

# Séminaire **Shaping 2028**

## Intervention Christophe André



**Christophe André**

MÉDECIN PSYCHIATRE  
PSYCHOTHÉRAPEUTE  
ÉCRIVAIN

# Émotions et changement

*Docteur Christophe ANDRÉ*

- *Il n'y a que deux choses importantes dans la vie d'un homme, Marcello : toujours aimer sa maman ; et ne jamais croire aux bobards des psys.*



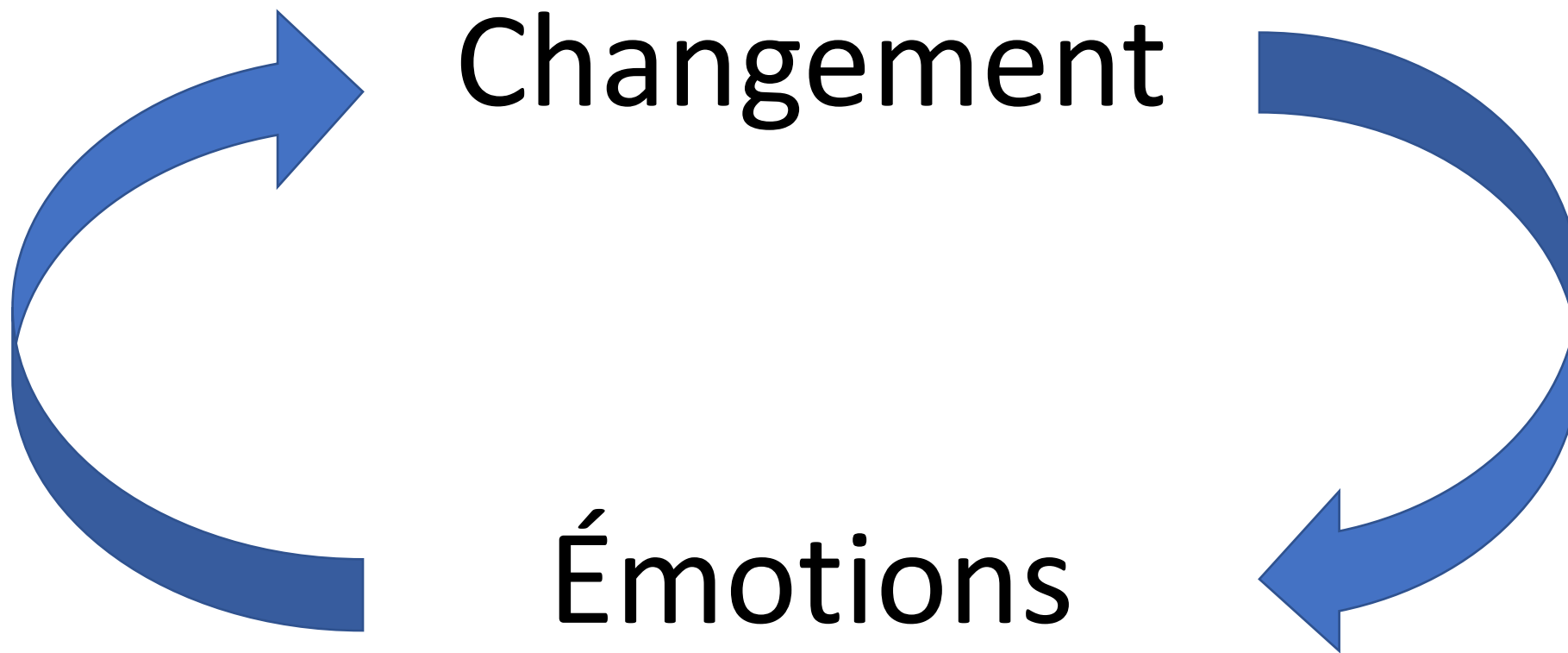
# Émotions et changement

- 1) Rôle des émotions lors des changements
- 2) Émotions, équilibre et bon usage
- 3) Émotions négatives
- 4) Émotions positives
- 5) Émotions positives du lien social

# Émotions et changement

- 1) **Rôle des émotions lors des changements**
- 2) Émotions, équilibre et bon usage
- 3) Émotions négatives
- 4) Émotions positives
- 5) Émotions positives du lien social





# Pôles émotionnels du changement

- Gains / Pertes
- Optimisme / Pessimisme
- Curiosité / Nostalgie
- Confiance / Espérance
- Etc...

# Émotions et changement

- 1) Rôle des émotions lors des changements
- 2) Émotions, équilibre et bon usage**
- 3) Émotions négatives
- 4) Émotions positives
- 5) Émotions positives du lien social





# Émotions

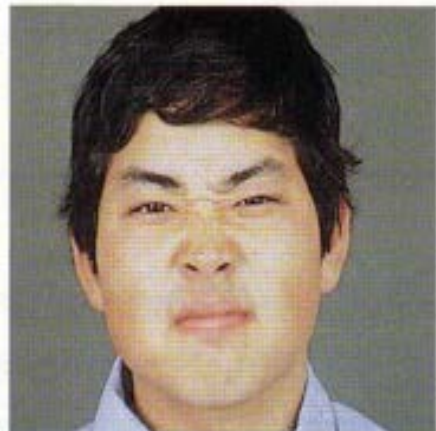
« Ensemble automatique de réponses adaptatives »

Ensemble

Automatique

De réponses adaptatives

Ekman & Matsumoto, expression d'émotions sur des visages japonais et caucasiens





*Règle n° 1 : les émotions sont des informations*

## *Les émotions comme informations*

- Émotion = information sur les besoins.
- Émotion « négative » : besoins non satisfaits.
- Émotion « positive » : besoins satisfaits.

