

Emotional Logic and Decision Making

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Emotional Logic and Decision Making

The interface between professional
upheaval and personal evolution

Christian Bourion

Translated by Andrea Soulis

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To Jade and Robin

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It is only with the heart that one can rightly see.
What is essential is invisible to the eye.

1946, A. de Saint-Exupéry

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Contents

<i>List of Exhibits</i>	x
<i>List of Questionnaires</i>	xiii
<i>Preface: Why “Self-Management”?</i>	xv
<i>Prologue: From Economic to Emotional Man</i>	xvii
<i>Foreword: The Epistemological Position of This Work</i>	xix
Preview: The Concept of Emotional Production	I
1. A Defense for the Introduction of Emotional Production in the Field of Decision Theory	1
2. Scientific Status	3
3. Managerial Status	9
4. The Contribution of the “Emotional Production” Concept	13
5. The Nature of Emotional Production	16
I	
Gratifying Situations: The Resolution and the Acquisition of Know-How	23
1. The Application of Know-how	25
2. The Acquisition of Know-how	30
3. Associated Emotional Production	36
4. Associated Emotional Conflict: “Approach–Approach”	37
5. A Brief Overview of This Chapter	37
2	
Aversive Situations: Challenge and Self-doubt	39
1. The Preliminaries	39
2. The Situation Deteriorates	42
3. Associated Emotional Production	50
4. Associated Emotional Conflict: “Approach–Avoidance”	60
5. The Practice of Counterfire	63
6. The Neurosis of the “Workaholic”	66
7. Psychological Energy	69
8. Resistance to Obstacles	70
9. Avoiding Challenge	73
10. Neurosis of the “Fugitive”	74
11. Passive Acceptance of Challenge: Doing Nothing and Inhibition	76
12. A Brief Overview of This Chapter	83

3	Hierarchical Situations: Obedience	85
	1. Material Situation Linked to Place in the Hierarchy	85
	2. Emotional Situation Linked to Place in the Hierarchy	87
	3. Alienation, Impotence and Surrender	88
	4. Feelings of Dependence	92
	5. Hierarchical Anxiety	96
	6. The Feeling of Belonging	101
	7. Emotional Blindness	102
	8. Emotional Conflict: "Avoidance–Avoidance"	106
	9. Active Submission to Authority	108
	10. Passive Resistance to Authority	110
	11. Active Resistance to Authority	115
	12. Adhesion to Authority	117
	13. A Brief Overview of This Chapter	117
4	Situations of Failure: Disapprenticeship	120
	1. The Principle of Limited Behavioral Capacity	120
	2. The Feeling of Failure	121
	3. Refusal of Failure: The Search for a Guilty Party	124
	4. Acceptance of Failure: The Feeling of Guilt	126
	5. The Neurosis of the "Guilty"	131
	6. Emotional Collapse	134
	7. The Growth of Emotional Resistance	135
	8. The Disapprenticeship of Success	139
	9. A Brief Overview of This Chapter	142
5	Irreversible Situations	144
	1. The Permanence of Irreversibility	145
	2. The Scientific Exception: The Disappearance of Aversive Situations	147
	3. The Increase of Aversive Situations	150
	4. The Point of No Return	156
	5. The Status of Victim	160
	6. The Status of Substitute	162
	7. The Grieving Process	162
	8. A Brief Overview of This Chapter	175
6	Successful Situations	178
	1. The Paradox of Success	178
	2. Positive Emotional Production	181
	3. The Dynamic of Growth Choices	185
	4. Factors Resulting in Successful Situations	187
	5. How to Develop the Symbolic Function	193
	6. A Brief Overview of This Chapter	196
	Epilogue: From Emotional to Symbolic Man	201
	The Integration Process of Suffering	203
	<i>Case Studies</i>	206
	<i>Notes</i>	216
	<i>Bibliography</i>	222

