



Positive Psychotherapy

Psychodynamic of the key conflict

While courtesy - honesty are known as a key conflict, justice and love are lacking. Unfortunately, this key conflict has not been described in Peseschkian's literature, but we have discussed it. Because of that, I want to go in my lecture into the meaning of justice - love.

In the further course of my lecture I would like to briefly go over the idea and understanding of positive psychotherapy with regard to the development into a personality, because it can be used to derive an understanding of the psychodynamics of the key conflicts (**love - justice** and **courtesy - honesty**).

So that these connections are understandable, I have put the thoughts in writing.

After that, I will deepen the concept of the key conflicts of justice and love using slides.



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In positive psychotherapy, the personality development of an individual is recorded on the one hand on the basis of norms (actual skills). On the other hand, the developmental theory of PPT is based on a dynamic and sequential approach.

The interaction stages (connectedness - differentiation - detachment) represent the idea of a healthy dialogue, whereby the three stages build on one another and are therefore to be understood as developmental phases; and, on the other hand, are dynamically interlinked because they are based on the interaction between the child and parents / caregivers in the sense of a reciprocal process. In addition, PPT sees itself in the tradition of schools (tradition of education), which not only limit human development to childhood and adolescence, but also sees development as a challenge that pervades life. Typical crises and learning experiences can be assigned to certain sensitive developmental phases and the first years of life are of decisive importance.



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This aspect of the lifelong development opportunity is based on the positive image of PPT and ultimately on the fact that people have often only really developed parts of their potential. This also gives rise to the therapeutic approach of PPT, which aims to bring the patient's abilities to light in the sense of retraining (maturing) so that "he / she becomes who he / she could be“.

The lifelong development mandate ultimately consists in integrating the opposite tendencies of striving for individuality (autonomy) with the need for social relationship (belonging) against the background of a personal sense of meaning.

The developmental content of the individual depends on the body (biological constituent factors), environment (social cultural dimension) and time (ideological ethical dimension) and the stages of interaction depend on the dimensions of the role model (early genesis - life history dimension).



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Positive psychotherapy assumes that all people / individuals are in possession of these predispositions, but it is only in the particular development of personal socialization that the uniqueness of each individual develops and thus the willingness to conflict. On this occasion: Conflicts are normal; only if it takes more than a minute to calm down does it have to do with unfinished things in their history (unconscious reference to unfinished past development tasks).

Now I would like to concentrate more on the conflict dynamics in order to finally explain the psychodynamics of the key conflicts to you.



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According to the philosophy of positive psychotherapy (positive image of man), every person is equipped with the basic skills of love and cognition as the basis of development. The ability to love develops in the phase of attachment from the first day of life, to the primary actual skills, on the basis of the relationship of the parents to the child (***I - self-worth***). The need for attachment continues throughout life and is subject to development and change during maturation. In terms of content, the phase is characterized by the **time, patience, love** and **contact** that the child relies on, as well as the role model, **belief, hope** and **trust / trust of the parents** in the child.

From this the child develops the configuration of the ability to love (love).

Understanding the ability to love also means that these norms are internalized rather unconsciously, they form the emotional "framework" of the personality and decide in later conflict situations about the "color" of experiencing events. Understanding will be particularly important when we later turn to „I-likeness/egoism" when conflicts lead to emotionalization.



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In the phase of distinction, the child learns through the cognitive ability the secondary actual skills, the differentiation of which begins with the **punctuality** that the child can experience from the satisfaction of the vital needs of the *sleep-wake-hunger rhythm*.

Then the categories of **cleanliness, order, thrift, obedience** and **politeness / honesty** follow. Through the relationship of the parents to the child (**I**) and in the relationship of the parents to each other (**you**) and to the social environment (**we**), both the **primary** and the **secondary actual capabilities** are further differentiated.

Each of these secondary socialization contents (norms) is linked to the emotional categories of primary skills through individual experience; they are affective and are anchored in the self-image. From this point on, the child also learns to control their own wishes, feelings and needs and to reconcile them with the demands of the environment, but (a child) puts everything in relation to itself (I-likeness/egoism). The possibilities of identification are decisively expanded by family contacts with the outside world (**we**).



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From this, the child develops the cognitive ability (justice).