*Règle n° 2 : l'émo-diversité est normale et utile*

# Mathématique de l'équilibre émotionnel : 2 ou 3 émotions positives pour 1 émotion négative



## The Role of Positivity and Connectivity in the Performance of Business Teams

### A Nonlinear Dynamics Model

MARCIAL LOSADA

*Meta Learning*

EMILY HEAPHY

*University of Michigan Business School*

*Connectivity, the control parameter in a nonlinear dynamics model of team performance is mathematically linked to the ratio of positivity to negativity (P/N) in team interaction. By knowing the P/N ratio it is possible to run the nonlinear dynamics model that will portray what types of dynamics are possible for a team. These dynamics are of three types: point attractor, limit cycle, and complexor (complex order, or "chaotic" in the mathematical sense). Low performance teams end up in point attractor dynamics, medium performance teams in limit cycle dynamics, and high performance teams in complexor dynamics.*

**Keywords:** positivity; connectivity; team performance; nonlinear dynamics

**Positive organizational scholars** have made an explicit call for the use of nonlinear models stating that their field "is especially interested in the nonlinear positive dynamics . . . that are frequently associated with positive organizational phenomena" (Cameron, Dutton, & Quinn, 2003, pp. 4-5). This article answers this call by showing how a nonlinear dynamics model, the *meta learning* (ML) model, developed and validated against empirical time series data of business teams by Losada (1999), can be used to link the positivity/negativity ratio (P/N) of a team with its connectivity, the control parameter in the ML model. P/N was obtained by coding the verbal communication of the team in terms of approving versus disapproving statements. In the ML model, positivity and negativity operate as powerful feedback systems: negativity dampens deviations from some standard, while positivity acts as amplifying or reinforcing feedback that expands behavior. We will demonstrate how these P/N ratios determine the

---

**Authors' Note:** We thank Kim Cameron, Arran Caza, Barbara Fredrickson, Giovanna Morchio, Ryan Quinn, and two anonymous reviewers for valuable comments on an earlier draft.

AMERICAN BEHAVIORAL SCIENTIST, Vol. 47 No. 6, February 2004 740-765

DOI: 10.1177/0002764203260208

© 2004 Sage Publications

*Règle n° 3 : les émotions négatives tendent à prendre le dessus pour des raisons évolutives*

## Bad Is Stronger Than Good

Roy F. Baumeister and Ellen Bratslavsky  
Case Western Reserve University

Catrin Finkenauer  
Free University of Amsterdam

Kathleen D. Vohs  
Case Western Reserve University

The greater power of bad events over good ones is found in everyday events, major life events (e.g., trauma), close relationship outcomes, social network patterns, interpersonal interactions, and learning processes. Bad emotions, bad parents, and bad feedback have more impact than good ones, and bad information is processed more thoroughly than good. The self is more motivated to avoid bad self-definitions than to pursue good ones. Bad impressions and bad stereotypes are quicker to form and more resistant to disconfirmation than good ones. Various explanations such as diagnosticity and salience help explain some findings, but the greater power of bad events is still found when such variables are controlled. Hardly any exceptions (indicating greater power of good) can be found. Taken together, these findings suggest that bad is stronger than good, as a general principle across a broad range of psychological phenomena.





T'es heureux?

Faut pas  
s'emballer!



*Règle n° 4 : la régulation des émotions est  
bénéfique, si elle est écologique*

