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HARRY POTTER

and

THE WORLD of ENNEAGRAM

Personalities



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With thanks to Claire for the sharing of her knowledge and her ideas.



HARRY POTTER and THE WORLD of ENNEAGRAM Personalities

by Penny J. Whillans

I am fascinated with the psychic structures of the Enneagram Personalities¹ and, I am also a keen fan of J.K. Rowling's² world of Hogwart's and wizards. It has therefore been an easy step for me to consider combining these two interests, that is, to approach J.K. Rowling's characters from the perspective of the psychic structures. It has been fun and illuminating, (reminding me of the spell to shed light, "lumous!"). In this paper I choose eleven characters from J. K. Rowling's Harry Potter books published to date³. The basis for my choice of these characters is grounded chiefly on the qualification of my delight in them. I wondered if indeed it is possible to play with such fictional characters in terms of our own psychic structures.

My starting place was to wonder and to play with the basic object relations⁴ (OR) that these characters demonstrate in the books. ORs after all, are one of the chief foundations of our psychic structures. When it seemed that I was clearly seeing evidence for a basic OR (for example an 'attachment type'), I then looked for further examples to verify this, and in so doing, I determined the specific OR (for example, 'attachment to nurturing figure'). More than once this process would send me backwards to the beginning of considering that character as I realized that I was finding evidence for an altogether different basic OR. This could occur multiple times with a specific character and each time this 'cycling backwards' occurred I gained further information about the character in question and I deepened my understanding of the way in which ORs might exhibit themselves. This was particularly true of my assessment of Tom Riddle, the boy who eventually became the archetypical figure of Voldemort, 'you-know-who,' 'he who must not be named.' I frolicked with this character for many enjoyable hours.

Once the basic OR was determined, I collected information about possible boundaries and possible superego messages. I was also particularly interested in my read of the use of their intention and their life energy. My daily experience of the world continually includes the conscious tribute to the energies of the environment inclusive of people, plants, and animals; I wondered if fictional characters were written about in terms of energy and intent. I found that similar to 'real life,' often the energy use and intentions are not directly described, but the reader is nevertheless left with an unspoken sense of the energy and intentions that s/he can put to use in the imagination. I used my imagination.

1 references # 2 to 5

2 references # 6 to 12

3 references # 6 to 12

4 reference # 1: Object relations is a term adopted from and researched by Karen Horney. It refers to the theory that we are relational beings and that we are always in relationship with others as objects. We have a tendency to relate in one of three certain manners. That is we seem to have a proclivity to relate to the persons and objects, in our environment or imaginations, either from a desire for connection with (attachment type) those objects; from a platform of rejecting this connection as beneficial; or from the stance of frustration, that is, wanting connection and not wanting it. I refer the reader to K. Horney's work for specific details. D. Riso and R. Hudson also clearly outline the Object Relation tendencies in their books: reference #: 3, 4, 5.



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I received expert help and advice from a specialist in this area. Claire Whillans, my niece (who was at the time of writing, 11 years old), has given her impressions and thoughts about these characters. She has read each book multiple times and she has listened to the audiotapes countless times. Claire introduced me to the internet sites which she cruises almost daily, gathering new information and insights. She is probably a 5 on the Enneagram and I highly respect her opinion, insights and knowledge. It was she who first drew my attention to the developmental stages that each character moves through and that the students in particular move through. This was pivotal for me in gaining a further appreciation of, and delight in the characters of J. K. Rowling's books. Claire has been both gracious in her help and generous. Thanks Claire.

In writing this paper I have discovered how very fond I am of the world of phantasy. I have been rollicking and swimming in the magical world of Harry Potter and in doing so I have discovered in myself joy and amazement and a deep awe for the world around me. I realize that much of my work, as a psychologist, is held within a seemingly magical world. It is why I do the work that I do – for there are unforgettable magical moments when beyond all effort and reason, we as human beings show ourselves for who we truly are. The beauty shines through, and this is magic. We are magic itself.

So on this note I wave my wand and share with you the results of my ponderings and fun as I consider the psychic structures of eleven of J.K. Rowling's characters.

