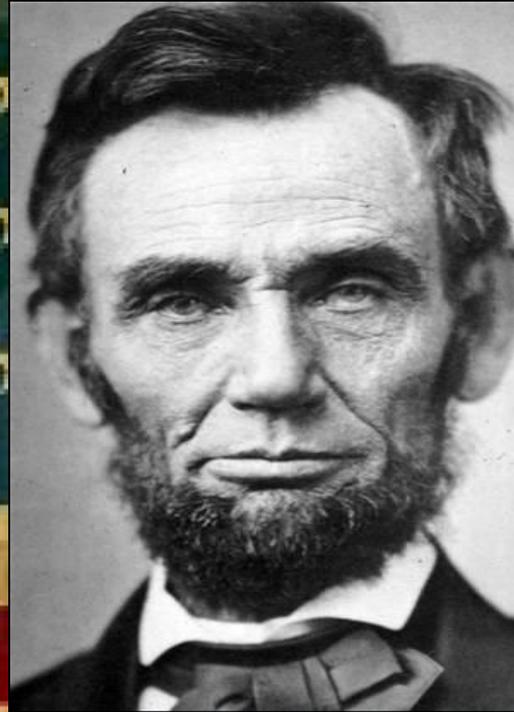
The background of the image is a stylized American flag with a textured, painterly appearance. The stars and stripes are visible, though the colors are somewhat muted and the overall effect is more artistic than realistic. A semi-transparent white rectangular box is overlaid on the center of the flag, containing the text.

EMOTIONAL INTELLIGENCE

IS

TOLERANCE

EMOTIONAL INTELLIGENCE:



***Can You Control Your
EGO & EMOTIONS?***

Typical Pitfalls of Low Emotional Intelligence

Cannot Control Their Emotions and Ego

They base their decisions and reactions on emotion and not logic.

**They “Rush To Judgment”
without investigating the facts.**

**Their “reactionary approach” destroys trust.
They cannot communicate in conflict situations
due to their uncontrolled emotions.**

Typical Pitfalls of Low Emotional Intelligence

Dismiss Any Opinions That Disagree With Theirs

They cannot admit their own mistakes and will not accept feedback, so they cannot improve.

When things go wrong, they blame everyone else rather than trying to correct the situation.

**Others “clam up,”
so “Critical Decision Making” disappears.**

Typical Pitfalls of Low Emotional Intelligence

Little Or No Empathy For Others

Very self-centered.

**Adopts a
“my way or the highway” mentality.**

Unable to see the perspective of others.

Typical Pitfalls of Low Emotional Intelligence

Mind Blind

They do not realize the destructive impact they have on others ... or they don't care.

Typical Pitfalls of Low Emotional Intelligence

Reward Bootlickers

**They LOVE people who agree with them ...
So they surround themselves with bootlickers.**

**Groupthink is the norm ...
with disastrous results.**

Typical Pitfalls of Low Emotional Intelligence

Micromanage Others

They believe no one can do anything as well as them, so they build very little trust or capabilities in others.

Typical Pitfalls of Low Emotional Intelligence

And finally ...

They Either Suppress or Escalate Conflict.

They Do Not Resolve It.

They therefore enable “Bullying” behavior.

In the end, Emotional Children create a very combative environment that kills trust.

Typical Pitfalls of Low Emotional Intelligence

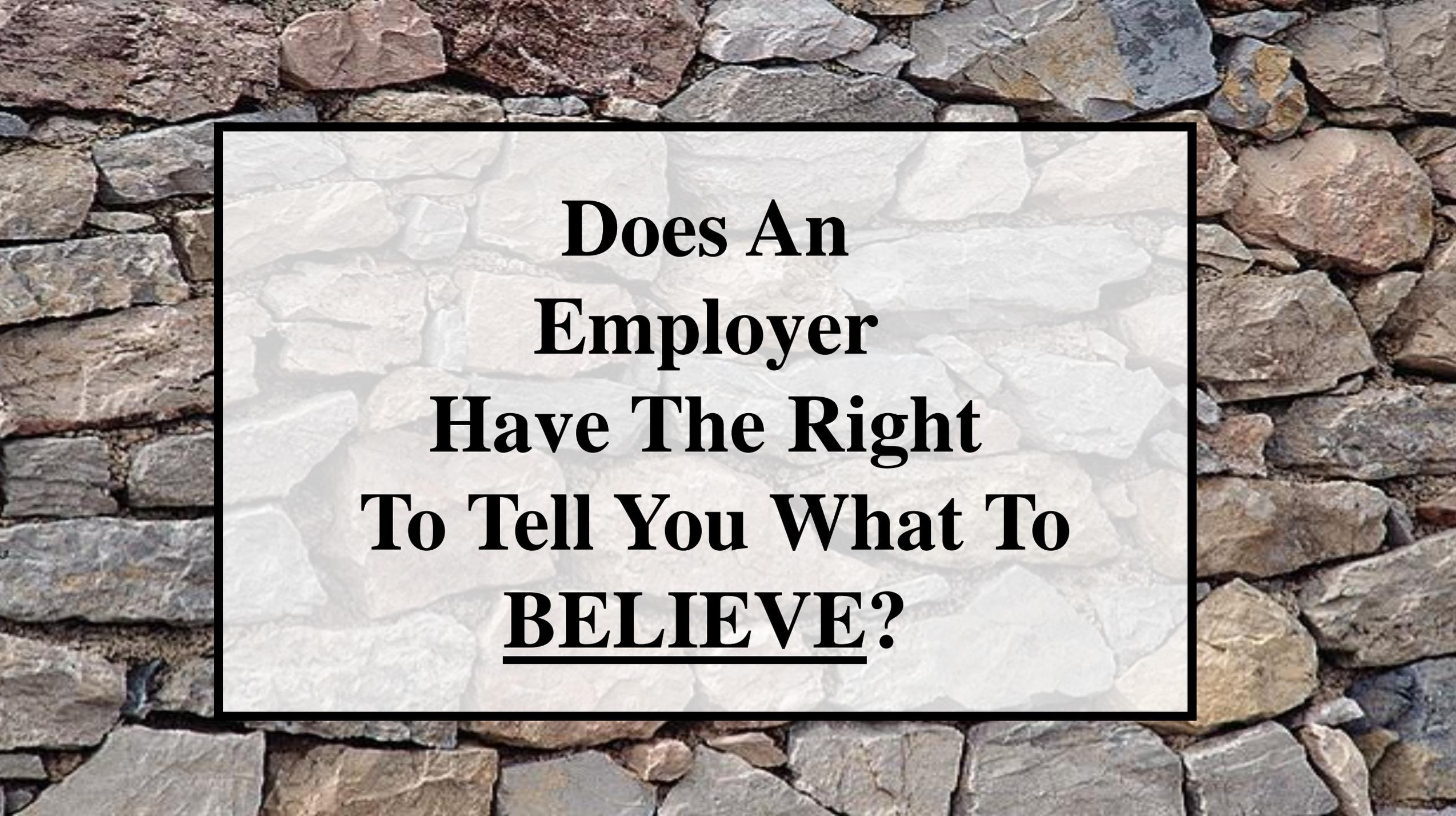
**BOTTOM LINE:
THEY ARE
INTOLERANT
OF ANYONE WHO
DISAGREES WITH THEM**



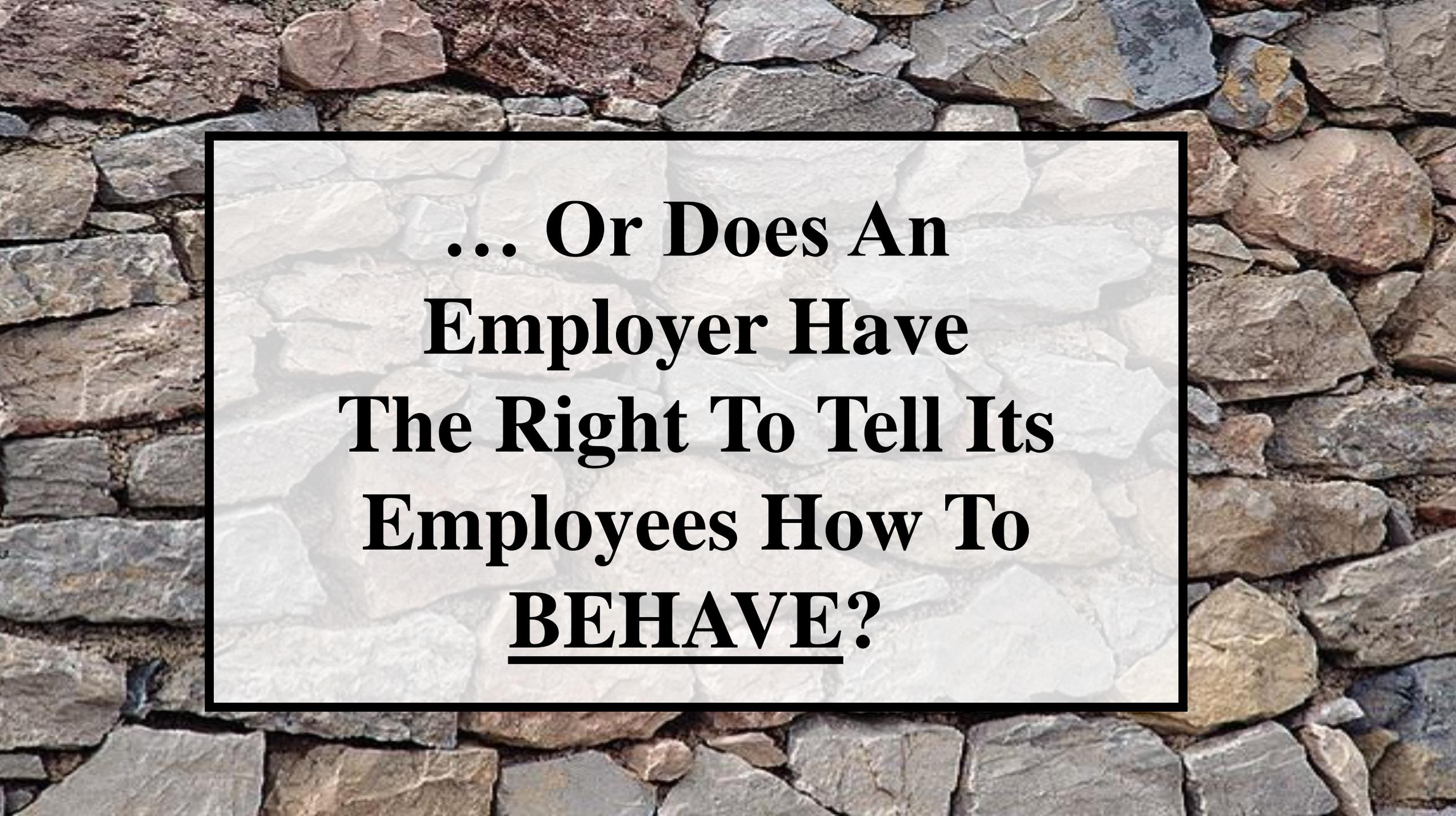
Who Does That Sound Like?

A close-up photograph of a stone wall made of irregular, grey and brown stones. In the center, there is a white rectangular box with a black border containing text.

TOLERANCE...
IS NOT
ACCEPTANCE

The image features a background of a rough stone wall with various shades of brown, grey, and tan. In the center, there is a white rectangular area with a black border. Inside this white area, the text is written in a bold, black, serif font. The text is arranged in five lines, with the word 'BELIEVE?' underlined.

**Does An
Employer
Have The Right
To Tell You What To
BELIEVE?**

The background of the image is a close-up photograph of a stone wall. The stones are of various sizes and colors, ranging from light tan to dark grey, and are arranged in a rough, irregular pattern. In the center of the image, there is a white rectangular box with a black border. Inside this box, the text is written in a bold, black, serif font. The text is centered and reads: "... Or Does An Employer Have The Right To Tell Its Employees How To BEHAVE?"

**... Or Does An
Employer Have
The Right To Tell Its
Employees How To
BEHAVE?**

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- Don't Be An **ENABLER!** **SPEAK UP!**



Do We All See Things Differently

Is

Perception

REALITY?

If I Believe The World Is Flat ...
Is It?



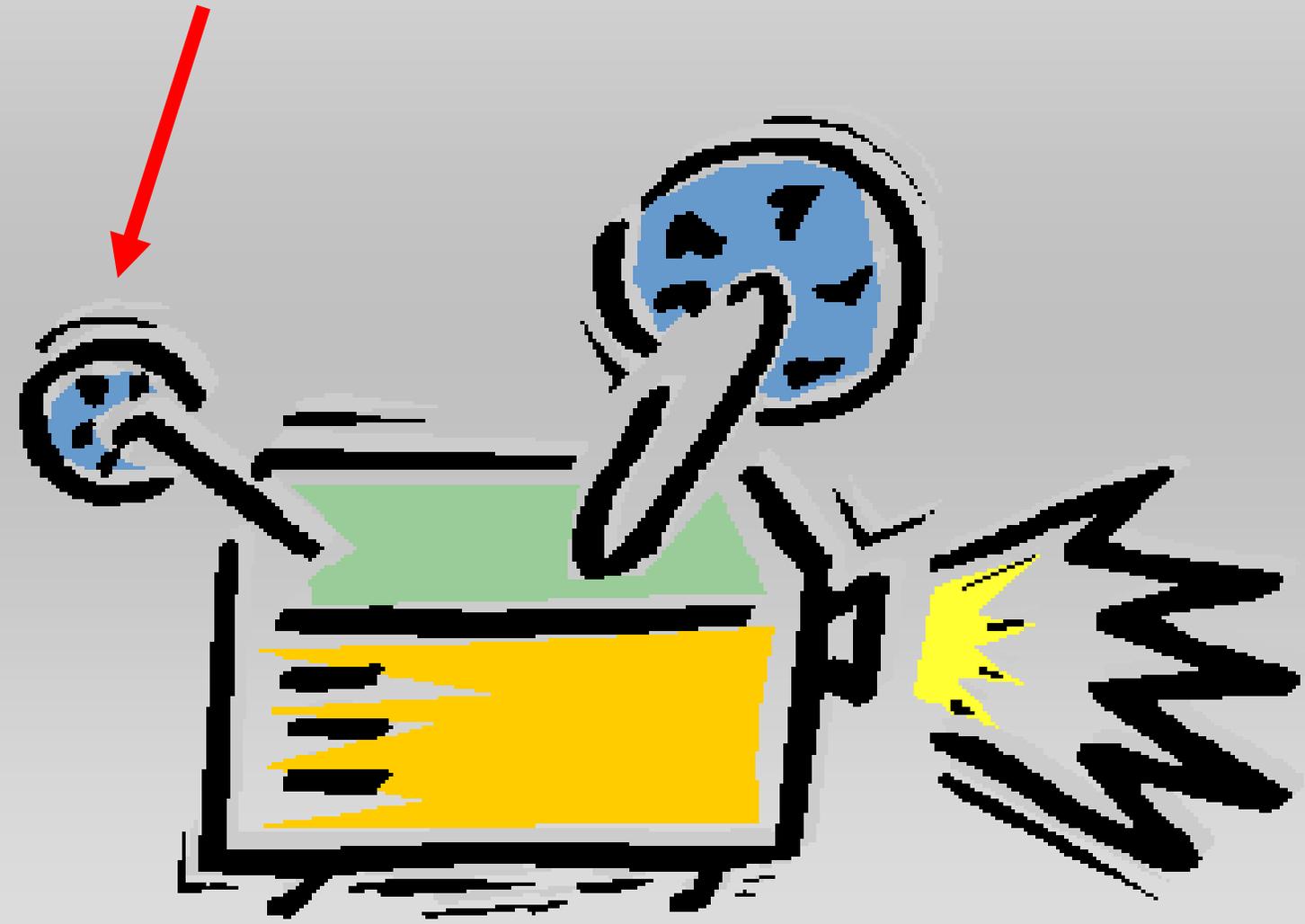
PERCEPTION

vs.

MISPERCEPTION

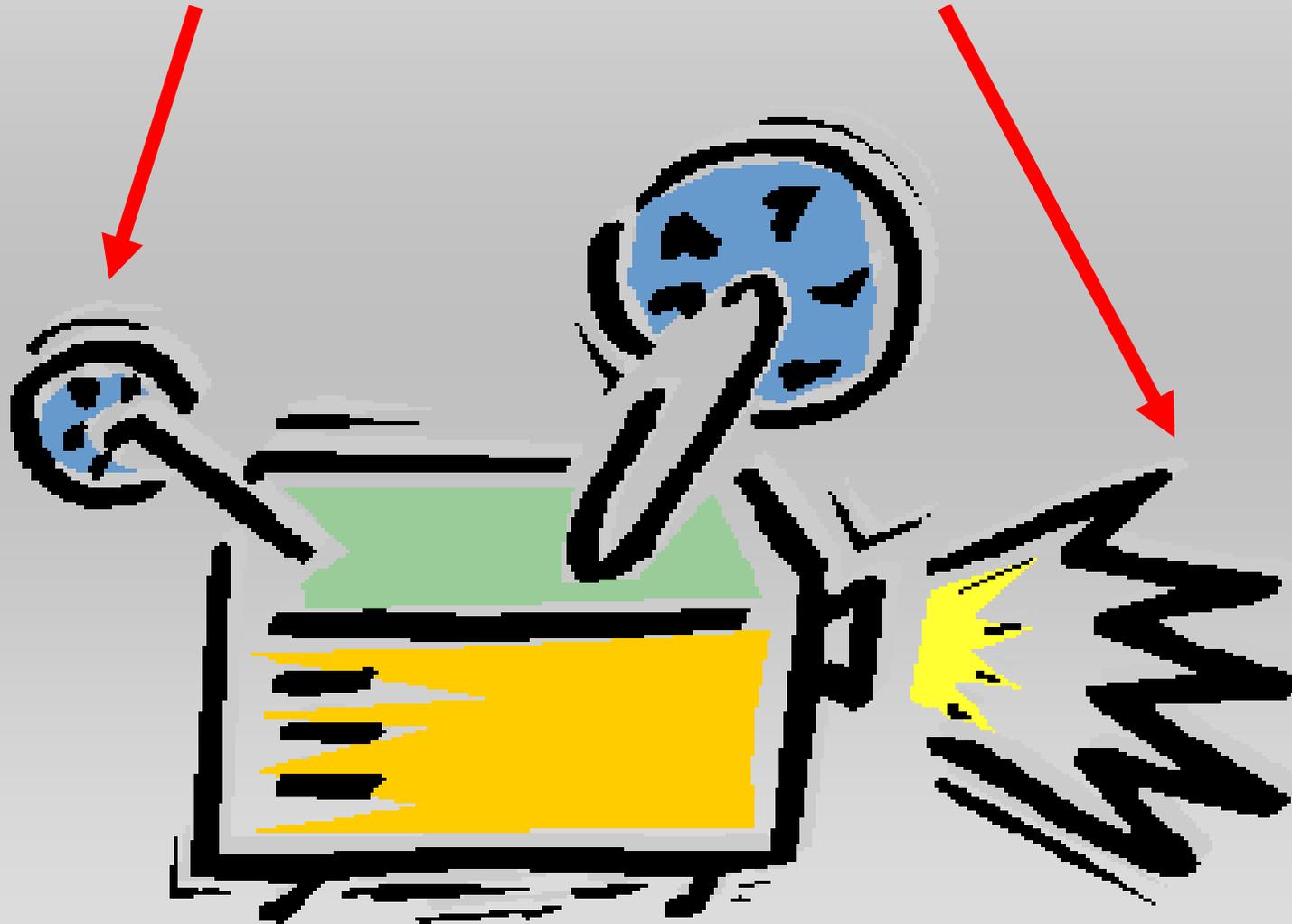
How We View The World

Priming IN ...

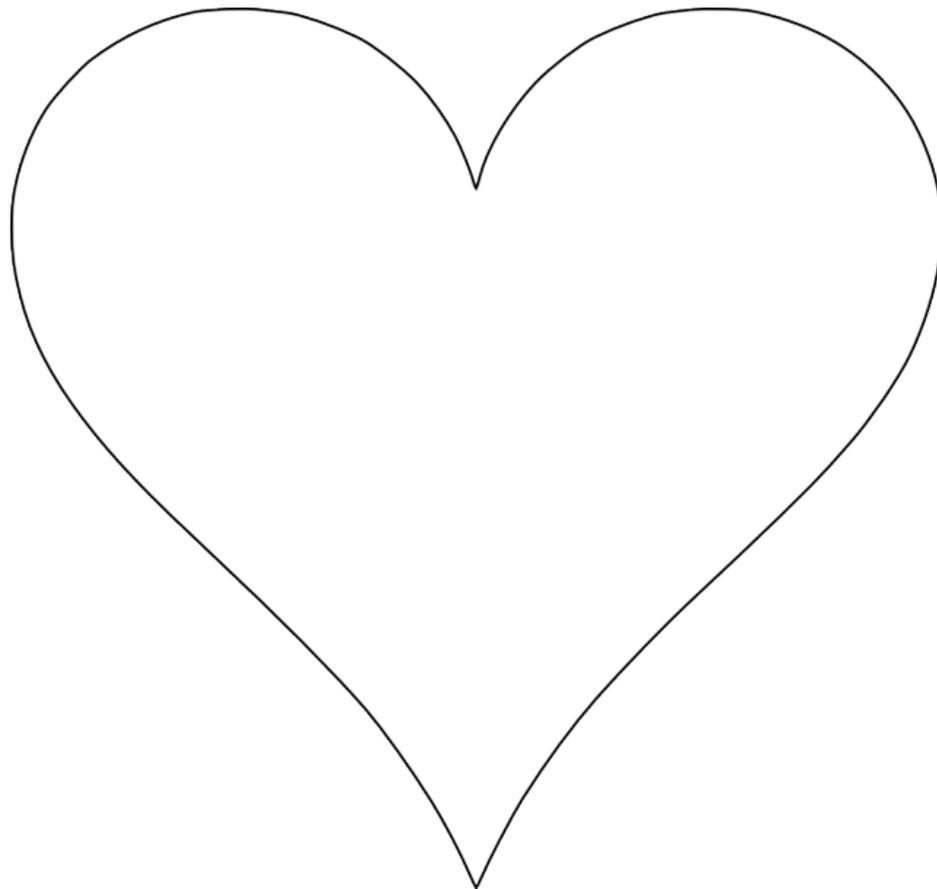


How We View The World

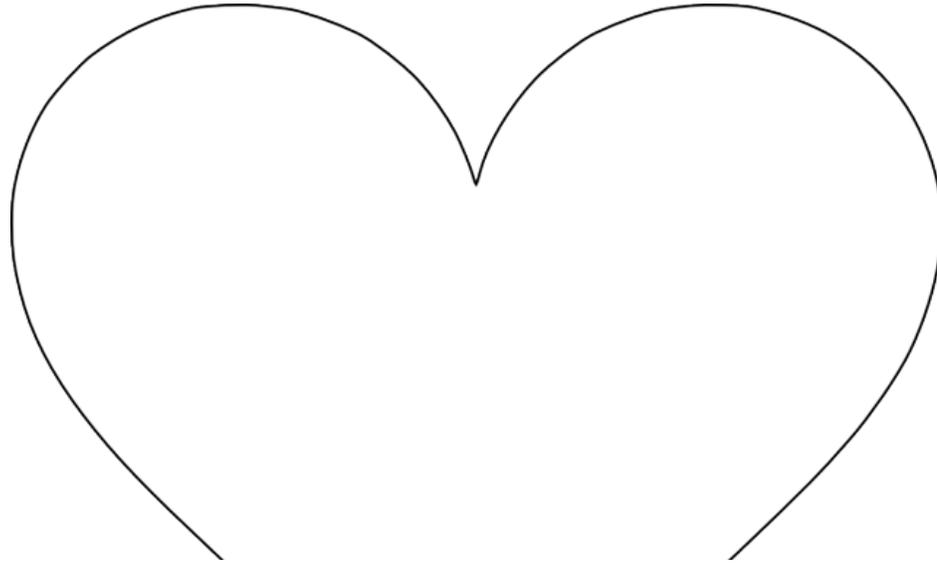
Priming IN ... Projection OUT ...