# La régulation émotionnelle

## Identification

Reconnaître précocement ses émotions

## Compréhension

Clarifier les causes et conséquences de ses émotions

## Régulation

Moduler à la hausse ou à la baisse ses émotions

## Utilisation

Intégrer ses émotions à la poursuite d'objectifs

## Expression

Exprimer ses émotions de manière socialement adaptée



# La régulation émotionnelle

## Identification

Reconnaître précocement ses émotions

## Compréhension

Clarifier les causes et conséquences de ses émotions

## Régulation

Moduler à la hausse ou à la baisse ses émotions

## Utilisation

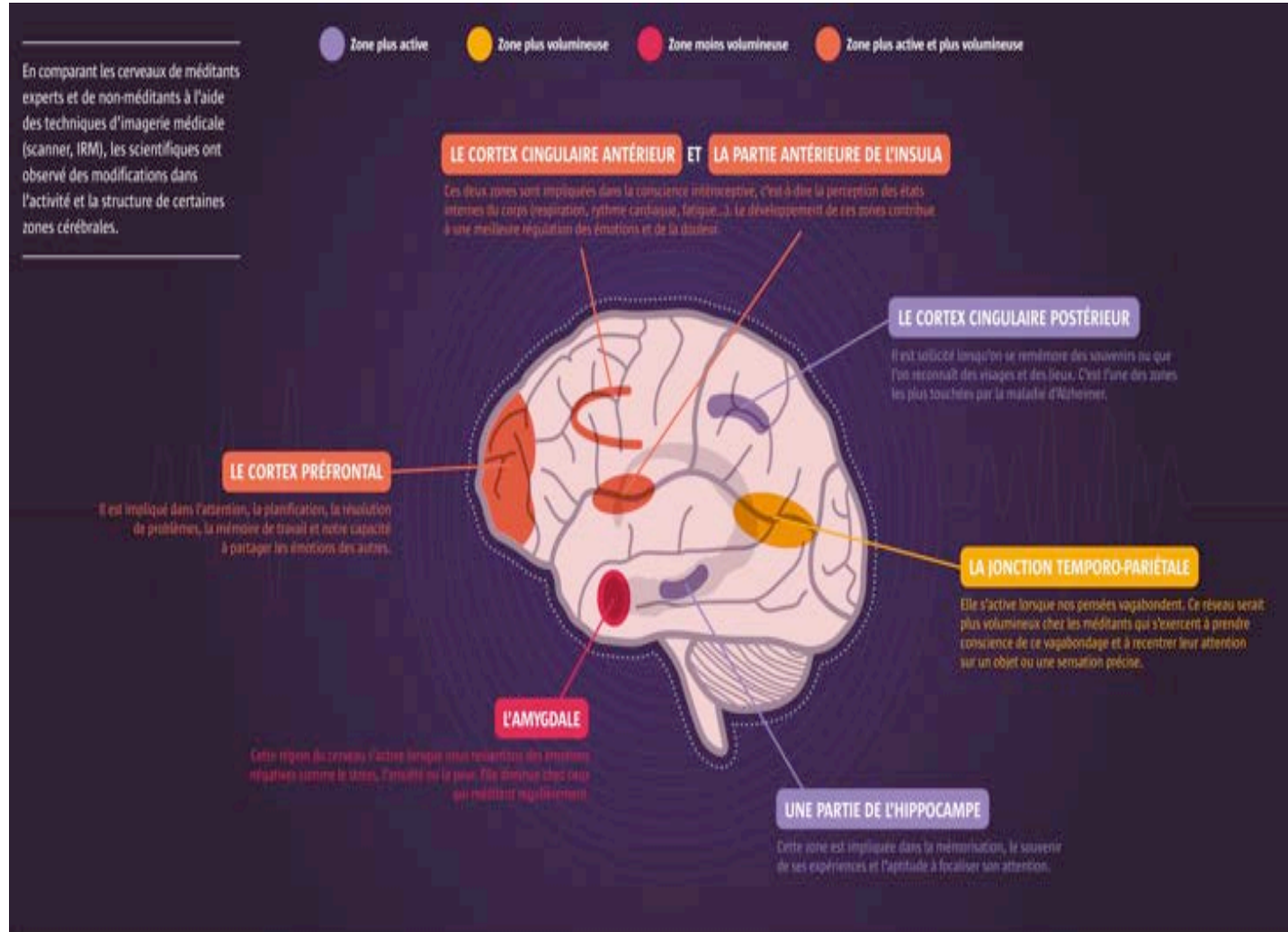
Intégrer ses émotions à la poursuite d'objectifs

