MODULE 2 Psychodynamics

"Every morning is a battle between the superego and the id, and I am a mere foot soldier with mud and a snooze button on her shield."

- *Catherynne M. Valente*

Introduction

This module will facilitate various psychological models and review the six bases of power. Students will examine conformity to consensus and to authority. Students will gain a clearer understanding of their own psychological preferences and the concept of "acting for the greater good". The module will also address self-awareness and how it relates to psychodynamics as well as leadership.

Objectives

1. Students will be able to define psychodynamics
2. Students will identify both personal events in the past and current forces that influence decision-making.
3. Students will explore how personality or functioning ego states influence the interactions between people.
4. Students will understand how psychodynamics might play a role in leader-follower or follower-follower interactions.
5. Students will be able to utilize self-awareness and understand how to practice self awareness to acknowledge their strengths and weaknesses.

Agenda

1. Situational Leadership
2. Developmental Psychology
3. Self Awareness
4. Theories of Personality
5. Transactional Analysis
6. Defining Psychodynamics

Leadership Connections

1. Leader-Follower or Server-Client interactions
2. Situational Leadership
   a. Adapting your leadership to the minds of your followers (their location in psychosocial stages, utilizing concepts of transactional analysis to fit interactions situationally)

Topics
Situational Leadership

Resources:

1. http://ericagarnett.weebly.com/uploads/2/7/7/1/27711487/leadership_style_-_oct_21.pdf
2. Northouse

CORE Crash Course:

This theory looks at a leader's ability to adapt to a given situation. In order for a leader to be effective, they need to be able to control multiple situations. Leaders are said to have both direct and supportive behaviors (direct being most task-oriented and supportive being more relationship oriented) that need to be adjusted given the situation and quality of subordinates. In relation to psychodynamics, you can say that you have to understand your followers and where they are at in relation to either their development or their ego state. For example, educators use this information to understand where their students are at. This helps them know how to interact with their students.

Psychosocial Stages

Resources:
1. http://www.simplypsychology.org/Erik-Erikson.html
   a. McLeod, S. (1970, January 01). Erikson's Psychosocial Stages of Development. Retrieved September 14, 2017, from http://www.simplypsychology.org/Erik-Erikson.html
   b. Details the 8 stages of this theory
2. http://www.learning-theories.com/eriksons-stages-of-development.html
   a. A slightly shorter reading about the 8 stages of this theory

Stage	Psychosocial Crisis	Basic Virtue	Age
1	Trust vs. mistrust	Hope	Infancy (o to1 ½)
2	Autonomy vs. shame	Will	Early Childhood (1 ½ to3)
3	Initiative vs. guilt	Purpose	Play Age (3 to 5)
4	Industry vs. inferiority	Competency	School Age (5 to 12)
5	Ego identity vs. Role Confusion	Fidelity	Adolescence (12 to 18)
6	Intimacy vs. isolation	Love	Young Adult (18 to 40)
7	Generativity vs. stagnation	Care	Adult hood(40 to 65)
8	Ego integrity vs. despair	Wisdom	Maturity (65+)

CORE Crash Course (CCC):
Each of the following psychosocial crises is essentially a battle between the two ideas. After the age corresponding to each psychosocial crisis, an individual will come out with either a healthy balance of both ideas or one idea dominant over another. Depending on what the outcome is, the person will have acquired the corresponding virtue to a varying degree. For example, in the "industry vs. inferiority" stage, if a child does not experience any criticism and is told they're always correct, they may not necessarily acquire the virtue of competence since they will have an inflated ego. A healthy balance is necessary for most of these stages.

These are all "past experiences" that shape both our personality and motivation. The first four stages are based on what happens to a person, and beyond that, the person is shaped by what they do. Erikson argues that these stages happen in order and one must happen after another.

Trust vs. mistrust (0-1.5)
> Infants come into the world uncertain about their surroundings, and they need to develop a sense of trust or mistrust. That sense is dictated by their first interactions with their parents, especially their mother. This sense of trust will then transfer to other relationships later in life. This leads to the virtue of **hope**: if the infant overcomes the

conflict of trust vs. mistrust, then they know that they have a support system that will help them out in later life crises.

Not developing the sense of trust (i.e. being mistrustful) would lead to heightened anxiety, insecurities and mistrust. However, being too trusting may also be detrimental since they will not have the ability to critically think about where they should put their trust.

Autonomy vs. shame and doubt (1.5-3)

Growing up, children who are given the freedom to try things out on their own in an environment that is accepting of failure will gain the virtue of **will**. For example, the parent who lets their child learn how to put on their clothes by themselves will be more autonomous than a parent who puts on their child's clothes for them.