What Do You See?



What Do You See?



No ... this is a “butt”

Everything Is A Human Rorschach



Do You

**RUSH
TO
JUDGMENT?**

Do You

ASSUME

You Know What You Are
Looking At ... Or Do You
Educate Yourself First?

**Do You ASK BEFORE You
Form An Opinion ...**

Or

**Do FACTS Only Get In The
Way Of Forming An Opinion?**

What You SAY Tells Me
A Lot About YOU!



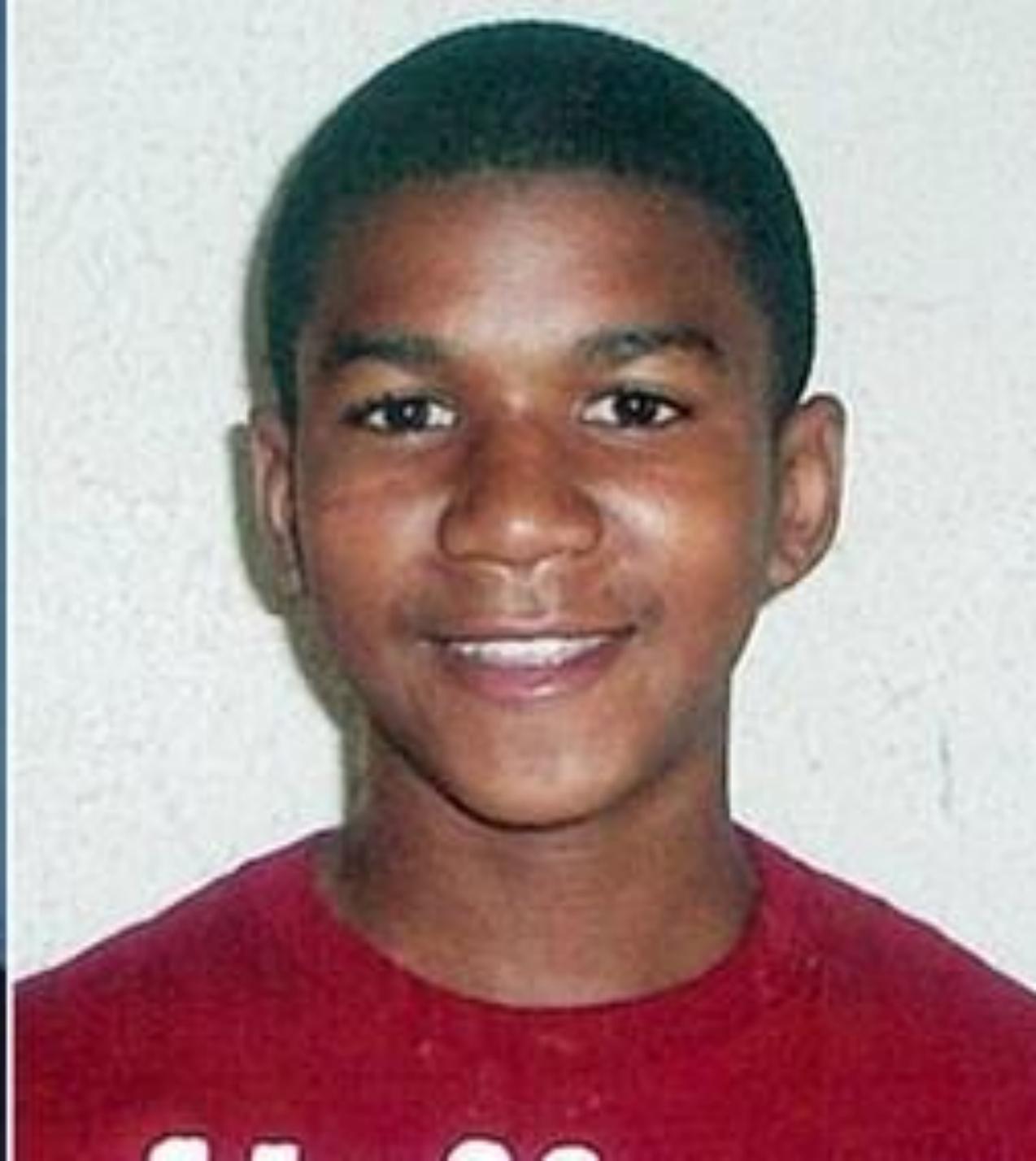
CONFIRMATION BIAS

MOST People Want ...

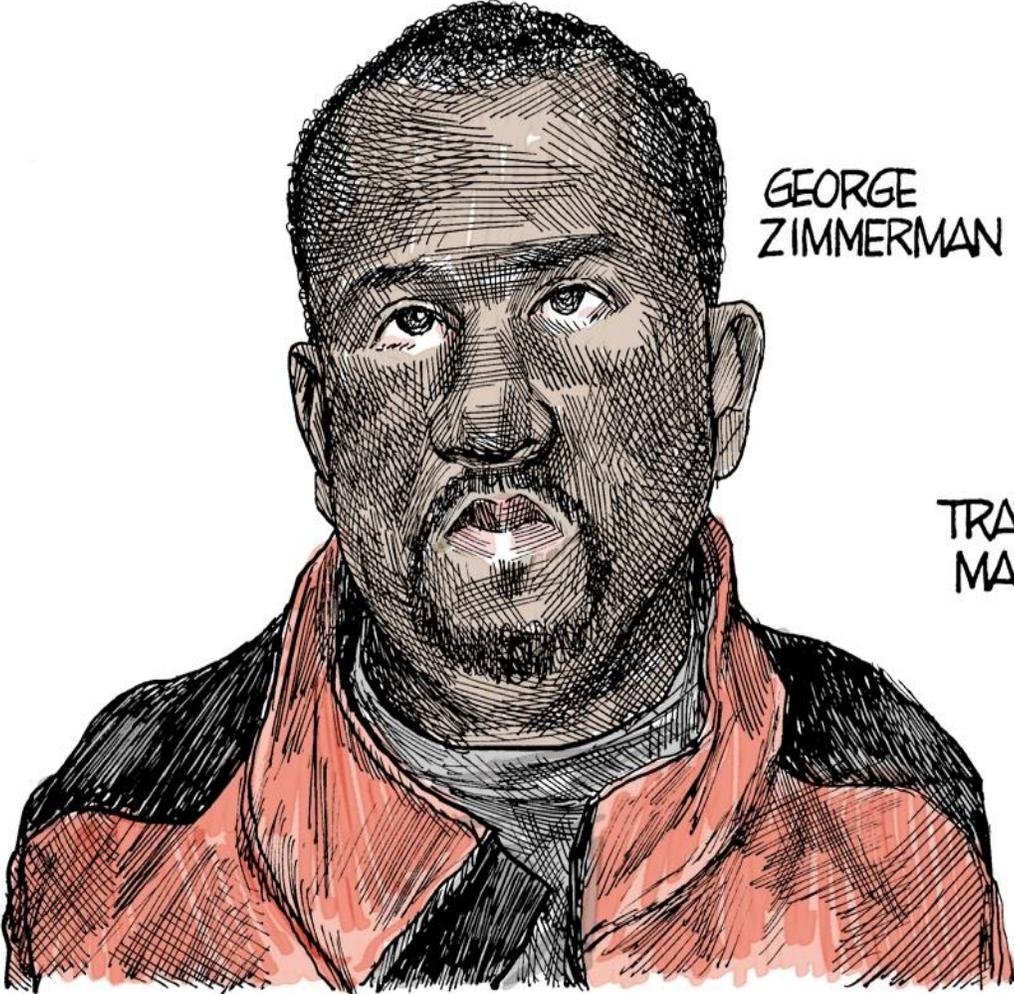
AFFIRMATION,

NOT

INFORMATION



WHAT IF...



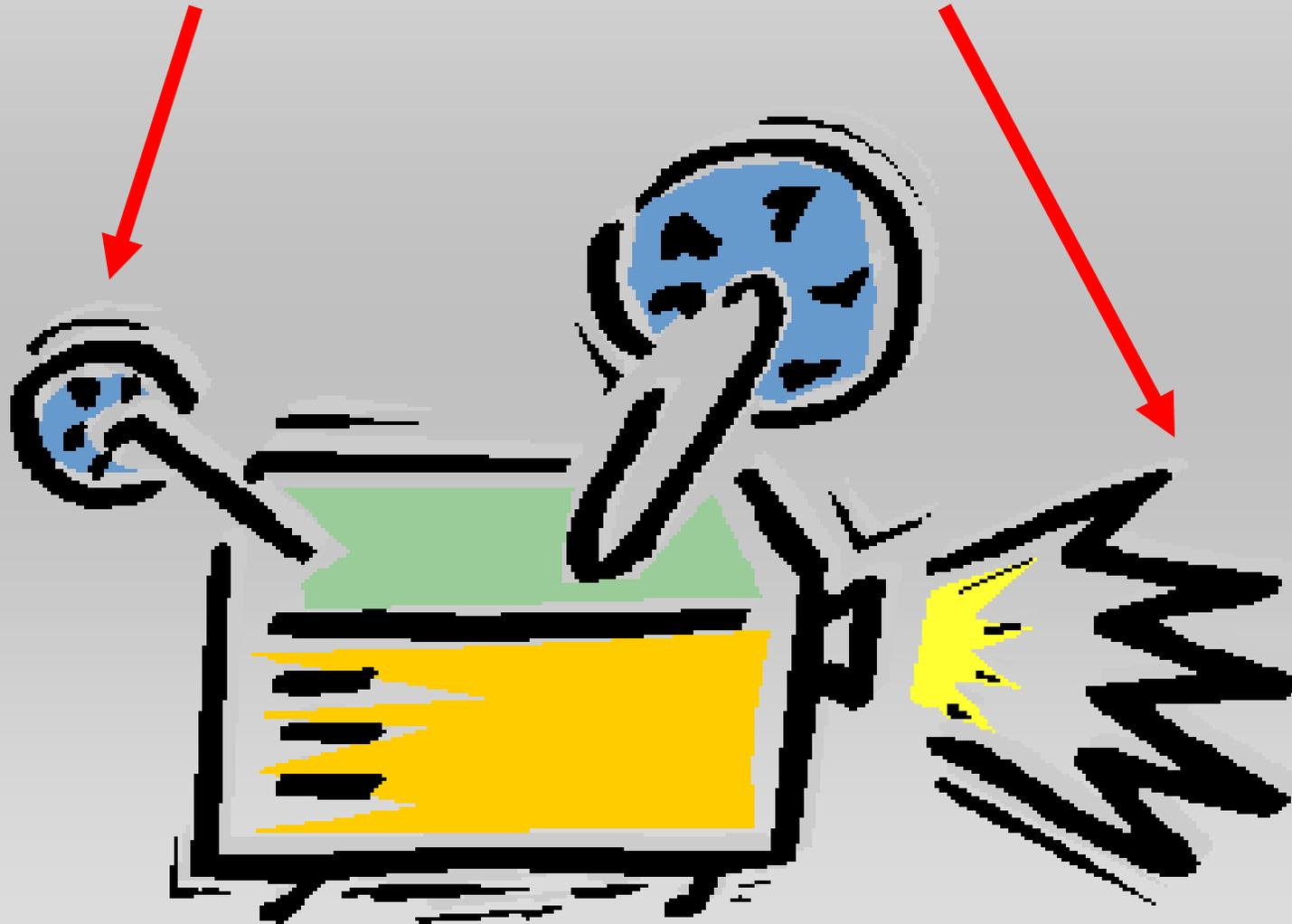
GEORGE
ZIMMERMAN



TRAYVON
MARTIN

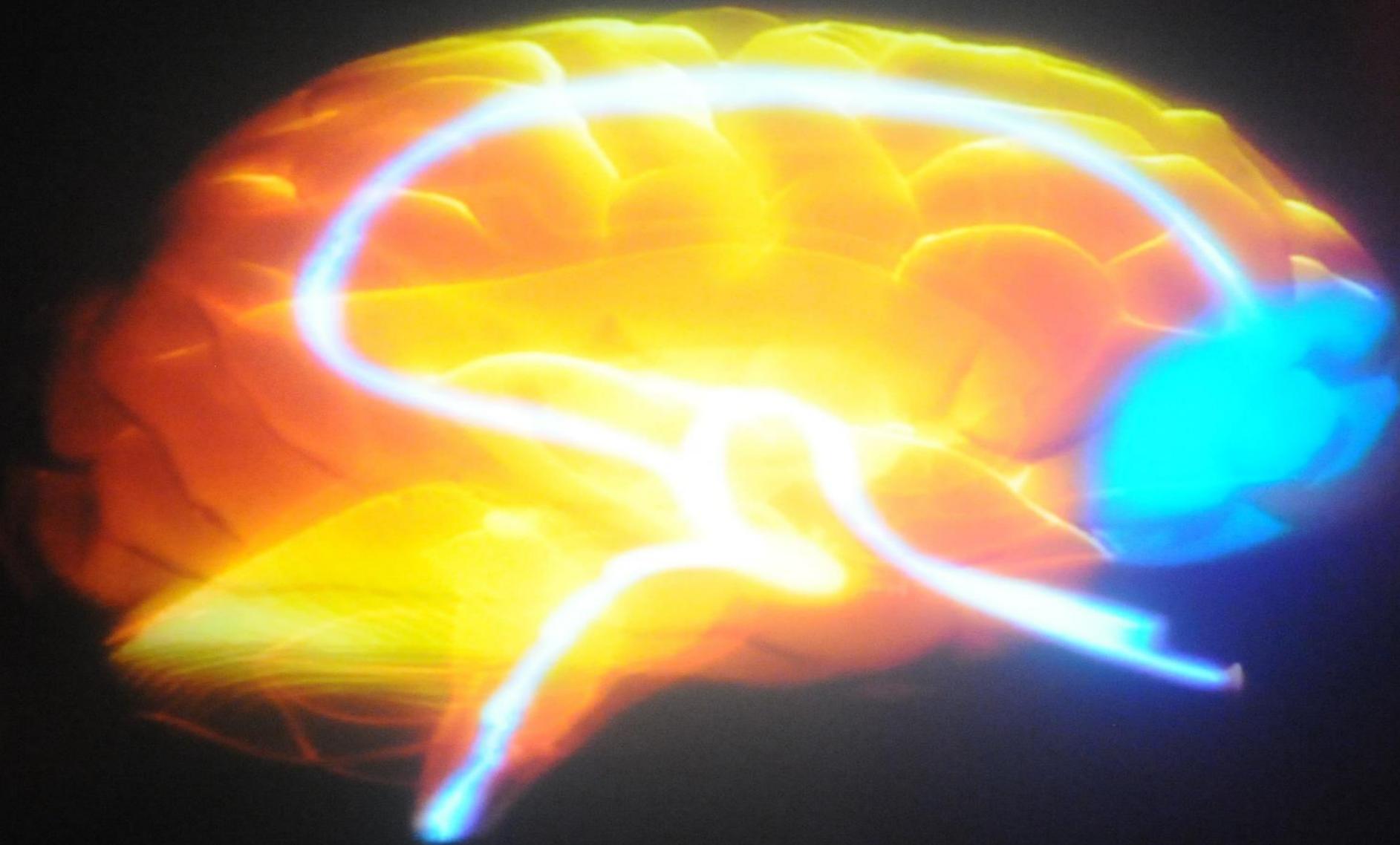
How We View The World

Priming IN ... Projection OUT ...



Low Road : 1/33,000th of a second





SLOW DOWN ... THINK ... and Ask WHY!

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What Kind Of Culture Do YOU Want?



*If you need further assistance,
feel free to contact me at:*

scott@scottwarrick.com or at 614-738-8317

www.scottwarrick.com

WHAT IS DIFFERENT ABOUT PUBLIC SECTOR LAW?

by

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I. CIVIL SERVICE LAW

Reasons for Discipline

Guaranteed tenure and discipline

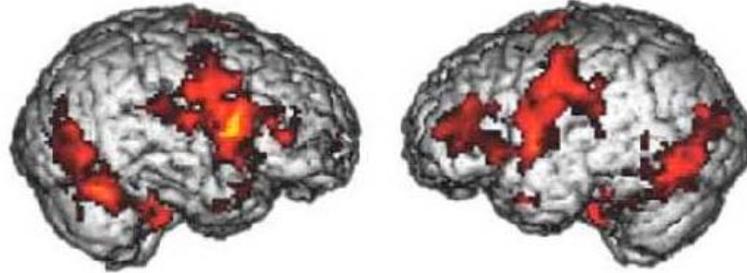
Pursuant to Section 124.34 of the Ohio Revised Code, employees in the classified service of the State of Ohio and its political subdivisions have guaranteed job tenure during good behavior and can only be disciplined for the reasons enumerated in Section 124.34, which are:

- incompetency
- inefficiency
- dishonesty
- drunkenness
- immoral conduct
- insubordination
- discourteous treatment of the public
- neglect of duty
- **violation of any policy or work rule of the officer's or employee's appointing authority,**
- violation of this chapter or the rules of the director of administrative services or the commission,
- any other failure of good behavior,
- any other acts of misfeasance, malfeasance, or nonfeasance in office, or conviction of a felony.

CHAPTER 10

EMPATHY & THE MIGHTY SUBCONSCIOUS

UNDERSTANDING MIRROR NEURONS



Are emotions contagious?

Do “bad” people turn “good” people into “Trolls”?

Can attitudes spread like a virus?

Neuroscience says, “Yes! Most definitely!”

Actually, we have suspected this to be the case for centuries. In the third century B.C., the Chinese philosopher Mengzi (or Mencius) wrote

“All men have a mind which cannot bear to see the suffering of others.”¹

Today, neuroscience tells us why Mengzi was right.

Why is it when humans see someone in distress, we feel compassion? If parents hear their baby cry, why does the parent feel emotional pain of their child? Why is it when we sit in a darkened movie theater watching an exciting adventure movie that our hearts race like as if we are in the middle of the action along with the actors?

Actually, years ago, my mom and dad went to go see the Steve McQueen action movie, “Bullitt.” My dad was so busy helping Steve McQueen drive through the streets of San Francisco that he threw his neck out of joint.

¹ Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 60, footnote 27: Mencius quoted in Frans de Waal, *The Ape and the Sushi Master: Cultural Reflections by a Primatologist* (New York: Basic Books-Perseus, 2001), p. 256.

We do the same thing at sporting events all the time ... even when we watch them on TV. We yell at the TV when things go wrong and we cheer when things go right ... even if we are the only ones in the room watching the game. I actually have a foam “brick” ready to throw at the TV when my team is on the bad end of a call or when some sinister player on the other team does well against my guys. I am absolutely convinced that what I do on my couch helps my team succeed.

Logically, this is ridiculous. We all know that. But why are sports so exciting to humans to the point that some people literally go “crazy” with excitement?

The answer lies in our amygdalae (our emotional system) and our “mirror neurons”

In 1992, a team of neuroscientists led by Giacomo Rizzolatti, an Italian neuroscientist, accidentally stumbled onto a whole new set of neurons that explain why we have empathy for others. These scientists were studying the sensorimotor areas in the brains of monkeys by inserting electrodes directly into their brain cells. Through these electrodes, the scientists could identify which cells were activated when the monkey made certain movements. ²

One hot afternoon, a research assistant was eating an ice cream cone in front of one of the monkeys. The scientists noticed that the monkey’s sensorimotor cells activated as the monkey watched the assistant eat the ice cream. The scientists were astonished to see that a distinct set of neurons were activated when the monkey merely watched the research assistant eat the ice cream. ³

What these scientists discovered are what we now call “mirror neurons.” “Mirror neurons” allow us to sense the movements and the feelings of other people, which then allows us to prepare our response. Our mirror neurons “fire” whenever we watch someone else cry, laugh, yawn and so on because our brain is actually firing in a way that mimics the other person’s activities, which mimics the other person’s brain. In other words, we are actually participating in the other person’s actions and emotions just like as if we were experiencing the same thing.

² Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 41, footnote 6: For the discovery of mirror neurons, see G. di Pellegrino et al., “Understanding Motor Events: A Neurophysiological Study,” *Experimental Brain Research* 91 (1992), pp. 176-80.

³ Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 41.

In order to prove how our mirror neurons actually work, researchers had volunteers lie in an fMRI (Functional Magnetic Resonance Imaging) machine so they could observe the reactions in the volunteer's brains as they were shown the faces of other people who either smiled or scowled.

The researchers had one set of subjects lie down in an fMRI machine and instructed them to either smile or scowl. In order to capture and record the "smiles" and "scowls" of the first group, the researchers set up a camera inside the fMRI machine to photograph these subjects as their expressions changed. This way, the researchers could record which parts of the subjects brains were activated when they changed expressions.

The researchers then put another set of subjects into another FMRI machine. These subjects could see a screen that showed them the expressions of the people in the other fMRI. This way, the researchers could see which areas of the brain were activated in each set of subjects as the first set of people either smiled or scowled.

What the researchers discovered was that as the people who were lying in the fMRI machines either smiled or scowled, their "mirror neurons" were activated. Their mirror neurons actually "lit up." This was no great surprise.

However, what did amaze the researchers was that the *same mirror neuron areas* of the brain were also activated in the people who were merely *observing* the facial expressions of the first set of subjects ... even though the reactions of the people who were merely observing the expressions were not as strong as the people who were actually exhibiting these expressions. . 4

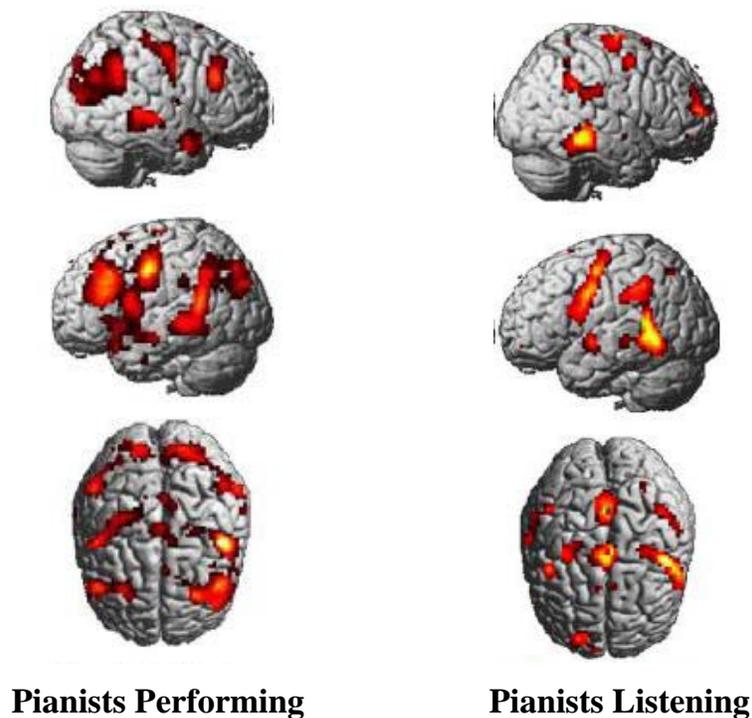
Researchers have since discovered that the human brain has many different mirror neuron systems. Since different parts of the brain perform different functions, the placement of our mirror neurons in these various areas allows us to "reflect" the many different experiences of other people. Mirror neurons therefore allow us to mimic the actions of others, to read the intentions of others, to determine the social consequences of our actions and to interpret the emotions of others. 5

In another study, which focused on the human auditory mirror neurons, researchers compared the brain activity of expert pianists who were playing the piano to those pianists who were simply listening to the music. Researchers then scanned the brains of both groups of participants using an fMRI machine. The results from these scans showed that the brains of the pianists who were simply listening to the music fired in the same areas as

4 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 42, footnote 11: On mirror neurons in humans, see Iacoboni et al., "Cortical Mechanisms."