We begin with **surly**,



Draco Malfoy:

Object Relations: attachment; father figure.

Draco's energy is placed toward an attachment to his father. While it is clear that his mother is wanting him close by, and that she is highly protective of her son, we do not see Draco interacting with females or referring to his mother. Until the most recent book Draco is rarely presented alone, he maintains Crabbe and Goyle as bodyguards and followers; he is clear in his disrespect for them. Attachment is a theme for Draco. He works at maintaining an 'us against them' attitude to feel strong and OK. He will 'whine' to his father for attention or to manipulate. In the Half Blood Prince (HBP) book, he is strongly working to attain status and success within the eyes of Voldemort and the Death Eaters. Father-figure approval is of great importance.

Possible Boundaries:

Draco creates personal entertainment in the hurting of others. This entertainment and his me-against-them approach could be a way of maintaining his boundaries and his self image which seems dependant on external approval, (e.g., he wants Harry on his side but when it's clear that this won't occur, he sees Harry as against him). Draco can readily melt into terror, as we see in his detention in the forest. Because he so readily makes fun of others' terror and fears, I suspect that he despises his own.

Probable Superego Messages:



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The father figure is a strong attachment here, so I am imagining that the superego messages might say, “I am good, or OK, if I am not afraid and if I do what my father would approve of.”



Life Energy:

Draco's energy seems mixed. In most of the books he moves in a lazy non-determined manner until he feels driven to prove himself in an 'I'm better, or more powerful' manner. He did this when he goaded Harry in the first flying lesson. In the HBP book he evidently mustered prolonged determination in his attempt to work out the spells necessary to aid Voldemort.

Use of Intention:

Draco's intent is to engender a sense of personal strength. He is frightened of fear and defends against fear. In so doing, he gains a temporary facsimile of strength and power. He is wanting appreciation and he is wanting a supportive mirroring of his self-image. If he doesn't get this mirroring, or if others disapprove, he must then perceive them to be against him and to be fought.

Personality Type:

Type: Counterphobic 6

Next is **strong and gentle**,



Professor Dumbledore:

Object Relations: attachment; both.

This is the benevolent nice-guy, leader, and highly evolved wizard. Prof. Dumbledore is concerned for both staff and students. He always maintains a fine and delicate balance between the forces at play within the school grounds in order to keep a workable and peaceful functioning. Prof. Dumbledore presents as wise, equitable, able and willing to see both the light and the dark. We are not told about his parents. He is presented as the ultimate 'good one,' with both an impersonal aspect and an individuality.

Possible Boundaries:

Prof. Dumbledore tends to withdraw into his study and he keeps clear boundaries with both his students and staff. He has a strong sense of himself, his skills and position.

Probable Superego Messages:

Prof. Dumbledore's superego messages are likely about keeping a balance of power, and keeping peace. As an evolved personality, he understands that both the light



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and the dark are needed for this. He is the counter-balance of 'good' as compared to the 'evil' of Voldemort.



Life Energy:

Prof. Dumbledore's energy is not closely bound within his personality. We are told that he has great power and skill when he wishes to use these. He exudes support and confidence with those for whom he feels responsible. He places his energies toward the maintenance of balance, internal and external.

Use of Intention:

He does, however, enjoy the flare and style of the image triad. Some small amount of energy is directed to this flare. Prof. Dumbledore's overall energy and intent is directed to the maintenance of a balance between the forces of dark and light.

Personality Type:

Type 9

Now moving on to **bigger beings:**



Hagrid:

Object Relations: rejection; mother.

Hagrid speaks of his mother as 'not the mothering sort really.' I place him as a OR of rejection of the mothering figure and rejection to the showing of personal vulnerability. He talks of his mother leaving him and does show abandonment issues around those whom he sees as weak and vulnerable. Thus, he has a soft place for Harry and for magical creatures that he believes have been rejected and are vulnerable. Hagrid lacked the experience of mothering and was shaken by his father's death. It seems as though Prof. Dumbledore has become a father figure to him.

Hagrid is highly attached to and warm and 'soft' toward his (dangerous but nevertheless loveable and often abandoned) magical creatures. At great risk to himself, he is highly loyal and care-taking of his giant younger brother. He presents as gruff and simplistically honest.

