



THE LANGUAGE OF THE BODY IN PROFESSIONAL PRACTICE

- contact, presence, embodied leadership & personal communication

Next Practise in Physical Education and Movement Science
The 2nd NORDPLUS IDROTT CONFERENCE
University of Southern Denmark

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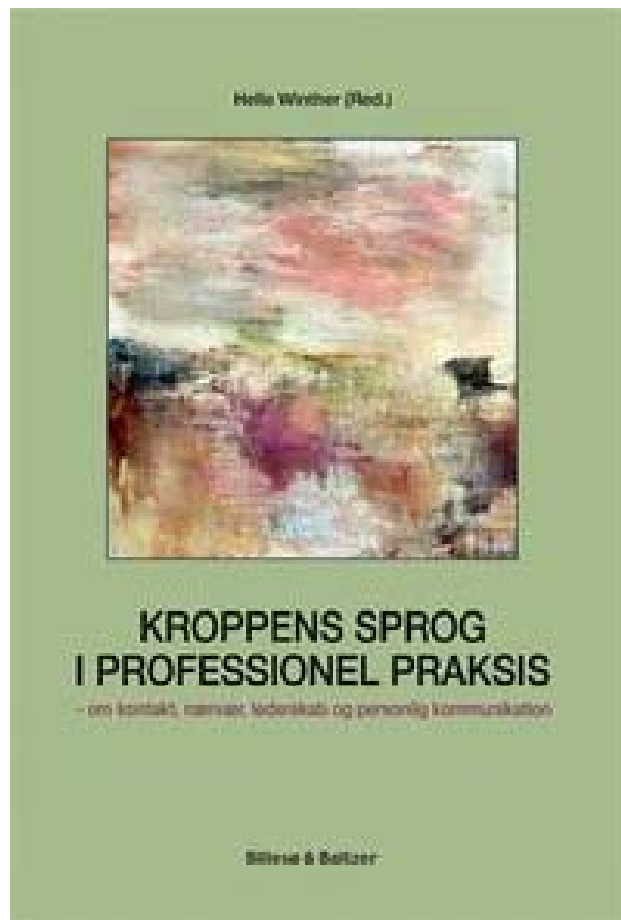
FOCUS

*Central aspects of the importance of
embodiment for leadership,
professional practice and education,*

...also as related to PE education.



THE LANGUAGE OF THE BODY IN PROFESSIONAL PRACTICE



Trust
Contact
Presence
Empathy
Leadership
Authenticity
&
Crisis
management
in professional **practice**

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15. maj 2013
Dias 3



Touchstones

Microexperiences.....

Essential reflections and central concepts...

Embodied stories.....

Practicebased educational examples..



The language of the body

An overseen dimension in professional practice
&
Education



Three communication dimensions

What?

The content of words

HOW?

The tone of the voice

The language of the body



The body is always speaking

The body is always communicative and multi-sensing.

We express our sensations, emotions
& relationships through bodily expressions.

The body is even if it is connected to life experiences and cultural
dimensions also always connected to the living moment.

To the now.

(Merleau-Ponty, 2006; Thornquist, 2005; Andersen Kjær, 2011; Fuchs, 2012; Winther, 2009).



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Body language is our mother tongue

The language of the body develops in the small child long before spoken language.

In all human relationships, bodily communication is both a personally and culturally toned mother tongue

(Halprin, 2002; Lowen, 2006).

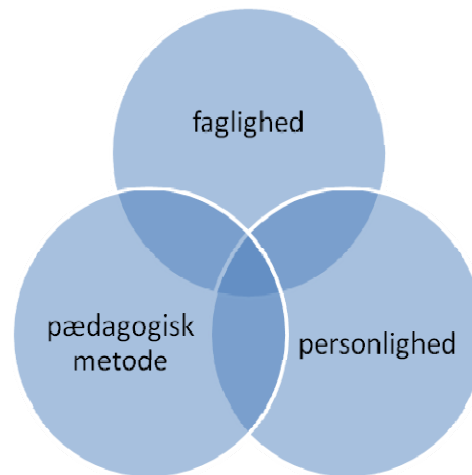


Professionals are their bodies

Thus more focus on the connection between embodiment and professionalism may be of great importance to leadership, empathy and communication in many professional capacities.



The three legs of the teacher..... & the professional



(Schultz Jørgensen, 2012)



The *personal* in the professional

The *personal* in the professional is an area which in later years has been given more and more attention and relevance

(Avolio & Gardner, 2005; Ladkin & Taylor, 2009; Nielsen, Marrone & Slay, 2010; Avolio, Walumbwa & Weber, 2010; Plauborg, Andersen, Ingerslev & Fibæk Laursen, 2010).