List of Exhibits

1	Interface	xxii
2	Single-entry table. The rational model	xxiii
3	Double-entry table. Mixed model: rational and emotional logic	xxiii
4	Difficulties in information collection	xxviii
5	Emotional appreciation of an employee	13
6	Definition of emotional production	16
7	Difficulties in information collection	24
8	Definition of the situation as a double product of the decision-maker's internal and external environments	26
9	Simon's continuum	27
10	Emotional logic associated with know-how	36
11	The challenge and the problem	39
12	Risk and performance	41
13	Deterioration of the situation	42
14	Increase of available volume of information results in deterioration	45
15	State of the search	46
16	Interrelationship between the actor and the situation	48
17	Law of Brown et al., Katz, Weiner et al.: fear as an inverse function of the possibility of situation resolution	51
18	Fear as a product of the gap between the definition of the situation and the situation itself	51
19	Effect of threat on personality development	55
20	Different logics of threat	56
21	"Approach-avoidance" conflict	62
22	Ladder of dread	84
23	Dynamics of alienation	90
24	Different logics of alienation	91
25	Different logics of dependency	94
26	Dynamics of dependency	96

27	Different logics of anxiety	100
28	Different logics of value judgments	103
29	Daring to give one's opinion	103
30	Rational evaluation of the subordinate	104
31	Affective evaluation of the subordinate	105
32	Evaluation of a manager by his superior	105
33	Dynamics of confrontation with authority	107
34	Emotional attitude within the hierarchy	116
35	Emotional ladder of submission	118
36	Logics of feelings of failure	122
37	Failure and neurosis	123
38	Feelings of guilt or guaranteed failure	127
39	Different logics of the guilt complex	133
40	Disapprenticeship of success	140
41	The emotional ladder of failure	142
42	Irreversible situations	145
43	The permanence of irreversibility	146
44	Denial or delirium	148
45	Hiding your head in the sand	152
46	The emotional block	153
47	Illustration of the danger linked with no return	159
48	The grieving process	163
49	A fit of anger: Irreversibility brought to a simple problem	167
50	Irreversibility perceived as simple conflict	171
51	Irreversibility assimilated as a simple failure	172
52	Irreversibility accepted	174
53	The grieving process	177
54	The rational and emotional logic of success	180
55	To win or to succeed?	181
56	The process of choice	186
57	Deterioration of available information	190
58	Ned Herrmann's four-brain theory illustrated	192
59	The hypothesis concerning the relation between emotional production and the acquisition of a new symbol	195
60	The positive emotional ladder	197
61	The interaction of apprenticeship	201
62	The interaction of personal development	202

List of Questionnaires

1	Do you have many execution programs at your disposal?	28
2	Test your resolution capacity	35
3	Test your capacity to anticipate	49
4	To what degree are you subject to stress?	59
5	Test your capacity to anticipate	65
6	Do you face situations with courage?	68
7	Test your psychological energy	69
8	Are you resistant to obstacles?	72
9	Are you an avoider?	75
10	Do you lack patience?	78
11	Are you inhibited?	82
12	Do you feel alienated?	92
13	Do you feel dependent?	94
14	Are you anxious?	101
15	Do you have a feeling of belonging?	102
16	Are you passive-aggressive?	112
17	Do you have a taste for failure?	124
18	Do you tend to feel guilty?	133
19	Are you at risk of C.B.D.?	153
20	Are you Attila the Hun without knowing it?	156
21	Do you tend to play the victim?	161
22	Are you fond of denial?	166
23	Do you pray?	169
24	Do you have episodes of depression?	173
25	Have you finished grieving?	175
26	Do you feel you exist?	181
27	Do you feel validated?	182
28	Test your interpersonal competence	184

29	How open are you to life's experiences?	187
30	Do you know how to say no?	188
31	Test your symbolic capacity	198
32	Test your symbolic capacity	199
	Answers to Questionnaire 31	199
	Answers to Questionnaire 32	200

Why “Self-Management”?

Until very recently, we willingly used the term “career” to characterize the professional path of young men and women at the end of their educational studies.

Today, the business world has changed radically; it has become both more flexible and more demanding. The “self-management” model fills that gap between the diploma and the (previously) quasi-fatal path that the diploma gives rise to. After the diploma, graduates need to begin work on their personal development and to equip themselves with the special strengths needed to manage their professional development successfully.

In terms of personal development, the young graduate just beginning in a profession has, above all, the responsibility to learn, to understand and to change.

Yesterday he was living in a world protected from failure, today he must learn to manage his errors and enter into the long process of apprenticeship.

He will reconstruct himself several times in the course of his professional life.

In terms of professional development the graduate, even one who has been hired by a large firm, must often invent his job description and create his post in order to be in a responsible and profitable job position. Sometimes, as the ultimate step, he is driven to free himself and create his own employment.

The most popular form this takes these days is the creation of an activity, having short-term potential within a structure above and beyond the individual – that is to say within the firm itself.