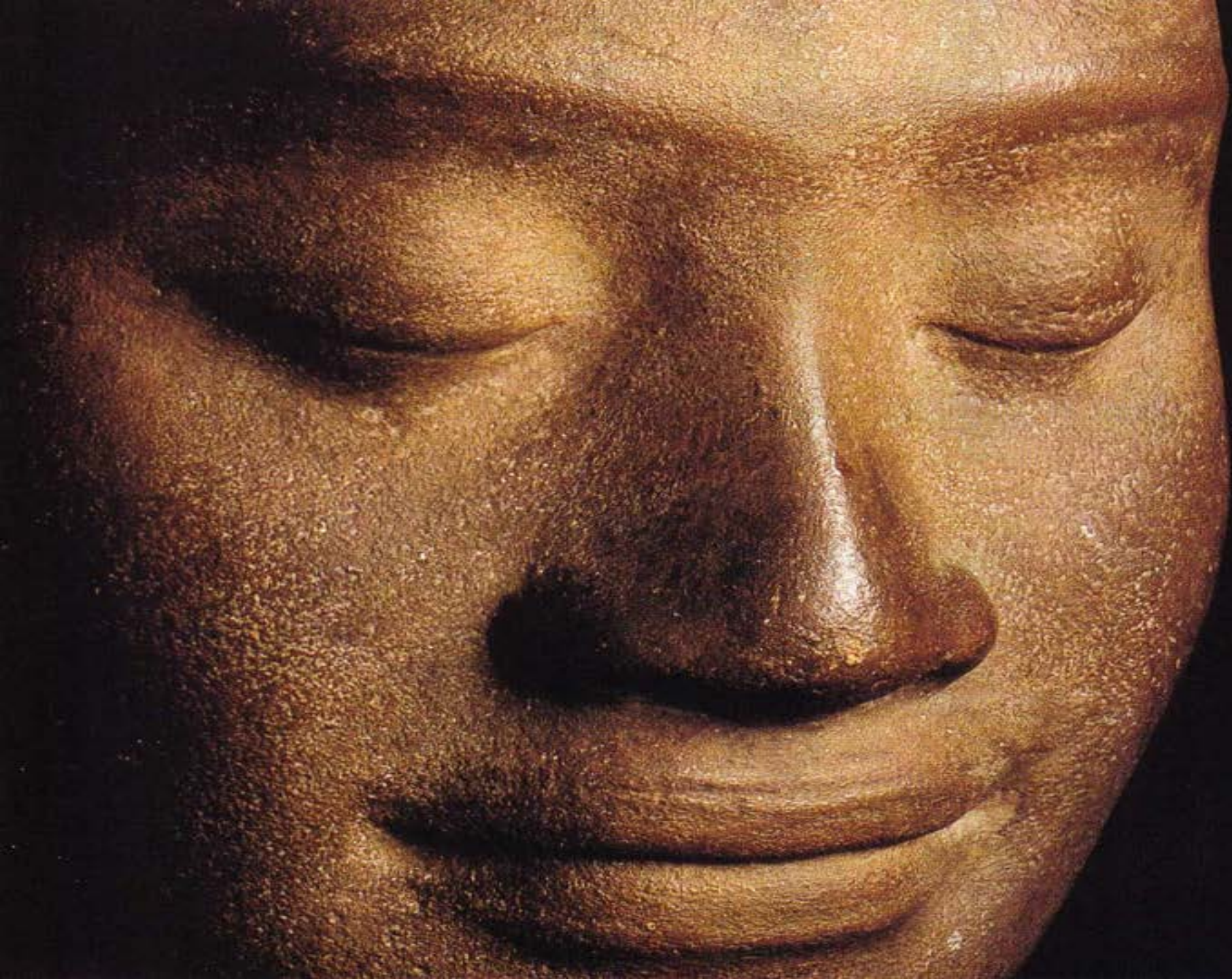
## Expression

Exprimer ses émotions de manière socialement adaptée



# Méditation de pleine conscience et régulation émotionnelle





*Règle n° 5 : laissons ensuite vivre nos émotions*



*Les émotions varient dans le temps  
lors des changements...*



# Émotions et changement

- 1) Rôle des émotions lors des changements
- 2) Émotions, équilibre et bon usage
- 3) Émotions négatives**
- 4) Émotions positives
- 5) Émotions positives du lien social





# Stress, anxiété, dépression

- Stress : efforts adaptatifs

*« j'ai envie d'y arriver... », « il faut que j'y arrive... »*

- Anxiété : crainte de l'échec adaptatif

*« j'ai peur de ne pas y arriver... »*

- Dépression : certitude de l'échec adaptatif et renoncement

*« inutile, je n'y arriverai pas... »*

# Bénéfices du stress et des émotions négatives

- Focalisation sur les problèmes perçus
- Mobilisation des ressources
- Etc...

# Quelques inconvénients du stress et de l'anxiété



peine

- *Oh la la !*  
*Quel foutoir !*

double  
peine

# Incertitude et émotions

C - - - I N

- O T

M - - A - - E

*Lyubomirsky 2007*



# Incertitude et émotions

C - - - I N	C R É T I N
- O T	S O T
M - - A - - E	M I N A B L E

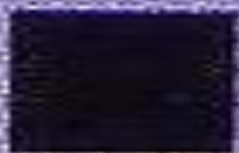
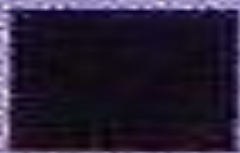
*Lyubomirsky 2007*

# Incertitude et émotions



# Émotions et vision du monde







**Figure 1.** Example global-local items used in Experiment 1.

**Positive emotions broaden the scope of attention and thought-action repertoires**

Barbara L. Fredrickson and Christine Branigan

*University of Michigan, Ann Arbor, MI, USA*

The broaden-and-build theory (Fredrickson, 1998, 2001) hypothesises that positive emotions broaden the scope of attention and thought-action repertoires. Two experiments with 104 college students tested these hypotheses. In each, participants viewed a film that elicited (a) amusement, (b) contentment, (c) neutrality, (d) anger, or (e) anxiety. Scope of attention was assessed using a global-local visual processing task (Experiment 1) and thought-action repertoires were assessed using a Twenty Statements Test (Experiment 2). Compared to a neutral state, positive emotions broadened the scope of attention in Experiment 1 and thought-action repertoires in Experiment 2. In Experiment 2, negative emotions, relative to a neutral state, narrowed thought-action repertoires. Implications for promoting emotional well-being and physical health are discussed.



**NIH Public Access**  
**Author Manuscript**

*Am Psychol*, Author manuscript; available in PMC 2011 June 24.

Published in final edited form as:  
*Am Psychol*. 2001 March ; 56(3): 218–226.

**The Role of Positive Emotions in Positive Psychology:**

**The Broaden-and-Build Theory of Positive Emotions**

**Barbara L. Fredrickson**  
University of Michigan

**Abstract**

In this article, the author describes a new theoretical perspective on positive emotions and situates this new perspective within the emerging field of positive psychology. The broaden-and-build theory posits that experiences of positive emotions broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources. Preliminary empirical evidence supporting the broaden-and-build theory is reviewed, and open empirical questions that remain to be tested are identified. The theory and findings suggest that the capacity to experience positive emotions may be a fundamental human strength central to the study of human flourishing.

# Émotions et changement

- 1) Rôle des émotions lors des changements
- 2) Émotions, équilibre et bon usage
- 3) Émotions négatives
- 4) **Émotions positives**
- 5) Émotions positives du lien social



# Quelques bénéfices des émotions positives



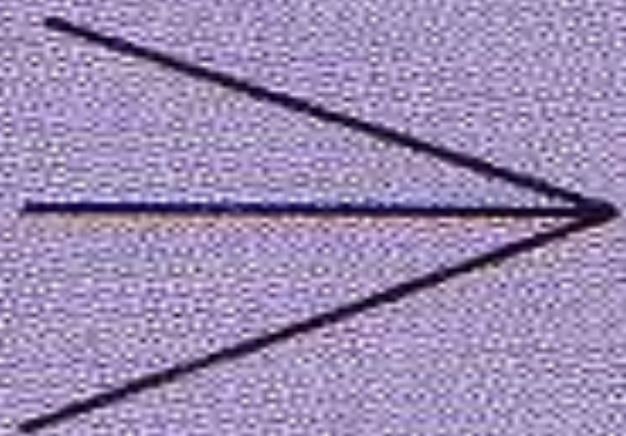


# Vision du monde...



# Émotions et créativité

Humour  
Marché  
Nuit



?

---

# Trouver la sortie...



Créativité diminuée  
de 50% environ  
en cas de fuite  
de la chouette  
plutôt que recherche  
du fromage.

