
Contents

| | |
|--|------|
| Foreword | xi |
| Acknowledgements | xvii |
| Part 1. Theory, Principles and Methods | 1 |
| Chapter 1. Rethinking the Issue of “Talent Development” | 3 |
| 1.1. Crisis at stake: the crisis is that of thought. We’ve forgotten where we think from | 3 |
| 1.1.1. The forgetting of an “ability to think” attitude | 3 |
| 1.1.2. A background of thought focused on ontology and <i>mathesis</i> | 5 |
| 1.1.3. What is true is not necessarily real | 9 |
| 1.2. Starting-introducing: where does the issue of talent development begin? | 11 |
| 1.2.1. Is Western talent worth it in China? | 11 |
| 1.2.2. Deconstructing: laying down the stones of the edifice one by one | 12 |
| 1.2.3. Our language shapes our way of “seeing” “talent” | 14 |
| 1.2.4. Western side talent (remarkable), China side talent (appreciable) | 17 |
| Chapter 2. Methodology and Working Principles | 25 |
| 2.1. Gap-distance: shifting thought and observation. | 25 |
| 2.1.1. Transdiscipline-cross-culture: the fruitful side | 25 |
| 2.1.2. Looking beyond our cultural and intellectual evidence | 28 |
| 2.1.3. Re-engineering the seemingly “finalized” resource | 30 |

| | |
|---|-----------|
| 2.2. See-thinking: from where do we think when we theorize? | 32 |
| 2.2.1. Agreeing on our common ground | 32 |
| 2.2.2. When knowledge obstructs being, saying and doing. | 35 |
| 2.2.3. Educating the “forms of looking” | 38 |
| 2.3. Tool-method: a specific way of operating in a situation | 39 |
| 2.3.1. Developing a tool for thinking to construct in thought | 39 |
| 2.3.2. Describe reality and not what you think of it. | 42 |
| 2.3.3. Being is not the human: de-psychologizing the issue of talent. | 46 |
| 2.3.4. Defining what “talent” can mean | 48 |
| Chapter 3. Operating Principles Related to the Issue of “Talent” | 55 |
| 3.1. Intelligence-talent-competency: dynamic principles before words | 55 |
| 3.1.1. Talent and competency: specific operating modes. | 55 |
| 3.1.2. Intelligence, a useful concept, not a reality | 58 |
| 3.2. Western intelligence (analyze) and Chinese intelligence (appreciate) | 60 |
| 3.2.1. Similarities between <i>ling</i> and <i>metis</i> | 63 |
| 3.2.2. Wuwei: lingering in the wind | 66 |
| Chapter 4. Potential-Situation: Potential as an Exteriority to the “Self” | 71 |
| 4.1. Without potential, the result cannot be actualized | 71 |
| 4.1.1. Potential, a capacity for expansion | 71 |
| 4.1.2. Talent without potential has no “chance” of actualizing itself. | 72 |
| 4.1.3. Potential, an effective support | 74 |
| 4.1.4. Actualization of potential: from latent to active | 76 |
| 4.1.5. Actualizing potential, a discreet and efficient propensity | 78 |
| 4.2. Measurement–assessment: the measure is fixed; the assessment, the vast space in between | 80 |
| 4.2.1. Measure: an abstract symbolic system | 80 |
| 4.2.2. Assessment: an appreciative competency of reality | 82 |
| 4.2.3. Assessment of MO.O.N.s: observation and correlation of the “forms of the viewed” | 84 |
| 4.2.4. C.U.P. theory: principle of assessment and the actualization of potential | 87 |

| | |
|---|-----|
| Part 2. Principles and Operational Uses of MO.O.N.s | 93 |
| Chapter 5. Natural Operating Modes (MO.O.N.s): a Sum of Skills-Abilities | 95 |
| 5.1. Core components/skills-abilities: MO.O.N.s, complex dynamic principles | 95 |
| 5.2. Ten MO.O.N.s (to date) to grasp the sum of human activities | 97 |
| Chapter 6. Interpersonal MO.O.N.: Empathic-interactive | 101 |
| 6.1. Empathy: between China and the West, a collaborative aspect | 101 |
| 6.2. Empathy: three operating registers | 104 |
| 6.3. Mandela: the man who observed “others” | 106 |
| 6.4. Interaction: a dynamic principle that encourages commitment | 108 |
| 6.5. Interpersonal MO.O.N.: observable skills and principles | 110 |
| Chapter 7. Kinesthetic MO.O.N.: Gestural-material | 113 |
| 7.1. The Célia Granger case | 113 |
| 7.2. A sum of specific abilities | 116 |
| 7.3. Movement and aesthetics: a coherence of forms | 118 |
| 7.4. At the heart of the company: useful skills | 120 |
| Chapter 8. Spatial MO.O.N.: Emulative-inferring | 125 |
| 8.1. To spatialize the world without “seeing” it | 125 |
| 8.2. A creator of worlds: Walt Disney | 128 |
| 8.3. Double backflip tail-whip: a (highly) complex sports figure. | 132 |
| 8.4. From BMX to the “creation” of new economic activities | 133 |
| 8.5. The use and utility of the spatial MO.O.N. within a company. | 136 |
| Chapter 9. Musical MO.O.N.: Tonal-rhythmic | 139 |
| 9.1. Music is silent (ancient China tells us) | 139 |
| 9.2. Perceiving the sound of rain, reproducing (it) using the tip of the nail | 141 |
| 9.3. Touching the earth and taking it in your hand, composing <i>Gladiator</i> | 143 |
| 9.4. An object of rhythmic and tonal sound | 146 |
| 9.5. Feeling sounds, making them visible (audible) | 150 |