5 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 42, footnote 10: To date, mirror neurons have been found in several areas of the human brain in addition to the premotor cortex, including the posterior parietal lobe, the superior temporal sulcus, and the insula.

those pianists who were actually playing the piano. In other words, the brains of the participants who were merely listening to the music fired in almost the same manner as those who were actually engaged in the activity. ⁶



Consequently, we have discovered that mirror neurons allow humans to “parallel” their brain circuitry with one another. This paralleling of brain circuitry is what allows humans to “connect” with one another and actually have a shared sense of an event. Neuroscientists refer to this state as “**Empathic Resonance**,” which occurs when two or more people link their brain circuitry in concert with one another via the brain’s faster “low road” emotional system.

Daniel Stern, an American psychiatrist working at the University of Geneva, has concluded that our brains “are constructed to be captured by the nervous systems of others so that we can experience others as if from within their skin.”⁷

Our mirror neurons also allow us to read the nonverbals of others. Our emotional system, or our amygdalae, allows these signals to pass through our brains into our mirror neurons with lightening speed, many times silently and without us cognitively noticing. In the

⁶ http://scienceblogs.com/mixingmemory/2006/10/auditory_mirror_neurons.php

⁷ Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman page 43, footnote 16: Daniel Stern, *The Present Moment in Psychotherapy and Everyday Life* (New York: W.W. Norton, 2004), p. 76.

end, thanks to our mirror neurons working in conjunction with our amygdalae, we are able to socialize with one another at tremendous speeds.

Our ability to develop our own social skills lies in developing our mirror neurons. When we see someone acting in a particular way, it is our mirror neurons that allow us to reflect what the other person is feeling and doing, which allows us to prepare an appropriate response. Mirror neurons also help us to anticipate what another person's intentions might be so we can determine how we should best respond. 8 Sensing what other people intend to do, and possibly *why* they intend to do it, provides us with invaluable social information. 9

Because of mirror neurons, the moment someone sees an emotion expressed on our face, they will immediately experience that same feeling within themselves. When this happens, our emotions resonate with another person ... and theirs with us.10

Mirror neurons and our amygdalae therefore play key roles in developing our “social intelligence.”

MIRROR NEURONS, AMYGDALAE & EMOTIONAL CONTAGION

As you have probably already figured out, it is this relationship between our mirror neurons and amygdalae that make emotions “contagious.”

When we “connect” with others, our mirror neurons fire in conjunction with the other person's mirror neurons in an elegant and highly coordinated ballet, passing silently through our amygdalae. Since our brains are quietly firing in the same regions together, emotions spread like viruses. Humans can actually “infect” each other with their emotions and attitudes subconsciously. Therefore, “emotional contagion” goes much farther than just spreading good or bad feelings. Instead, it automatically alters the brain both physically and chemically in an effort to prepare us to respond to whatever our mirror neurons are “reflecting.” 11

Consequently, the relationships we have in our lives mold not only our experiences but they also directly alter the chemical and physical composition of our brains. Positive relationships release moderate levels of such eustress related chemicals as oxytocin, dopamine, and endorphins, to mention a few. This positive chemical balance in our brain

8 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 42, footnote 12: See Kiyoshe Nakahara and Yasushi Miyashita, “Understanding Intentions Through the Looking Glass,” *Science* 308 (2005), pp. 644-45; Leonardo Fogassi, “Parietal Lobe: From action Organization to Intention Understanding,” *Science* 308 (2005), pp. 662-66.

9 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 42.

10 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 43.

11 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 61, footnote 31: Beatrice de Gelder et al., “Fear Fosters Flight: A Mechanism for Fear Contagion When Perceiving Emotion Expressed by a Whole Body,” *Proceedings of the National Academy of Sciences* 101 (2004), pp. 16701-06.

is also part of what we are referring to when we say we are in the “FLOW” of what we are doing.

However, when we have toxic relationships in our lives that give us great distress, we “flood” our bodies and brains with massive amounts of cortisol and adrenaline.” Cortisol and adrenaline in such massive amounts causes us to not only forget even the simplest of things, but it will lead to cardiovascular disease, illness, mental disorders and aging beyond our years. Once you flood your brain with such toxic levels of cortisol and adrenaline, it usually takes at least an hour for this chemical flooding to dissipate. This gives these massive amounts of cortisol and adrenaline approximately one hour to do their damage ... at a best case scenario.

Mirror neurons and our amygdalae are therefore both a blessing and a curse. Positive and nourishing relationships have a great beneficial impact on our health, while toxic ones can act like a poison in our bodies. 12

When we have “Trolls” in our lives who infect us with their toxic emotions, we inherit the same toxic feelings they are experiencing. As a result, we “catch” these toxic feelings the same as we would the common cold. 13

When we feel like we are under attack, our amygdalae commandeers our brain in an effort to keep us safe from the attack. Consequently, our body goes into “fight or flight, which allows our emotional system, or our amygdalae, to commandeer our brain. We become hyper-vigilant regarding the people around us as we scan everyone we see in order to determine if they are “friends or foes.” 14

Emotional contagion can spread like lightening because it travels through the brain’s “low road.” Since the low road’s circuitry operates at such high speeds and is instrumental in the operations of our subconscious mind, emotional contagion happens below our awareness ... automatically and silently.

The “high road” that runs to our frontal lobes, on the other hand, follows a much longer and slower neural route in our brains that allows us to deal with issues in a much more logical manner. When we use the high road, the decisions we make are much more methodical and intentional. However, in order to use our logical brain, we need to slow down ... become more mindful ... and take time to **THINK**.

12 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 5.

13 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 13.

14 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 14, footnote 2: Brooks Gump and James Kulik, “Stress, Affiliation, and Emotional Contagion,” *Journal of Personality and Social Psychology* 72, no. 2 (1997), pp. 305-19.

The low road through our emotional system has been described as being “fast, wet and dripping with emotion,” while the high road can be described as being relatively “slow, dry and coolly rational.” 15

Therefore, emotions can also pass from one person to another silently and without warning because they travel primarily along the low road to the amygdalae at speeds as fast as 1/33,000ths of a second. 16

“PRIMING” & INFLUENCING BEHAVIOR

Since emotions are contagious by way of our subconscious, the question to ask now is to what degree does this contagion affect our behavior? The answer:

Drastically and Immediately!



Dr. John Bargh

John Bargh, a psychologist with the ACME (Automaticity in Cognition, Motivation, and Emotion) Lab at Yale University, an organization that focuses on the affects the subconscious has on our psychological and behavioral processes, developed a way to measure the effect our subconscious has on our behavior. It is referred to as the “priming experiment.” 17

In one such experiment, Bargh gave a test to various students in which they were instructed to review a series of words. There were two groups of students. Both were given the same words to review, except one group’s list included such words as “worried,” “Florida,” “old,”

15 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 16, footnote 8

16 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 17, footnote 10: See Timothy Shallice and Paul Burgess, “The Domain of Supervisory Processes and Temporal Organization of Behaviour.” *Philosophical Transactions of the Royal Society B: Biological Sciences* 351 (1996), pp. 1405-12.

17 “Blink,” by Malcolm Gladwell, pages 52-55.

“lonely,” “gray,” “bingo,” and “wrinkle.” The students were then instructed to walk down the hall and turn in their test once they were finished. 18

As they finished reviewing these words, the students would get up from their chairs and walk down the hall to turn in their tests. However, the students who were given the additional words, such as “worried,” “Florida,” “old,” “lonely,” “gray,” “bingo,” and “wrinkle,” took much longer to walk down the hall than did the other group. 19

What the students thought was a simple language test was in reality an experiment to prime their brains to determine what affect such words would have on their behavior. The result: Simply reviewing these additional words “primed” the students’ brains to think like an old person, so they began acting “old.” 20

These students began acting old because the words they were repeating caused their mirror neurons to fire and reflect the feelings of being old. In other words, the thoughts generated by these students “primed” their mirror neurons and amygdalae to reflect “old” thoughts.

In another experiment, Bargh, along with Mark Chen and Lara Burrows of New York University, gave two groups of undergraduate students different scrambled-sentence language tests. The first test was sprinkled with words like “aggressively,” “bold,” “rude,” “bother,” “disturb,” “intrude,” and “infringe.” The second test was sprinkled with words like “respect,” “considerate,” “appreciate,” “patiently,” “yield,” “polite,” and “courteous.” After completing these tests, which only took the students about five minutes, the students were all instructed to walk down the hall and talk to the person running the experiment in order to get their next assignment. 21

However, whenever a student arrived at the office, the experimenter pretended to be busy and ignored the student. The people primed to be rude interrupted the experimenter after waiting for an average of about five minutes, while only 82% of the people who were primed to be polite never interrupted the experimenter at all. (The NYU committee that approved the experiment required Bargh to end the students’ wait after 10 minutes, which they did. Had the experiment not been cut off after 10 minutes, it is hard to say how much longer these students who had been primed to be polite would have stood there patiently waiting.) 22

Again, these are their mirror neurons and amygdalae at work.

So, what do you do about the affects of priming? According to Bargh, you simply become more mindful of what is happening. As soon as you become aware of the affect priming has

18 “Blink,” by Malcolm Gladwell, pages 52-55.

19 “Blink,” by Malcolm Gladwell, pages 52-55.

20 “Blink,” by Malcolm Gladwell, pages 52-55.

21 “Blink,” by Malcolm Gladwell, pages 52-55.

22 “Blink,” by Malcolm Gladwell, pages 52-55.

on your subconscious, not only can your conscious mind take over, but you can also begin filling yourself with those thoughts that you want to permeate your subconscious. 23

In other words, you can use your high road to re-engineer the low road.

The answer:

Mindfulness, mindfulness, mindfulness. You ARE and DO what you think.

“SYNCHRONY” AND “LOOPING”: READING NONVERBALS

When we carry on a conversation with someone, we are said to be “in sync” with that other person when we are able to read their nonverbals and coordinate our movements with theirs. The term we use to refer to this phenomenon is “synchrony.” Mirror neurons allow us to do this.

“Synchrony” with another person is what allows us to gracefully glide through a nonverbal dance with another person in perfect harmony. “Synchrony” occurs when we “connect” with another person. If we fail to engage in this synchrony, our interactions with that person will seem awkward and “out of step.” The interaction will consequently be doomed.

“Synchrony,” which is also referred to as “looping,” occurs primarily in the mirror neurons found in the brain’s “low road systems.” Since we rely on our low road to engage in this synchrony, this interaction moves at lightening speed. Our logical brain, or the “high road,” on the other hand, is twice as slow. If we are going to be “in sync” with someone else, then we must be able to instantly read the nonverbal cues we are receiving and respond accordingly without having to think about it. This ballet of nonverbal synchrony includes coordinating everything from our smiling, frowning, nodding, hand gestures and so on with our “dance partner” at just the right moment. 24 Those people who are unable to get in sync with others tend to fidget nervously, freeze, or simply remain oblivious to the signals that are being sent by others.²⁵

A perfect example of synchrony, or looping, is when lovers lock their eyes with one another in a long passionate gaze. The two lovers begin to loop when their face to face interaction fires their mirror neurons directly in concert with one another. In other words, each brain is infecting the other with their emotions and each is mimicking back to the other person what they are experiencing. Their brains are virtually connected.

23 “Blink,” by Malcolm Gladwell, pages 52-55.

24 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 91, footnote 26. Also see Frank Bernieri et al., “Synchrony, Pseudosynchrony, and Dissynchrony: Measuring the Entrainment Prosody in Mother-Infant Interactions,” *Journal of Personality and Social Psychology* 2 (1988), pp. 243-53. Linda Tickle-Degnan and Robert Rosenthal, “The Nature of Rapport and Its Nonverbal Correlates,” *Psychological Inquiry* 1, no. 4 (1990), pp. 285-93.

25 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 91.

As people loop with one another, their brains are instantaneously sending and receiving a constant flow of signals to one another which allow them to connect and read the emotions of the other. Looping allows us to synchronize our emotions, thoughts and actions with each other. 26

However, when we loop with others, much of it occurs beneath our awareness. We can feel its affects, but it happens automatically without any concerted effort. Actually, if we try to intentionally mimic someone in order to artificially create this looping effect, we tend to come off as not being sincere or genuine. The synchrony of looping works when it is spontaneous, but it fails miserably when it is “forced” as part of an ulterior motive.²⁷

If you want to have empathy for others, you have to practice it. Empathy is a skill. If you are building your Empathic Skills, then you are really developing your amygdalae and your mirror neurons. Therefore, if you want to improve your ability to read nonverbals, which comprises up to 93% of someone’s message, including your own, then you have to practice. Reading nonverbals, or empathy, is a skill. Without a doubt, one of the most reputable and respected tools for developing these skills this is the Micro Expression Training Tool, or “METT,” developed by Dr. Paul Ekman.

Dr. Ekman catalogued the range of various facial expressions humans typically make and has narrowed them down to 86. In his METT program, Dr. Ekman takes you through these various human expressions he has identified and teaches you what they mean, how to identify them and how to articulate them. The purpose of this training is to teach you how to spot these “micro expressions” and tell if someone is lying to you.

Since this training focuses on our micro expressions, which are those emotional signals that come from the amygdalae and shoot across our faces in less than a fraction of a second, we are really learning to read someone’s subconscious expressions. Because these emotional expressions are spontaneous and are made unconsciously, they offer a clue as to how a person actually feels at that moment, in spite of whatever impression they might be trying to project. 28

Since our facial expressions are controlled by the “low road,” or our amygdalae, humans cannot control them due to their speed and their subconscious nature. However, since these expressions do in fact originate from the amygdalae, we need to learn to use our own “low road” to identify them in others. This means rewiring your low road so you can perceive these micro expressions when they occur in others.

26 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 40.

27 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 40, footnote 4: On mimicry, see J. A. Bargh, M. Chen, and L. Burrows, “Automaticity of Social Behavior: Direct Effects of Trait Construct and Stereotype Activation on Action,” *Journal of Personality and Social Psychology* 71 (1996), pp. 230-44.

28 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 98.

Ekman's catalogue of expressions is what he used to develop the METT online training program. Ekman claims that the METT program can help most anyone vastly improve their ability to spot and identify these micro expressions. Tens of thousands of people have taken the METT course, which takes less than an hour to complete. 29

The METT program can greatly enhance your ability to read nonverbals, which in turn increases your capacity for empathy. Since lying is a conscious act that we commit, then people who are lying have to rely on the logical and much slower route through the "high road."

Ekman points out that liars must keep their words and actions smoothly on track as they try to get others to buy into their falsehoods. Typically, liars pay most attention to their choice of words and censoring what they say. As a result, liars tend to pay less attention to their choice of facial expressions, which is what gives them away.

For instance, suppressing the truth takes a great deal of mental effort and time. When a person is answering a question and intends to lie, the person begins his response about two-tenths of a second later than someone who is telling the truth. This gap in time occurs because the person is trying to compose the lie while at the same time control their vocal patterns and tone enough to sound convincing. 30

However, our facial muscles are controlled by the low road, while the choice to lie rests with the much slower high road. In other words, what the high road tries to conceal, the low road reveals. The METT program teaches you to use your low road to read another person's low road by developing your amygdalae and mirror neurons in order to identify these micro-nonverbals when they occur, which is an *INVALUABLE* Emotional Intelligence tool.

When you can accurately read the facial expressions of others, the world becomes a *VERY* revealing place.

Of course, one reason we want to be able to read the nonverbals of others is so we can address the messages that are being sent. Once you become adept at reading and articulating the nonverbal others', you will see people who are sending you some rather clear messages. If you think someone is disagreeing with them, you want to address it by saying something like, "You don't agree?" or "I sense that you don't agree."

You will also see people who seem to be apprehensive over what you are saying. So, you simply say something like, "You seem to have some apprehensions about this. Why don't you tell me what you are thinking."

29 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 98, footnote 46: On training in reading microexpressions, see MicroExpression Training Tool (METT), available at www.PaulEkman.com..

30 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 24, footnote 28:

Whatever nonverbal messages you are receiving, you need to be able to spot them and address them when necessary.

Failing to address the nonverbal messages of others fails to address the vast majority of their message. That is why the METT program is so important. Not only will you improve your ability to read these nonverbal messages, but it will also help you articulate what you are seeing so you can address these feelings with others. To ignore these nonverbal messages is to fail to communicate.

You can find the METT program at www.paulekman.com.

MIND SIGHT v. MIND BLIND

Our ability to comprehend what is going on in someone else's mind is one of the most important skills any human can develop. Neuroscientists call it "mind sight."

"Mind sight" is the ability to read the nonverbals of others and "peek" into their minds in order to determine what they are feeling and understand their thoughts. It is the basis for all empathy, because what you are really doing is using your mirror neurons and your amygdalae to fire your brain in concert with another person's. Therefore, we are not really mind readers. Instead, we strive to train ourselves to identify enough clues from the facial expressions, tones, inflection, body language, foreheads, mouths and eyes of others to make extremely accurate predictions of what they are thinking, as previously described.

However, if we are unable to engage in mind sight, then we become what is referred to "mind blind." If we are mind blind, it is be very difficult to build and maintain relationships. We would not be able to pick up on many of the social cues that are sent our way. We become socially awkward. People who are mind blind relate to others like as if they were not real ... as if others around them were mere objects without any feelings or thoughts of their own. This is the problem people with Asperger's Syndrome or autism struggle with everyday. 31

Mirror neurons are crucial for mind sight. The ability to empathize with others, which is the ability to see someone else's perspective, depends on our level of mirror neuron activity. In one study, young autistic teens were placed into an fMRI imaging machine. These scans showed that these young autistic teens had a greatly reduced level of activity in their mirror neurons located in their prefrontal cortex as compared to teens who were not autistic.

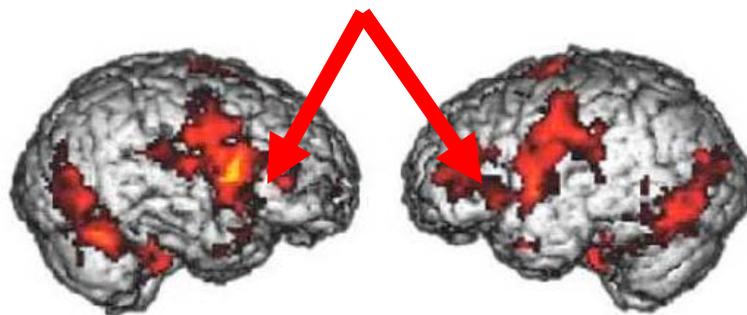
An emerging theory today is that people with autism have a reduced level of activity in their mirror neurons.

31 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 135.

In 2006, Dr. Mirella Dapretto, a developmental neuroscientist at UCLA, examined how the mirror neurons operate in people with autism as compared to those who are not autistic. Dr. Dapretto studied the brains of high-functioning children who had been diagnosed with autism and compared them to the brains of those children who had no such diagnosis. Dr. Dapretto placed both sets of children into an fMRI machine in order to watch the reactions of their mirror neurons while they were shown various facial expressions.

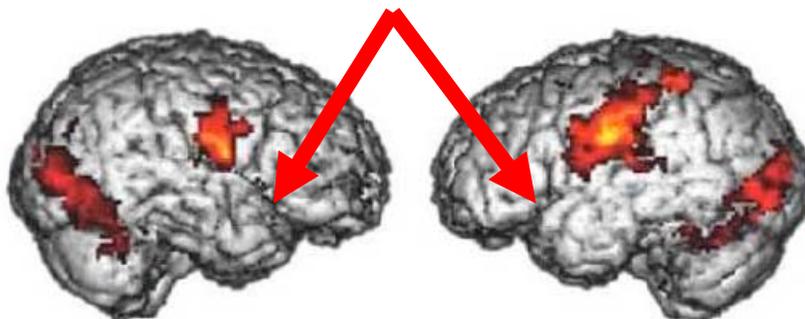
In reviewing the results of the FMRI scans, the children with autism showed a much lower level of mirror neuron activity than their counterparts. Additionally, the children with autism showed no mirror neuron activity in the inferior frontal gyrus of the brain (see below). Activity in this area of the brain has been identified as a primary domain for controlling social interaction.

Inferior Frontal Gyrus



fMRI Scan of Children Without Autism

Inferior Frontal Gyrus



fMRI Scan of Children With Autism

As you can see in the preceding scans, there is a significant difference in the mirror neuron activity between the children with autism and those without autism.

PROJECTION and EMPATHY

The *good* news about mirror neurons is that they allow us to read the nonverbals sent out by other people by reflecting their behavior in our own brains.

The *bad* news about mirror neurons is that they allow us to read the nonverbals sent out by other people by reflecting their behavior in our own brains.

The problem is that we see everything through our own eyes. As a result, we project our *own* reality onto others. This is called “projection.”

If we have a skewed, irrational, paranoid or jaded view of the world, then our mirror neurons will also reflect our personal reality onto other people. In other words, if our mirrors neurons and amygdalae are “dirty,” then our view of the world will also be “dirty.”

When I was at The Ohio State University, we were given the following exercise to demonstrate the principles of “projection”:

A beautiful 30 year old woman walks into a 5-Star restaurant. She is dressed in an expensive black evening gown with white pearls. She has a cute, short, “page boy” haircut. On the back of her shoulder, she has a small tattoo. It is a lightning bolt. She looks around the restaurant, then approaches the Hostess.

“Reservation for Smith,” she tells the Hostess.

“Yes, I have you right here for 8:00 pm. Reservation for two. You requested a private table by the window?” the Hostess asked.

“Yes, we did. Am I the first here?” the young woman asked.

“Yes, would you like to go ahead and be seated?” the Hostess asked.

The young woman looks around, then states, “Yes, I’ll go ahead and wait at our table.”

The Hostess then seats the young woman. She orders a white wine from the Waiter, then looks out the window and waits.

At the bar, the Hostess, the Waiter and the Bartender discuss the woman.

“I think she’s waiting for her husband. Nice restaurant like this, it must be an anniversary or something,” the Hostess stated.

“No way,” replied the bartender. “She is being kept. She’s in the back where they cannot be seen. She didn’t want to wait at the bar or in the lobby. She’s having an affair with some old married guy. She’s a tramp. Did you see that little tattoo on her right shoulder? She’s a wild thing, I tell you.”

“No...you’re all wrong,” replied the Waiter. “She’s in the back...got a small tattoo...short haircut? She’s got to be a lesbian waiting for her lover...*THAT’S* why she’s hiding in the back. She was wearing a wedding ring. I’ll bet her husband has *NO* idea.”

- Why does each person take the same set of facts and come to such different conclusions?
- Why does the Hostess think the young woman is waiting for her husband?
- Why does the Bartender think the young woman is having an affair?
- Why does the Waiter think the young woman is a lesbian?

Because that is how each one of these people thinks. That is how they view the world. In other words:

What you say about other people tells me a whole lot more about you than it does about the other person.

Why is this true? Because everything we perceive goes through our amygdalae, or our emotional filters, and is reflected by our mirror neurons. If we are dishonest, we think everyone else is just like us, so everyone is a thief. If we abuse drugs, we tend to think that is normal and most everyone else does this too.