In the near future, a more radical change will occur: the explosion of employees in high-level positions: work-sharing systems among several companies, contracting out of work managed by a third party association

of freelance workers, limited project assignments within normal management contracts...

The individual will be the supplier of expertise, of know-how, in permanent interaction and constant transaction with his professional environment.

In brief, professional life has become its own *métier* requiring that one becomes, above all, a “self-manager”.

Emotional logic, which will be presented on the following pages, describes one of the windows of change: understanding how we react in project situations in order to increase self-knowledge, increase understanding and improve contribution.

Without a doubt, the personality will become the first tool of the “self-manager”.

Happy reading.

From Economic to Emotional Man

Over the course of the last half century the approach to decision-making, under the substantial influence of financial economic models, has resulted in a vision centered around brain functioning. From the decision-tree approach and actualization tables to the current approach, a true paradigm change was produced. Coming from a position of suspicion that virtually eliminated the actor and his subjectivity, the new models reintroduced him into the process, fully describing his choices in all their complexity, his contradictory centers of interest, his multiple interests, desires and secret behaviors, as well as personal jealousies and private paranoias.

In this rather slow progress¹, it was, above all, the Nobel Prize winner H. Simon who made major inroads in inventing the Limited Rationality Decision-maker, a sort of “yes, but...” response that his students, particularly March et al. (1972), would transform into a “no, but...” with the famous garbage can model that definitively closed the door on the rational model as the explanation of the way decisions are taken. Mintzberg in Canada had already begun to increase his attacks on this approach that he considered far from reality, but which was affecting the training of young managers, in particular with his question introducing the concept of the double functioning of the brain: “Why are some people so smart and so stupid at the same time?” In effect, even with limited rationality, Simon’s decision-maker remained pharmacologically treated in order to stay devoid of undue emotion². A Frenchman and the “new grid” (Laborit, 1974) gave birth to the **Emotionally Active Decision-maker**. In 1988, Ned Herrmann contributed a synthesis of this controversy by demonstrating in his work *The Creative Brain*, that not only do the rational and emotional processes coexist deep in the brain, but that there are yet two others, and that these four processes, more or less antinomic, more or less complementary, intervene simultaneously in decision-making.

In this series we have attempted to create a model of emotional logic aimed, first of all, at the teaching and preparing of future managers (business and engineering schools, executive business programs, etc.) but also at those engaged in behavioral research.

The first of our three works, *Emotional Logic*, describes the interaction between the decision-maker's internal and external environment in the context of challenging situations, hierarchical situations, situations of failure, irreversible situations and situations of success. The work goes beyond the framework of "occupation of manager" to tackle the "occupation of self". In particular, it sheds light on the process by which people must either enhance and increase their qualifications, or find themselves idle within the organization.

The second, *The Daily Business of Management*, describes ways of reacting to others, classifying these behaviors according to whether or not they provoke more complicated problems than the ones originally needing resolution. The work then highlights the more efficient of these behaviors. It concludes with a mini-test, more in fun than strictly evaluative, which exists also in CD-ROM.

Decision Logic responds to the following questions: How does our brain inform itself? How to formulate true problems? How to find creative solutions? It answers the questions: How to calculate risk? How to self-actualize? How to decide?

The Epistemological Position of This Work

This work develops the role that emotions play throughout the action process. As useful guides and profound sources for choice, emotions can also imprison the actor. More often, they play a determining role in the apprenticeship process, in adaptation and in mental blocking. Their way of operating, apparently irrational, in fact obeys a rigorous logic. We define the model: emotional man or the Emotionally Active Decision-maker (E.A.D.).

1. Objectives

The objective of emotional logic is the description, explanation and understanding of the internal indicators that inform the decision-maker on the interaction between his external and internal environment during the choice process. Although it is the external indicators that reign primordial when all is well, it is the internal indicators that become essential in periods of crisis or failure. Just as economic crises must be guided correctly in order fulfill their transitional roles, crises of the internal environment following inevitable failures or irreversible situations, also constitute a means to progress if the decision-maker understands their meaning and sense.