On this basis, justice becomes the key to the personal evaluations given to a situation I experience, for example: if a friend is late, I may feel resentment! The insult is only possible if the unpunctuality is connected with an unconscious self-construction (ego-self). In other words: I unconsciously put my friend's punctuality in a context with me (e.g. "he / she is late because I am not important to him"). If I judge this as unfair, the emotionalization of the punctuality begins and it becomes part of my personality. We can think of this dynamic as an unconscious process.

Depending on the individual characteristics and the socialization processes, the conflict management has to be imagined. In other words: whether I am actively or passively processing the insult depends - as I said - on the individual personality. In positive psychotherapy we describe this process with the key conflict: courtesy - honesty. (I would like to show you this with slides).



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The emotionalization (I-likeness/egoism) and love (self-esteem) can have a decisive effect on reducing stress (feel less attacked or relate less to yourself) if this ability has been experienced emotionally in the development of the individual personality.

The functions of honesty and courtesy serve the interpsychical conflict management, while love and justice can be understood as intrapsychic (unconscious) processes. They basically determine the color of the conflict (emotionalization) and the meaning of the conflict in relation to the individual (unconsciously “told”) and to the others.



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Justice becomes more or less (also unconsciously) an expression of self-image and thus the individual evaluates himself and in relation to others.

An example:

An ice cream seller stands behind the counter and sells ice cream. Before handing the desired ice cream over the counter to the customer, he looks at the ice cream and licks it because, in his opinion, it is too much. Every time customers get upset because they find it impossible (unfair). But a customer just wants to take the ice cream without comment.

Now the ice cream seller is irritated, takes the ice cream back, looks at it and says: "Still too much" and licks it again before handing it back to the customer.

When the customer wanted to take it again without comment, the ice cream seller asks the customer: "Don't you mind if I've licked your ice cream?"

The customer replied: "No, it's not for me either!"



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We can ask ourselves, if it isn't for him, is it maybe for his wife? Then we immediately know what relationship or atmosphere currently exists between the two.

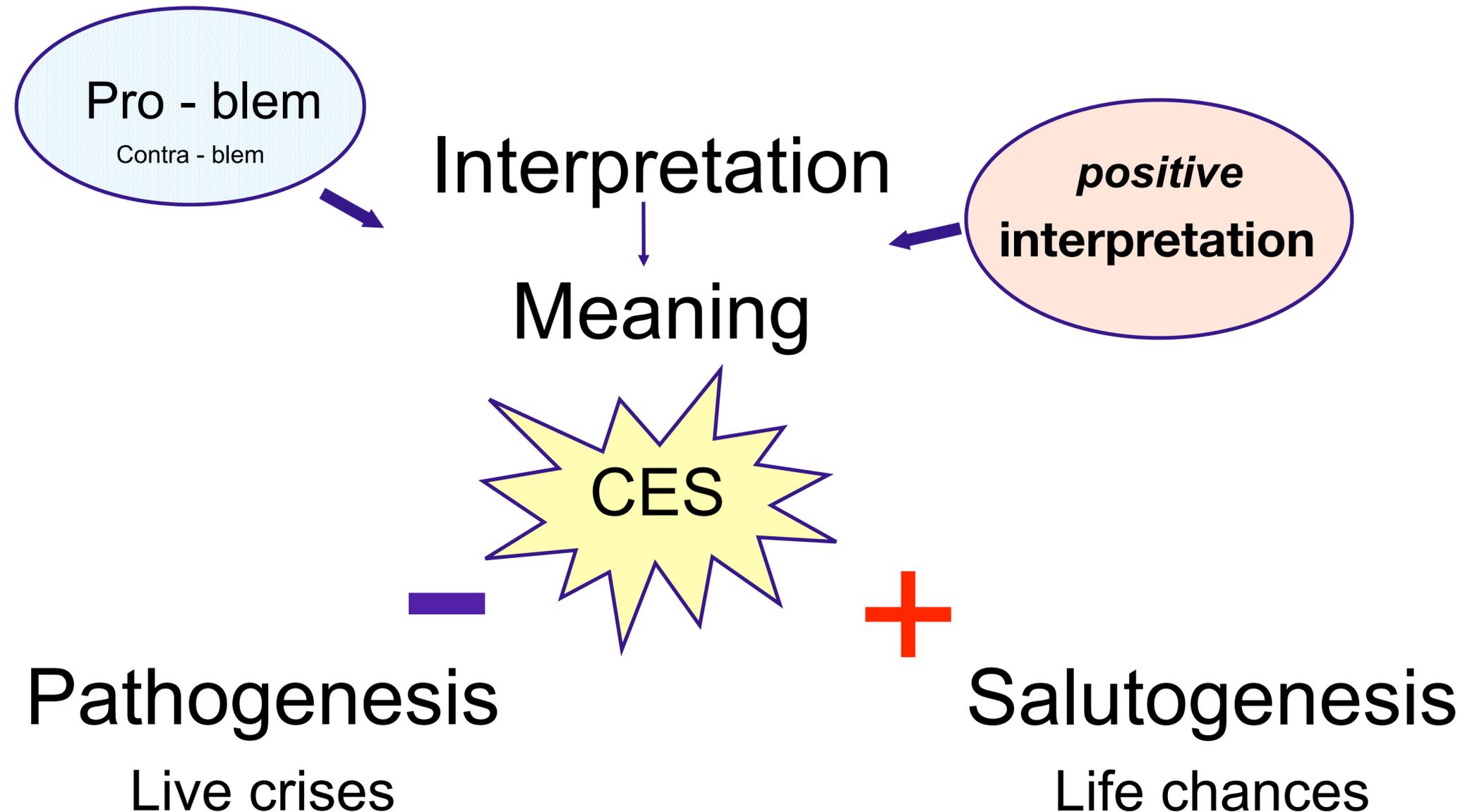
What is interesting for us is why wasn't the customer upset or complained?