The importance of *soma* for this dynamic, paradoxically enough, has been given relatively little attention –also in teacher and leadership studies

(Ladkin & Taylor, 2010; Fibæk Laursen, 2010; Meekums, 2007).



Tacit Consciousness

The language of the body in professional practice and leadership is thus often lived through a **tacit consciousness** (Meekums, 2007).

Nevertheless the importance of the bodily is especially visible in the contexts of teaching and leadership, where emphatic bodily communication is of importance for **leadership, authority and authenticity.**



Embodied professionalism

Professional communication finds itself, in a constantly present triad which is at once

Bodily,
Personal
&
Professional

One does not exist without the other,
.....but may display itself
.....with varying strength. (Winther, 2009).



MAGNIFIED attention

The bodily is especially visible in the contexts of teaching and leadership.



These professionals

...receive a form of *magnified* attention to their bodily and emotional communication

(Winther, 2012; Andersen Kjær, 2011).



TRUST

The bodily is also of great importance in professions which involve confidentiality, trust building, and senses-based attention to patients or clients.

In these professions, all bodies, the professionals' included, also become more visible, and the body language dynamics, which always exist, are experienced more distinctly.
(Andersen Kjær, 2011; 2012; Meekums, 2007; Payne, 2008; Winther, 2012).



EMBODIED PROFESSIONAL COMPETENCE

1. Self-contact.
2. Communication reading and contact ability.
3. Leadership in groups or situations.

(Winther, 2012; 2013)



LEVEL 1

Self contact

Contact with one's own body and personal feelings; the ability to be focused and present; the ability to include one's heart and still keep a professional focus and a private boundary

(Winther, 2012,2013)



Bodyawareness

.....the ability to be able to contain one's own feelings and keep composed in even difficult situations in which patients, pupils or colleagues are upset or emotionally affected.

The better the professional knows him- or herself and their own bodily signals..

The easier it will be to keep or find

SELF CONTACT





LEVEL 2

Communication reading and contact ability

The ability to see, listen, sense and notice;

The ability to read both verbal and bodily communication;

The ability to create trustful and empathic contact with others.

The ability to contain and manage conflicts.

TUNING IN

The body is multi-sensing, and often the body expresses something that is not told completely in words

(Andersen Kjær, 2011; Fuchs, 2012; Lowen, 2006; Winther, 2009).

Finding the tone between two or more people is described in various contexts by concepts related to *resonance*.

(Løgstrup, 1983, Sabetti and Freligh, 2001).



Micromovements
Eyecontact
Body contact



The body as sounding board

*It is the professional,
There with his or her body
Who must create a **sounding board** for the other

... not the opposite.*

The professional who can *see, read, listen and be in movement* may react with competence, presence and efficacy to both verbal and non-verbal processes.

.....because this person also senses what is *not* said in the tone of voice, and when to catch the body's *duets* and stories.



Eyecontact

... ..is one of the individuals most meaningfull tools for contact.

The eyes can lit up with love, but they can also express distance, power or lack of empathy.

To pupils, clients or patients the energy in the professional´s gaze can be what decides whether the feel,

seen, respected, watched or overlooked.

(Winther,2013)

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THE ART OF TOUCHING

In all societies, *touch* is connected to closeness, intimacy and care, and body contact is one of humanity's most basic forms of communication.

The professional therefore must know the art of touching both as a source of care, security, setting limits, and respect.

(Argyle, 2006; Moberg, 2006; Andersen Kjær, 2012; Winther, 2009)



No leadership without followership

"... there is no leadership without followership, no leader without a follower"

(Burge, Batchelor, & Cox, 2013, p. 3).



LEVEL 3

Leadership in groups or situations

Professional overview, radiation, centering, clear leadership of the group or situation; the ability to enter or hold a space with a trustworthy and body-based authority and humility (Winther, 2012; 2013)



Being able to take a space

The space is never empty, but charged with atmosphere, energy, meaning, possibilities and disturbances.

People communicate also bodily through micro-movements in space

*The way we enter, take
create and hold the professional space is important for
credibility, authority and creating relationships.*

To dare to be "on."
To be personal, powerful, bodily and professionally present.

It is through the body
that authority in the room
is negotiated
(Thornquist, 2005).





Training

Of PE students



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Holding a space – about humility

This entails both professional humility and an ability to remain in oneself, so that another person can notice that there is room to be there too, with them.

In these contexts, the professional should primarily take the lead in the situation and go into the possibly fragile room with great respect.

(Winther, 2012)



The body as sounding board and teacher

Embodied profession competence is a personal competence which may be developed, made more aware, and matured.