Possible Boundaries:

Hagrid has a strong physical sense of himself and he does not doubt his place. He



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may easily feel hurt by those whom he trusts, or wants to trust.

Probable Superego Messages:

Hagrid's probable superego message is likely about being trusted, trustworthy and looking after one's own. We often see him as wanting to be trusted by strange creatures and also by Harry's trio (Harry, Hermione, Ron). He appears identified with the trust that Prof. Dumbledore places in him.



Life Energy:

Hagrid has a huge body that has a large store of energy. His energy is large and rambles with power. He is often seen as too large, as too much, and as lacking in social finesse, (e.g., we often hear him regretting his words, saying for example, "I shouldn't 've said that!").

Use of Intention:

While his intentions are usually toward helping, Hagrid often uses his energy without an awareness of his strength and without thought given toward possible after-effects. He is often ruled by his compulsion to take care of 'abandoned' creatures. His efforts can create more chaos than intended.

Personality Type:

Type 8

Here's **the scarred 'hero,'**



Harry:

Object Relations: attachment; both.

Much of Harry's energy is focused on his idealized attachment to both parents. This is a constant theme. He looks for attachment with Prof. Dumbledore, Sirius, and the Weasley family. He is also closely attached to both Hermione and Ron. He depends very much on their support and friendship. As the series unfolds he develops a maturing and important attachment to these two friends, and as this occurs, he appears to be able to experience his anger more directly.

Possible Boundaries:

Harry experiences a strong sense of fair-play, accompanied with a strong desire to be seen as OK and good. He is searching and questioning about who he is, and he looks to others for clues of this and for clues of his parents. Prof. Dumbledore points him back to himself.



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Probable Superego Messages:

Harry's superego messages are likely about placing himself last in order to be accepted, to be OK, or to keep balance. He has a strong sense of loyalty to his friends, the school and to Prof. Dumbledore; those who have accepted him.



Life Energy:

When we first meet Harry his energy is bound and explosive and most often shows itself when he is angry; as in the scene with the boa at the zoo. As he matures, with guidance and support, his energy becomes less bound and is more even and strong. He is more able to express his anger directly. With this he develops the ability to experience his energy in his body.

Use of Intention:

Harry's intention is to find himself and to support the 'good' (as his parents did). He seeks to belong, and Harry also has 'this rescuing thing' that encourages him to bypass his own immediate needs and attend to others. This is seen and used by Voldemort. Harry tends to underplay himself and his needs; an example of this is his underplaying the effect of writing lines for Prof. Umbridge. He is readily hurt when he is not seen to be 'doing good,' and he feels resentment, hurt and confusion with Prof. Snape's irritable and resentful behaviour toward him.

Personality Type:

Type 9

Our 'herione,'



Hermione:

Object Relations: rejection; both.

It is clear that Hermione loves both her parents. It is also clear that she knows that she can not rely on them to teach her, or to help her in the wizarding world. Both parents are rejected as being unable to help her; she has to 'go it alone' in this world, a world about which they and she know little. She uses her curiosity to be in the know as a means of supporting herself and surviving in the wizarding world. She also attempts to



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be accepted by helping others via her knowledge. Throughout the series we see her mature as she learns social skills. She is ever curious about the wizarding world, and ever involved in learning more to gain a sense of security to help herself and to help her friends.

Possible Boundaries:

Hermoine has a strong sense of who she is. We do not see her doubting or equivocating about who she is, or about her place in the world. We do see her feeling hurt by Ron's judgments.

Probable Superego Messages:

Hermoine's superego message probably says something like, "I have to depend on myself and I've got to know, in order to feel more secure in my surroundings."



Life Energy:

Hermoine's energies are often directed with great force toward surviving in the wizarding world through the acquisition of and use of knowledge. Her energy is directed, it is straight, and it is powerful energy.

Use of Intention:

Hermoine attempts to use her energy and knowledge to help those who need it; e.g., her friends (against the forces of evil) and the elves (her organization of SPEW). As she matures, we see her using her energy with intent in the wizarding world in a practical manner, not only with the trio's escapades but also in action with Dumbledore's Army (DA).