The answer is because the customer does not relate the ice cream seller's licking his ice cream to himself - he does not feel personally attacked or hurt by it.

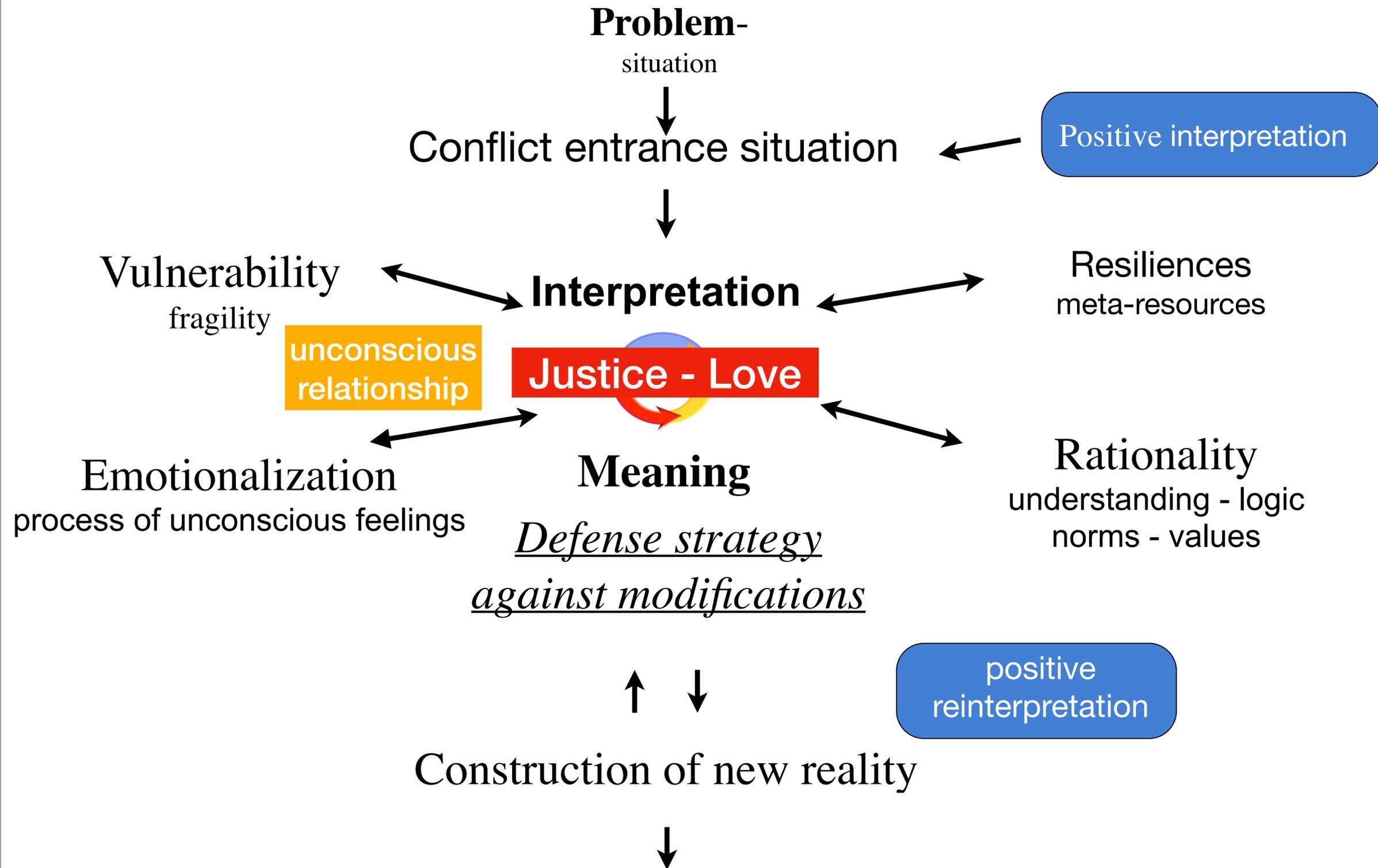
While this is a pretty extreme example - it's based on a true story, it was recorded with a hidden camera - it shows very clearly that it is only when I judge it in fairness that it gets an emotional assessment for the individual.