Criticism of the child's failures in this stage will lead to the child being doubtful of themselves, their independence, and they will have a low self-esteem. Otherwise, they will be confident in their decision-making skills.

*Initiative vs. **Guilt** (3-5)*

During this age period, the child begins to interact in more social situations. Children have the opportunity to be creative and initiate conversations or activities with each other.

If this tendency to initiate conversation is silenced, then the child will feel guilty for having spoken up, which will lead to the child having less initiative. They will feel like a nuisance.

Some guilt for the child is necessary to develop self-control, however.

A balance between initiative vs. guilt will lead to the virtue of **purpose.**

*Industry vs. **inferiority** (5-12)*

This is the age where children are in school and trying to prove their competency to their parents, peers, and teachers. If this initiative to prove their worth is supported by these peers, then the child will begin to feel industrious (competent) and confident in themselves. If the child is constantly shot down, then they will feel inferior to their peers.

If a child is never criticized, however, they will never develop modesty. So, a healthy balance of industry and inferiority is necessary for the child to develop the virtue of **competence.**

Identity vs Role Confusion (12-18)

During this stage, an adolescent considers their place in the world. They come to know themselves through their actions and environment. Role confusion/identity crises can manifest itself in body image issues, feeling out of place socially, or having anxiety about the future.

Finding an identity that one is comfortable with in this stage leads to the virtue of **fidelity**, or the ability to connect with people emotionally/personally. If the adolescent leaves this stage without an idea of their role – i.e., they still have "role confusion" – then they may not be able to relate to others very well, which will make the next stage – intimacy vs. isolation – difficult to get through.

Intimacy vs. isolation (18-40)

During young adulthood, the major crises involve intimate relationships. These can either be romantic relationships or close friendships.

If a person succeeds in this battle – they are able to find close, intimate relationships – than they gain the virtue of **love**. Adults who struggle in this stage will have difficulty forming intimate relationships, which may lead to feelings of isolation and depression.

Generativity vs. stagnation (40-65)

In these "mid-life" years, Erikson refers to generativity as "making your mark" and stagnation as the feeling of unproductivity associated with not making your mark. This usually comes in the form of having children, but it could also be (dis)satisfaction with accomplishments in life. Success in this stage leads to the virtue of **care,** and adults who do not feel that they were productive in this stage may become apathetic or bitter that they do not have time left to fix their mistakes.

This is also the time for mid-life crises, and (with a growth mindset!) adults may see this as an opportunity to make adjustments in their lives to avoid stagnation. In this case, success is still possible.
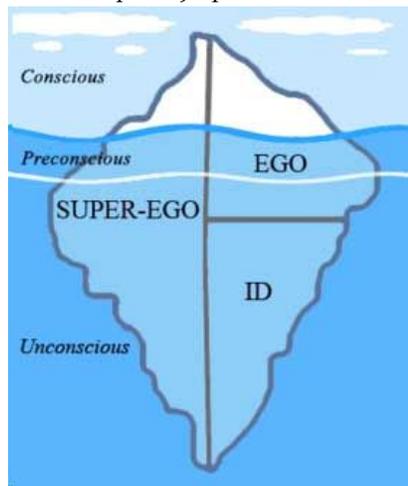
Ego integrity vs. despair (65+)

Nearing the end of a person's life, they reflect upon what they have done in their earlier years, which comes with an evaluation of their own integrity. If they are satisfied with the way their life has played out, they retain integrity in their ego. Otherwise, they may feel despair after having been unsatisfied with their achievements. The associated virtue is **wisdom.**
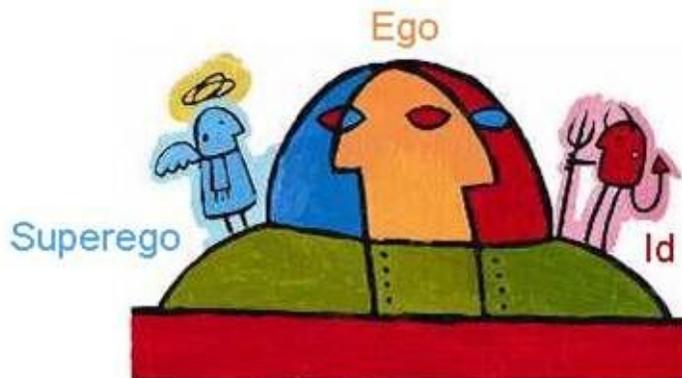
Id, Ego, Superego

Resources:
1. http://www.simplypsychology.org/psyche.html
   a. This is a pretty quick crash course on Id, Ego, and Superego,

   b. \

   c.

2. https://www.simplypsychology.org/personality-theories.html

Psychotic Psyche

Sex! Food! Drink! Drugs! NOW!

Who turned out the lights?