Personality Type:

Type 5

Next comes the **cat, or is she a teacher?**



Prof. McGonagall:

Object Relations: frustration; father (?).

I am freely guessing about Prof. McGonagall's OR. There is not much personal information provided about her. She is loyal to Prof. Dumbledore above all else, and she



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is loyal to the mission of teaching and to the mission of ‘the good,’ especially as it applies to “The Order of the Phoenix.” She will accept much if a situation falls within these missions and her loyalty. She is a leader and member within ‘just’ organizations. She is often frustrated by the less-than-perfect behaviours of her students. Prof. McGonagall is an evolved character, so if father frustration is the correct OR, we see in her the possibility of dedication without fanaticism. There has been no mention (so far) about her parents.

Possible Boundaries:

Prof. McGonagall appears to have a strong sense of self in relation to others and to her roles. She also demonstrates a strong sense of duty. Practicing self-control and staying with principles are of great importance to her. Yet, Prof. McGonagall makes free use of indignation with her students, and, she is also seen to take sides with her students.

Probable Superego Messages:

Prof. McGonagall appears driven by the likely superego messages of being fair and correct and self contained.



Life Energy:

Prof. McGonagall’s energy seems brittle and tightly held by the goal of maintaining (or not maintaining) specific rules and regulations. She is Prof. Dumbledore’s support, and she also acts on her own free will, as was evident when she made her own appearance at the delivery of baby Harry to the Dursley’s.

Use of Intention:

As mentioned above, rules and regulations are important for Prof. McGonagall. On the other hand, she places her intention toward an overall mission of ‘good,’ and to supporting Prof. Dumbledore where often specific rules do not apply.

She is also not above bending rules to provide her house’s team with a good Seeker. Her interest in quiddich shows her competitive side.

Personality Type:

Type 1

Shy, forgetful and loyal,



Neville:

Object Relations: attachment; both.

Both of Neville's parents are important to him. He seems loyal to his parents and he appears to have a fragile connection with his mother, holding onto papers (candy wrappers?) that she gives to him. Neville is loyal to his friends, to his school house, to what is 'right,' and to his commitment to the DA. He becomes an important support to the trio.

Neville seems to regularly be subjected to immobilizing spells. This could be a metaphor for his frequent presentation as a boy who lives with a powerful grandmother, cowers in her shadow, who tells no one of his parents, and who does not share his experiences of witnessing death. He has memory problems which may be related to 'forget charms' regarding his parents' state. His poor memory is likely responsible for his sometimes quite spacey presentation; but in actuality we increasingly learn that he has more substance than we were first led to believe.

Possible Boundaries:

At first Neville's boundaries seem open: he seems frightened by most people and he uses his frog to give him an internal sense of belonging. Slowly he begins to develop a stronger sense of himself, especially after he is reinforced by Prof. Dumbledore for standing up to his friends. As he develops, his sense of self becomes more jelled.

Probable Superego Messages:

Neville's superego messages are probably about keeping his head down and doing what is right according to expectations in order to belong, not attract too much attention, and to be 'OK.'



Life Energy:

As he develops he becomes less timid, more confident and less immobilized in his fear. His energy is less inwardly turned as he is able to increasingly interact with friends, joining in the use of defense against the dark arts magic in the DA.

Use of Intention:

His intention is at first, scattered; he struggles with his spells (while not to the same degree that Seamus does). As he develops, his ability to use intention also develops. His use of intention becomes more accurate, and he is able to use intention while experiencing stress.

Personality Type:



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Type 9

The **hero's buddy**,



Ron:

Object Relations: attachment; father

Ron is loved by both parents, knows this and takes it for granted. He talks about his Dad a fair amount, and he is both fond of and frustrated with his mother. He is an attachment figure, probably to the father figure. He is more impressed by and wants to earn the approval of older males, and is sometimes frightened with (and certainly embarrassed by) his mother.

Ron is concerned about how others perceive him. He very much wants to become head-boy and belong on the quiddich team. He is a loyal friend despite troubles in a friendship. His identity is very much wrapped up with feeling connected, and with a desire to belong.