I would now like to trace and explain this with the help of slides.

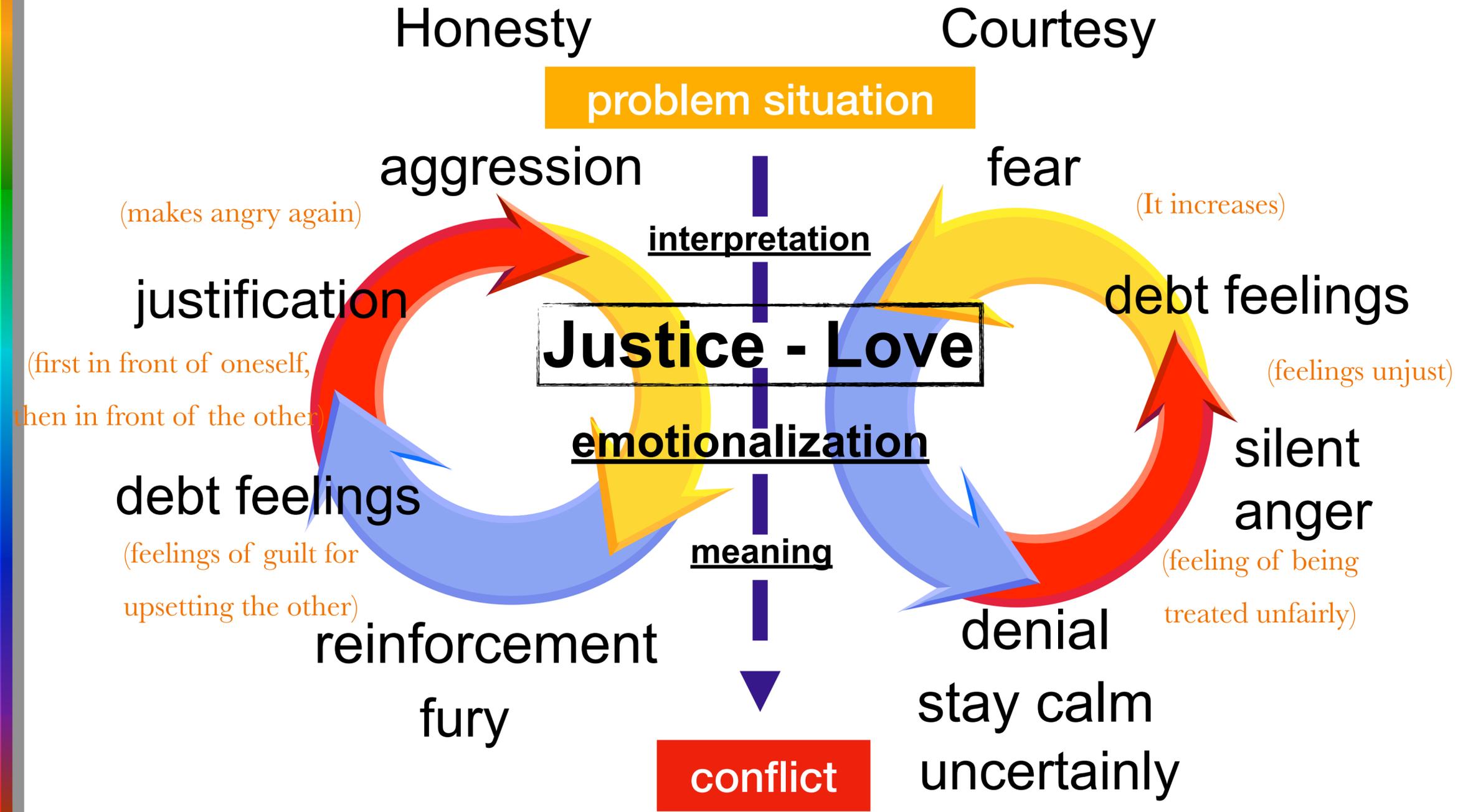
Conflict entrance situation - CES



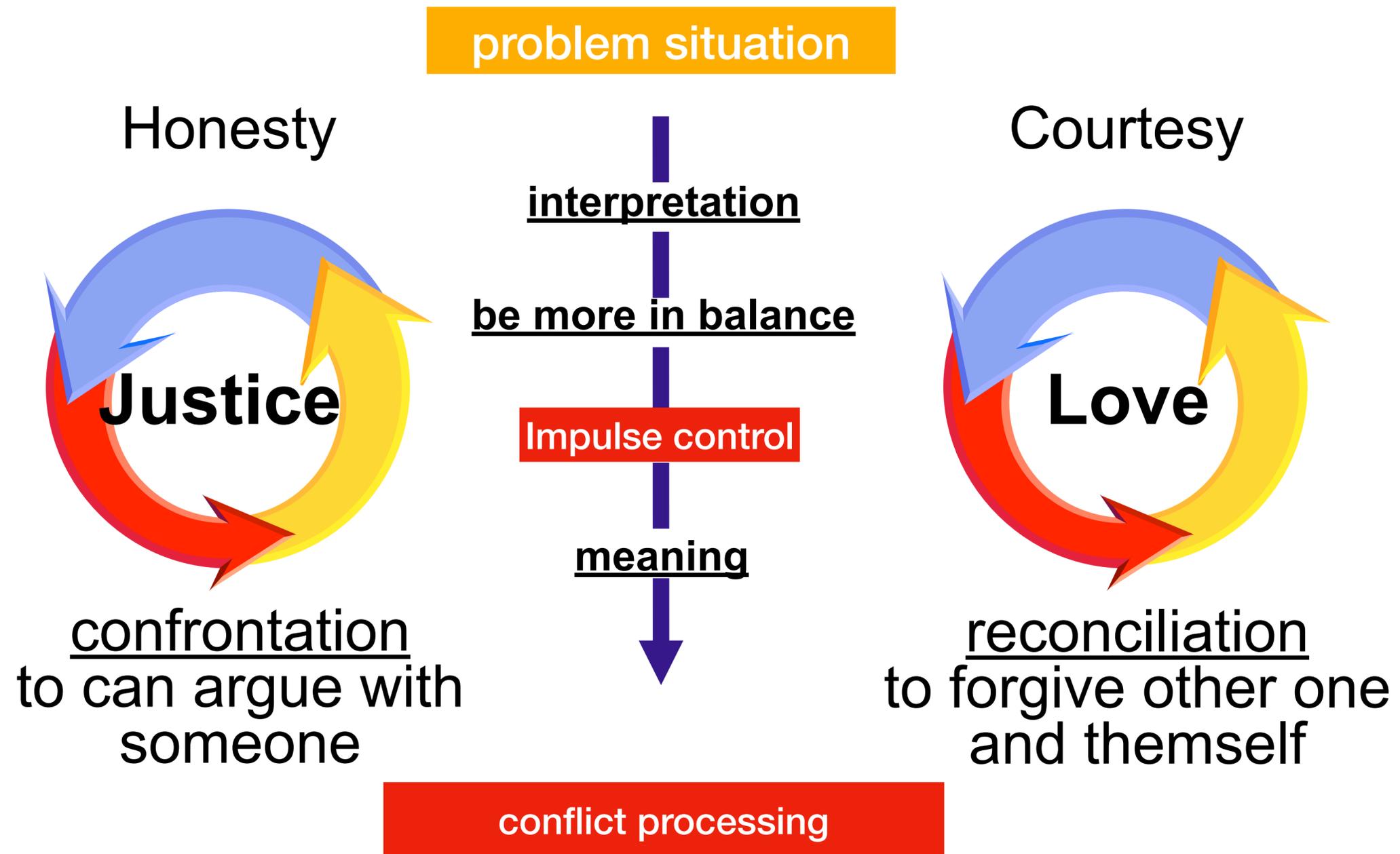
Conflict entrance situation - CES