2. Hybridization

Emotional production has often been mentioned in the research of **biology** (Laborit, 1955, 1968, 1981; Krafft, 1985), **pharmacology** and **medicine** (Kübler-Ross, 1986), **physics** (Costa de Beauregard, 1963; Prigogine, 1979), **psychology** (Goguelin et al., 1968; Lowen 1987), **psychiatry** (D.S.M. 4, Bergeret, Kernberg, 1979), **general psychoanalysis** (Bettelheim, 1972; Donnars, 1982; Israël, 1989), **general semantics** (Korzybski, 1953; Bulla de Villeret, 1973; Saucet, 1987), **sociology** (Boudon, 1979),

economics (Meignez, 1971; Fourastié, 1973; Scitovki, 1976), **philosophy** (Blondin, 1983; Laborit, 1984), and above all in **organizational theory** (Dubreuil, 1924; Mayo, 1933; Lewin, 1935; Likert, 1958; Argyris, 1957; Woodward, 1958; Herzberg, 1962; Patton, Etzioni, 1964; McGregor, 1966; Drücker, 1967; Likert, 1969; Rousselet et al., 1970; Martin, 1976; Crozier, 1977; Nuttin, 1980; Frances, 1981; Levy-Leboyer, 1984; Hermann, Sandra, 1989; Dufour et al., 1990; Alvesson and Willmot, 1992; Pitcher, 1994; Clegg, Palmer, 1996; Villette, 1998 and Mintzberg, 1976, 1982, 1986, 1990). In management science, its essential role was updated in 1958 by March and Simon, who established that action is the result of more or less rational interaction between the **internal** and **external** environment and goals, but a description of this internal environment was neglected. This apprehension shows itself first of all in the over-simplified “**satisfaction–frustration**” continuum, where several dimensions are taken into account, notably “**dependence**” and “**stress**” (Chanlat et al., 1995). Today, our knowledge of the affective relationship maintained with the organization is constantly increasing and **the growth and deterioration of self-image are recognized as being in direct relation to organizational changes** that affect the individual, whereas the feeling of directing one’s own life is identified as the best remedy for personal devaluation. The increase in professional and personal rifts have contributed to highlighting this role.

3. Status

Emotional man is an actor of proximity. By that we mean that he fulfills several roles. He reacts, and in order to succeed, he must make choices and judgments. While he doesn’t possess any special supreme powers, he does possess a particular area of responsibility and independent resources. He hasn’t undergone a lobotomy nor is he treated pharmacologically as is the Limited Rationality Decision-maker. He is not permanently narcissistic (Lowen, 1987) as are the “yuppies”, nor is he like the young dynamic American managers of the 80’s who deny all possibility of feeling. He feels joy or pain according to his successes or failures. He learns from his mistakes, but this apprenticeship puts him in a zone of effort that causes him, sometimes deep, suffering. He is also afraid of death, thus anxiety accompanies him and intervenes in his choices. The irreversibility of certain situations forces him either to change, or to grieve over the loss of certain projects.

He experiences his sense of belonging to the hierarchy with ambiguity,

for the security it brings is tempered by the stress with which he is forced to live, and his wish for autonomy. His decisions are the product of intrapsychic conflict between his values, his objectives and the resources at his disposal.

Director, manager, executive, father (or mother), husband (or wife), member of a sports club – all point to the multiple statuses of proximity that our subject alternately occupies today. We have chosen to employ the words “actor”, “executive” or “manager” to simplify our discussion, without losing sight of the totality of these diverse memberships that react to, and interact with, each other.

4. Descriptive Tool: The Emotional Program

An emotional program is a group of enumerated items that describe “segments” of action and attempt to clarify situations where these programs would have a tendency to set themselves off. There are approximately 50 of these described in the text.

Understanding the impact of emotional action on decision-making supposes that one is able to describe at least several elements, the ideal being able to identify and describe all elements for any given situation.

An emotional program is completely characterized if:

1. The “trigger” situation is specified – the situation entering in contact with the actor by an intermediary stimulus.
2. The emotional production that is provoked is specified (a single feeling or a complete range of feelings).
3. The psychological elements that permit us to diagnose whether a particular person will have the tendency to trigger one or another type of emotional production are specified.
4. The action or influence that the emotional production has on the decision or the behavior is described.

5. The Nature of the Illustrations

Among our illustrations or examples are numerous testimonies of proximity issues in different organizational domains (work, family, the couple, leisure activity, sports, the military, T.V. commentary...) and not exclusively within a business enterprise. The sports examples are many as the competitive model has often been brought forward in organizational proce-

dures and also, because of being an unwavering follower of numerous sports, this author often finds himself in the position of “participating observer”. All testimonies should be read “between quotes”, and the author doesn’t appear unless the testimony has been previously published (conferences or public interviews). Only the dates of the interviews will be noted, unless the “evidence” has been taken directly from the author.