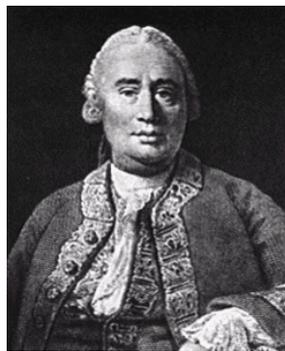
There is an old Indian saying that beautifully reflect the phenomenon of “projection”:

**When the pickpocket sees the Saint,
all the pickpocket sees are the Saint’s pockets.**

The Rorschach Inkblot Test was developed precisely for revealing one’s state of projection. In 1921, Hermann Rorschach developed this test in which patients would look at a series of ten inkblots and describe what they saw. The Rorschach Inkblot Test is used to examine the personality characteristics and emotional status of a patient. The Rorschach is currently the second most commonly used test in forensic assessment and the second most widely used test by members of the Society for Personality Assessment.



Above you will see the first of the ten cards used in the Rorschach inkblot test. Common responses by patients include seeing bat, a badge and a coat of arms. Clearly, people who see severed heads, corpses and so on are seen as having “issues.”



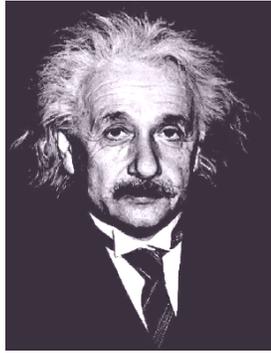
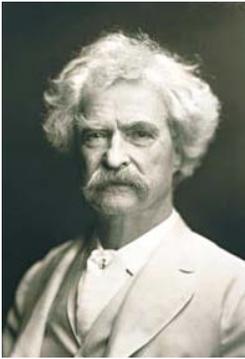
David Hume

Simply put, when we are projecting, we ignore the inner reality of other people. We think others think and feel the same way we do. Eighteenth-century philosopher David Hume said that humans have a “remarkable inclination” to bestow upon other people “the same emotions we observe in ourselves, and to find everywhere those ideas which are most present to us” in our own minds. 32

Today, our amygdalae and our mirror neurons prove why David Hume was right.

32 Part 2, chapter 7, page 115, footnote 22: See David Hume, *A Treatise on Human Nature* (1888; London: Clarendon Press, 1990), p. 224; he is quoted in Stephanie D. Preston and Frans B. M. de Waal, “Empathy: Its Ultimate and Proximate Bases,” *Behavioral and Brain Sciences* 25 (2002), p. 18.

WHY DO WE HAVE ACCENTS?



Did you ever wonder why we have accents?

In class, I will ask the attendees if babies cry. They will all answer with a resounding, “Oh, yes!”

I will then ask them if babies laugh. Again, they will all answer, “Yes, of course.”

I will then ask them if anyone in the class remembers being born. Of course, no one does. (Thank God for little favors on that one, huh? There wouldn’t be enough therapy in the world to get rid of that one.)

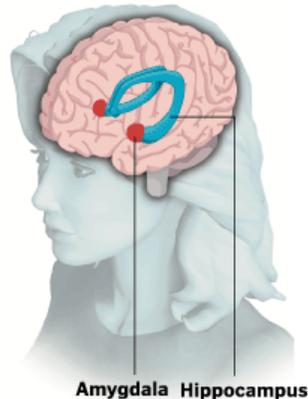
How can we explain these differences? Well, when we are born, our emotional system, or primarily our amygdalae, is pretty much already formed and ready to go. Anyone who has ever woken up a sleeping baby knows how that one works. This is why babies are born with the ability to cry, laugh, giggle and so on. Their amygdalae are primed and ready for action.

However, our hippocampus, which governs our short term memory and learning, does not fully form until we are at about the age of three. As a result, we don’t remember being born, nor do we consciously remember much of anything regarding our first three years of life. Why? Because we don’t have a functioning hippocampus in our brains to consciously store and transfer this information. No hippocampus ... no cognitive memories. The brain doesn’t have anywhere to put them.

So, if everything we hear, see, feel, taste and otherwise experience in our first three years as a child cannot go into our short term memory ... where does it go?

RIGHT! Into our amygdalae, or our subconscious ... where it will remain forever.

It is important to understand that even though the hippocampus is critical for our short-term conscious memory, the amygdalae has a memory system of its own. In other words, the amygdalae does not need the hippocampus in order to store information into memory and recall it later. Unfortunately, retrieving information, such as memories stored in our amygdalae, or our subconscious, is very difficult. Such retrieval often times requires the use of a therapist.



Therefore, we grow up hearing how our friends and relatives speak and how they phrase different words. As a result, this “information” goes into our amygdalae where it will remain for the rest of our lives. This is why we have accents:

Because of our subconscious, or our amygdalae.

I always find it amusing when I run into someone who denies the existence of our subconscious mind. They will usually argue that we hear these various accents around us as we grown up, so it goes into our conscious mind.

I will then usually smile, then ask them if they have ever curled up in the fetal position and gone to sleep. The person will look at me funny and think about it for a minute. I will then ask them:

“Where do you think you got that habit?”

In other words, our subconscious memory system is alive and well even before we are born.



“Bubba” Kahn?

When I was visiting the southern part of the United States recently, I was told about a great place to eat called, “Bubba’s Chinese Buffet.” Apparently, Bubba, the owner of Bubba’s Chinese Buffet, is of Asian decent. As the story goes, Bubba was a refugee and was brought to America when he was still an infant. Since he was raised in the southern part of the United States, Bubba grew up hearing the southern-type of accent people speak in that part of the country. Since infants do not have a functioning hippocampus, or conscious memory system, Bubba would not have consciously remembered what he was hearing from his friends and relatives.

However, since babies do have a functioning emotional system at birth, everything Bubba heard went right into his amygdalae, or his subconscious, where it would remain forever. That is how Bubba ended up with a southern accent in an Asian body.

As an adult, Bubba went into the restaurant business, which he aptly named “Bubba’s Chinese Buffet,” which I understand sells great Chinese food. However, when “Bubba” comes out to greet you, he is not at all what you expect. Bubba is not only Asian, but he speaks with a very thick southern drawl. Bubba is just your average 5’ 2” Asian southern good old boy.

Now, could you just imagine coming to “Bubba’s Chinese Buffet” for the first time and seeing this Asian man walking towards you saying in a heavy southern accent,

“Hi! How’re you doin’? My name is Bubba!”

That apparently catches most people off guard.

People think the same thing when they see Henry Cho the comedian for the first time. Henry is of Korean decent who was born and raised in Tennessee. Cho, who also speaks with a southern accent, jokes that being raised in Tennessee makes him “South” Korean.



Henry Cho

Accents are not indigenous to certain types of people. They are learned from the people around us, usually from birth.

Accents are not the only things we learn in our first three years of life that are stored in our subconscious. If we grow up in a loving and caring household for our first three years of life, those feelings and “memories” will be stored away into our subconscious, or our amygdalae. Likewise, if we grow up in a household where there is constant yelling and abuse, as well as possibly racial and other types of ethnic slurs, those memories will be stored in our subconscious as well. Such experiences shape our minds, literally, and create the way we think.

This is what we later call “common sense.”

Unfortunately, we all grow up hearing various stereotypes about other kinds of people. As a result, we tend to be “uncomfortable” and “fearful” of “those people.”

Similarly, we develop a level of comfort with other types of people ... most likely, people who look, talk and act like us. In the end, this “gut feeling” we have about other people can be quite dangerous. That gut feeling *may* be our bigotry surfacing that was planted there decades ago. This is why so much of our bigotry is “automatic.” This emotional reaction travels the “low road” through our brain into our amygdalae where the emotions “color” or “brand” the perception. These emotional reactions are fast, silent and subconscious.

In the end, these “dirty filters” (amygdalae) cloud our judgment. We project how we think onto what we see. Actually, what lives in our subconscious can directly influence our conscious thoughts without us even knowing it.

For example, in the early 1900’s, Edouard Claparede, a French physician, had a female patient who had suffered a brain injury. As a result, she seemed to be unable to create new memories. Every time Claparede met with her, he had to reintroduce himself to her

because she could not remember that he was her doctor. Even if Claparede left her sight for even a few minutes, she would not remember him when he returned. 33

However, one day, Claparede decided to try an experiment. He entered the room to greet his patient, just like any other day, and he held out his hand. Again, just like on any other day, she shook his hand. But on this day when their hands met, she quickly pulled hers back in pain. Claparede had hidden a small tack in his palm and he had pricked her with it. When he came to greet her on another day, even though she still did not recognize him, she refused to shake his hand. She could not tell Claparede why she would not shake hands with him, but she wouldn't do it. 34

What was happening in Claparede's experiment was that even though his patient could not cognitively recognize him, subconsciously he had come to signify danger. To his patient, he was no longer seen as just a man, nor was he seen as her doctor, but he had become an emotional stimulus that represented "pain." Even though the patient did not have any conscious memory of the event, subconsciously she had learned and remembered that shaking hands with Claparede could cause her harm. Her brain then stored this information into her subconscious memory and governed her conscious decisions ... even though she did not know why. 35

What Claparede witnessed was the difference between "declarative" or "explicit" memory and "nondeclarative" or "implicit" memory. 36

When we think of "memory," we think of our conscious collection of memories. Scientists refer to our conscious recollections of memory as our "declarative" or "explicit" memories. Memories created this way can be brought to mind and described verbally. As a result of her brain injury, Claparede's patient had a problem with this type of memory. 37

However, the patient's ability to protect herself from danger by refusing to shake hands with Claparede reflects a different kind of memory system. This type of system forms "implicit" or "nondeclarative" memories for us regarding dangerous or otherwise threatening situations. These types of memories are created through our subconscious, which is through our amygdalae. In other words, subconsciously, Claparede became a trigger of defensive behavior, or a conditioned fear stimulus, in his patient's mind. Even though cognitively she could not remember him, subconsciously she remembered him very well. 38

33 "The Emotional Brain," Joseph LeDoux, p. 180.

34 "The Emotional Brain," Joseph LeDoux, p. 180-181.

35 "The Emotional Brain," Joseph LeDoux, p. 180-181.

36 "The Emotional Brain," Joseph LeDoux, p. 181.

37 "The Emotional Brain," Joseph LeDoux, p. 181.

38 "The Emotional Brain," Joseph LeDoux, p. 180-181.

If you do not realize what is in your subconscious, does that mean it is not there? Clearly not. Unfortunately, the vast majority of people have no idea what is lurking in their subconscious, which is the problem. Our subconscious influences everything we do, say, think, and feel. Not knowing what lies in our subconscious is a disaster waiting to happen.

Not knowing what is in your subconscious is the same as having termites in your home. Whether you are aware of them or not ... they are still there. You can actually go years without them causing you any noticeable problems. However, one day in the future, disaster will strike. These termites will one day eat their way through and become very noticeable at the most inopportune time. That is the same thing that will happen with the “dark side” of our subconscious. We would all do well to investigate our subconscious and discover what is there before it harms us later.

Once you discover what is there, you can in fact change your subconscious, which is the way your amygdalae and thus your mirror neurons react. There are two ways of doing this.

Becoming more “MINDFUL” and “REWIRING” your brain

BECOMING MORE MINDFUL & OVERCOMING “UNINTENTIONAL BIGOTRY”

One thing we know about the amygdalae is that it has a memory of its own. It does not need the frontal lobes to function. This fact goes to our most basic need for consistency and our deep desire to resist change.

Dr. Joseph LeDoux was the first scientist to discover what key role the amygdalae plays in our emotional brain. In one experiment conducted by Dr. LeDoux, people were shown flash cards containing certain geometric shapes. However, these people were shown the various shapes so quickly that they did not have any conscious memory of having seen them. Still, when the subjects were shown these same geometric shapes later, they preferred the shapes that were flashed in front of them over the other shapes that were not previously “flashed” in front of them. Therefore, even though these people had no conscious memory of having seen these shapes, their subconscious memory in their amygdalae did in fact “see” them and remembered them later. Since the human emotional system likes familiarity, the people gravitated towards the shapes their subconscious mind saw and remembered.

In other words, the subconscious mind is very real and it exerts a tremendous influence over our behavior ... whether we want to admit it or not.

Marketing professionals have understood this concept for years. Consider the beer industry. Everywhere you look, you will see commercials for beer. Commercials for Miller, Budweiser, Coors and so on are all around us. Why?

Say the word “PIN” ten times fast:

PIN, PIN, PIN, PIN, PIN, PIN, PIN, PIN, PIN, PIN!

What is an aluminum can made from?

Well ... how did you do? An aluminum can is made from aluminum, not tin, right?

Let’s try another one. Say the word “TOP” ten times quickly then immediately answer the following question:

TOP, TOP, TOP, TOP, TOP, TOP, TOP, TOP, TOP, TOP!

What do you do you do at a green light?

Well...how did you do? You “go” at a green light, right? You don’t stop, right?

Let’s try another one. Say the word “JOKE” ten times quickly then immediately answer the following question:

JOKE, JOKE, JOKE, JOKE, JOKE, JOKE, JOKE, JOKE, JOKE, JOKE!

What do you call the white part of an egg?

Well...how did you do this time? The white part of the egg is the white part of the egg...right? It is not the “yolk,” right? You could have also said “ovalbumin,” which is the white part of the egg.

Of course, few people ever say “ovalbumin.” Why? Because it is not in there! Very few people have ever heard the term, so if you have never heard the word “ovalbumin,” then it is not going to come out of your mouth. It simply is not there, much like offensive slurs against others. If you had never heard the word “bitch,” then it would never come out. However, once it is in there, it is in there forever, much like the phrase “Plop, plop, fizz, fizz ... Oh, what a relief it is.”

This exercise works because of the amygdalae. The amygdalae can be programmed to respond automatically, either consciously or subconsciously. Why? Because it is a defense mechanism designed to protect us. We automatically react without the use of our thinking brain: our frontal lobes.

Again, our amygdalae can react at least twice as fast as our frontal lobes. So, when we simply react without stopping to think, our emotions, or amygdalae, are running the show. We are using the infamous “low road.” The low road, as you recall, is very fast, but not very accurate. Therefore, what we gain in speed by using our emotional system to react to situations, we lose in accuracy. In short, it is just another type of “emotional hijacking.”

If you look at the following computer images, you will see the different paths our stimuli take when they travel the “High Road” and the “Low Road” in our brains, which explains why we fall for this little mind game.

“Low Road” Stimulus Route: Approximately 1/33,000th of a second



Stimulus enters the brain and goes to the Thalamus.

Stimulus is transferred directly from the Thalamus to the Amygdalae through a “back door” entrance.

HOWEVER ..., when we stop and think for a minute, when we become more ***MINDFUL***, then even though we will lose the speed of the amygdalae, we will gain the accuracy of the frontal lobes, or the “high road.”

“High Road” Stimulus Route: Approximately 1/16,000th of a second



He stimulus must take the high road” before it is delivered to the prefrontal lobes of the brain, or our “Executive Center.”

This phenomenon gives us a certain “reactionary” comfort level due to “familiarity.”

This is why, as a recent study just proved, kids will eat just about anything if it is wrapped in a McDonald’s package, including carrots, as seen in the August 7, 2007 edition of the Chicago Daily Herald. We have been “brainwashed.” We have seen the McDonald’s ads so many times and for so many years that it has become like an old friend to us. We emotionally and automatically react in a positive way to Mc Donald’s due to our “familiarity.”

We have been “rewired.”



Our children have been so conditioned to just “RESPOND” to a McDonald’s logo in such a positive and familiar way that many of them will even eat carrots if they are placed in a McDonald’s wrapper. They don’t think ... they just REACT!

That is the essence of “branding,” ... or marketing, which is all based upon the speed of our amygdalae, or our subconscious.

This “automatic response” comes in very handy for us in our daily lives. Many of us often get dressed in the morning, eat breakfast, drive to work then sit at our desk and think, “How did I get here?”

Thanks to these “automatic responses” by the brain, we humans actually think we can multi-task. However, the truth of the matter is that we cannot. The human brain can only focus on one thing at a time. So, why are we able to perform various tasks all at the same time? Because we put everything else on “cruise control.” What is this automatic function? Our amygdalae functions in accordance with our memory so that we are able to mindlessly go through various tasks out of pure habit.

We all have routines we follow. Humans are definitely creatures of habit and the amygdalae is why. We function in many different ways every day without even thinking about how we do it.

We notice this affect when we wonder if we have forgotten to lock the house. We probably did ... but we don't consciously remember doing it because we probably did it automatically. Our subconscious did it. You can't remember if you locked the house because your frontal lobes were not part of the process. Your amygdalae, or your subconscious, took care of it for you out of pure automatic reaction.

This automatic subconscious function has resulted in entire industries designed to help us remember what we did or didn't do. This is why they make those little pill boxes with all of the different days of the week on them. Why? Because most of us run on autopilot in the mornings, so we cannot remember whether we took our pills or not. Chances are that we did because it was an automatic function for us to do it, but that still doesn't keep us from worrying about it for the rest of the morning.

This is also why we automatically take a pill in the morning ... but sometimes take the wrong one. Taking your Viagra instead of your Claritin can be a *real* problem. (You might want to call off sick that day.)

This is also one major reason why we humans hate change ... even when we know the impending change will be better for us. We like consistency. We like habit because we have physically wired our brain to react in a certain way. Status quo ... status quo ... status quo is usually the hallmark of our sense of emotional security.

So, how can you keep from falling victim to the power of the subconscious and habitual prejudices? First, you can take a more *mindful* approach to your reactions and thoughts. Taking a more *mindful approach* to life is exactly how you got better when you played the "Repeat After Me" game. After you said the word ten times, most of you gave the wrong answer to the question you were asked. Why? Because when you just "react," you take the "low road" through your brain ... through your amygdalae where all of your emotions live, at a potential speed of up to 1/33,000ths of a second. That is why most of you answered the question wrong. (Those of you who got it right cheated by thinking for a few seconds before answering.)

However, once you stopped and thought for a minute before you answered, you forced your thought-process to take the "high road" into your frontal lobes. Since the "high road" into your conscious mind can take up to twice as long as our "low road" through our subconscious, you had to literally **STOP** ... think for a few seconds, and **THEN** give the right answer, but that was only after a *LONG* pregnant pause of conscious thought. Why?

Because you were more self-aware of your previous errors, which enabled you to take control over yourself and your thoughts. This control allowed you to take the time to re-direct your thought process up through the slower but more deliberate high road and bypass the much faster and more emotional low road. That conscious control of your thoughts resulted in the right answer.

In short, your conscious mind was taking control over your much faster response of the low road. Otherwise, we tend to think aluminum cans are made of tin.

You caught yourself before you said something wrong.

WOULD INTELLIGENT PEOPLE BE BETRAYED BY THEIR SUBCONSCIOUS BIGOTRY?

Would intelligent people, experts in their fields, fall victim to their subconscious bigotry and make terribly wrong decisions? Could they be fooled and be so misled by their unconscious bigotry that they would not even realize it? Could their amygdalae overpower their frontal lobes to the degree that someone with even a genius I.Q. would not realize what was really happening to their judgment?

Well ... **YES!**

Once again, such bigotry has nothing to do with intelligence ... or I.Q. Instead, we look to the ongoing battle between our I.Q. and our E.Q.

I will often hear such comments as, “Well, I know I am not controlled by my subconscious. I rationally think things out. My decisions are rational and free of such bigotry.”

My response is always, “Really? How would you know?”

I usually get a blank stare at that point, to which I respond, “If it is your subconscious ruling your thoughts, how would you know? It is your subconscious, so how would your conscious mind know it was happening?”



Abbie Conant



Sergiu Celibidache



Otto Strasser

One of the best examples I have ever seen that illustrates this point lies with the concert trombonist Abbie Conant. In 1980, Ms. Conant was beginning her career as a professional trombonist. While she was playing for the Royal Opera of Turin in Italy, she applied for an opening with the Munich Philharmonic.

In Malcolm Gladwell's book "Blink," Gladwell recounts Conant's experience with the Munich Philharmonic. 39

The audition was held in the Deutsches Museum in Munich. There were thirty-three candidates, and each played behind a screen, making them invisible to the selection committee. Screened auditions were rare in Europe at that time. But one of the applicants was the son of someone in one of the Munich orchestras, so for the sake of fairness, the Philharmonic decided to make the first round of auditions "blind." Conant was number sixteen.

She played Ferdinand David's *Konzertino* for Trombone, which is the warhorse audition piece in Germany, and missed one note (she cracked a G). She said to herself, "that's it," and went backstage and started packing up her belongings to go home. But the committee thought otherwise. They were floored.

Trained classical musicians say that they can tell whether a player is good or not almost instantly – sometimes in just the first few bars, sometimes even with just the first note – and with Conant they knew. After she left the audition room, the Philharmonic's music director, Sergiu Celibidache, cried out, "That's who we want!"

39 Blink," by Malcolm Gladwell, pages 195-198 and 273.

The remaining seventeen players, waiting their turn to audition, were sent home. Somebody went backstage to find Conant. She came back into the audition room stepped out from behind the screen and heard the Bavarian equivalent of, “Whoa.”

“*Was ist’t des? Sacra di! Meine Goetter! Um gottes willen!*” They were expecting *Herr* Conant. This was *Frau* Conant.

It was an awkward situation, to say the least. Celibidache was a conductor from the old school, an imperious and strong-willed man with very definite ideas about how music ought to be played – and about *who* ought to play music. What’s more, this was Germany, the land where classical music was born.

... the orchestra’s former chairman, Otto Strasser, described in his memoir this as a “grotesque situation”: An applicant qualified himself as the best, and as the screen was raised there stood a Japanese before the stunned jury. To Strasser, someone who was Japanese simply could not play with any soul or fidelity music that was composed by a European.

To Celibidache, likewise, a woman could not play the trombone. The Munich Philharmonic had one or two women on the violin and the oboe. But those were “feminine” instruments. The trombone is masculine. It is the instrument that men played in military marching bands. Composers of operas used it to symbolize the underworld. In the Fifth and Ninth symphonies, Beethoven used the trombone as a noisemaker.

There were two more rounds of auditions. Conant passed both with flying colors. But once Celibidache and the rest of the committee saw her in the flesh, all those long-held prejudices began to compete with the winning first impression they had of her performance. She joined the orchestra, and Celibidache stewed. A year passed. In May of 1981, Conant was called to a meeting. She was to be demoted to second trombone, she was told. No reason was given. Conant went on probation for a year, to prove herself again. It made no difference.

“You know the problem,” Celibidache told her. “We need a man for the solo trombone.”

Conant had no choice but to take the case to court. In its brief, the orchestra argued. “The plaintiff does not possess the necessary physical strength to be a leader of the trombone section.” Conant was sent to the Gautinger Lung Clinic for extensive testing. She blew through special machines, had a blood sample taken to measure her capacity for absorbing oxygen, and

underwent a chest exam. She scored well above average. The nurse even asked if she was an athlete.

The case dragged on. The orchestra claimed that Conant's "shortness of breath was overhearable" in her performance of the famous trombone solo in Mozart's *Requiem*, even though the guest conductor of those performances had singled out Conant for praise. A special audition in front of a trombone expert was set up. Conant played seven of the most difficult passages in the trombone repertoire. The expert was effusive. The orchestra claimed that she was unreliable and unprofessional. It was a lie. After eight years, she was reinstated as first trombone.

The world of classical music – particularly in its European home – was until very recently the preserve of white men. Women, it was believed, simply could not play like men. They didn't have the strength, the attitude, or the resilience for certain kinds of pieces. Their lips were different. Their lungs were less powerful. Their hands were smaller. That did not seem like a prejudice. It seemed like a fact, because when conductors and music directors and maestros held auditions, the men always seemed to perform better than the women.



Rainer Kuchl, Concertmaster of the Vienna Philharmonic

Believed he could instantly tell the difference between a male and female violinist, even with his eyes closed.

Rainer Kuchl, the concertmaster of the Vienna Philharmonic, once said he could instantly tell the difference with his eyes closed between, say a male and female violinist. The trained ear, he believed, could pick up the softness and flexibility of the female style.