Honesty - Courtesy Justice - Love



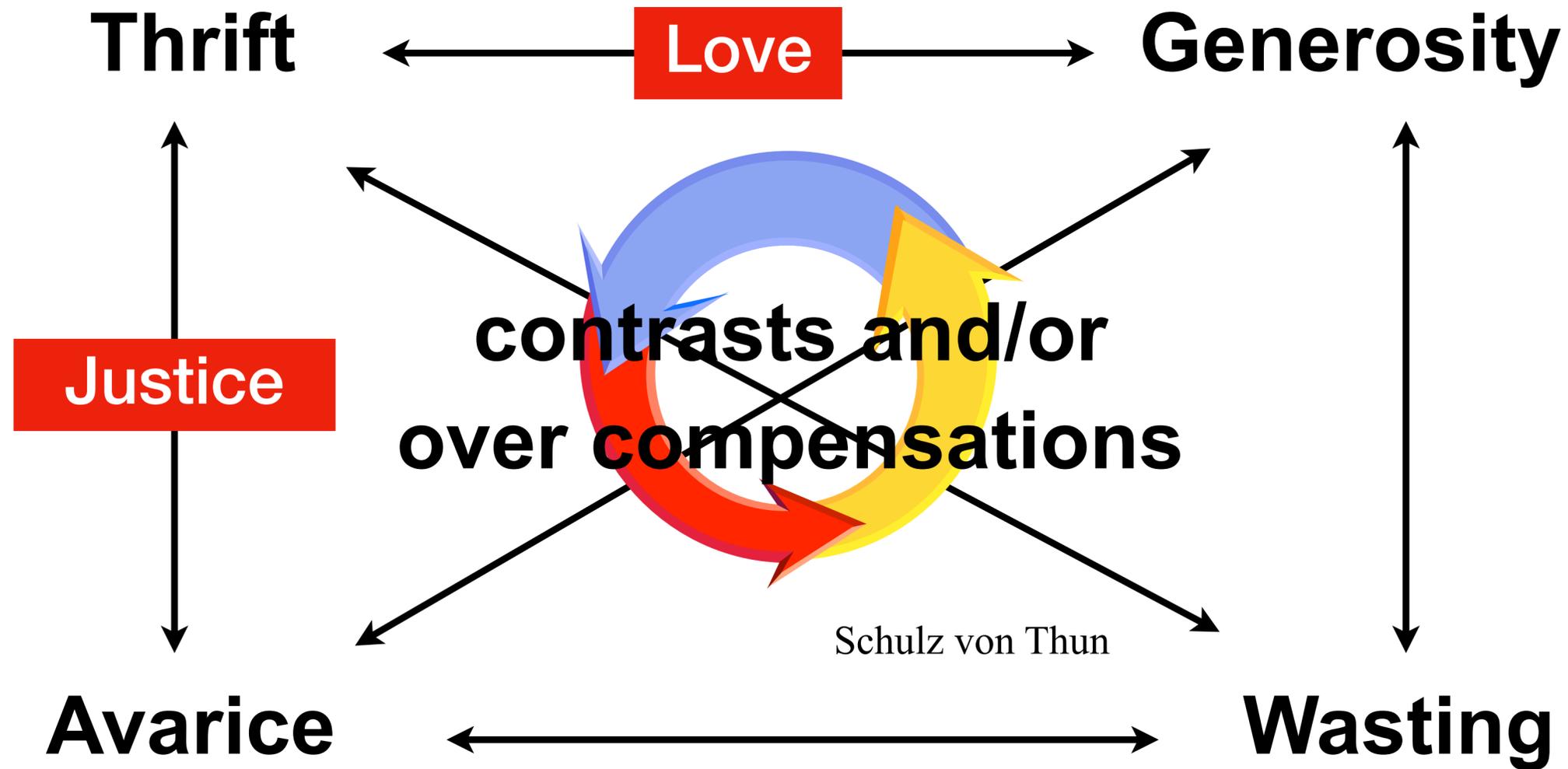
Honesty - Courtesy Justice - Love



Polarities of values with justice and love

Love without justice - makes you naive

Justice without love - makes you hard



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In education, justice means:

If I treat children the same, I am treating a child unfairly.

Thank you