In addition to personal testimony, several references are made to news stories, surveys or certain television film sequences as the televisual universe is today an integral part of the universe of proximity. In this case, the date and the broadcast are specified in order to facilitate access to INA (The French National Audiovisual Institute) classification.

Testimony and surveys may not have a strictly scientific value, but they do have a strong emotional and intuitive value and some of these form the basis of the research. These “eyewitness” testimonies are displayed in the text in a different font.

6. The Domain of Emotional Logic

Emotional logic is a logic describing the feelings and behaviors of the actor as seen in situations of deterioration, crisis and change. It is a logic of retroaction. When the external environment is stable, when the contingencies of action supersede the weight of structure¹ and when the external indicators are legible and stable and the results reassuring, the gap between explanations given by the rational model and the emotional model is slight and we stay within the domain of rational logic.²

Yet, when the external environment deteriorates, when the indicators are illegible or at least threatened by rapid change or slow deterioration, or when the weight of the structure crushes the contingencies of action, the rational model no longer explains the essential, for the internal indicators become the true source of situation definition, choice and strategy. We “pass” into the realm of emotional logic.

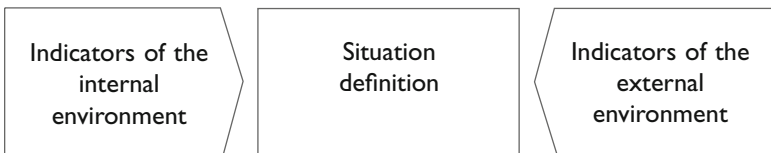


Exhibit I Interface

7. Presentation of the Emotional Model: The Double-Entry Table

The limited rationality model established that the definition an actor makes for a given situation is confined to the domain which, in general, is restricted by his internal and external proximity (March and Simon, 1958).

If the **situation definition** seems to conform essentially to the situation, one could say that we are in rational logic. To illustrate this, take the example of the water temperature of a pool and imagine two possibilities: the water is 14 degrees or it is 28 degrees (centigrade). If the water is 14 degrees and the swimmer says “it’s freezing”, or the water is at 28 degrees and the swimmer says “it’s perfect”, he has defined the situations according to a rational logic and there is only one possible representation:

Exhibit 2 Single-entry table. The rational model

The situation	14 degrees	28 degrees
The situation definition	“It’s freezing”	“It’s perfect”

Now, let us suppose that this pool belongs to the swimmer’s boss, that the swimmer is afraid to offend him and that he has just been invited to take a swim. If the water is 14 degrees, one can imagine that he will say “it’s very refreshing” even though he finds it “freezing”. We would say that the situation has been defined according to a logic of submission to authority (Chapter 3, section 9) in the sense that his boss is proposing a very disagreeable task that consists of having to swim in freezing water and that he, without a doubt, will willingly accept, either because accepting appears easier than refusing or because it seems a good way of proving that he is capable. Finally, let’s suppose that the water is 28 degrees and that the swimmer says “It’s freezing”, simply for the pleasure of disagreeing with his director. We would say that the situation has been defined according to a logic of resistance to authority (Chapter 3, section 11). If we introduce

Exhibit 3 Double-entry table. Mixed model: rational and emotional logic

Actor’s Response	Water Temperature	
	14 degrees	28 degrees
“The water is freezing”	Rational logic	Emotional logic of resistance to authority
“The water is perfect”	Emotional logic of submission to authority	Rational logic

both these logics, there is no longer one but two possible situation definitions for each case. We can represent this in the double-entry, four-case table in Exhibit 3. This publication is comprised of a great number of such tables that aim to introduce emotional logic. The “measures” of rational logic appear on the north-west south-east diagonal, and the others stemming from emotional logic are developed on the other axis.

With this table, we introduce the idea that, viewed separately, rational and emotional logic only take into account their particular portion of reality.

8. Presentation of Results

Emotional logic describes the interaction between the situation and the psyche, or if one prefers, between the actor’s external and internal environments. It is a logic of process and not of structure. There are a number of reasons why we have retained situations (situated in the external environment) and not personalities (situated in the internal environment) as determinant variables.

First of all, models explaining behavior using the structure of the personality are most often taken from observations made in medical offices and are not necessarily the best to demonstrate what takes place in organizations. In fact, they rely on one implicit variable: emotional production, and if we manage to redefine that, we wouldn’t need to know the structure of the personality except in those situations where behavior loses all connection with the real-life situation.