Ron did entertain dreams of becoming an auror; that is, of being powerful, and capable and fearless, and of being on the side of the 'good' and the stated side of his parents.

Possible Boundaries:

He has difficulty enforcing rules with his peers, especially those in his house. Ron wants to be the likeable fellow, and is frightened by the duties of the prefect, but enjoys the status. He often tends to waffle in his decision-making.

Probable Superego Messages:

Ron's superego messages are about being one of the guys and about belonging to a group, friendship, team, family and the DA. In the HBP book his association with Lavender Brown demonstrates that he is chuffed by the attention, but not interactive with her – other than for snogging, of course.



Life Energy:

Ron's energy is placed toward connections, belonging and loyalty to his friends, family and 'the good.' So far he has shown very little patience for, and limited insight into, how his own behaviours might impact others. There is an 'out there' scattered quality to his energy and intentions as he assesses how he is viewed by those he admires or fears.

Use of Intention:

As stated above, Ron uses his energy to focus on following role models, e.g., his



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parents and brothers (except for Percy). Loyalty to friends and to the group is where he places his focus. His intent is often distracted by his anxiety about how he is doing with regard to others' standards. His disbelief in his own energy and abilities is frequently shaken by this distraction, and yet when he believes himself to have swallowed a good luck potion his true energy and intentions are clear and powerful.

Personality Type:

Type 6

Ah, the **one everyone loves to hate!**



Prof. Snape:

Object Relations: frustration; both.

There is much evidence throughout the books to perceive Prof. Snape's personality OR as one of frustration. He does not attempt to hide his dislike for certain members of The Order of the Phoenix and yet he remains with The Order, and does specific work for The Order that only Prof. Dumbledore seems to know about. His loyalty and his frustration toward Prof. Dumbledore are also evident. He wants recognition and disdains it. He envies popularity and disdains it. He is a Death Eater who has become a secret agent for The Order of the Phoenix and perhaps someone/thing else as well. There is always the undercurrent that Prof. Snape is doing what he wants to do for himself, accompanied with a distaste for appearing otherwise.

There are slight references made to his parents and it could be assumed that he was abused by his muggle father and felt isolated and lonely as his witch mother cowered under his father's anger. This could demonstrate itself in frustration toward both parent figures for not being as he would have wished them to be and for not seeing him as unique.

In the HBP book, Prof. Snape is in a difficult situation, and the reader never knows for sure which side he supports: there is an ever-present question about his loyalty. He holds himself in check. One thing for sure is that he supports himself; and that he has a unique relationship with Prof. Dumbledore. When he kills Prof. Dumbledore, it is clear that a commitment is present. The readers are not told where that commitment lies.

Possible Boundaries:

Prof. Snape appears to 'pick up' impressions and react to these immediately and with intensity; the manner in which he substitutes for Prof. Lupin is an example of this. His intense reactivity projected onto the students would suggest open boundaries. He is often like a boiling emotional tempest. Certainly what we learn about his student days is that he was inward turned, comparing himself to others, feeling different and sensitive to the criticism of others; especially those who were popular. This would suggest open boundaries.

Prof. Snape demonstrates a strong tendency to discount others' feedback and



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suggestions. This is evident in his interaction with The Order of the Phoenix members. He is not comfortable in a team, nor does he appear to interact as an effective team contributor. He works alone and on the group periphery. It is a challenge to imagine Prof. Snape 'hanging out with' other Order of the Phoenix members. Enjoyment of others is not his focus.

JK Rowling makes much of Prof. Snape's resentment toward Harry, his grudging view of him, and his obvious watching over Harry. It appears that he has difficulty 'letting go' of old hurts and a tendency to project old hurts onto Harry and his friends. This again, might speak to open boundaries, to his own sense of self and to an attempt to fortify against the pain of open boundaries.

Probable Superego Messages:

The superego messages that seem to fit for Prof. Snape's words and actions seem to say, "I stay with what is true and right for me and I give no obvious import to what others want, fear, or feel. I must turn to myself."



Life Energy:

Prof. Snape's sense of self seems to arise from the energy he expends kindling and showing his frustration with Harry and his friends, with his teaching of Potions Class rather than the Defence Against the Dark Arts Class, and with his obvious undercover and expert use of Defence Against the Dark Arts magic.