Id

Ego

Superego

a.

Healthy Psyche

OK Guys – I'm in charge. Anything you want has to go through me.

OK.

OK.

Ego

Id

Superego

b.

Neurotic Psyche

Listen up! I'm in charge, and you are not here to enjoy yourselves. Get ready for a double-size portion of anxiety with a side order of guilt!

No fun.

>whimper<

Superego

Id

Ego
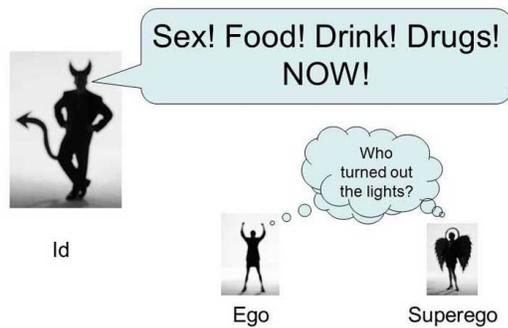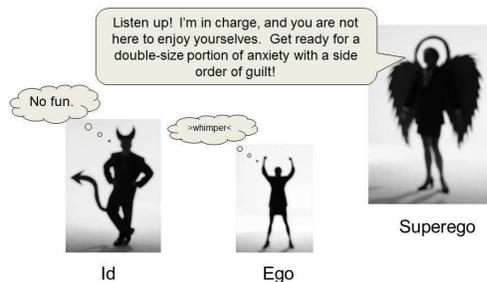
c.

CORE Crash Course (CCC):

According to Freud's Tripartite Theory of Personality, the human psyche (personality) is divided into 3 parts: The Id, the Ego, and the Superego. These all develop at different stages throughout one's life in response to changes that occur during early childhood.

"The id is the primitive and instinctive component of personality... It operates on the pleasure principle (Freud, 1920) which is the idea that every wishful impulse should be satisfied immediately, regardless of the consequences...

The superego incorporates the values and morals of society which are learned from one's parents and others. It is similar to a conscience, which can punish the ego through causing feelings of guilt...

The ego develops in order to mediate between the unrealistic id and the external real world (like a referee). It is the decision making component of personality. The ego operates according to the reality principle, working our realistic ways of satisfying the id's demands, often compromising or postponing satisfaction to avoid negative consequences of society. The ego considers social realities and norms, etiquette and rules in deciding how to behave."

Essentially, the Id is innate and does not change with time/experience because it isn't affected by the external world. On the other hand, the superego is affected by the external world and thus incorporates societal values ingrained by parents and other influences during early childhood. The ego consolidates the environment (superego) and human instinct (id) to make decisions.

"According to Freud's model of the psyche, the id is the primitive and instinctual part of the mind that contains sexual and aggressive drives and hidden memories, the super-ego operates as a moral conscience; and the ego is the realistic part that mediates between the desires of the id and the super-ego."

If one of these parts of the personality doesn't fully develop, personality disorders can arise (see this).

Transactional Analysis

Resources:
1. Writing PDFs with pdf-writer. (n.d.). Practical Ruby Gems, 159-165.
    doi:10.1007/978-1-4302-0193-9_21
    a. An explanation of Transactional Analysis and the ego states.
2. Psychological Mind Games. (n.d.). Retrieved September 14, 2017, from
    http://www.internet-of-the-mind.com/psychological_mind_games.html
    a. Further explanation of games, why we play them, and what happens in them.
3. Relationship Mind Games. (n.d.). Retrieved September 14, 2017, from
    http://www.internet-of-the-mind.com/relationship_mind_games.html
    a. More examples of games

CORE Crash Course (CCC):
Transactional analysis is a way to analyze our interactions with others; it was developed by Eric Berne in the 1950s. Transactional Analysis describes three - Parent, Adult, and Child - that make up our interactions and personalities. These can be split into more detailed ego states, such as Critical Parent vs. Nurturing Parent, but you don't need to cover them in that much detail. Everyone demonstrates the 3 main ego states in different interactions. The idea is that by understanding and identifying the ego states, we can better control our interactions.

The **Parent** ego state is formed out of the beliefs, feelings, and behaviors you adopt from your parents. In the Parent ego state, you take on a guiding, critical, helpful, "parental" position.

The **Adult** ego state is your "data processing center" and perceives scenarios and interactions in an objective way.
Your **Child** ego state is formed from the memories, feelings, and behaviors we developed from our childhood. In the child ego state, you act in a more needy or free way, like a child would.