Next, emotional logic is a logic, and not a pathology, and in this sense it is a result of interaction and of exchange. To make personality structure the determinant variable is to work within a closed system model in order to explain behavior. What is needed is an open model that includes closure in the form of a limit and not the inverse. In our hypotheses, it is thus the situation, even a situation subject to a “distorting” definition, that will furnish the essential explanation.

Finally, using the personality as a basis, brings about a tautological reasoning; “He’s acting crazy, but that’s expected, since he is crazy!” This reasoning doesn’t come from a position of understanding, but from a position of justification, whereas to make the hypothesis that the actor possesses an ordinary structure, and to try to explain observed behavior presents a true problem that could have significant limits. Our chapters correspond to varying situations and shows the principal processes observed in these situations.

8.1. Gratifying situations

In these situations, the actor learns by “capillarity”. He improves and updates his expertise, stretches it a little and then applies it to a previously unknown situation. This situation then becomes known, and permits him to acquire new knowledge, expertise, etc. In these situations, the actor “enjoys” himself. Emotional logic intervenes but doesn’t call into question the limited rationality model.

8.2. Aversive or challenging situations

These are at the heart of emotional logic, in the sense that from the start the actor is afraid. He is present at the deterioration of the situation and very quickly finds himself in psychological conflict. “Should I intervene?”, “Right away?”, “Should I wait?”, “Should I do nothing?”, “Will this resolve on its own?” or “There’s nothing I can do, I should just drop it”, “I’m getting out of here!” This situation escapes all rational explanation, and enters the domain of the Laboritien model.³

8.3. Situations of rupture or of “getting ahead”⁴

Only these situations truly involve decisions. Situations of proximity resolve themselves little by little by “capillarity” of know-how and not by “don’t yet know how”. Challenging situations are imposed by the environment. There is the choice to react or not. Situations of rupture, or of getting ahead, impose a choice *ex nihilo*. The voluntary change of employment, the choice of first employment, voluntary relocation, voluntary rupture of family ... buy, sell, construct ... It is in this domain that the emotional model most strongly contradicts the rational model. Our work is not yet finished in this area and the results will be presented in a publication on decision logic.

8.4. Hierarchical situations

These are marked by a triangulation between the situation, the actor and his superior, and constitute the domain containing the most serious of human psychic conflicts: the “avoidance–avoidance” conflict. These are also at the heart of the arbitration of “submission–resistance”. The continual development of companies of inhuman size increases the validity of this logic.

8.5. Situations of failure

In introducing the logic of guilt or emotional collapse, these situations impact on the emotional, on the personality, on apprenticeship of the “trial and error” type, and on integration by disapprenticeship.

8.6. Irreversible situations

These represent a logic completely apart, the logic of accepting limits, and describes the more dangerous emotional processes which can serve to aggravate the situation.

8.7. Situations of success

The logic of success is its own logic that clearly differentiates itself from that of victory. It often rests on the capacity to acquire a sense of the life that is lived.

For questions of presentation, we have named these chapters, hierarchical situations, challenging situations, situations of failure,... but in reality, it is not about the situation, but about the definition the actor makes of the situation. In other terms, the chapters describe the interaction “internal environment–external environment”.

9. The Corresponding Questionnaires

The questionnaires – there are approximately 30 – are above all pedagogical tools: they introduce an interactivity between the actor and the reader that can be used for a better understanding of the concepts, or to allow the readers to relate the concepts to their own lives. The use of questionnaires by training personnel is hereby authorized by the author with the proviso that the source be cited.

10. Research on Emotional Logic

Emotions do not have meaning *ex ante*. They are simply agreeable or disagreeable sensations; it is the brain that, *ex post*, gives them meaning and produces feeling. Traditional exploratory methods, which remain the

dominant method, are founded on the existence of information existing a priori – which a questionnaire gathers – and must surrender their place to a confirmatory method⁵ that permits an understanding of this reality. In the confirmatory approach, the researcher establishes his model, beginning with the intuition coming from his own osmosis with his domain, then subjects his model to verification *ex post*. The method, which has become common practice in marketing, is still rarely employed in human resources. A certain humility must be imposed, however, for while it is probable that quantification, even confirmatory, is not easy in the emotional arena, state of mind could be respected by proceeding in a qualitative manner and in keeping one's interest only on those situations belonging to the past. One way is by using open-ended interviews, being careful to center these interviews on the visible part of the iceberg (behavior), asking the subjects to begin by describing those series of events experienced in situations and only afterwards refocusing the interview on the feelings felt. One must also keep in mind that the subject being questioned will find it difficult to go beyond the qualification of agreeable/disagreeable, at least if he hasn't yet made sense out of his experience. All research of this type is not only dependent on the capacity to verbalize emotions, but is also dependent on cognitive dissonance which pushes the subject to justify and rationalize his past choices.