Embodied professional competence is noticed and expressed to a large degree through the body.

It can be trained.

From the first day as a student & for the rest of one's professional life.
... with the body as teacher



A journey

- *not a guided tour*

A journey not a guided tour

A journey not a guided tour



Body awareness
Awareness of own breath and voice
Territorialzones
Noticing micromovements
Touch and body contact
Movementreading
Courage to be on
Filling and holding a space
Awareness of micromovements
Training of both flexible and powerfull movement
Conciosusness narrative stories, interviews, video

How?



How?

PROJECTS

1. **PE education.** *University of Copenhagen. Dance teaching and high school teacher training. University of Copenhagen.*
2. **Teacher education.** *University College. The young teachers and the hungry lions.*
3. **The hospital field** *Nurse education. "The dancing nurses", The professionals: doctors, nurses physiotherapists,)*
4. **Leaders.** *Financial sector and contact to the international leadership organization. (bodyawareness, leadership, authority).*

Dancing nurses
Embodied leaders
Moving Teachers



THE LARGE AND THE TINY DANCE

Movement with inspiration from **dance**
and martial arts

Institut for Idræt og Ernæring

Grounding and centering

Body awareness

Awareness of own breath and voice

Territorial zones

Awareness of micromovements

Tuning in

Silence

Touch and body contact

Movement reading

Courage to be on

Taking, creating and holding a space

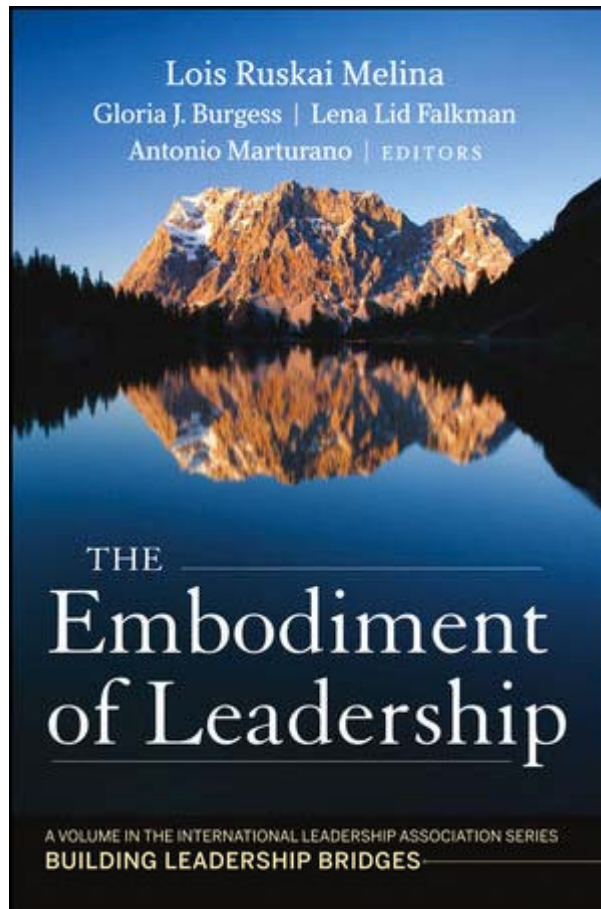
Status training

Training of both flexible and powerful body movements/energy.

Consciousness, narrative embodied stories, interviews, video



The embodiment of leadership



Covering leadership in the arts and humanities, this volume explores the notion that leadership ..is situated in a body that

*moves,
acts,
has emotions and desires,
ages,
experiences,
hurts,
and senses.*

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Future research

More empirically based research in which competent leaders, nurses, teachers and other professionals are followed through golden moments and vulnerable critical situations in their professional lives could contribute to the growing research field.

More research is needed to clearly describe *how* embodied professional competence and leadership may be gained, lost, found and developed through the body.

Research is also needed in the field of development of new practice based educational methods which may be used in future professional training.

.....NEXT PRACTICE



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- This presentation illustrates central aspects of the importance of embodiment for leadership, professional practice and education, also as related to PE education



Relevante Links:

Artikler til download:

Winther, H. (2008b). Body Contact and Body Language: Moments of Personal Development and Social and Cultural Learning Processes in Movement Psychology and Education. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 9(2). Art. 63. (2008, September 24)

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Radio programmer

Kroppens sprog

<http://www.dr.dk/P1/Sproglaboratoriet/Udsendelser/2012/11/29112723.htm>

Rørt ramt eller rystet

<http://www.dr.dk/P1/Sproglaboratoriet/Udsendelser/2012/12/06091604.htm>