Successful interactions are usually Parent-Child or Adult-Adult. In an Adult-Adult interaction, the two parties treat each other as peers, which is not true for the Parent-Child interactions. In a successful interaction, the two parties are also in agreement on who is taking on what ego state. When this is not the case, the interaction is known as a "crossed" or "unsuccessful" transaction. One person thinks the other is taking on, for example, the Parent ego state, but they are actually in an Adult ego state. In the context of the "Yes but why don't you" game from the Activity Bank, Person A is approaching Person B in a helpless state, or in a child ego state. They are expecting a nurturing Parent state response that will validate their hardships. Instead, Person B thinks this is an adult-adult interaction where Person A wants a logical solution, and therefore takes on an adult ego state. This causes a crossed transaction, which results in conflict, confusion, or frustration: Person A doesn't get the validation they were seeking, and Person B feels bad that their suggestions don't seem to be helping.

Person A's part in the "Yes, but" exchange is an example of a psychological mind game, another theory developed by Eric Berne. We play psychological mind games to feel noticed, to confirm beliefs we currently hold, to get attention, to validate our problems, etc. We play these games subconsciously, and we're surrounded by them growing up, so we will often "learn" games from our parents without being aware of it. When games are played, the player seems to want one thing while actually wanting another (in other words, they seem to take on one ego state while really taking on another). In the "Yes, But" game used for the TA activity, Person A seems to want help with their problem, but actually wants someone else to recognize their hardships (Person A seems to be in an Adult ego state, looking for a logical conversation, but is really in a helpless Child ego state). The misunderstanding of intentions leads to surprise and conflict. Think about it - when you tell your friends about weird conversations and interactions you had with other people, you're usually describing games you've been involved in. More games can be found [here](). (Warning: this book is interesting, but the games described sometimes come off as outdated or sexist.)

Since the transactions between the three ego states result in specific outcomes, we can use an understanding of ego states to shape interactions with others. When faced with followers or customers exhibiting the child ego state, leaders or workers should counter with the parent state to effectively calm them down and get the job done. Of course, the appropriate ego state differs with the situation, but with the knowledge of the transactions and their outcomes, leaders can shape the results of their interactions with followers.

Defining Psychodynamics

Resources:
3. NOBA Project: The Psychodynamic Perspective
   a. The Psychodynamic Perspective. (n.d.). Retrieved September 14, 2017, from
      http://nobaproject.com/modules/the-psychodynamic-perspective
4. Dictionary definition
   a. Psychodynamics. (n.d.). Retrieved September 14, 2017, from
      https://www.merriam-webster.com/dictionary/psychodynamics

CORE Crash Course (CCC):
"Individuals have personality types shaped by psychosocial development stages and internal subconscious motivations shaped by external influences that impact their interactions with other individuals. In the psychodynamics approach of leadership, certain personality types are better suited to particular leadership positions or situations." This definition was created by LEAD based off of several online resources and definitions of psychodynamics.

Self-Awareness

Resources:
1. Lake Forest Graduate School of Management - Self Awareness
   a. The so-called "trinity" of self awareness is something effective leaders use to best serve the needs of their organization and the needs of their followers. The trinity is as follows: know thyself, improve thyself, and complement thyself.
   b. The most effective leaders utilize self-awareness to do the following: operate in the interests of the whole team, stay focused, exude and export positive energy/messages, work outside of their comfort zone
2. F. (2016, October 19). Emotional Intelligence Is No Soft Skill | Harvard Professional Development | Harvard DCE. Retrieved from
   https://www.extension.harvard.edu/professional-development/blog/emotional-intelligence-no-soft-skill
   a. Despite a bevy of research and best-selling books on the topic, many managers still downplay emotional intelligence as a "touchy-feely" soft skill. The importance of characteristics like empathy and self-awareness is understood, sure. But intelligence and technical capability are seen as the real drivers of professional success. But evidence suggests quite the opposite: that high emotional intelligence (EI) is a stronger predictor of success. In fact, high EI bolsters the hard skills, helping us think more creatively about how best to leverage our technical chops.

CORE Crash Course (CCC):
Self awareness is the ability of people to look at themselves introspectively. It is the process of thinking about one's own traits, strengths, weaknesses, and other inner aspects of their personality and who they are. It also involves the willingness and ability

of students taking their thoughts on themselves and acknowledging them in an effort to grow and improve as a person. Analyzing their findings when looking at their defining thoughts on themselves is important in the application of the self-awareness skills. For leaders, self-awareness of strengths and weaknesses can net them the trust of others and increase their credibility -- both of which will increase their leadership effectiveness. Additionally, being able to acknowledge weaknesses as a leader sets a precedent for followers that it is okay to not be able to do any and everything, which can make followers less hesitant to reach out for help from leaders.

References

1. Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon. (http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)
2. McLeod, S. (1970, January 01). Erikson's Psychosocial Stages of Development. Retrieved September 14, 2017, from http://www.simplypsychology.org/Erik-Erikson.html