The point in keeping **experimental situations** in a laboratory is to maintain a high level of rigor by avoiding direct subject questioning. Even given the possibilities of “live” recording that empowers the laboratory, in particular the work of direct brain photography, one must not lose sight of the great difficulty that this type of situation provokes. If in order to study **submission to authority**⁶, this procedure was used, it is precisely because the volunteers who agreed to take part in Milgram's study were, de facto, submitting to his authority, then one must expect that **the Milgram effect**⁷ is in place and constitutes a source of disqualification of the experiment. To the extent that the procedure is the object of the study, it should take place outside the presence of authority if it is to be considered scientific. To compensate for this problem, one can imagine going on site to film and record the situation. In that case, it is **the Mayo effect**⁸ that will falsify the results to the great despair of researchers. Due to the single fact that the subjects bring to the situation a certain level of interest, their feelings can modify their experience, strong feelings could arise that may be translated into behavioral modifications, such as the desire to do well, that do not usually correspond to normal conditions⁹.

If the previous remarks lead to the exclusion of an observer, or non-participant, because by his status he modifies the experience of the

observed and that this modified experience is itself being observed, then the model that we have developed shows the most advantage – in being based, first of all, on the situation¹⁰ (apprenticeship, trial, hierarchy, failure, disapprenticeship, success ...) and **of allowing a mixed approach**; it is, above all, possible to define, with the desired rigor, the situation that will be the object of the research; following that, *ex post*, to study the persons having had this experience, without having to disclose the true object of the research. It is then possible to conduct totally nondirective interviews with these participants, who due to their professional experience, are susceptible to having experienced the situations that are the subject of the study. When the interviewee mentions one of the situations that particularly interests the interviewer, the interviewer can probe more precisely by exploration or confirmation, the processes which are the object of the research.¹¹ As an example, in the exploratory phase of a failure situation, the question would be “What were you feeling?” In the confirmatory phase, the question would be “Did you feel guilty?” The subject’s own emotional logic would skew the given responses following the procedures envisioned previously (Exhibit 4). The best guarantee is to establish a relation that both excludes the subject’s propensity to either please the researcher or, on the other hand, forces him to be on his guard, to defend or try to enhance his image in front of the researcher.

Finally, it is possible to **willingly immerse oneself** in a milieu where the object of the research, the situation, may occur. This is a way of living with the status of observer-participant on the condition that it lasts long enough for the observer to lose his status of observer in the eyes of the subject and become an ordinary participant¹². This method has two advantages: one of direct observation, and the other the ability to gather for himself the experiences which, for someone who is introspective, could help in the formulation of hypotheses¹³.

Exhibit 4 Difficulties in information collection

Actor's Response (did you feel guilty?)	Failure situations	
	Subject felt guilt	Subject did not feel guilt
Says yes	Rational logic	Hawthorne Effect; want to disappoint the researcher because he enjoys the interest taken in himself
Says no	Defense mechanism (forget, rationalize, etc.) Wants to give a different image of himself	Rational logic

II. The Teaching of Emotional Logic

The official approach, that of management programs in human resources, uses **file logic**, a judicial model, uniquely treating only that part reducible to a file containing numbers and evaluations (selection, pay, promotion, career management, work conflicts...). These are the tools necessary for file management by the specialized Human Resources departments following the now classic plan:

- obtain human resources
- conserve human resources
- develop human resources
- industrial relations¹⁴