In the past thirty years, since screens became commonplace, the number of women in the top U.S. orchestras has increased fivefold. "The very first time the new rules for auditions were used, we were looking for four new violinists," remembers Herb Weksleblatt, a tuba player for the Metropolitan

Opera in New York, who led the fight for blind auditions at the Met in the Mid-1960s. “And all of the winners were women. That would simply never have happened before. Up until that point, we had maybe three women in the whole orchestra. I remember that after it was announced that the four women had won, one guy was absolutely furious at me. He said, ‘You’re going to be remembered as the SOB who brought women into the orchestra.’”

Before the advent of blind auditions, the percentage of women in major symphony orchestras in the United States was less than 5 percent. Today, twenty-five years later, it’s close to 50 percent. This is not a trivial accomplishment. Suppose that back before the advent of screens, you and I had been on a committee charged with addressing the terrible problem of discrimination against women in major symphony orchestras.

While Ms. Conant’s story is a startling one, unfortunately, it is also a very common one.

Research has shown that tall people are given much more credibility and are viewed in a much more positive light than shorter people. Overwhelmingly, the heads of most Fortune 500 companies are white males. However, almost all of these CEOs are also tall, or just a bit over six feet tall. Since the average American male is five foot nine inches tall, that means that CEOs as a group are three inches taller than the average male. 40

In the U.S. population, about 14.5 percent of all men are six feet or taller. However, 58 percent of all CEOs of Fortune 500 companies are over six feet in height. Also, across the entire U.S. population, only 3.9 percent of adult men are six foot two or taller. However, among Fortune 500 company CEO’s, almost 30 percent were six foot two or taller. 41

More over, researchers have discovered from studies involving thousands of people that followed these individuals from birth to adulthood that for every additional an inch of height someone has is worth \$789 a year in salary. In other words, a person who is six feet tall with identical credentials and demographics to someone who is five foot five inches tall will make on average \$5,523.00 more per year. 42

As Timothy Judge, one of the authors of the height - salary study, points out: “If you take this over the course of a 30-year career and compound it, we’re talking about a tall person enjoying literally hundreds of thousands of dollars of earnings advantage.” 43

40 Blink,” by Malcolm Gladwell, pages 92-93.

41 Blink,” by Malcolm Gladwell, pages 92-93.

42 Blink,” by Malcolm Gladwell, pages 92-93.

43 Blink,” by Malcolm Gladwell, pages 92-93.

Gladwell asks the following question in his book, “Blink”:

“Did you ever wonder why so many “mediocre” people find their way into great positions of authority? It’s because when it comes to even the most important positions, our selection decisions are a good deal less rational than we think. We see a tall person and we swoon.” 44

This is how we elected one of the worst U.S. President’s in the history of America, Warren Harding. So, how could a notorious womanizer, a Klansman and someone as incompetent as Harding actually get elected to the highest office in the land? Well, he was tall and handsome with shoulders like an Ohio State linebacker. In other words:

“Who cares what you stand for, your level of intelligence or your executive skills ... this guy is a **HUNK!**”

Our subconscious preference for some people over others also explains why white males who are bargaining to purchase automobiles received initial offers from the salesmen that were \$725 above the dealer’s invoice, while white women received initial offers of \$935 above invoice. Black women were quoted an average price of \$1,195 above the invoice price, while black males were given an initial offer was \$1,687 above invoice. Even after forty minutes of bargaining, the black men could get the price, on average, down to only \$1,551 above invoice. After lengthy negotiations, black males still ended up with a price that was nearly \$800 higher than the average price offered to white men who did not have to bargain at all. 45

In short, what goes on in our subconscious often dictates our conscious acts ... like it or not, recognize it or not.

MINDFULNESS AND POLICE OFFICERS

In order for police officers to become more mindful of what they are doing and to better avoid the phenomenon of emotional hijackings and “temporary autism,” many police departments have begun staffing their squad cars with only one officer rather than two.

On the surface, maintaining one-officer squad cars might sound like a very dangerous situation and thus a bad idea, both for the public and for the officers themselves. Isn’t it better to maintain two-officer squad cars so they can better handle situations and provide back-up for each other?

44 Blink,” by Malcolm Gladwell, pages 92-93.

45 Blink,” by Malcolm Gladwell, pages 93.

Well, actually, “no.”

In reality, an officer who is working with a partner is no safer than an officer who is working alone. Also, officers who are working as part of a team are much more likely to have complaints filed against them by the public. When two officers are working together, their encounters with citizens are far more likely to end in an injury, either to themselves or to the person they are confronting. So, why does this happen? 46

Because when police officers work by themselves, they are much more mindful of the situation at hand. They purposefully slow things down and give their frontal lobes a chance to engage. They are better at keeping their heart rates in check. However, when police officers work in teams, they tend to act more quickly because they have instant back-up readily available, which tends to result in a more emotional reaction to the situation. Our frontal lobes, or our logical brain, can react only half as fast as our emotional brain. Therefore, “rushing” into a situation tends to lead humans into using a much less “mindful” approach. 47



Gavin de Becker, author of “The Gift of Fear.”

“When police officers work with someone else, they speed things up. All cops want two-man cars,” says Gavin de Becker, author of “The Gift of Fear.” “You have a buddy, someone to talk to. But one-man cars get into less trouble because you reduce bravado. A cop by himself makes an approach that is entirely different. He is not as prone to ambush. He doesn’t charge in. He says, ‘I’m going to wait for the other cops to arrive.’ He acts more kindly. He allows more time.” 48

For example, at 1:00 a.m. on June 5, 1999, 22-year-old Robert Russ was driving home to visit his family in suburban Calumet City, Illinois. Chicago Police flagged Russ for “driving erratically.” However, instead of pulling over, Russ sped off. A five-mile chase resulted. When Russ spun out of control and stopped on the Dan Ryan Expressway, he refused to get

46 “Blink,” by Malcolm Gladwell, pages 233-235

47 “Blink,” by Malcolm Gladwell, pages 233-235

48 “Blink,” by Malcolm Gladwell, pages 233-235

out of the car. A Chicago Police Officer then smashed the passenger side window of Russ' car with his 9 mm pistol. Russ then tried to grab the gun. It fired and killed Russ. 49

Russ was unarmed. 50



James Fyfe

“You’ve got to slow the situation down,” says James Fyfe, head of training for the NYPD. “We train people that time is on their side. In the Russ case, the lawyers for the other side were saying that this was a fast-breaking situation. But it was only fast-breaking because the cops let it become one. Russ was stopped. *RUSS* wasn’t going anywhere.” 51

So, how do we now train police officers so they can keep themselves out of this kind of trouble and avoid the risk of momentary autism? Slow down and give your frontal lobes a chance to catch up.

Mindfulness, mindfulness, mindfulness.

THE DARKER SIDE OF OUR SUBCONSCIOUS

Before you can become more mindful of your actions and your thoughts, you must first become more self-aware (Intrapersonal Skills) and discover what is truly living in your subconscious. You must identify your own biases and prejudices, your strengths and weaknesses and your “trigger” points in order to address them.

As you have certainly concluded by now, we teach our children all kinds of different “life lessons” before their hippocampus, or conscious memory system, even forms. As a result, different parts of the world, and different parts of the country, as well as different parts of our 50 states, have different cultures.

49 “Chicago Hope,” by Neal Pollack of Salon.com, June 14, 1999

50 “Chicago Hope,” by Neal Pollack of Salon.com, June 14, 1999

51 “Blink,” by Malcolm Gladwell, pages 233-235

Unfortunately, not only do we teach our children very good lessons during this period of time in their lives, but we also teach them the prejudices we have against others that will also be with them for the rest of their lives ... smoldering away in their subconscious directing their thoughts and actions from a subconscious level.

So, to what degree are our conscious thoughts, and thus our bigotry, controlled by our subconscious? Do we base decisions unconsciously on our bigoted beliefs? In order to discover the degree of bigotry that lives in our subconscious, Anthony G. Greenwald, Mahzarine Banaji and Brian Nosek devised the Implicit Association Test (IAT).

In short, the IAT measures your reaction time to different types of people. For this discussion, we will look at the IAT based upon race.

At the beginning of the test, you are asked what your attitudes are regarding blacks and whites. Of course, most people answer that they believe both races of people are equal. The way the test works is it shows you a black face, then a white face, then a black face, then another black face, and so on. You are then asked to judge whether the face is a friendly one or an unfriendly one. Since the test measures your reaction time in fractions of a second, whether you have a bias in favor of white people or a prejudice against people of color can be measured in milliseconds. Since you are never sure what color of face is going to appear next, your subconscious plays a major role in how quickly you react, or more importantly, if you react incorrectly to a face that appears.

If you react more slowly to a friendly black face, your bigotry rings through loud and clear.



Amadou Bailo Diallo

Of course, in the worst of all possible scenarios, our subconscious plays tricks with how we perceive the world with disastrous ends. Malcolm Gladwell recounts the following story of Amadou Bailo Diallo in his book, "Blink." 52

52 "Blink," by Malcolm Gladwell, pages 195-198

The 1100 block of Wheeler Avenue in the Soundview neighborhood of the South Bronx is a narrow street of modest two-story houses and apartments.

Amadou Bailo Diallo was from Guinea. In 1999, he was twenty-two and working as a peddler in lower Manhattan, selling videotapes and socks and gloves from the sidewalk along Fourteenth Street. He was short and unassuming, about five foot six and 150 pounds, and he lived at 1157 Wheeler, on the second floor of one of the street's narrow apartment houses.

On the night of February 3, 1999, Diallo returned home to his apartment just before midnight, talked to his roommates, and then went downstairs and stood at the top of the steps to his building, taking in the night. A few minutes later, a group of plainclothes police officers turned slowly onto Wheeler Avenue in an unmarked Ford Taurus. There were four of them – all white, all wearing jeans and sweatshirts and baseball caps and bulletproof vests, and all carrying police-issued 99-millimeter semiautomatic handguns. They were part of what is called the Street Crime Unit, a special division of the New York Police Department, dedicated to patrolling crime “hot spots” in the city's poorest neighborhoods.

Driving the Taurus was Ken Boss. He was twenty-seven. Next to him was Sean Carroll, thirty-five and in the backseat were Edward McMellon, twenty-six, and Richard Murphy, twenty-six.

It was Carroll who spotted Diallo first. “Hold up, hold up,” he said to the others in the car. “What’s that guy doing there?” Carroll claimed later that he had had two thoughts. One was that Diallo might be the lookout for the “push-in” robber – that is, a burglar who pretends to be a visitor and pushes his way into people’s apartments. The other was that Diallo fitted the description of a serial rapist who had been active in the neighborhood about a year earlier.

“He was just standing there,” Carroll recalled. “He was just standing on the stoop, looking up and down the block, peeking his head out and then putting his head back against the wall. Within seconds, he does the same thing, looks down, looks right. And it appeared that he stepped backwards into the vestibule as we were approaching, like he didn’t want to be seen. And then we passed by, and I am looking at him, and I’m trying to figure out what’s going on. What’s this guy up to?”

Boss stopped the car and backed up until the Taurus was right in front of 1157 Wheeler. Diallo was still there, which Carroll would later say “amazed” him. “I’m like, all right, definitely something is going on here.”

Carroll and McMellon got out of the car. “Police,” McMellon called out, holding up his badge. “Can we have a word?”

Diallo didn’t answer. Later, it emerged that Diallo had a stutter, so he may well have tried to say something but simply couldn’t. What’s more, his English wasn’t perfect, and it was rumored as well that someone he knew had recently been robbed by a group of armed men, so he must have been terrified: here he was, outside in a bad neighborhood after midnight with two very large men in baseball caps, their chests inflated by their bulletproof vests, striding toward him.

Diallo paused and then ran into the vestibule. Carroll and McMellon gave chase. Diallo reached the inside door and grabbed the doorknob with his left hand while, as the officers would later testify, turning his body sideways and “digging” into his pocket with his other hand.

“Show me your hands!” Carroll called out. McMellon was yelling, too: “Get your hands out of your pockets. Don’t make me fucking kill you!” But Diallo was growing more and more agitated, and Carroll was starting to get nervous too, because it seemed to him that the reason Diallo was turning his body sideways was that he wanted to hide whatever he was doing with his right hand.

“We were probably at the top steps of the vestibule, trying to get to him before he got through that door,” Carroll remembered. “The individual turned, looked at us. His hand was on – still on the doorknob. And he starts removing a black object from his right side. And as he pulled the object, all I could see was a top – it looked like the slide of a black gun. My prior experience and training, my prior arrests, dictated to me that this person was pulling a gun.”

Carroll yelled out, “Gun! He’s got a gun!” He is crouched and he has his hand out and I see a gun. And I said, ‘My God, I’m going to die.’ I fired my weapon.

What I seen was an entire weapon. A square weapon in his hand. It looked to me at that split second, after all the gunshots around me and the gun smoke and Ed McMellon down, that he was holding a gun and that he had just shot Ed and that I was next.

Carroll and McMellon fired sixteen shots each: an entire clip. Boss fired five shots. Murphy fired four shots. 41 shots were fired by the officers, hitting Diallo 19 times.

After the police officers stopped firing, there was nothing but silence as they approached Diallo's lifeless body at the top of the stairs. It was then they discovered that Diallo was unarmed. However, what the officers saw was not a gun at all. It was a wallet.



Sean Carroll



Edward McMellon



Kenneth Boss



Richard Murphy

- Why did these officers think it was suspicious that Diallo was lurking in the shadows, when in reality he was simply standing in front of his own apartment?
- Why did Carroll think it was suspicious that Diallo “was just standing there” on his stoop, “looking up and down the block, peeking his head out and then putting his head back against the wall”?
- Why was Carroll “amazed” and did he think that “definitely something is going on here” when Diallo just stood there when Boss stopped the car and backed up in front of Diallo’s apartment building?
- Why did the officers think it was odd that Diallo ignored them and then went into his apartment’s vestibule when they got out of their car and approached him, even though Diallo was in fact in a bad neighborhood after midnight with two very large men, their chests inflated by their bulletproof vests, were striding toward him?.
- Why did these officers see a gun, when in reality Diallo had merely pulled out his wallet?

Why? **Because all of these things were what they expected to see.** This was a classic case of “**projection.**” Their subconscious was in charge, which was directly “clouding” what their mirror neurons were reflecting. These officers actually thought they saw Diallo as a threat and brandishing a weapon.

In reality, it was a wallet ... but not in the reality of their minds.



Projection and Bob the Young Dog and the Older Dog

This phenomenon of “projection” can fool any of us.

When my wife and I got married, we didn’t want to have any children right away. So, we thought we would get a dog and practice on it on a while. So, we went to the Humane Society and got a Beagle, Australian Shepherd mixed dog. We named him “Bob.”

We had Bob for several years, and since we had not lost him or killed him, we thought we were ready to handle kids. So, my wife and I had two children while we still had Bob. Bob was a big help in many ways, such as when the kids dropped food on the floor. It was no problem. We had Bob.

Bob slept with us in our room. He went on vacation with us. He went to family reunions with us. Everyone knew and loved Bob. He was like a little person trapped in a dog suit.

However, Bob contracted cancer and started to slow down quite a bit. The cancer treatments from Ohio State bloated Bob’s system. He was also aging rapidly.

Friends and relatives would come over and take a little gasp when they saw him. One of my wife’s friends commented, “Oh, dude. Your dog is sick.”

However, we didn’t see it. He looked like Bob. Yes, he was a little heavier than before and he was a little grayer. But he didn’t look that bad. People were over-reacting, we thought.

Eventually, we had to put Bob to sleep.

Several years later, my wife and I were watching some home videos and we saw a clip of Bob at his last Christmas with us. Bob was looking very old and was very much overweight from his treatments. His fur did not look very good either. It looked like it was hard for him to walk. Both my wife and I stopped and looked at each other. Almost on cue, we both asked, “Did he look like that to you?”

We both agreed that we did not see Bob this way when he was still alive. We had both become so conditioned to seeing Bob as we wanted to see him that we really did not take notice of how far he had deteriorated.

This was classic projection. We did not want to see a sick and dying dog. We both wanted to see a healthy happy Bob. As a result, whenever we looked at him, that was what saw. It was not reality, but it was what we saw.

REWIRING OUR BRAINS: EDUCATING OUR SUBCONCIOUS

In Malcolm Gladwell's book, "Blink," he discusses his personal experience in taking the Race IAT. When he first took the Race IAT, he had a "moderate automatic preference for whites" over blacks. 53

Gladwell, who is half white and half black (his mother is Jamaican), then took the test a second time, and then a third time, and then a fourth time, hoping that his score would improve. However, no matter how many times he took the test, his score did not improve, and that horrible feeling that came with realizing that he held a distinct prejudice against his own people stayed with him. 54

However, as Gladwell later discovered, more than 80 percent of everyone who has ever taken the Race IAT test ended up showing pro-white associations, including people of color who took the test. In other words, for most people, it takes them measurably longer to complete answers when they are required to put good words into the "Black" category than when they are required to link bad things with black people. 55

The IAT measures our prejudices that occur on a *subconscious* level, which are those immediate and automatic responses that simply take over before we have had any time to engage our conscious thoughts. If you are human, this is how you operate.

For example, Gladwell also observed that of the fifty thousand African Americans who have taken the Race IAT so far, about half of them also have stronger associations with whites than with blacks. According to Gladwell, if you think about it for a minute, how could you live in North America and not have a preference for whites? Americans are surrounded every day by cultural messages linking white with good. 56

53 "Blink," by Malcolm Gladwell, pages 81-88

54 "Blink," by Malcolm Gladwell, pages 81-88

55 "Blink," by Malcolm Gladwell, pages 81-88

56 "Blink," by Malcolm Gladwell, pages 81-88

Clearly, this constant barrage of messages rewires our brains to think that “white” is good and “black” is bad. Our subconscious harbors these beliefs and our mirror neurons reflect these prejudices, so we project these feelings in everything we do.

“You don’t choose to make positive associations with the dominant group,” says Mahzarin Banaji, who teaches psychology at Harvard University and is one of the leaders in IAT research. “But you are required to. All around you, that group is being paired with good things. You open the newspaper and you turn on the television, and you can’t escape it.” 57

The IAT is a powerful predictor of how we will react in certain kinds of situations requiring a spontaneous response. For example, if someone’s IAT scores reveals a strong “pro-white” bias, then there is every reason to believe that these attitudes will affect the way that person will behave around someone who is of color, as opposed to how they will react when they are around someone who is white. 58

In all likelihood, Gladwell tells us that you won’t be aware that you’re behaving any differently than you would around a white person. But chances are you’ll lean forward a little less, turn away slightly from him or her, close your body a bit, be a bit less expressive, maintain less eye contact, stand a little farther away, smile a lot less, hesitate and stumble over your words a bit more, laugh at jokes a bit less, and so on. 59

Gladwell then explains how these subtle differences can have tremendous implications. Suppose a person with a “white bias” interviews a black man for a job. The black applicant is going to pick up on all of these nonverbals the interviewer is sending, especially the uncertainty in the interviewer’s tone and the distance in his posture. The black applicant will most likely become a little less certain of himself, a little less confident, and a little less friendly. Of course, what happens in the interviewer’s mind next is all too common: The interviewer will get that “gut feeling” that the applicant doesn’t really have what it takes, or maybe that he is a bit standoffish, or maybe that he doesn’t really want the job. In the end, the interviewer’s subconscious first impression of the applicant will be poor, which will inevitably throw the entire interview hopelessly off course. 60

Of course, the bright side here is that those snap judgments and first impressions that stem from our subconscious can in fact be educated and controlled. For instance, if you take the Race IAT or the Career IAT again and again and again in an effort to improve your score,

57 “Blink,” by Malcolm Gladwell, pages 81-88

58 “Blink,” by Malcolm Gladwell, pages 81-88

59 “Blink,” by Malcolm Gladwell, pages 81-88

60 “Blink,” by Malcolm Gladwell, pages 81-88

your score will not improve at all. Why? Because it is your subconscious that is running the show at 1/33,000ths of a second. 61

So, how do you improve your scores?

Recent research studies have shown us that our biases and prejudices are fluid. Those implicit or subconscious prejudices often do not reflect a person's cognitive feelings, so these prejudices in the subconscious can be "rewired."

In one study, people who held implicit prejudices against blacks were shown photos of widely admired black celebrities, such as Bill Cosby and Martin Luther King, Jr. They were also shown photographs of white people who were widely despised, such as serial killer Jeffrey Dahmer. The subjects were shown a total of only forty photographs and their exposure to these subjects was minimal ... just one fifteen-minute session. 62

However, that brief fifteen-minute tutorial was enough to rewire these subjects' amygdalae. As a result, the IAT scores of these subjects improved dramatically. Unconscious anti-black attitudes vanished. Twenty-four hours later, their IAT scores remained high. 63

Why does this exposure to positive black role models work? Because you are rewiring your brain ... literally.

If you recall from the first chapter where I was surrounded by a group of African Americans and berated with racial slurs, my IAT score dropped significantly. My subconscious was now showing a strong distrust of anyone of color.

I knew this could cause a real problem ... for me.

That was when I started hanging around and just talking to more people of color. I called friends on the phone to just talk. I would strike up conversations at airports. I did this for a few weeks.

Later, when I took the IAT again, my scores returned to normal and did not show a prejudice any longer.

Again, it is so obvious that it evades us. Every thought we have is a chemical and electrical reaction in our brain. When such sparks fly and our neurotransmitters burn, that is when we have thoughts ... and that is when we change our brains. This is also what we call a "habit."

61 "Blink," by Malcolm Gladwell, pages 15, 96-98

62 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 301.

63 Social Intelligence: The Revolutionary New Science of Human Relationships" by Daniel Goleman, page 301.

Again, we rewire ourselves a little bit with each thought or action we perform.

This neurological phenomenon is what Mahzarin Banaji of Harvard University was describing when he said, “I had a student who used to take the IAT every day. It was the first thing he did, and his idea was just to let the data gather as he went. Then this one day, he got a positive association with blacks. And he said, ‘That’s odd. I’ve never gotten that before,’ because we’ve all tried to change our IAT score and we couldn’t. But he’s a track-and-field guy, and what he realized is that he’d spent the morning watching the Olympics.” This increased exposure to positive black role models had made the difference. It changed the way the student viewed blacks. It had changed the way he really thought in his subconscious, which directly altered his actions. 64

Why did his score increase?

Because our first impression of others come from our past experiences and our environment. Therefore, if you change your experiences and environment, you change your first impressions. You change how you think.

The young man had literally re-wired himself a bit by exposing himself to positive role models who were black.

Thomas Pettigrew, a social psychologist who has been studying prejudice for over three decades. Over this period of time, Pettigrew has overseen the largest analysis of studies focusing on why contact with people whom we hold prejudices changes our views of “those people” for the better. Pettigrew and his associates analyzed over 515 studies dating from the 1940s to 2000. They then combined all of this data in one massive statistical analysis. The responses came from an astonishing 250,493 people living in from thirty-eight different countries. The Us-Them prejudices in the studies ranged from black-white relations in the United States, to a multitude of ethnic, racial, and religious animosities from all over the world. The studies also included data regarding prejudices against the elderly, disabled, and mentally ill. 65

Pettigrew’s conclusion:

Emotional involvements with those people that we “look down on” and consider “inferior” make us far more accepting of each other’s groups and differences. 66

64 “Blink,” by Malcolm Gladwell, pages 96-98

65 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

66 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

For instance, children who have a childhood playmate from another ethnic group will help to destroy any prejudices they encounter later in life. Likewise, the same result occurred under Apartheid in South Africa between the rural Afrikaaner housewives and the “lower class” African domestic workers once they grew to know each other and become friends. 67

Studies reveal that familiarity and friendships across time with people who are different from us will greatly reduce our level of prejudice when it comes to anyone who shares those demographics with our “friend.” However, mere casual contact on the street or at work does relatively little, if anything, to change hostile stereotypes. 68

Pettigrew’s conclusion:

The essential requirement for overcoming prejudice is a strong emotional connection with the target group. 69

Pettigrew then concludes that over time, the tolerance each person feels toward those with whom a relationship has been built is then generalized towards all of “those people” that we ordinarily would classify as “them,” regardless of whether or not we have established any familiarity with that group. In another study, researchers discovered that when people had good friends across volatile ethnic differences in Europe, such as Germans hating Turks, French despising North Africans, British feuding with West Indians, those people who had friends in groups different from themselves also exhibited far less prejudice toward the other groups with whom they had not had any contact at all. In others words, tolerance fostered more tolerance which fostered more tolerance. 70

So, if you are a white person who would like to view minorities with less prejudice, then you would have to change your life so that you are exposed to minorities who are positive role models on a regular basis. Over time, you would grow to understand and become more comfortable with the cultures of people who are different from you. In the end, those stereotypes and myths that we carry in our MSU files (“Make Stuff Up”) would disappear when brought out into the light. So, when you meet someone who is different from you, your subconscious won’t betray you.