| | |
|---|-----|
| Chapter 10. Linguistic MO.O.N.: Phonetic-figurative | 155 |
| 10.1. Where does our language and our writing come from? | 155 |
| 10.2. A “passionate” (playful) language here, an “insipid” (silent) language there | 159 |
| 10.3. On one side, a language that invents, and on the other, a language that renders visibility | 163 |
| 10.4. Explain and elucidate, two ways of exploiting “knowledge” | 167 |
| 10.5. Write (therefore signify) an assignment sheet | 171 |
| Chapter 11. Mathematical MO.O.N.: Abstract-general | 177 |
| 11.1. Mathematics: specific use of an operating mode | 177 |
| 11.2. <i>Mathesis</i> : pure logic | 181 |
| 11.3. The abstract and the general within a company | 183 |
| 11.4. Classical Chinese mathematical thinking, a general and functional principle | 187 |
| Chapter 12. Scientific MO.O.N.: Correlative-pragmatic | 197 |
| 12.1. The scientific operating mode: a principle which is inseparable from reality | 197 |
| 12.2. Maria Sklodowska’s wonder: after two Nobel prizes | 200 |
| 12.3. A specific way of questioning reality. | 206 |
| 12.4. Correlating worlds without an apparent “link”: inventing | 209 |
| Chapter 13. Naturalistic MO.O.N.: Classify-appreciate | 215 |
| 13.1. The naturalist concept is not the naturalist’s operation | 215 |
| 13.2. From Oppien to Darwin | 220 |
| 13.3. Represent, discern, draw, name: the field notebooks | 224 |
| 13.4. Classifying in order to appreciate the process of living things (basis for the development of talents) | 229 |
| 13.5. Talents and potential: new Darwinian natural selection. | 232 |
| Chapter 14. Extra-personal MO.O.N.: Multiple-tenticular | 241 |
| 14.1. Rehabilitating the <i>metis</i> : a natural operating mode | 241 |
| 14.2. Before intelligence, the <i>metis</i> : from Metis to Plato | 243 |
| 14.3. The <i>metis</i> , the classification of a hundred Greek words and expressions | 246 |
| 14.4. Operating in an oblique and economical way | 252 |
| 14.5. Deploying trickery does not imply being deceitful | 255 |
| 14.6. The extra-personal MO.O.N. in animals | 263 |

| | |
|---|-----|
| Chapter 15. Intrapersonal MO.O.N.: Autonomous-assertive | 269 |
| 15.1. Emancipating oneself from “I”, this small (yet) cumbersome word | 269 |
| 15.2. Emotion, this inescapable aspect of Being | 273 |
| 15.3. <i>Perceptive-emotional</i> : when the interiority becomes available to the exteriority | 279 |
| 15.4. Churchill, Woods, Ouimet and Lowery, Mauduit, etc. | 286 |
| Chapter 16. Summary of the Ten MO.O.N.s | 299 |
| 16.1. Natural operating modes: a functional concept | 299 |
| 16.2. Core components and assessable principles | 301 |
| Chapter 17. Applications and Principles for Companies | 307 |
| 17.1. Formalizing an operating sheet: <i>TalentHability</i> | 307 |
| 17.2. Talent potentiation | 311 |
| 17.3. Potentiating positions: mentor, HR manager, tactician, leader, strategist, coach. | 318 |
| 17.4. Observe, elucidate: factual and objective principle of assessment | 324 |
| Conclusion | 333 |
| Glossary | 341 |
| Appendix | 351 |
| Bibliography | 357 |
| Index | 381 |
| Index of Names | 389 |