In a parallel development, a movement within the teaching field created **structural logic**, tackling the question of behavior as stemming from personality. At the heart of this there is generally a test, permitting a certain sense of self-recognition within a typology. This influence, or movement, had at its source old classifications (emotionalism, activity, secondarity) that had been reviewed and corrected in an attempt to better approach work attitudes. Certain advertise general objectives, such as self-knowledge, means to personal progress, specifically using the analogy of an instruction booklet (the better you know your computer, the better it can serve you), and also knowledge of others, instrumental in increasing tolerance. In this school of thought, we cite the typology test (promoting, analyzing, facilitating, controlling); the work of typology indicators of Myers-Briggs¹⁵ (Extraversion, Feeling, Sensing, Judgment), adapted by P. Cauvin and G. Cailloux¹⁶ from the concepts of C.G. Jung, using 16 types in all¹⁷, that permit definition of dominant behaviors, stemming from the transactional analysis of Taibi et al. (1994)¹⁸, with the strongest test centered on work attitudes (empathics, workaholics, perseverers, rebels, dreamers, promoters...) whose primary interest was to describe behavior in situations of both strong and weak stress, descriptions that we cannot find elsewhere. The H.B.D.I. of Ned Herrmann and Vuillemin¹⁹, describes how the actor uses his intellect, and defined a complete series of adaptations developed by small firms, “inspired” more or less legally, by the work of H.B.D.I., the Pontia test for example. Other work, more rare, attacks the objective of emotional education, to become “emotionally correct”, using, among others, common psychiatric classifications (paranoid, schizoid, depressive...) or explaining how to minimize weak points (Goleman, 1995). This work is often that of consultants or journalists trained in psychopathology.

The third approach, to which we adhere, develops **situation logic**. In this we include the **communication** or **negotiation** that carries out a transverse approach centered around the obtaining of agreement in which personality structure, emotional production or management culture play a more or less important explanatory role. The work on **stress** management essentially develops situation logic and can no longer be ignored today seen from the global dimension of the problem – but the word “stress” increasingly hides a multiform reality, having as its only connection that of the suffering of the person who is the object of the study. We prefer the concept of **emotional production** that allows us to refine the underlying process.

Today, “emotional logic” is not yet part of teaching in the traditional training of our future economic, commercial or even political managers. As a result, recent behavioral developments such as self-motivation of adult workers, the deterioration of mental health of young people (gratuitous violence, record number of motorcycle road accidents, record number of suicides), the use of alcohol by younger and younger teenagers, the use of tranquilizers by entire populations, are not yet truly understood. The internal environment – the psyche – not drawn upon by management science, risks being treated as the environment was by the economic sciences 30 years ago: they proposed solutions without concerning themselves with the consequences, thus giving birth to the mechanism of retroaction²⁰ that paved the way for the interference of “boomerang” effects (Solzhenitsyn, 1974²¹; Nizard, 1991²²).

To progress, one must first coherently organize the research contributions from different fields that concern **the actor in a project situation**, for the logic of action can be found in different scientific domains. Then a “science of decision” division can be established with the human resource management specialization that integrates the emotional dimension and organizes transversal teaching addressing operational managers (future engineers, team leaders, heads of services or sales ...) who rarely follow a specialization in H.R.M. We have named the specialization “self-management”, inheriting the concept from that of the “Outstanding Personal Enterprise” (Castagné et al., 1988), itself taken from the Canadian school of “small business”.

12. The Practice of Emotional Logic

The practice of emotional logic resembles the American film technique of “traveling”. The camera is positioned in the place of the actor, and describes what is happening in his exterior field of vision seen from his

interior field. It is thus a tool that aims to describe, explain, understand and standardize the resulting message: “Here are some guidelines if you should find yourself in this situation.” This material aims to encourage each person in the analysis and investigation of knowledge of his own emotional production in, above all, difficult situations. The hypothesis implies that there are no “good” or “bad” managers, there are only managers who pay attention to who they “are” or rather who they “are not”, and there are managers who don’t. Only emotional production can inform them about themselves and make each false step a chance to progress. Several researchers have shown, and this has already been affirmed by numerous directors, that to understand that knowledge itself has its proper limits is the necessary condition to efficient management. The hypothesis of emotional logic is to consider the first tool of a manager is his personality and that the young manager just starting out should begin by learning how his personality interacts with, and impacts on, problem resolution. Of course, this didactic step has limits because only experience provides a human being with a vision of his own reality. Nevertheless, experience is not the only necessary condition, as it is the capacity of the interpreter that will make up the sufficient condition, and that may be notably improved by the comprehension of “emotional logic”. In conclusion, if I had only one chapter of this book to read, my preference would be that of the analysis of irreversible situations. Today, each professional change is accompanied by deep personal upheaval. No one exists who can be sure of avoiding the changes his future may bring, but to understand how it could come about is what permits the transformation of a situation of rupture/split into an occasion of personal development.