*Friedman et al. The effects of promotion and prevention cues  
on creativity. Journal of Personality and Social Psychology  
2001, 81 : 1001-1013.*

# Émotions et changement

- 1) Rôle des émotions lors des changements
- 2) Émotions, équilibre et bon usage
- 3) Émotions négatives
- 4) Émotions positives
- 5) Émotions positives du lien social**

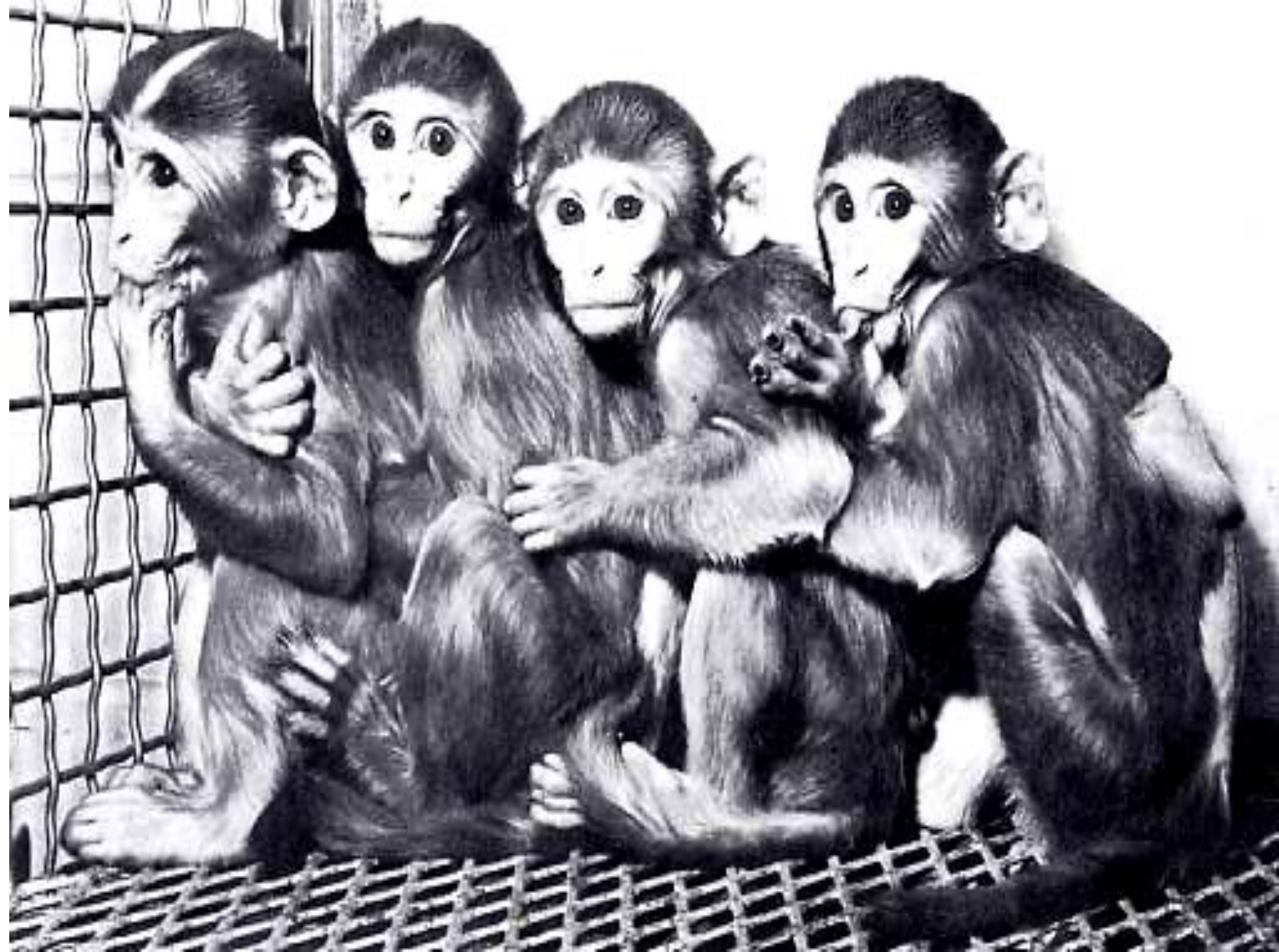


*« L'Homme est un animal social. »*



*Aristote*





# TRAITEMENT ANTIDÉPRESSEUR BIO





Published in final edited form as:

*J Exp Soc Psychol.* 2008 September 1; 44(5): 1246–1255. doi:10.1016/j.jesp.2008.04.011.

## Social Support and the Perception of Geographical Slant

**Simone Schnall**

University of Plymouth, UK

**Kent D. Harber**

Rutgers University at Newark

**Jeanine K. Stefanucci**

College of William and Mary

**Dennis R. Proffitt**

University of Virginia



### Abstract

The visual perception of geographical slant is influenced by *physiological resources*, such as physical fitness, age, and being physically refreshed. In two studies we tested whether a *psychosocial resource*, social support, can also affect the visual perception of slants. Participants accompanied by a friend estimated a hill to be less steep when compared to participants who were alone (Study 1). Similarly, participants who thought of a supportive friend during an imagery task saw a hill as less steep than participants who either thought of a neutral person or a disliked person (Study 2). In both studies, the effects of social relationships on visual perception appear to be mediated by relationship quality (i.e., relationship duration, interpersonal closeness, warmth). Artifacts such as mood, social desirability, and social facilitation did not account for these effects. This research demonstrates that an interpersonal phenomenon, social support, can influence visual perception.