Pettigrew made another interesting discovery regarding “early programming” and intolerance after the Berlin Wall came down, separating the old East and West Germany. While most Germans were ecstatic over the reunification of Germany, an interesting

67 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

68 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

69 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

70 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

phenomenon occurred. Many of the West Germans did not like the East Germans, and vice versa. Actually, the East Germans did not care much for the Poles or Turks either. Moreover, the incidents of violence that were committed against minorities in East Germany were much more frequent than any where else in Germany. There was great conflict and violence in the old East Germany for several years after the wall fell. 71

When Pettigrew studied the situation, he quickly discovered the problem:

The East Germans as a whole were easily the most bigoted people in the region. 72

Why? Because the former Soviet Union never let the East Germans have contact with anyone but themselves. While the West Germans had years of building friendships with Americas, Cubans, and Africans, for instance, the East Germans were deprived of these opportunities. All they knew of anyone outside their world was what the Soviets told them. As a result, bigotry became ingrained in their amygdalae. It was now “common sense.” 73

So, what is the answer

**Educate ... educate ... educate yourself about others ...
because it is good for YOU.**

Bigotry comes from ignorance. If I don't know any Jews, I think they are all cheap. If I don't know any Irish, I think they are all drunks. And so on, and so on, and so on.

Of course, the basis of bigotry lies in “bullying”: I am insecure about myself, so I have to bully you. Why? Because I am so much taller when I stand on top of more bodies. I have to be “better” than someone else because I am so uncomfortable with my own self worth.

In one study, researchers told their subjects that they were going to be testing their IQs. When the subjects were told that their IQ test showed they had a “high” level of intelligence, their negative subconscious prejudices vanished. However, when subjects were told that their IQ test showed they had a “low” level of intelligence, their prejudices became stronger. 74

In order to achieve this change, we all need to take an active role in “retraining” our amygdalae and cleaning up our mirrors. We have to recognize our own weaknesses, and recognize that many of our prejudices come from our own self-esteem issues.

71 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

72 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

73 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 303

74 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 302.

Of course, in order to alter our subconscious thoughts, we must first acknowledge the power of our subconscious and then take active steps to manage and control our opinions of others.

Again, this is what I had to do in order to “clean my filters” after my encounter with the black bigots in front of the Staples store. This highly emotional and traumatic experience had altered the way I viewed anyone of color. Rewiring my brain was critical for my rational mind.

If you would like to test your own level of bias and prejudice in many different areas, just go to www.implicit.harvard.edu. Several different tests are there for you to take, including the Race IAT, as discussed in this chapter.

Again, our ability to empathize with others, which is to see their perspective that might even disagree with our own, lies in our mirror neurons and our amygdalae. However, the “cleaner” we keep our amygdalae and mirror neurons, the more accurate we will be in reading others since we will project our own biases and prejudices. (i.e. Harvard University’s Individual Assessment Technique, or “IAT” www.implicit.harvard.edu)

While the IAT Tests can be very useful in determining how clean your mirrors and amygdalae are, the Micro Expression Training Tool, or “METT,” www.PaulEkman.com, developed by Dr. Paul Ekman can be invaluable in developing your amygdalae and mirror neurons, as previously discussed.



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CHAPTER 8

EPR: EMPATHIC LISTENING **(Listen From *The Other Person's* Perspective)**

**“FIRST Seek To Understand...
THEN Seek To Be Understood.”**

~~Stephen Covey

If I have heard it once, I have heard it a million times:

“Whenever I have to confront someone, I just don’t know how to get started.”

Well, I am here to tell you that getting started in a conflict situation is easy:

You shut up and listen!

The key to becoming an effective interpersonal communicator in conflict situations involves one of the hardest skills few people will ever master: **LISTENING**.

In most conflict situations, we think we have to explain our side to the other person so we can “enlighten” them. Of course, we do this with the best of intentions. We can see our own point of view so clearly that all we want to do is help that other person “see the light.”

If we can just get that other person to understand our side, then that other person will see our point of view and the conflict will be over. Viola!

So, most of us start conflict situations by explaining our side first. Again, we have the best of intentions here. We do not listen to the other person’s side of the story because, well ... it is probably wrong. Besides, if I can explain my side first, the others will understand, correct their perspective, and the issue will be over.

Easy-poesy.

Unfortunately, handling conflicts in such a manner tells the other person one thing:

“I don’t care what you think.”

Of course, that is probably not the message you wanted to send. You simply wanted to enlighten the other person. You believe the other person did not have all the facts or they were seeing things from the wrong perspective.

You were simply trying to help the other person.

However, when we address a conflict in this manner, we truly are treating that other person with great disrespect because we are sending one clear message to that other person:

We don't care what they think!

When we fail to even listen to another person's point of view, we are telling that person that we do not care about their side of the story. Although that is not our intent, that is the message we are delivering to that other person. In that other person's mind, if their opinion is not important to us ... so *they* are not important to us.

Humans are emotional animals ... not logical ones. Our emotions, which is our damaged self-esteem, can kick into high gear and hijack our brains in 1/33,000ths of a second ... way before our logical brain even knows what happened.

When we feel we are being treated with disrespect, we react emotionally. In fact, when we treat each other with great disrespect, the human animal can turn violent in the blink of an eye.

(If you don't believe me, go downtown and yell your favorite ethnic slurs at everyone who walks by you. Watch what happens.)

We humans want and demand to have our opinions heard. When that does not happen, you have just escalated the conflict into a dangerous situation that at a very minimum will destroy any trust in the relationship.

So, how do you get started in conflict situations?

First, as we already discussed, if you and I are having a High Stakes conflict, I need to be honest with you. Something is really bothering me about this issue ... and I know that because my gut is churning. That means this is not just a little "irritation" for me. It is a highly emotionally charged issue for me, so I must address it and resolve it.

If I continue to ignore this issue, then it will continue to churn in my gut. Eventually, I will either talk about you behind your back, which is venting. However, that will destroy our trust and damage my reputation, all of which is very bad for me.

On the other hand, I might continue to suppress this conflict which will allow this resentment against you to build up in my gut. Eventually, I will likely explode at you over something completely unrelated to this issue, which will make me look like a jackass.

At a very minimum, it will cloud my judgment on matters that involve you.

Consequently, for my own benefit, I need to seek you out and resolve this issue.

So, I go to your office and knock on your door. I ask you, "Do you have a minute?"

You, of course, smile, hiding your disgust over me, and say, “Sure, come on in.”

I sit down and say,

“Look. I know there is a problem over this issue with Karen. It has really been bothering me so I wanted to touch base with you and hear your side. I want to understand where you are coming from because I want to resolve this and I want to make sure you and I are good.”

Then ... I shut up.

I want to then focus on your side of the story from your perspective. I have to put myself in your shoes and use my skills of “empathy.”

THAT is how you initiate a conflict situation. It is honest and it is respectful. I am not “retreating” and I am not “attacking” you. I want to work with you and resolve it.

It is not intended to be a brawl. That is what an Attacker does ... and the other person ends up spitting in your chili.

Other ways of initiating a conflict discussion includes ...

- “I just wanted to touch base with you because what you said in the meeting yesterday really bothered me. I wanted to hear your perspective because I want to see what I might be missing.”
- “What you said about how I handled the pipeline project really bothered me. I’d like to understand why you said that we botched it. I want to make sure that you and I are on the same page going forward.”
- “I understand you are upset with me over this parking lot issue. I just want to hear your side and resolve our issues.”

All of these are simply examples of how we approach the other person we are upset with, or is upset with us, and tell them that we want to not only resolve this issue, but we want to preserve our relationship.

If someone gets angry with you over that, you are dealing with an Emotional child and you need to rethink this relationship.

ACTIVE LISTENING v. EMPATHIC LISTENING

Active Listening Skills

Most people don't think of "listening" as being a skill at all. Instead, most people think of listening as something that "just happens" and requires putting forth very little or no effort.

However, that is not "listening." **That is the purely physical function called "hearing."**

In fact, developing and using the skills necessary for "**Active Listening**" is not a natural act for most people.

Listening effectively requires a high degree of concentration and a consciously concerted effort put forth by the Receiver of the message to truly comprehend what is being conveyed by the Sender. To accomplish this task, Receivers must practice becoming good listeners by adopting certain effective listening techniques.

Therefore, as they strive to listen effectively, Receivers should:

1. **Concentrate on the Sender's message**, which means clearing their minds of other worries or concerns not related to the Sender's ideas, not "fiddling" with physical objects, such as pens, pencils, papers, etc. Receivers must also ignore any external distractions. **Good listeners have to want to listen**, which means concentrating only on the Sender's message.
2. **Learn to speed up their "point-of-contact" of the Sender's message.** Too many times, Receivers do not really "listen" to the Sender's message until after the Sender has already started talking. As a result, the Receiver usually ends up "missing" the first part of the Sender's message. Therefore, Receivers should "listen" to the Sender's first few words instead of "jumping into" the conversation and start "listening" as soon as the Sender begins sending his message.
3. **Listen for overall ideas and the intent of the Sender rather than concentrating heavily on the individual words used in the message.** Many people have a difficult time effectively expressing their ideas to others, and, as a result, they often use words incorrectly or out of context and therefore misstate their true meaning.
4. **React to the ideas being conveyed by the Sender and not to the person transmitting the message.** Too many times, Receivers react more to their own personal likes and dislikes of the speaker than to the Sender's message.
5. **Don't "mentally argue" with the Sender.** Let the speaker complete his idea before forming a conclusion. **Receivers should listen now, analyze later.**
6. **Do not interrupt the Sender!** More Receivers are guilty of violating this listening technique than all of the others combined. Let the Sender convey his message. No one

can talk and listen at the same time. Therefore, Receivers should try to “**shut up**” long enough to let the Sender get his idea across. (This is extremely difficult for some people, but it is essential for effective listening.)

7. **Take notes on only the important points being conveyed.** Trying to write “everything down” will only cause the Receiver to fall further and further behind the Sender. However, on the other extreme, not taking any notes when a Sender’s message has a good deal of depth or breadth to it is just as bad, since the Receiver will probably only remember a few of the Sender’s important points. Therefore, Receivers should take only enough notes as deemed necessary to properly recall the Sender’s message.
8. Interjecting “**Encouragers**,” such as an occasional “**yes**,” “**I see**,” “**O.K.**,” or simply nodding in agreement demonstrates to the Sender that the Receiver is indeed “receiving” the message and that the Sender should continue.
9. **Ask questions if a point is unclear or possibly misunderstood.** Too many times, Receivers are too embarrassed to ask a Sender to repeat himself if they are confused over the message or if parts of the message tend to conflict. However, conventional wisdom should be enough to tell anyone that if a Receiver does not completely understand a Sender’s message, the Receiver should ask for **clarification** before serious mistakes are made as a result of the misunderstanding.

Empathic Listening Skills

While “**Empathic Listening**” is very similar to “**Active Listening**,” it is also a bit different. Empathic Listening includes all of the skills of Active Listening ... but then goes a step further. Empathic Listening requires the Receiver to also listen from the *Sender’s* point of view. Humans typically are **very** bad at using this skill. We tend to listen to others from *our* own egotistical point of view.

Why? Because it is **our** point of view, and since it is our point of view, it is the correct point of view. Why? Because it is our point of view. (Feel the ego coming out here again?)

Think of it this way: If a 20-something person is going to communicate with a 50-something person, in order to fully understand where each other is coming from, they are both going to have to look at the situation not just from their own point of view ... but from each other’s as well. Otherwise, the two will never really be listening to what the other person is saying.

Again, “empathy” is a skill that must be practiced. Actually, it is one of the most critical skills in Emotional Intelligence and in proper communication. Trying to be more empathetic means putting yourself in someone else’s shoes by asking yourself such question as:

- What is it like to be nearing retirement and afraid of losing your job?
- What is it like to be a minority of any kind?
- What is it like to be of a different religion?

- What is it like to be in a wheelchair?
- What is it like to be homeless?
- What is it like to be in a war zone?

I recently finished shooting and editing a video entitled, “DACHAU: A First-Hand Perspective.” In this video, I take the viewer through the Nazi’s first concentration camp, Dachau, which is right outside of Munich, Germany. I take you through the front gates so you can see what it would have been like to walk through the entrance of a concentration camp ... not knowing if you would ever get out. I take you through the barracks so you can see what the living conditions were like. I put the camera into the inmates’ bunks so you can see what it was like to go to sleep at night in a concentration camp. I take you into the gas chambers so you can see what it was like to have your life extinguished in such a way.

All of these experiences are intended to put you into someone else’s shoes and develop your mirror neurons.

Again, empathy is a skill. It is not something you just do and then forget about it. The more you put yourself into someone else’s shoes, the more you will develop this skill and the easier it will be for you to use your empathic skills the next time you need them.

Eventually, looking at a situation from someone else’s perspective becomes second nature because you have re-wired yourself to be that way.

Across my career, I have had to coach some very intolerant clients with severe empathy issues. They simply don’t care what other people think or how they feel. To quote one “knuckle-dragger,”

“They should just get over it! Everyone’s got problems.”

Jane Elliott pioneered tolerance and empathy training by having her students treat their classmates who had brown eyes worse than the kids with blue eyes ... and later vice versa. She taught her children what it was like to be discriminated against due to some feature they could not control. These children described their experiences with Ms. Elliott and this exercise as “life changing.”

All of these types of experiences make a huge difference in boosting our sense of empathy so we can better relate to others. Once we have actually been in someone else’s shoes for even just a little while, we remember the ridicule, fear, anger, shame and all of the other feelings that go along with intolerance. Ms. Elliott was teaching her students about discrimination, but she was also teaching them to become more empathic, which means increasing their level of Emotional Intelligence.

Again ... what is in this for me? If you cannot have empathy for someone else, then you will not be able to relate to others very well, which will spell the end of your personal relationships and possibly your career. In other words, I want to build empathy for others because it is good for

me!

In short, you cannot be an Emotionally Intelligent Communicator if you are not an Empathic Listener ... **PERIOD.**

How Do You Use Empathic Listening To Disarm An Attacker?



Verbal 柔術

This is what we commonly refer to as “Verbal Jujitsu.” “Jujitsu” (柔術) in Japanese literally means literally means the “Gentle Art.” Japanese martial arts have evolved over hundreds of years from the elite class of samurai warriors from feudal Japan. Jujitsu was developed by the samurai as a way to defeat an armed and even armored opponents without the use of any weapons. Since it is futile to try and strike an opponent who is covered in armor with your fist or foot, the most efficient methods for neutralizing an enemy was to use the attacker’s energy against him, rather than directly opposing it.

What is Verbal Jujitsu?

It is the ability to take the verbal assault someone directs towards you, diffuse it and project it back upon them.

Therefore, much like that of an actual attack, Verbal Jujitsu uses your opponent’s weight against them.

The skills of “Verbal Jujitsu” in conflict situations begin with “Empathic Listening.” If your ego and emotions will not allow you to see someone else’s point of view, then you will never be able to master the “Gentle Art” art of “Verbal Jujitsu.”

As an example, picture yourself sitting at your desk. One of your supervisors comes in and is terribly upset that you were late on a project. Your supervisor just got her butt chewed out by her boss ... so now it is your turn. She is angry. She is upset ... and she intends to take it all out on you ... because her boss just took it out on her.

Now, you have a perfectly good explanation for why the project was late. An “emergency order” came in from the president of the company yesterday. The president told you to drop everything and get this other order completed ... even if it meant being late on other projects. Your boss was not in yesterday, so you left her a voice mail about the change in plans. Apparently, she did not check her voice mails yet ... probably because her boss was waiting to pounce on her the minute she came into work today. You just happen to be the latest victim of the morning.

You know that you did not cause the problem. You also have a very good reason for why the project was not completed by yesterday's deadline. Still, you have a raving "child" in front of you throwing a little temper tantrum in your office.

You actually think to yourself, "If one of my children ever did this ... they would get a time out."

Now, if you try to explain what happened and why you missed the deadline while your boss is going off into a fit of rage, what do you think will happen?

From your perspective, you feel like you can resolve this issue with logic. If you can only get your boss to see your perspective, if you can only get her to understand that you were only responding to a directive sent down from the president, if you could only get her to listen to the facts, everything would be fine. I mean, you are just trying to help your supervisor understand ... right?

However, if you jump right in with your reasoning while your boss is still having this conniption fit, what do you think your boss will hear?

Excuses ... excuses ... excuses!

You are just trying to weasel out of any accountability! You are going to try and blame the whole thing on somebody else ... or you should have called your supervisor at home and told her personally, rather than just leaving a voice mail, even though your boss has always told you to "just leave a voice mail."

Think about it: You are trying to *logically* explain the facts of this situation to a "crazy" person. Your boss is flooding with adrenaline and cortisol, so trying to explain yourself to her is most likely going to enrage her even more ... which might be enough to really send her over the edge. Your boss is most likely expecting you to try and wiggle out of any responsibility ... and as soon as you start providing an explanation ... BAM! It all becomes a self-fulfilling prophesy. She *KNEW* you were going to do this! She *KNEW* you were not going to take any responsibility.

So, what can you say to someone who is complaining to you and is about to go into a fit?

Nothing. There isn't anything you can say to a crazy person that is going to fix everything.

Just give the person "encouragers," or "rewards," such as, "I see," or "I understand. I would be upset too," or "I would be frustrated over this too." Again, you are not agreeing with the person, you are only validating his point of view. You are telling this person that you understand and can fully empathize with their situation and frustration.

In other words ...

YOU LISTEN EMPATHICALLY

Think about it. You could have the best and most logical explanation in the world, but anything that you say while this person is “flooding” is going to sound like nothing but excuses. Instead, empathize ... listen and give empathic encouragers. This will do two things:

First, this will allow the person to burn off the excess adrenaline. You can always tell when an angry person has burned off their adrenaline because they virtually “hit the wall.” They run out of gas ... or energy. Their voice falters, their shoulders drop and they seem exhausted.

Your boss probably expects you to give her a hard time. Instead, you empathize.

What Empathic Listening also does at this point is to help build some level of trust with this person. You validate and “reward” her opinion. You don’t give her a hard time, but instead you show her that you can see her point of view. That grants respect and helps build trust. You are showing her that it is OK to disagree.

NOW ... once the person has run out of “gas” ... **THEN** you can talk to her logically.

Therefore, again, whenever you find yourself in a conflict situation, you start with “Empathic Listening.”

Of course, in order to make this work, you must be able to control your ego and emotions, and you must also be able to see and value another person’s point of view. Doing this requires you to first have control over your EMOTIONS and EGO, which is “Emotional Intelligence.” Then, you will have the self-control needed to engage in “Empathic Listening.”

If the only point of view you value is your own ... or if you are not able to understand another person’s point of view, then you will not be able to have any empathy for another person’s situation. This will greatly harm your ability to have a meaningful and logical discussion ... which harms your ability to achieve your own goals.

Unfortunately, most of us cannot control ourselves long enough to let the other person’s adrenaline burn out. Instead, we act like “Emotional Children” and attack the person right back.

We shout back or maybe throw out nasty remarks, or “bombs,” designed to inflame the person even more. If you do that in this case, your boss might very likely think you set this whole thing up just to sabotage her. (Crazy paranoia will do that to you.)

Again, ask yourself:

How Much Do You Want To Contribute To Your Own Misery?

In short, trying to argue with a person who is flooding is not going to go well for you.

Remember: We are most interested in helping *ourselves* here. Therefore, it is not in your best interest to try and give a logical explanation to a raging crazy person. They will not accurately process what you are saying and they will most likely still find a way to blame you.

Instead, let them continue to act more and more foolish, give them the empathic encouragers, or “rewards,” and once they have exhausted themselves, *then* give them the facts. The key here for you is to KEEP YOUR COOL! That is the value of Emotional Intelligence.

Even if your interpretations are accurate, reacting in an emotional way will only be a self-fulfilling prophecy. Using Empathic Listening (“Tell me your side.”) will help you to:

1. Slow the situation down so your frontal lobes can catch up,
2. Prepare a more logical and well-thought out response and
3. Allow others to show us their true intentions so we can control our own desire to engage in “mindreading” based upon our own priming and projection, which usually results in ANTs.

REMEMBER: THE KEY TO EMOTIONAL INTELLIGENT COMMUNICATION IS CONTROLLING YOURSELF!

If the other person really is “out to get you,” it will become evident. What you want to do in these situations is show that you are able to keep your cool and show that you are an Emotionally Intelligent person who will not take the bait of having someone trying to heckle you into throwing a temper tantrum. You can then acknowledge the other person’s point of view, and then disagree with it in a mature manner.

This is what great lawyers will do when they are litigating a case. The first argument they will examine is the other side’s.

Why? Because you want to know how the other side is going to come at you. You then ask yourself such questions as, “Do I have an answer for this argument?” “Can I give an adequate response to this position?” “Do I need to re-evaluate my position here?”

It is also a lot like playing cards. In class I will ask attendees how many card players we have out there. I will get several hands that go up. I will then ask them if they would be much better card players if they know what the other person was holding.

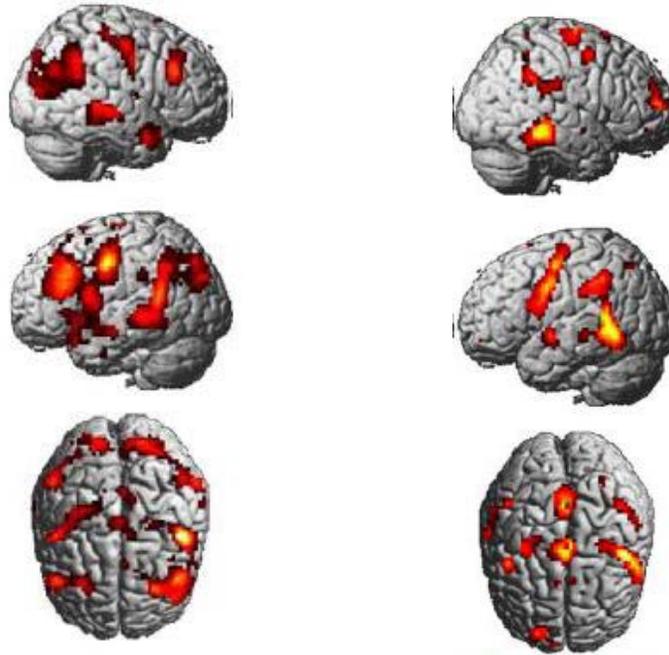
I will usually get a laugh from the audience and hear them say, “Yes, of course.”

I will then ask them, “Then why wouldn’t you want that same advantage in a conflict situation? When you ask another person to ‘Tell me your side,’ that is what you are really doing. You are saying, ‘Show me your cards.’”

That analogy tends to click with most people.