Prof. Snape exhibits strong energy which seems like it arises from the roots of his being. It is powerful and explosive, especially when he is frustrated or angry. He does not suffer fools well, or perhaps he just doesn't suffer anyone well. Prof. Snape's strong energy seems intimately connected with strong emotional tides and swings.

Determination is an aspect of this energy.

Use of Intention:

Prof. Snape's intention is strong, clear and acid. The goal of his intent however, is open for questioning. He sees fear as 'weak' and uses bullying and intimidation to set boundaries and remain aloof, and untouchable.

Personality Type:

Type 4

Flighty, dramatic,



Prof. Trelawney:

Object Relations: frustration; both.

We know little of Prof. Trelawney's parents except that she comes from a lineage of 'seers.' She has become highly dependent on Prof. Dumbledore for position and placement regarding her safety. She does not seem overtly aware of this. Indeed Prof. Trelawney feels under-appreciated and frustrated with her position at the school. I therefore see her as a frustration OR and I guess that it may be a frustration with both parents and with her lineage of seers.

Possible Boundaries:

Prof. Trelawney attempts to maintain strong physical boundaries through her tendency to remain aloof, staying within her tower because she is 'too sensitive.' Her sensitivity speaks to boundaries that are open and sensitive to the environmental influences which she then has trouble assimilating. Open boundaries are evident, as well, on the few occasions in which she has truly 'seen.'

Probable Superego Messages:

A superego message that might fit for Prof. Trelawney could be, "I'm OK as long as the environment is right, I feel special and appreciated, and not much is asked of me."



Life Energy:

Prof. Trelawney's energy is focused on creating and dramatizing phantasies. Much of her classroom 'seeing' appears to be a projection of these. Her energy seems frail, stringy in nature and not connected with a purpose other than to be appreciated.

Prof. Trelawney's energy is also evident in her use of the dramatic (e.g., her shawls, classroom setting, and her predictions of gloom and her self-aggrandizing). Her predilection for predictions of doom for Harry seems to be a projection of how she relates to the world herself; a relationship of fear and of fear of herself as well. She holds energy inwards and she secludes herself.

Use of Intention:

Prof. Trelawney maintains a woe-be-gone approach of not being appreciated and of wanting appreciation. This use of energy via frustration is a central aspect of her sense of self.

Prof. Trelawney's energy is also bound in her hate, resentment and hurt toward the centaur, Firenze, who has been teaching some of her classes. His presence distracts



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the students' attentions from her sense of uniqueness. Such behaviour and emotional binds may indicate her difficulty with letting go of emotions and of participating in a team-like manner.

Personality Type:

Type 4

The **evil bad-guy**,



Tom Riddle/ Voldemort:

Object Relations: attachment; mother.

Tom Riddle killed his father, and his grandparents. He hated them for being muggles and for not respecting his mother, a witch. T. Riddle's father abandoned his mother when she was pregnant and when he heard that she was a witch. T. Riddle's personality demonstrates a probable OR attachment to his mother. His mother died after his birth and he was raised in a muggle orphanage where he was different from and feared by the other children (muggles) whom he tortured and threatened. As a youth his wizard powers were a provocative temptation and addiction for him.

Possible Boundaries:

Into his adult years (after the splitting of his soul) T. Riddle changed his name to Voldemort and became more of a archetypical figure. He has strong powers and he demonstrates a very strong desire to keep his boundaries and move across the boundaries of others. Indeed, he takes over the bodies of others to succeed with his goals.

Nevertheless, despite his attempts not to be, he is bound up with Harry, and he is unable to control this. Is this the heart aspect? Certainly T. Riddle and then later, Voldemort, can not afford to enter into the heart space – for he would see this as weak and as the undermining of his personal powerfulness; and thus his identity. He presents with a strong idea of self and with no self-doubt.

Probable Superego Messages:

It appears that T. Riddle/ Voldemort is a slave to success and a power-oriented super-ego which directs him with messages, such as, "I must have power and be all powerful, then I will rule and have my way."