### Keywords

Social support; psychosocial resources; closeness; relationship; slant perception; vision; space perception

# Émotions positives et lien social



# Émotions positives et lien social



## *Les émotions positives facilitent les comportements prosociaux*

- Isen AM, Levin PF. *Effect of feeling good on helping . Cookies and kindness. Journal of Personality and Social Psychology 1972, 21(3) : 384-388.*
- Shankland R. *Bien-être subjectif et comportements altruistes : les individus heureux sont-ils plus généreux ? Cahiers Internationaux de Psychologie Sociale 2012, 93 : 77-88.*

# Émotions positives et lien social



## **Les émotions positives facilitent les comportements prosociaux**

- Isen AM, Levin PF. *Effect of feeling good on helping . Cookies and kindness. Journal of Personality and Social Psychology* 1972, 21(3) : 384-388.
- Shankland R. *Bien-être subjectif et comportements altruistes : les individus heureux sont-ils plus généreux ? Cahiers Internationaux de Psychologie Sociale* 2012, 93 : 77-88.

## **Les comportements prosociaux facilitent les émotions positives**

- Aknin LB et coll. *Prosocial spending and well-being : cross-cultural evidence for a psychological universal. Journal of Personality and Social Psychology* 2013, 104(4) : 635-652.

# Interdépendance

« Tout seul, on va plus vite.  
Ensemble, on va plus loin. »



Aurevoir





Figure 9.6

*Illustration de la tâche dans l'étude de Strack, Martin et Stepper (1998)*



## Mood migration: How enfacing a smile makes you happier

Ke Ma, Roberta Sellaro, Dominique Patrick Lippelt, Bernhard Hommel\*

Leiden University, Institute for Psychological Research &amp; Leiden Institute for Brain and Cognition, Leiden, The Netherlands



## ARTICLE INFO

Article history:  
Received 20 July 2015  
Received in revised form 26 February 2016  
Accepted 26 February 2016

Keywords:  
Self-face recognition  
Self-representation  
Illusory perception  
Multisensory integration  
Facial expression  
Body representation  
Mood

## ABSTRACT

People tend to perceive the face of another person more as their own if own and other face are stroked in synchrony—the enfacement illusion. We conceptually replicated the enfacement illusion in a virtual reality environment, in which participants could control the movements of a virtual face by moving and touching their own face. We then used this virtual enfacement illusion to study whether enfacing a virtual face would also involve adopting the emotion that this face is expressing. As predicted, participants adopted the expressed emotion, as indicated by higher valence scores and better performance in a mood-sensitive divergent-thinking task when facing a happy virtual face, if the virtual face moved in synchrony with their own head movements. This suggests that impact on or control over another person's facial movements invite “mood migration” from the person one identifies with to oneself.

© 2016 Elsevier B.V. All rights reserved.

## 1. Introduction

One commonly has no problem telling one's own body from that of another person—an ability that is commonly thought to rely on more or less continuous self-representations (De Vignemont, 2010; Gallagher, 2000; Jeannerod, 2003). Interestingly, however, recent findings suggest that self-representation is quite malleable. For example, synchronously stroking a person's real hand and a rubber hand lying in front of her has been shown to be sufficient to induce the illusion that the rubber hand has become part of one's own body (Botvinick & Cohen, 1998; Ehrsson, Spence, & Passingham, 2004). Ownership illusions of that sort have numerous behavioral implications, including increased interpersonal cooperation, and liking of the owned body part or of others (e.g., Hove & Risen, 2009; Sebanz, Bekkering, & Knoblich, 2006; Witvennath & Heath, 2009), suggesting that ownership illusions are associated with the blurring between representations of self and other.

Body ownership has been investigated by means of various paradigms but the rubber hand illusion (RHI) paradigm is by far the most widely used. The findings obtained with this paradigm suggest that multisensory integration (of felt stroking of one's real hand and seen stroking of the rubber hand) can induce a sense of ownership. Interestingly for our present purposes, ownership

illusions can also be induced by means of virtual reality. If people operate a virtual hand shown on a screen (e.g., by means of a data glove), synchrony between real movements and virtual-hand movements creates or increases the illusion that the virtual hand is a part of the person's body—the virtual hand illusion (VHI; Ma & Hommel, 2013; Slater, Perez-Marcos, Ehrsson, & Sanchez-Vives, 2008). The VHI and the RHI share many characteristics and demonstrate the same basic illusion, but they also differ in interesting ways. For instance, a direct comparison of a virtual version of the rubber-hand and the virtual-hand design (Ma & Hommel, 2015a) revealed that ownership and agency are more related to each other in the dynamic virtual-hand than the static rubber-hand design. Considering that the virtual hand setup is much more representative of real-world situations, this suggests that ownership and agency might be closer related than theoretical considerations based on static designs have implied (e.g., Tsakiris, Schürmann, Rottach, & Gallagher, 2007).

Recent studies successfully extended the rubber-hand-like ownership illusion to human faces. While traditional research on face-based self-recognition focuses on permanent visual features of the face (e.g., Koehn, Wheeler, Galup, & Pascual-Leone, 2000; Zahavi & Roepstorff, 2011), self-recognition studies modeled according to the rubber-hand logic have demonstrated contributions from multisensory matching (e.g., Tsakiris, 2008). In fact, watching the face of another person while that face and one's own face are stroked synchronously induces the illusion of “owning” the other face—the so-called enfacement illusion (e.g., Palafino, Mazzuriga, Pavani, & Schubert, 2010; Sforza, Bufalari,

\* Corresponding author at: Leiden University, Institute for Psychological Research, Cognitive Psychology Unit, Wassenaarseweg 52, 2333 AK Leiden, The Netherlands.