EMPATHY & YOUR MIRROR NEURONS

Neurologically, our ability to empathize with others, which is to see someone else's perspective that might disagree with our own, lies in our mirror neurons and our amygdalae (emotional system).



Pianists Performing

Pianists Listening

When we have “empathy” for another person, what we are really doing is engaging our emotional system, or our amygdalae, and our “mirror neurons.” Our mirror neurons allow humans to “parallel” our brain’s circuitry with another person’s. This is what allows humans to “connect” with one another and see someone else’s perspective, just like as if we were experiencing it ourselves. Mirror neurons allow us to “walk in someone’s shoes,” so to speak.

Neuroscientists refer to this state as “**Empathic Resonance.**”

Your grandmother called it, “**Connecting with someone.**”

In one study of the human auditory mirror neurons, researchers compared the brain activity of expert pianists who were playing the piano to those pianists who were simply listening to the music. Researchers then scanned the brains of both groups of participants using an fMRI machine. The results from these scans showed that the brains of the pianists who were simply listening to the music fired in the same areas as those pianists who were actually playing the piano.

In other words, the brains of the participants who were merely listening to the music fired in almost the same manner as those who were actually engaged in the activity. Their brains were literally “in sync” with one another. 1

Therefore, our ability to develop our social and our Empathic Listening skills lies in developing our mirror neurons.

When we see someone acting in a particular way, it is our mirror neurons that allow us to understand what the other person is feeling and doing, which allows us to prepare an appropriate response. 2 Sensing what other people are feeling and what they might intend to do, and possibly *why* they intend to do it, provides us with invaluable social information. 3

In other words, the ability to look at something from another person’s perspective is critical in developing our own Emotional Intelligence.

Because of mirror neurons, the moment someone sees an emotion cross our face, they will immediately experience that same feeling within themselves. When this happens, our emotions resonate with other people ... and theirs with us because our mirror neurons fire “in sync” with one another. 4

In recent years, we have discovered that the brain will develop in the way you “exercise” it. (Neuroscientists call this phenomenon of “neuroplasty” (the brain changes and rewires itself as a result of your experiences) and “neurogenesis” (You grow new neurons and rewire your brain to meet your experiences.)

In other words, the more you use your mirror neurons, which means the more you try to see the perspectives of other people, the more you will develop these mirror neurons and the easier it will be for you to have empathy for the next person you meet. All of this improves your social skills.

Again, in order to develop your empathic skills, you will need to slow down and let your frontal lobes and your logic catch up. Remember: Your emotions are twice as fast as your logical brain. When we rush and fail to control ourselves, emotions control us and not the other way around.

1 http://scienceblogs.com/mixingmemory/2006/10/auditory_mirror_neurons.php

2 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 42, footnote 12: See Kiyoshe Nakahara and Yasushi Miyashita, “Understanding Intentions Through the Looking Glass,” *Science* 308 (2005), pp. 644-45; Leonardo Fogassi, “Parietal Lobe: From action Organization to Intention Understanding,” *Science* 308 (2005), pp. 662-66.

3 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 42.

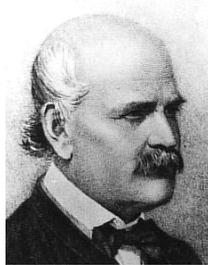
4 Social Intelligence: The Revolutionary New Science of Human Relationships” by Daniel Goleman, page 43.

One useful method to use as you begin to develop your empathic skills is to simply take a few minutes and think about the person with whom you are having the dispute. Ask yourself how that person sees the situation ... and then write down what you believe the other person is thinking. Take a few notes as you try and guess what the other person will say when you meet with them ... and you want to do this without “villianizing” and “labeling” the person.

Then, when you meet with the other person, let them go first. Remember: Whenever you are in a conflict situation, **SEEK FIRST TO UNDERSTAND, THEN SEEK TO BE UNDERSTOOD**. This is pure Empathic Listening.

You will then see how close you came to empathizing with this other person. As you do this more and more, you will begin to rewire your mirror neurons. Eventually, listening to others from their point of view will become a habit.

The “Simmelweis Reflex”: No Empathy & Uncontrolled Ego Makes Us Stupid



Dr. Ignaz Semmelweis

The “**Simmelweis Reflex**” refers to someone who automatically dismisses or rejects any information without thought, inspection, or experimentation that disagrees with their opinion. It refers to someone who refuses to even consider another person’s point of view. As a result, people bearing important and even correct information are punished rather than rewarded.

In short, a “kill the messenger” mentality emerges.

When this type of mindset takes over an organization, a “groupthink” mentality emerges and predominates the culture.

In other words:

“I know so much, no one can tell me anything!”

We are all influenced by our past experiences. We view the world through our own eyes, so we “project” our viewpoints and opinions onto everyone else. “Projecting” is fine as long as everyone else in the world can look through your eyes and see the world the way you do ... which is *highly* unlikely.

How we “project” out onto the world gives us our perspective. Stephen Covey refers to this phenomenon as our individual “paradigms,” which, again, is how we view the world, including our problems and our conflicts. However, looking at a situation from another perspective can often lead to a solution that benefits everyone, including yourself.

The “Semmelweis Reflex” comes from Dr. Ignaz Semmelweis, a Hungarian physician who in the 1840s was the head of the Maternity Department of the Vienna General Hospital.

In 1846, Semmelweis noticed there was a problem: 13.10% of all the women who delivered babies in the Maternity Ward died from what was referred to at the time as “Puerperal Fever” (also known as “Childbed Fever”). In other words, 13 out of every 100 women who went to the Maternity Ward to deliver babies died.

Interestingly, right down the hall in the “Second Obstetrical Clinic” of the hospital the mid-wives were also delivering babies, yet they had a mortality rate of only 2.02%. As a result, by July of 1846, many women preferred to have a mid-wife from the Second Obstetrical Clinic deliver their babies rather than relying on the “able hands” of the physicians.

Now, for Dr. Semmelweis, this was a real quandary. Everything relating to how the doctors and the mid-wives operated was identical. Both the doctors and the mid-wives were in the same building: the physicians on one side and the mid-wives on the other. Both used the same techniques. Both used the same equipment. The only difference between the two were that the doctors were on one side of the hospital and the mid-wives were on the other.

Now, if you ever wondered what role “EGO” plays in making decisions, ask yourself this question:

If the true goal of these physicians is to “save lives” and to “do no harm,” then wouldn’t it be a good idea for the doctors to go down the hall and ask some advice from the midwives? Actually, that would be a great idea, wouldn’t it? I mean, the midwives were killing off 11% fewer women than the physicians. Isn’t it possible that the midwives could offer some insight as to how the physicians might save more lives?

Yes ... but that isn’t going to happen, is it? I mean, the physicians have degrees in medicine. What do these midwives have? (They don’t have a stack of dead bodies four feet high, for one thing.)

Clearly, this was not going to happen ... regardless of whether it would save lives or not.

However, in 1847, one of Dr. Semmelweis’ friends and colleagues, Dr. Jacob Kolletschka, died from an infection he contracted after his finger was accidentally punctured with a knife during an autopsy. Kolletschka’s autopsy showed a pathological situation similar to those women who were dying from Puerperal Fever. Semmelweis immediately theorized that there was a

connection between examining cadavers and Puerperal Fever. He then made a detailed study of the mortality statistics of both obstetrical clinics.

Dr. Semmelweis concluded that there was only one true difference between the physicians and the mid-wives:

The physicians also performed autopsies.

He concluded that he and his fellow physicians carried “infecting particles” on their hands from the autopsy room to the expecting mothers they treated in the Maternity Ward. The doctors also routinely went directly from the morgue to the Maternity Ward without washing their hands.

Semmelweis concluded that some unknown “cadaveric material” caused childbed fever, even though “germ theory” had not yet been developed. He therefore concluded that the high mortality rate in the Maternity Ward was a matter of cleanliness. So, Semmelweis instituted a policy that required all medical personnel, including the doctors, to wash their hands in a solution of chlorinated lime after performing any autopsy work and before they ever touched another patient.

Instantly, the mortality rate in the Maternity Department dropped to 2.38%, comparable to what the mid-wives were getting.

Now, you don’t need to know anything about germs in order to see that this drop in the mortality rate of these mothers was due to Dr. Semmelweis’ hand-washing program. Just consider the situation using the “Scientific Method”:

- On Monday, we don’t wash our hands. Expecting mothers are dying at a rate of 13.10%.
- On Tuesday, we start washing our hands.
- On Wednesday, the doctors’ mortality rate drops to 2.38%.

Clearly, Dr. Semmelweis was right. Here is a physician that found a way to combat germs a generation before we discovered them.

How many hundreds of thousands of lives would Dr. Semmelweis’ hand washing program save? Wouldn’t you think he would be a hero?

Not really.

When Semmelweis presented his findings to his fellow doctors, they laughed at him. The doctors were simply unable to believe in what they could not see. It was also “argued” that even if his findings were correct, washing one’s hands every time before treating a pregnant woman, as Semmelweis advised, would be too much work. In reality, these physicians simply did not want to admit that they were in fact responsible for causing so many deaths.

Dr. Semmelweis was later terminated from his employment at the Vienna General Hospital.

In 1861, Semmelweis published a book entitled, “The Cause, Concept and Prevention of Puerperal Fever.” In this book, Dr. Semmelweis described all of his findings related to the hand washing policy he implemented at the hospital. His conclusions were viewed as insulting to his fellow doctors, so his book received many unfavorable reviews. These bad reviews caused Semmelweis to lash out against his critics in series of open letters written between 1861 and 1862. However, these letters did little to advance his theories on the existence of “germs.”

At one conference of German physicians and natural scientists, most of the speakers rejected his theories and portrayed him as a “fool.”

In 1865, Semmelweis, broke and unemployed, suffered a nervous breakdown. After years of “flooding” himself with the cortisol and adrenaline from this distress, he was committed to an insane asylum where he died two weeks later on August 13, 1865 of blood poisoning, which he contracted from a physician who failed to wash his hands.

The establishment’s failure to recognize Semmelweis’ findings also led to the tragic and unnecessary death of thousands of young mothers.

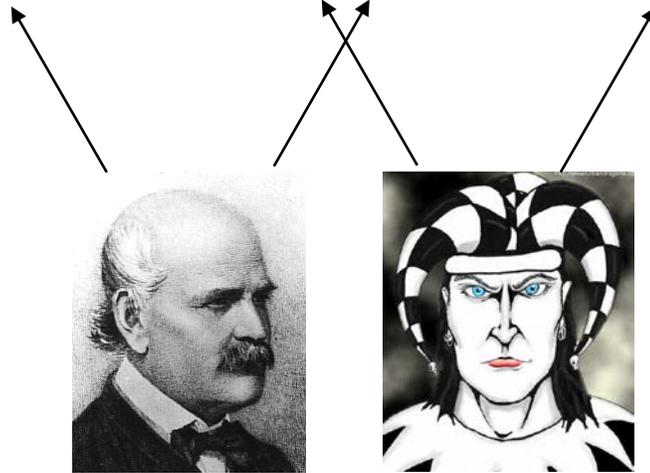
However, in the late 1860s, Louis Pasteur and Joseph Lister developed “germ theory,” which was then widely accepted by the scientific community. Lister and Pasteur were revered as “heroes.” Actually, in 1879, a new product designed to kill the germs living in your mouth was developed and named after Dr. Lister, which was “Listerine.” Pasteurization, which is the process we still use today to kill germs in such products as milk, juice, wine and so on was named after Pasteur.

All of the sudden, Dr. Semmelweis’ theories did not seem to be all that absurd anymore. However, this recognition and acceptance only came years after he was driven insane for his discoveries.

What happened to Dr. Semmelweis is a very common problem still today. Dr. Semmelweis looked at the mortality problem of his patients from one perspective, but the rest of the medical establishment looked at this situation from a very different perspective ... based largely upon their own egocentric self interests.

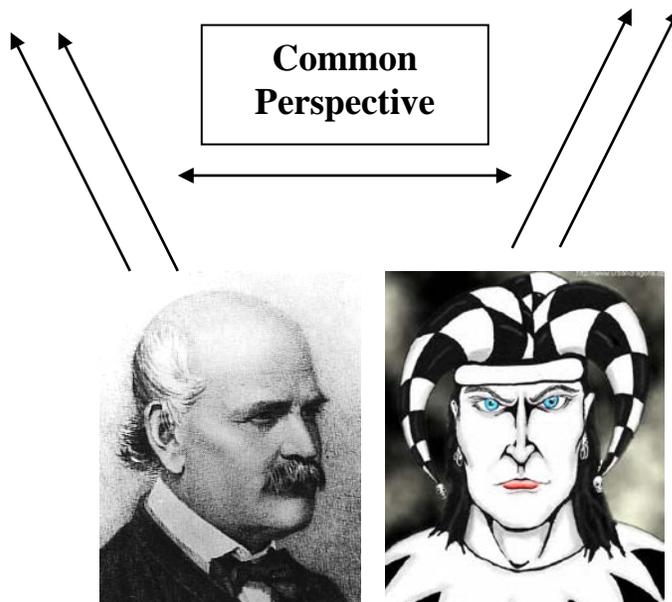
Early 1860's

How Semmelweis Saw The Situation How OTHERS Saw The Situation



Late 1860s After The Discovery of Germs

How Semmelweis Saw The Situation How OTHERS NOW SEE The Situation



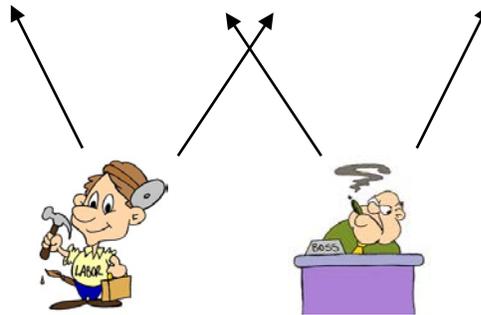
As perspective broadens, so does cooperation and acceptance...and win-win situations.

In order to build and expand your perspective, you must **FIRST SEEK TO UNDERSTAND** the perspective of the other people around you ... especially those who disagree with you. More than likely, your perspective will indeed disagree with many of those around you, but that is the Diversity of Ideas. Isn't that what we want ... or not? Or do we really want to surround ourselves with "bootlickers"?

Of course, in order to become an Empathic Listener you would have to actually value the opinions of other people. Once again, this is where the overbearing EGOS and EMOTIONS of Machiavellians and Narcissists kill communication because it is very difficult for them to listen to anyone but themselves ... and God help anyone who disagrees with them.

Unfortunately, the Semmelweis Reflex is alive and well in far too many organizations ... all due to uncontrolled ego and emotions.

Employees Management

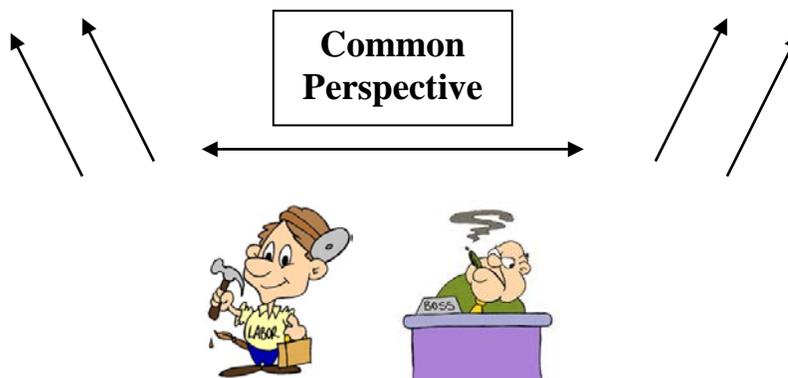


How could these two EVER agree?

In the above diagram, labor sees management as being incompetent, lazy and as the enemy. Of course, management sees labor as also being incompetent, lazy and as the enemy. Neither one is even trying to see the other's point of view. This is clearly a divorce waiting to happen.

But what if employees asked management how *they* saw things ... and what if management asked employees how *they* saw things? What if they truly could see each other's perspective? Could these different perspectives change to the point where our mirror neurons would give us *empathy* for one another?

Employees Management



Do you think the chances of understanding each other have increased?

How about the chances of cooperation? A win-win solution?

Empathy & Educate ... Educate ... Educate!

Do You Ask BEFORE You Form An Opinion ... Or Do You Just Pull One Out Of Your Ear?

Do you fall victim to the Semmelweis Reflex? Or do you ask before you form an opinion? Or do facts only get in the way of a good opinion?

A few years ago, I presented a report to a local municipality. In that report, I discussed what the city needed to do to improve its employee relations and remain non-union. To some extent, the fault was laid at the feet of city council.

As I presented the report to city council, one of the council members said, "I really didn't like this report. I didn't read it, but I didn't like it."

I was amazed. All I could think to do was to repeat back what I had heard, thinking that I must have heard him wrong. "You didn't read the report, but you didn't like it?" I asked.

Another council member agreed, and said, "I didn't like the report either."

I turned to the other council person and asked, "And did *you* read it?"

"No, of course not," the council person replied.

(As you can see, we don't always elect our best and brightest to political office.)

On another occasion, I was making a presentation to an organization when one of the attendees challenged the validity of using nuclear SPECT scans for identifying the source of various mental illnesses.

"I just don't buy all of that brain scan stuff," the young man stated.

"Really? Why not," I asked him.

"It doesn't make any sense," he replied.

"So, you have researched this issue and disagree with what is out there?" I asked.

"No," he replied. "But I just don't think it will work."

Amazing.

Over the years, I have heard this same type of "reasoning" again and again and again. This is vintage Semmelweis Reflex. What is really happening here is the age-old problem of EGO:

**"I know so much, I don't have to research anything.
I know everything there is to know by just looking into my
MSU file (Make Stuff Up.)"**

This is exactly like the physicians who ridiculed Dr. Semmelweis right out of the medical profession and his sanity ... *for being right*. Unfortunately, that is how many humans operate. Our inflated egos just do not allow us to admit that we don't know something or that we could possibly be wrong about something.

As I get older (and older), I realize that there are far too many issues and subjects out in the world that I have never studied to ever make up my mind before I have more facts. Actually, making an informed opinion should be easier now than ever before in history. Today, all we have to do is turn on the computer and go out onto the internet. Instantly, a wealth of information is at our fingertips. Everything you ever wanted to know about just about anything is right there on your computer screen.

Therefore, forming an opinion based on our MSU ("Make Stuff Up") file is usually not due to a lack of available information. It is due to an inflated EGO. Our EGO will just not let us admit that we don't know something. It is the "Semmelweis Reflex."

In other words, what we don't know, *WE JUST MAKE UP!* Actually, studies show that in order to protect our EGOS, most people will actually lie and make up "facts" just so they can be "right." Ego ... Ego ... Ego ...

Unfortunately, far too many of us never find the true wisdom in such simple phrases as:

"Why did you do that?"

"What did you mean by that?"

"I'm not sure. Let me look into that"

So, what is the answer:

**Develop Your Empathic Skills ...
Which Means Developing Your Mirror Neurons!**

We need to be able to control our EGOS and keep our logical minds open to new ideas and different opinions. Unfortunately, we let our emotions take over, so we make emotionally based decisions when someone disagrees with us. We all want to appear to be "in the know." As a result, many of us quickly form and voice opinions before we really know what we are talking about. So, we all too often fall victim to the Semmelweis Reflex, which is responsible for some of the worst disasters and "witch hunts" the world has ever known.

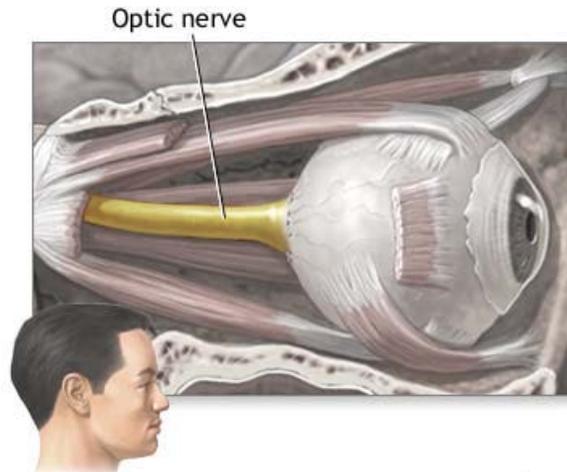
What we need to do is ... *STOP* ... and then *THINK*:

Am I controlling my EGO? Am I controlling my EMOTIONS?"

We need to give our logical brain a chance to catch up and look at the situation from the other person's perspective. Maybe ... just maybe ... we might learn something and *not* make a disastrous decision.

IS *YOUR* PERSPECTIVE FLAWED?

DO YOU TRUST WHAT YOU SEE?



This is your eye. Notice how it is constructed. At the back of your eye, somewhere around the center, your optic nerve attaches to your eyeball. It is at this point where all of the various nerve endings in your eye come together. As a result, you cannot see anything from this part of your eye. In other words, where your optic nerve attaches to the eye ... **THAT** is your blind spot. You cannot see *anything*.

So, you would think you would have a big black spot, or a blind spot, in the center of everything you see, but as we all know, that is not the case. So, why don't we all have this "black hole" in the center of our vision?

Because what our eye does not see, our brain just makes up what it thinks *should* be there. If you look at a woman in a red dress, you see the red dress, not a red dress with a big black hole in the center of her body. Why? Because your brain just "fills in" everything that it thinks should be there ... which is a red dress.

That is how we perceive things what we see:

Our brains just fills in various details in relation to what we think should be there.

**You can see where your blind spot is located by looking at the magician below.
If you stare at the magician with your right eye while closing your left eye,
then *slowly* move the page toward your nose,
the earth will disappear into your blind spot.**



See? You will know when the earth enters your blind spot because it will “disappear” and the page will turn white in that spot. Of course, the earth did not really disappear. It moved into your blind spot area, so your eye could not see it. So, since no one wants a big black dot in the middle of their vision, your brain looks at the rest of the page, sees a white field, and just assumes this area entire area is also white because it can no longer see the earth.

Had I put this exercise on blue paper, the earth would have turned blue. Why? Because your eye gathers data from all around the area and determines that the black hole should be blue. In other words, what your brain does not know ... ***IT JUST MAKES UP!***

So, in other words, your brain ...

**JUST MAKES UP WHAT IT CANNOT SEE AND FILLS IN THIS AREA WITH
WHAT IT THINKS IS THERE!**

Our brains deceive us in this manner all the time. So, getting someone else's perspective on a certain issue is a *really, really* good idea if you want to have a more realistic view of a situation.

Likewise ... what you remember is probably not very accurate either. Have you ever taken a vacation and then months later looked at the photographs or video from the trip and said, "Wow! I had forgotten all about that! That was fun!"

Why do you suppose you did not remember? You were there, weren't you ... and the memory came right back as soon as you saw the picture? Why? Because that is how our memory works.

Our mind simply is not able to remember everything that happens verbatim. It is not a video recorder that is able to just "replay" the events of our lives. Instead, we remember "postcards" or "snapshots" of what we experience. In other words, we recall the more "emotionally stimulating" experiences and let the other events slip into the background.



When we see, hear, feel, taste or smell something that has emotional impact on us, our brain gives us a little shot of adrenaline and a little shot of cortisol, which then secretes onto our hippocampus, or our short-term memory transmitter. This memory is then "sealed" or "burned" into our memory. The more emotional the event, the more we will tend to remember it because of the larger dose of adrenaline and cortisol our brain secreted. This is why most people will never forget where they were when they heard about 9-11.

So, if our memories only remember different "snap shots" of what happened, how is it that we can seem to remember entire sequences of events? Because in between these various snapshots, our brain *just makes it all up* based upon what *we thought* happened or how we viewed what happened. That is why our perspective only holds a portion of the truth of what really happened.

This is why you will see some speakers conduct an exercise where they have an assailant enter the room, assault the speaker, then run out of the room. The speaker will then instruct the attendees to write down a description of the assailant. If you have 50 people in the room, how many different descriptions will you have? Probably about 50. But why? They all saw the same incident at the same time. Why do you get so many different versions of what the assailant looked like?