Life Energy:

T. Riddle's and later, Voldemort's, energy is bound up in the frustration between how he wants to see himself and how he is. He wants to live forever, and he has split his soul energy to succeed in this.



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He uses his energy to gain power via the help of others, and indeed he uses their life energy. Until the HBP book, he has been dependent on others for his embodiment and for the actualizing of certain actions to ensure his power. This dependence breeds resentment, which is then projected onto those who are his servants. He disdains them and only barely endures their presence.

His energy is strong and directed with coldness and calculation.

Use of Intention:

T. Riddle was a star student and head-boy, arising from very difficult circumstances in which he yearned for more and in which he experienced power over others. He received a self-justified pleasure and control in the use of his power and in the watching of others suffer. He used deception to ensure his success at school and to arrange for Hagrid's dismissal as a student.

His goal has been to be fully embodied again and to have power over all. He works toward immortality and power at great cost.

Personality Type:

Type 3

To Conclude:

I found that there was plenty of material in J. K. Rowling's books for me to play with her characters in terms of their possible psychic structures. It is a tribute to J. K. Rowling's character development that the characters in a light fictional children's book series are presented with the depth of character that allows for this kind of play. I have also enjoyed this play and the using of my imagination.

I have learned that for a character to be cohesive, it must present with a feasible personality structure. In this paper I have also learned and practiced a way of identifying personality type by first attending to the psychic structure, i.e., the OR, the boundaries, the energy present, the superego messages. Perhaps this is what every reader does in a less conscious or organized manner. As readers we ask ourselves, 'does this character hang together?' I wonder if we assess this (often unconsciously and intuitively,) by recognizing the OR at play, the boundaries, the superego messages, and the energy output and intention. I am suggesting that instead of looking for various behaviours to categorize, we intuitively look for the structure behind the behaviours.

Looking behind the behaviours to the possible structure in which they display themselves, is perhaps a more organic way to assess personality type. This more organic way of assessing personalities for me, provides more entertainment, and it provides me with a more meaningful approach to my daily interactions – both fictional and otherwise. Such a way of assessing is less judgmental and more meaningful in that it allows for insight, compassion and for interaction. It is dynamic – like Life. It also allows me to more readily see behind the behaviour, behind the structure to the essential nature of the person: this for me is what is important.

In wondering about the psychic structure first, rather than by attending to



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behaviours I found that my compassion could more readily come into play. When I look at the people from the perspective of the psychic structures, I find that my heart can more readily stay with and be touched by the ‘characters’ in my life when I look at these characters. I can more readily *see* them essentially, and be touched by this.

I work with survivors of torture who are sometimes sent back to their torturers and ‘disappeared.’ I have found that reveling within this paper has helped me ‘balance’ some of my reactions around this horror; reactions such as overwhelm, distress and fear for my clients, and for humanity as a whole. I see that in the writing of this paper, phantasy has helped me and allowed a softening to occur. As I mentioned in the introduction, I have discovered that the world of phantasy can be a bright and nourishing world, and that it can provide a valid place for the expression and exploration of self-love and acceptance, even in the face of our distortions and cruelty. For this I am humbly grateful.

I am interested to hear what others see in these wonderful characters and to receive your feedback. My hope is that this paper will spark a bit of fun and interest. You can contact me via [penny@canadianenneagraminstitute@ca](mailto:penny@canadianenneagraminstitute.ca) .