E-mail address: b.hommel@psw.leidenuniv.nl (B. Hommel).

Emotional contagion in organizational life<sup>☆</sup>Sigal G. Barsade<sup>☆</sup>, Constantinos G.V. Coutifaris, Julianna Pillemer

Wharton School, University of Pennsylvania, United States

## ARTICLE INFO

Article history:  
Available online xxx

Keywords:  
Emotional contagion  
Affect  
Organizational behavior  
Workplace emotion  
Emotional influence

## ABSTRACT

Investigating the wealth of research insights generated over the past 25 years, we develop a model of emotional contagion in organizational life. We begin by defining emotional contagion, reviewing ways to assess this phenomenon, and discussing individual differences that influence susceptibility to emotional contagion. We then explore the key role of emotional contagion in organizational life across a wide range of domains, including (1) team processes and outcomes, (2) leadership, (3) employee work attitudes, (4) decision-making, and (5) customer attitudes. Across each of these domains, we present a body of organizational behavior research that finds evidence of the influence of emotional contagion on a variety of attitudinal, cognitive, and behavioral/performance outcomes as well as identify the key boundary conditions of the emotional contagion phenomenon. To support future scholarship in this domain, we identify several new frontiers of emotional contagion research, including the need to better understand the “tipping point” of positive versus negative emotional contagion, the phenomenon of counter-contagion, and the influence of computer-mediated communication and technology within organizations and society on emotional contagion. In closing, we summarize our model of emotional contagion in organizations, which we hope can serve as a catalyst for future research on this important phenomenon and its myriad effects on organizational life.

© 2016 Elsevier Ltd. All rights reserved.

## Contents

Defining emotional contagion	00
Measuring emotional contagion	00
Individual differences influencing susceptibility to emotional contagion	00
The role of emotional contagion in organizations	00
Emotional contagion in team processes and outcomes	00
Emotional contagion and leadership	00
Emotional contagion and employee work attitudes	00
Emotional contagion and decision-making	00
Emotional contagion and customer attitudes	00
Areas for future research on emotional contagion within organizations and beyond	00
Which is more powerful and what is the tipping point in negative versus positive emotional contagion	00
Counter-Contagion	00
Emotional contagion in a virtual world: social media, computer-mediated communication, and robots	00
The influence of emotional contagion on macro-organizational processes	00
Conclusion: A model of emotional contagion in organizational life	00
References	00

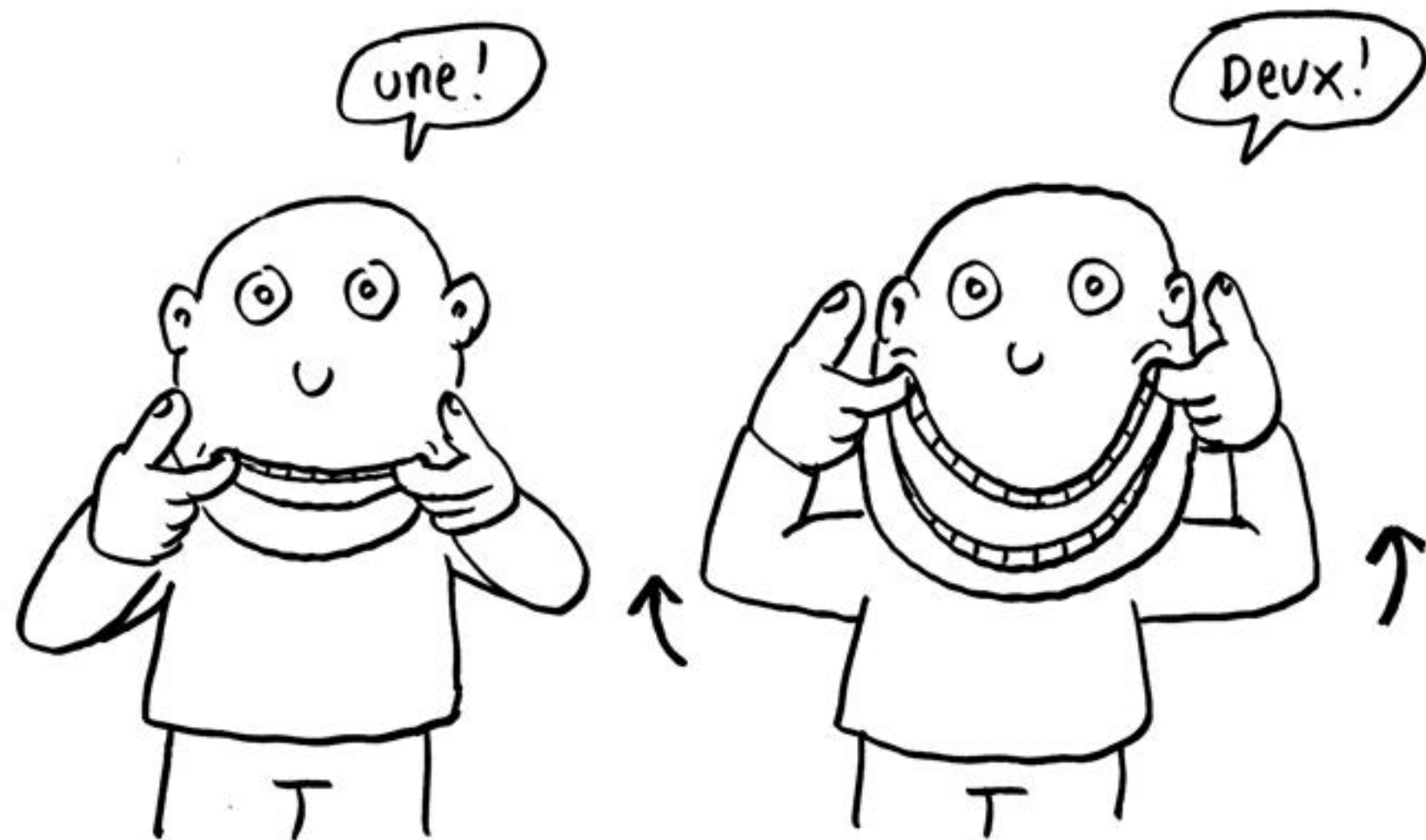
<sup>☆</sup> We thank the Robert Katz Fund for Emotion Research at the Wharton School for its support and Jay Jaldes, Katherine Ku, Jacob Levin, Julian Poline, and Andrew Stachel for their research assistance.