Because everyone does not see the same thing. The truth is the truth is the truth ... but we humans not only have the phenomenon of “priming” and “projection” to deal with, but our mechanisms for memory and vision are flawed, which results in faulty perception and memory.

In other words, we see and remember what we *think* we experienced ... and that is different for most of us.



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Scott Warrick combines the areas of law and human resources to assist organizations in
“**Solving Employee Problems BEFORE They Happen.**”

Scott uses his unique background of **LAW** and **HUMAN RESOURCES** to help organizations get where they want to go, which includes coaching and training managers and employees in his own unique, practical, entertaining and humorous style.

Scott Trains Managers and Employees ON-SITE in over 50 topics

Scott Warrick specializes in working with organizations to *prevent* employment law problems from happening while improving employee relations.

Scott's academic background and awards include:

- Capital University College of Law (Class Valedictorian (1st out of 233))
- Master of Labor & Human Resources and B.A. in Organizational Communication: The Ohio State University
- The Human Resource Association of Central Ohio's Linda Kerns Award for Outstanding Creativity in the Field of Human Resource Management and the Ohio State Human Resource Council's David Prize for Creativity in Human Resource Management

For more information on Scott, just go to www.scottwarrick.com

CHAPTER 4

TOLERANCE v. APPROVAL

(or “Behaviors” v. “Beliefs”)



As in any program ... you must define your terms. If not, everyone will look at your program in a different way, which is not good. In fact, if we asked 100 people to define what the term “tolerance” means, we could walk away with many different definitions, and many of them would not even be close to what we mean in this program.

For the purposes of this program, “tolerance” means:

“We are not going to persecute someone because they are different.”

That is it.

“Tolerance” does not mean that you are going to “look down on someone” or simply “put up with someone.” That would actually be very intolerant. You would in fact be persecuting that person. That is simply not allowed.

Still, I will often get complaints over using the word “tolerance.” I will hear such comments as:

“I don’t want to be just *tolerated*. I want to be accepted.”

My response to this question is always the same:

“Do you really think that we have the right to tell you and your co-workers how to think? You want us to tell you who you should be accepting of and of whom they should approve? You want us to dictate to everyone what they should believe?”

At that point, I usually get a stunned look from the person, so I ask, “Wouldn’t that make us more than just a little intolerant?”

It is important to understand there is a vast difference between “**APPROVAL**” and “**TOLERANCE**.” An organization cannot ... and **SHOULD NOT** ... require its people to change their **BELIEFS**. If an organization’s Tolerance/Emotional Intelligence Program can get someone to re-evaluate their prejudices and become more accepting of others, then more power to them. Great! Education has the power to do just that. Education can indeed change people’s attitudes and build acceptance.

However, employers simply do not have the right to tell employees what to believe. Requiring “**acceptance**” actually destroys the idea of both “tolerance” and “diversity.”

- If everyone thought and believed the same things, then where is the diversity?
- If we required everyone to believe a certain way, then where is the tolerance for other people’s ideas?

Although it is nice to think that we could all be very accepting and approving others, *requiring* employees to change their **beliefs** as a condition of continued employment is *unacceptable*. Actually, requiring your employees to change their personal beliefs to match yours is an extremely self-centered and intolerant issue all in itself. Unfortunately, far too many people who serve on “Diversity Committees” see their role as being just that:

The Moral Police ... and set all the “morals” for everyone.

The one story that sticks out in my mind in this critical area of “Tolerance v. Approval,” or “Beliefs v. Behaviors,” involves my favorite dominatrix. (Actually, she is the only dominatrix I know.) Silvia was a young, attractive, blonde haired, blue eyed woman working in the Accounting Department of a large financial institution. During the week, she was a conservative and very professional CPA accountant who seemed to get along with everyone.

However, on the weekends, Silvia was a dominatrix.

Now, for you relatively “mainstream” people out there who are not familiar with the dominatrix lifestyle, this is going to be a real education for you. (I know it was for me.) Apparently, Silvia had started her own cottage industry on the weekends wherein she would dress up in leather, tall pointy shoes, a black wig, black lip stick and a few other much needed accessories. Men would schedule an appointment with Sylvia and then go to her house. Silvia would then take these men into her basement, which she had remodeled into a “dungeon.” Men would pay Silvia for her to slap them around a bit. Now, in order to meet her clients’ “needs,” she had special paddles, whips, clamps and a few other odds and ends installed in her dungeon that she used to abuse her clients.

She also took cash, Visa, MasterCard and American Express.

Now, it is important to understand that Silvia was not a prostitute. She was not doing anything illegal. Men would pay her good money to get smacked around. No sexual activity was involved. Think of it this way: If I paid you \$20.00 to kick me in the shin, you could do that without any recourse from law enforcement. It is not illegal. Granted, some might think this activity is a bit twisted, but it is not illegal.

And, of course, as luck would have it, one day a male co-worker, Bill, answered Silvia's ad in the newspaper. (Apparently, that is where you find your village dominatrix: Look in the local newspaper.) When Bill arrived at Silvia's house, MasterCard in hand, he was astonished to see the pretty young accountant from down the hall ready to smack him around.

"Well," Bill must have thought to himself. "I am already here. I've got my MasterCard and a sitter for the kids ... What the heck!"

So ... Bill went inside and Silvia proceeded to smack him around like a "red-headed stepchild."

Then, come Monday morning, Bill just could not help himself. He blabbed to everyone in the office what happened over at Silvia's house and what she did on the weekends.

It was at this point when I got a call from my client, the financial institution.

When I met with the organization's CEO, the discussion was quite frank:

I do not care what she does on the weekend. When we start passing judgment on every freaky thing people do on their own time, we would probably lose many of our best people. Besides, what is odd? Define that for me. There are a lot of things our people might do that some might think is normal, while others would think is too strange to tolerate.

Therefore, even though it would have been perfectly legal to fire Silvia for engaging in such off duty behavior, the CEO chose not to do that. Since she was going to continue working there, he certainly didn't want her to be bullied for her off duty "hobby."

So, where do you draw the line? Basically, I have two hard and fast rules:

- 1. Don't bring it in here if the "reasonable person" would find it offensive and**
- 2. Don't embarrass the organization.**

(I will discuss in detail the "Reasonable Person Standard" given to us by the United State Supreme Court in Harris v. Forklift Systems, 510 U.S. 17 (1993) in the "What Is 'Bullying'" chapter later in these materials.)

In other words, I don't care if you go home and hang naked from the trees. Just don't bring it in here and don't embarrass the organization.

Actually, the person who the CEO was most upset with was Bill. It was no one else's business what Silvia did on the weekend. The only reason Bill told everyone back in the office what had happened over the weekend was to embarrass Silvia. (You would think Bill would have been embarrassed for himself and would have kept his mouth shut. However, if you ever met Bill, you would soon realize that it was not possible to embarrass him ... nor was it possible for Bill to keep his mouth shut. In short, Bill had the Emotional Intelligence of a turnip.)

The moral of the story:

Employers should require their employees to be **TOLERANT** towards others. In other words, I may not agree with your life choice, but I would never think of persecuting you or treating you worse because you choose to live differently than me.

Employers have *no right whatsoever* to tell their employees how to think, what to believe or who they must approve of or accept. When employers and "diversity experts" require this of their employees, they have actually just established the textbook definition of a "cult" because everyone must look to the leader in forming their opinions. Such an approach to diversity changes the organization into a "fascist state," which is intolerance at its worst because I am telling you how to think ... regardless of your personal and religious beliefs.

However, employers have *every right* to require employees to change their **BEHAVIORS** in order to conform to the organization's culture and image. I don't care what your beliefs are, but if you want to work here, you will:

- Be **TOLERANT** of other people's beliefs, which means you will not demean or persecute anyone who is different from you or whom you do not approve, which is an **EMOTIONAL INTELLIGENCE** issue, and
- You will **COMMUNICATE** with one another according to our EPR Skills (Empathic Listening, Parroting and "Rewards.").

An organization's message should be very clear on this point:

**If you cannot meet this minimum standard, then you will need to leave.
Intolerant behavior will not be tolerated.**

In other words ...

We will be very intolerant of your intolerance.

Unfortunately, far too many of us cannot wait to stick our fingers into someone else's business. We cannot stand the thought of people thinking differently from us, which is just pure ego. In other words, far too many people think that you need *their* permission to be different and then use their "Diversity/Tolerance Program" to actually force others to conform to their "noble" cause. If their cause is "just," they reason, then forcing others to think a certain way, or "shift their paradigm," then so be it. I am right!

This is a pure Machiavellian approach to bullying others, which will be discussed later in these materials.

In the end, the best of our ego-centric intentions can take us right straight to hell.

Quite frankly, this is America. If you want to hate someone else, you have that right. If you want to disapprove of homosexuals because of some deep religious conviction, you have that right as well. If you are a Native American and you hate European Americans for years of genocide, you have that right.

However, what you *do not* have the right to do is to give these beliefs *actions*. Again, employers have no right to tell you how to think. Employers do have *every right* to tell you how to behave. And if you do not approve of someone, and if you do not think you can control your behavior, then you need to leave the organization.

So ...

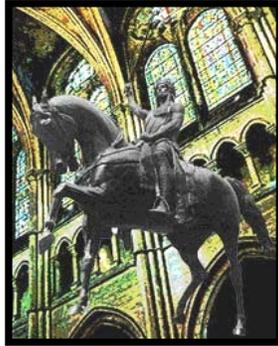
- Are we tolerant people ... or are we tolerant of people who are just like us?
- Do you need my approval to be different?
- What do we do to people in our society who are different and we do not approve of their choice and/or lifestyle?

Do We Have “Freedom of Choice” In America?

Do You Need My Permission To Be Different?

If you think these are easy questions, then consider the following example...

SEXUAL ORIENTATION



Richard the Lionheart: King of England from 1189 to 1199

King Richard the Lionheart was homosexual.

What Is a “Faggot”?

Actual Meaning: A Bundle of Sticks

Slur Meaning: Someone Who Is Homosexual

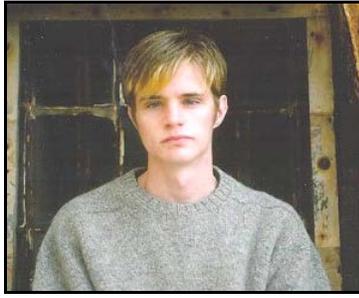
If the true definition of the term “faggot” is a bundle of sticks, then where do we get this slur used against people who are homosexual? Well, in the Middle Ages, at the same time King Richard, a homosexual himself, was King of England, if it was discovered that you were gay, the good town folk would drag you down to the center of town and beat you to death with bundles of sticks, sort of like baseball bats. (This was sort of the Medieval version of a stoning.)

Of course, after the person had been beaten to death, as long as they had all of this wood and a dead body to contend with, they would just start a fire and burn what was left of the corpse.

This is where the slur “flamer” originated.

Do We Still Do This Today?

Do we still take people out and beat them to death if we do not approve of their lifestyle?



Matthew Shepard, 21, was a gay male student attending the University of Wyoming. On the evening of October 6, 1998, Matthew went to a local bar in Laramie, Wyoming. Matthew was shooting pool when two local men, Russell Arthur Henderson, 21, and Aaron James McKinney, 22, approached him. They told Matthew that they were gay. Henderson and McKinney then talked with Matthew for a while, and then lured him into the parking lot by telling Matthew they could all go back to “their place.”

Once they were in the darkened parking lot, all three got into McKinney’s truck. Henderson drove. McKinney then pulled out a .357 magnum and told Matthew to hand over his wallet. When Matthew refused, McKinney clubbed him with the revolver. McKinney then took Matthew’s size 7 shoes to prevent him from escaping and walking back to town.

McKinney continued to beat Matthew with the gun as Henderson drove out of Laramie. Once they were outside of town, McKinney told Henderson “to get a rope out of the truck and tie” Shepard to the post-rail fence. Henderson stated later that McKinney kept beating Matthew as he cried and begged for his life until Matthew “looked pretty bad.” Henderson and McKinney then left Matthew there to die...tied to the fence.

In the morning, a passerby found Matthew tied to the wooden fence in a crucifixion-like posture. Matthew had spent the night tied to the fence and bleeding to death in near-freezing temperatures for 12 hours. His face was almost completely covered with his own blood ... except for where his tears had washed some of the blood away on his cheeks.

Matthew was admitted to the hospital late Wednesday, October 7, 1998, suffering from hypothermia, welts, abrasions, a severely fractured skull and brain damage.

Matthew had been struck over 18 times with the revolver. One of the massive blows Shepard received on the right side of his head compressed his skull deep into the brain.

Matthew’s physicians stated that it was obvious he had tried to defend himself and block the blows from the revolver. Matthew’s arms and hands were also covered with bruises. However, it was impracticable to believe that Matthew would be able to fend off such an attack. Matthew was 5-foot-2 and weighed only 105 pounds.

Matthew Shepard was born December 1, 1976. He died on October 12, 1998 at the age of 21.



McKinney and Henderson

Aaron McKinney and Russell Henderson and were arraigned on charges of kidnapping, aggravated robbery and attempted first-degree murder.

McKinney was convicted of felony murder and second-degree murder, but judged innocent of murder in the first degree. He was sentenced to life in prison.

Russell Henderson has pled guilty to the felony murder, robbery and kidnapping of Matthew. He was sentenced to two consecutive life terms.

REACTION OF McKINNEY & INMATES

A sheriff's deputy told reporters in Laramie that 20 minutes after Aaron McKinney was sentenced to spend the rest of his life behind bars, he was laughing with other inmates.

Sgt. Rob DeBree, a sheriff's detective in the Albany County Jail, said younger inmates in the facility have asked for -- and received -- McKinney's autograph.

RELIGIOUS HATE v. RELIGIOUS TOLERANCE

Rev. Fred Phelps Teaching His Grandson



During the trial of McKinney, Reverend Fred Phelps and his followers from the Westboro Baptist Church in Topeka, Kansas demonstrated outside the courthouse against gays. They shouted at the gays who were entering and leaving the courthouse, as well as at Matthew Shepard's parents, such slogans as "God Hates Fags" and "Matthew is in Hell."

"ANGELS OF PEACE"



However, a group of students could not bear to let these verbal and visual attacks go unanswered. Romaine Patterson, a friend of Matthew's, organized a group of about a dozen called "Angels of Peace." Standing silently, these "Angels" used their white sheet "wings" to try to block the anti-gay demonstration from the view of television cameras and of Matthew's parents.

Which group do you think best represents the Christian religion?



Protestor at Matthew Shepard's funeral, Casper, Wyoming.

- Do you think this man understands that his hate messages contribute to the McKinney's and Henderson's of the world?
- Do you think he sees this objectification of homosexuals as bigotry?
- Do you think he would even care because Matthew was one of "those people?"

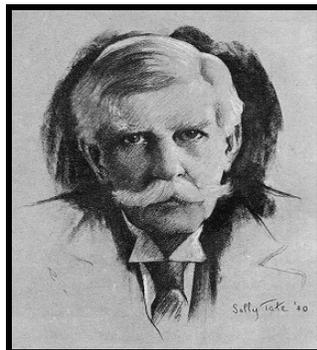
Do I have to agree with your CHOICE to support your RIGHT to be who you are?

NO!

You Have A Right To Your Opinion And To Be Whoever You Are ...

AS LONG AS YOU DO NOT HARM OTHERS!!!

Hate Messages Inflict Harm On Others!!!



***"The Right To Swing My Fist Ends
Where The Other Man's Nose Begins."***

~~Oliver Wendell Holmes

WHY IS SOMEONE'S SEXUAL ORIENTATION ANY OF MY BUSINESS?

I was conducting a class on “Tolerance” for a non-profit public service agency when an older gentleman sitting in the front row jumped in with a question.

“Let me get this straight,” he said. “I am Hindu and my religion tells me that I am not to live with these people or associate with them at all. But you are telling me that not only to I have to work with these people, but I have to service these people when they come into the agency. Is that right? I have to ignore my religion and interact with these people. Is that what you are telling me?”

I thought for a minute, and then said, “Yeah, that is exactly what I am telling you. I don’t think I could have put it better myself.”

I then looked to the rest of the audience and asked, “What is your goal here at this agency?”

The unanimous response was clear: “It is to service the community.”

“Now, is that to service everyone in the community, or to service everyone but all those gay folks?” I asked.

The executive director then spoke up and very firmly stated, “It is to service everyone. No exceptions.”

The Hindu gentleman then interjected his true exception to homosexuals. “But these people are going to hell! God is going to send these people to hell!”

“Well,” I responded. “That’s God’s job. You work here. When God’s job opens up ... apply! Until then, our goal is to service the community ... period. If anyone here cannot do that, they need to go somewhere else, because this is not the place for you.”

I will personally never understand this one ... especially for married people and people who are in other types of committed relationships. Why is it so important whether or not someone else is gay? I assume most other married or otherwise committed people have the same rules that my wife has:

**I am not allowed to have sex with other people!
(THAT’S a RULE!)**

Now, I have been married for over 28 years and I have probably forgotten most of my vows by now. But if my failing memory serves me, I am pretty sure that one was in there ... maybe a couple of times. (How many other people reading this also have that rule? I think it’s even on our refrigerator ... right under “Get Milk.”)

I just do not see why someone's sexual orientation is anybody else's business, unless:

1. You are really disappointed that you are now not able to have sex with that person,
2. You are yourself a closet gay person,
3. You are really gay and don't know it or
4. **YOU ARE JUST TRYING TO STICK YOUR FINGERS INTO SOMEONE ELSE'S BUSINESS BECAUSE YOU DON'T APPROVE.**

If #4 is it, isn't that an EGO issue? Shouldn't we grow up ... or are we really just little children walking around in "big people suits"?

Do You Think The Shepard's WANTED Their Son To Be Gay?



Judy and Dennis Shepard

After Henderson and McKinney were sentenced to life in prison, the Shepard's flew to Washington to channel their mourning for the loss of Matthew son into something that would benefit other families.

"This is the one piece of unfinished business that we have," Dennis Shepard said. "We need to do this for Matthew, for everybody else, to keep this from happening again."

Dennis and Judy Shepard began lobbying Congress to pass the "Hate Crimes Prevention Act," a bill that would extend federal hate crime protections to cover crimes committed against gay men and lesbians.

Laramie police commander Dave O'Malley said the Shepard case turned him into an advocate for hate crime laws.

"Thirteen months ago, I was one of those who had the opinion that all crimes were hate crimes," he said, echoing objections of some lawmakers.

“My whole attitude has changed,” O’Malley said. “We’re in support of the hate crimes legislation. We implore those that have anything to do with that to do the right thing.”

Sgt. Rob DeBree, a sheriff’s detective in the Albany County Jail where Henderson and McKinney were held throughout the trial and their sentencing, also joined Mr. and Mrs. Shepard in Washington to support this bill.



What Would You Do If YOUR Child Was Gay?

Would they be in more danger in America because they are gay?

Is it dangerous to be different in ANY WAY?

This is my youngest son, Nicholas. When he was in Kindergarten, we got a call from the principal’s office telling us that Nicholas was going around kissing the little girls in his class. (Now, that’s a call you’ve been waiting for, right?)

As luck would have it, my wife took the call. She was greatly alarmed by this news. When I arrived home she immediately asked me, “What do you have on your calendar for Monday?”

I was taken a bit back and replied, “I’m not sure.”

“Well, whatever it is ... clear it. We have an appointment with the principal at Nicholas’ school. You won’t believe what he has been doing,” my wife raved.

She then told me the whole sorted story.

I thought about it for a second or two, trying to display my best “concerned parent face,” then replied, “Yeah, that sounds bad.”

My wife then went into the other room, leaving me in the kitchen to think about this latest crisis in the Warrick household. But as soon as she was gone, it was time to do a double clutch with my fist into the air whisper a resounding, “**YES!**”

I was **THRILLED!** That was a whole set of problems I no longer had to worry about ... and I just got a whole **NEW** set of problems I had to start worrying about.

Why was I so thrilled to discover my youngest son was straight? Why was I so thrilled to now know that both of my sons really do like girls?

Because I know what the world does to people who are different.

As I travel the country and conduct my seminars, I am constantly talking to parents whose children are gay ... and they worry about them all the time. I then think of Matthew Shepards’ parents, and the thousands of other parents whose children are different in some way, and I think of the worry they must feel. The emotional burden must be unbearable at times.

Of course, I realize that it is only a matter of time until my sons find themselves in a situation in which they are different ... and I wonder what will happen. That is why I have the passion that I do for these materials and this topic:

Maybe ... just maybe, someone will hear my presentation or read these words and think before they bully someone else whose only “crime” was to be different ... which is true for all of us in one way or another at any given time.



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Scott Warrick is an **EMPLOYMENT ATTORNEY** *and* **HR PROFESSIONAL** who combines the areas of law and human resources to assist organizations in **“Solving Employee Problems BEFORE They Happen.”**

Scott uses his unique background of **LAW** and **HUMAN RESOURCES** to help organizations get where they want to go, which includes coaching and training managers and employees in his own unique, practical, entertaining and humorous style.

Scott Trains Managers and Employees ON-SITE in over 50 topics

Scott Warrick specializes in working with organizations to *prevent* employment law problems from happening while improving employee relations.

Scott's academic background and awards include:

- Capital University College of Law (Class Valedictorian (1st out of 233))
- Master of Labor & Human Resources and B.A. in Organizational Communication: The Ohio State University
- The Human Resource Association of Central Ohio's Linda Kerns Award for Outstanding Creativity in the Field of Human Resource Management and the Ohio State Human Resource Council's David Prize for Creativity in Human Resource Management

For more information on Scott, just go to WWW.SCOTTWARRICK.COM

Violations subject to dismissal

Also included as violations subject to dismissal are:

- violation of Section 2907.03 of the Revised Code (sexual battery) by teaching and non-teaching employees; violation of Section 102 (Ethics) of the Revised Code; and failure to file a statement or falsifying a statement under 102.02 of the Revised Code

Specific employee groups

- teachers and employees of school districts are governed by provisions in RC Chapter 3319.
- public officers are governed by RC 3.07. police and Fire personnel are governed by RC 737.12.

Additional reasons for discipline

Employees may also be disciplined for off-duty conduct, sexual harassment, and prohibited political activities.

Pre-Disciplinary Hearing

Hearing guidelines

Pre-disciplinary hearings are intended to give an employee the opportunity:

- to respond to the charges
- for representation
- to question any witnesses against him/her
- to offer any mitigating circumstances surrounding the alleged violation

Pre-disciplinary hearings are informal and do not follow the same guidelines as a court of law.

Notice

The hearing should be conducted 72 hours after the pre-disciplinary notice has been given.

Hearing officer

Generally, a neutral third party serves as a hearing officer and renders a decision at the conclusion of the pre-disciplinary hearing

Decision

The Appointing Authority may accept, reject or modify the hearing officer's recommendation.

Documentation

Disciplinary actions require the completion of a “124.34 Order of Removal, Reduction, Suspension, Involuntary Disability Separation.”

Suspension

- Suspensions of 1-3 days are not appealable to the State Personnel Board of Review
Suspension of 4 days or more and terminations are appealable

Notice: Legal Advice Disclaimer

The purpose of these materials is not to act as legal advice but is intended to provide human resource professionals and their managers with a general overview of some of the more important employment and labor laws affecting their departments. The facts of each instance vary to the point that such a brief overview could not possibly be used in place of the advice of legal counsel.

Also, every situation tends to be factually different depending on the circumstances involved, which requires a specific application of the law.

Additionally, employment and labor laws are in a constant state of change by way of either court decisions or the legislature.

Therefore, whenever such issues arise, the advice of an attorney should be sought.



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