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	Draco	Dumbledore	Hagrid	Harry	Hermione	McGonagall	Neville	Ron	Snape	Trelawney	Tom Riddle <i>to become:</i> Voldemort
<u>Object Relations Group</u> >	Attachment	Attachment	Rejection	Attachment	Rejection	Frustration	Attachment	Attachment	Frustration	Frustration	Attachment
<u>Evidence</u> - where do they place their energy and intent?	Energy is placed toward his attachment to his father (we are told little about his mother), and on his maintaining Crabbe and Doyle as bodyguards and followers. Draco is never presented alone, he works at maintaining an 'us against them' attitude to feel strong and OK. He will 'whine' to his father and for sympathy and make entertainment from hurting others (esp. Harry and co).	This is the benevolent 'nice guy,' leader and highly evolved person/wizard. He is concerned for both staff and students always maintaining a fine and delicate balance between the forces at play within the school grounds to keep a workable and peaceable functioning. He presents as wise, equitable and able and willing to see both sides. His energy is not closely bound in his personality. He does however enjoy the flare and style of an image triad. His energy and intent is in service to maintaining a balance between the forces of dark and 'light.'	A huge body with a large store of energy. Highly attached to his (dangerous but nevertheless loveable and often abandoned) magical creatures, about which he shows softness. Presents to all but those who have gained his trust as gruff and simplistically honest. His energy is large and rambling. Often seen as 'too large,' 'too much,' and lacking in social finesse ("I shouldn't have said that."). He makes reference to his mother as "not the mothering sort really." Takes care of his brother at great risk.	Much of Harry's energy focuses on his attachment to both his parents. This is a constant theme. Later he looks for attachments with Dumbledore, Sirius, and the Weasley family. As the series unfolds he develops an important and ever increasing attachment with his 2 friends. He also "has this rescuing thing" that encourages him to bypass his own needs to attend to others' needs: this is taken advantage of by V. He has a tendency to underplay himself and his needs; e.g., his underplaying of 'writing lines' for – Umbridge. Harry's attachment issues even define how he relates to Snape's obvious resentment	Hermione's energies often are directed with great force toward surviving in the wizarding world (where her parents can not guide her) through the gaining of knowledge and the sharing of this with her 2 friends. Her energy goes toward supporting her sense of self/ego through the acquisition of knowledge. Her energy goes in this direction, straight and powerful. Although she develops a mission (SPEW) her first mode of energy use is to find knowledge, especially book knowledge.	McGonagall's energy seems brittle and tightly held in the goal of maintaining specific rules and regulations. She however has her 'other side' – that of ensuring that her house gets a good seeker, despite taking students out of class to do so (and breaking of the rules). She both adheres to the rules and can override them to support her house, although her students often wish that she would be more lenient with them. Self control and staying with the "principle of the matter" is important for her. Free use of indignation with the students.	Neville seems to regularly be subjected to immobilizing spells. This is a metaphor for how he frequently presents as a boy who lives with a powerful grandmother and cowers in her shadow and who tells no one of his visits to his parents or of his experiences of witnessing death. He has memory problems, which may be related to 'forget charms' re: his parents' deaths. As he develops he becomes less timid, more confident and is less immobilized in his own fear. His energy is less inwardly turned as he is able to increasingly interact with friends. He is loyal to his house, what is 'right,' his friends and to his commitment to the "DA."	Ron's energy goes into connections. He states the he's "got a lot to live up to." He is concerned about how he is seen and very much wants to become headboy and belong on the quiddich team. He is a loyal friend despite 'bad' weather. His identity is very much wrapped up in being connected and belonging. Has difficulty enforcing rules with peers. He wants to be an Auror.	Much is made of S's resentment toward Harry, his grudging view of him, and his obvious watching over Harry. S's sense of self seems to arise from the energy he spends kindling and showing his frustration, with Harry, and his friends, his teaching of potions (not the Dark Arts) and his obvious undercover and expert use of the Dark Arts in support of the 'good.' He sees fear as weak and uses bullying and intimidation. S 'picks up' impressions and reacts to these with intensity. He is like a broiling emotional tempest. He wants recognition	Her energy is focused on creating and dramatizing phantasies. She maintains a woe-be-gone approach of not being appreciated and of wanting appreciation. This frustration is a central aspect of her sense of self. Boundaries open. Sees her subject as a 'special' art.	V's energy is bound up in the frustration between how he wants to see himself and how he is. He wants immortality, power and to be embodied. He was a star student, headboy. He used deception re Hagrid's dismissal. He is 'bound up' with Harry and unable to control this; is this the heart /love aspect? He uses his energy to gain power via the help of others on whom he is dependent and on whom he projects his resentment. V.'s muggle father abandoned his mother when he heard she was a witch. He killed his father and grandparents. His mother died after his birth. He was raised in a muggle orphanage. His energy is strong and directed outward. It is overlaid with cold and calculation. He has a



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