<sup>☆</sup> Corresponding author.

E-mail addresses: barsade@wharton.upenn.edu (S.G. Barsade),  
coutifaris@wharton.upenn.edu (C.G.V. Coutifaris), pillemer@wharton.upenn.edu (J. Pillemer).

Emotional contagion, defined as the transfer of moods or emotions from one person to another, has long captured the imagination and interest of scholars. Scholarly interest in emotional contagion dates back to Le Bon's (1896) study of sentiments in crowds, and psychologist William McDougall's (1901, p. 25) more formal definition in his book *The Group Mind*:



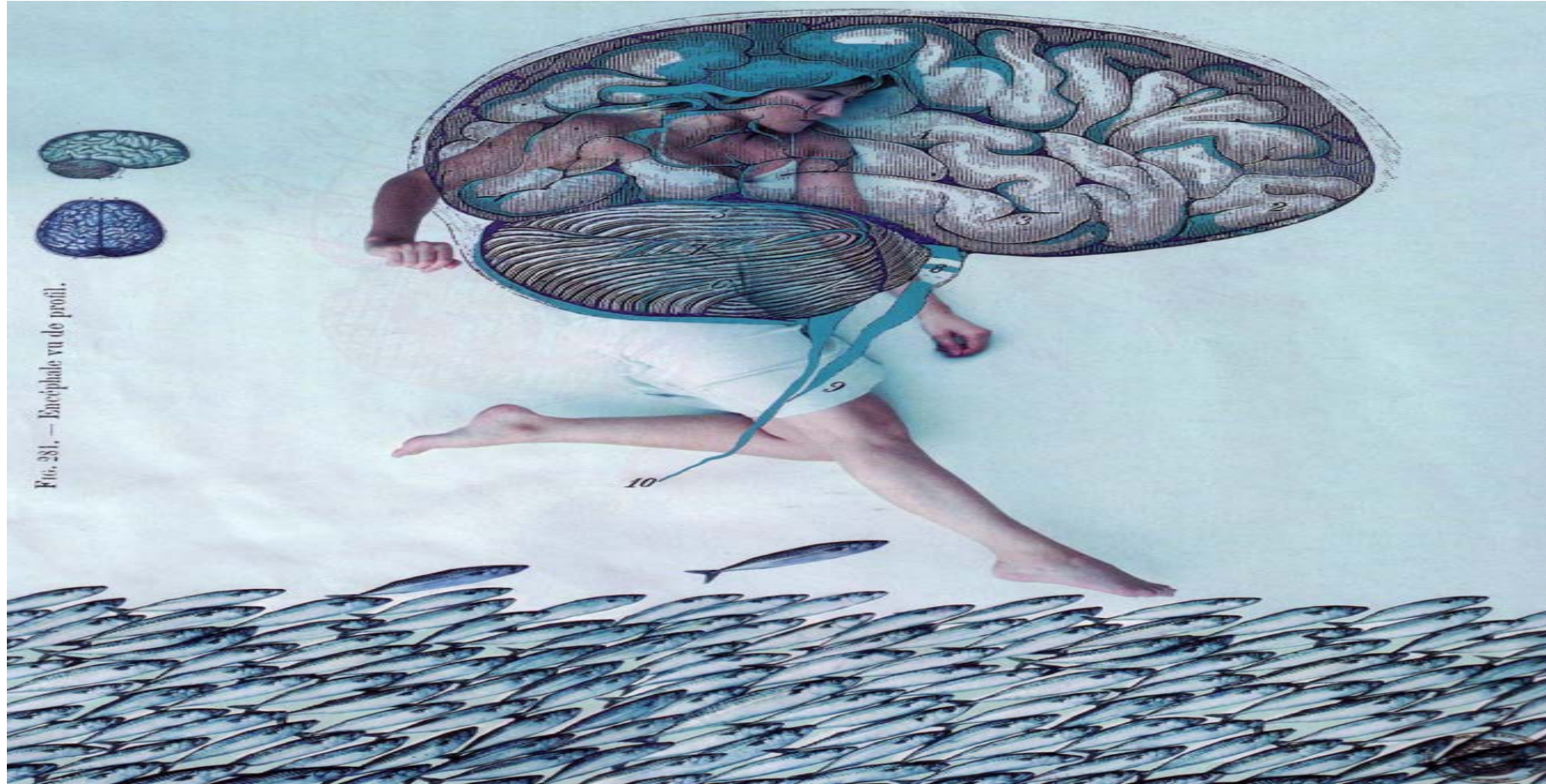


L'ENTRAÎNEMENT RÉGULIER



c'est un  
début!

# Entraînement de l'esprit :(presque) les mêmes règles que l'entraînement du corps





*Merci pour  
votre  
attention*