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**J.K. Rowling's Concept of Leadership and Decision-making: A  
Freudian Analysis of the Harry Potter Series**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements  
for Master Degree in Civilization and Literature

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## **Dedications**

*Praise be to Allah always and forever; blessings and peace be upon our Prophet Muhammad the most honored and upon all his family and companion.*

*In the first place, I would like to express my heartfelt gratitude and happiness for accomplishing successfully this astonishing task. By the same token, I dedicate this work to my heaven on earth, my dear mother.*

*To my beloved father.*

*To my source of inspiration, my uncle Abdelkarim Seghier.*

*To my soulmate, my soul in a different body, Meriem Soltana, my spiritual twin and the purest angel on earth.*

*To my brightest flower, Fatima Zohra Cherifi, the purest heart in the world, the most honest soul that I have ever known. Special thanks to her for being my forever loyal mate, best friend and lovely sister. I additionally dedicate this work to her for her continuous support, aid, inspiration, and sincere advice throughout my whole journey.*

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## **Abstract:**

In essence, J.K. Rowling's *Harry Potter* series has been considered one of the major literary works that are rich and well supplied with leadership concepts and decision-making styles. In the meantime, it is a kind of a reflection of the writer's actual life experiences. Moreover, J.K. Rowling herself is an effective leader who has influenced readers worldwide and has improved her reality by a distinguished decision-making spirit. This research paper has investigated the hidden connections beyond reality in the writer's real-life and fiction in the series. It aimed to analyse the writer's concept of leadership and decision-making according to the Freudian theory of personality structure, then relate it to the three main characters in the story. This work has been approached by a psychoanalytic, historical, biographical, and comparative approach. Equally important, the employment of the Freudian theory has resulted in revealing the fact that Rowling's psyche is reflected through the *Harry Potter* series, namely, through Harry, Hermione, and Ron, as, Ego, Superego, and Id, of the writer respectively. Eventually, the actual events in the different stages of the writer's life had a remarkable impact and traces on the plots of the series.

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# **General Introduction**

## General Introduction:

Leadership is one of the most trending themes in literature, along with decision-making style as they play a focal part in psychoanalytic studies. "Understanding the complex nature of humankind makes for a more realistic assessment of difficult situations. At its heart, leadership is about human behaviour – understanding it, enhancing it ... " (Kets de Vries and Balazs 385)<sup>1</sup>. Most authors who have been studying leadership for a long period of time, define it as the process of influencing an individual's activities, or those of a group to achieve a goal in a variety of distinct situations (Cerutti, Macke, and Sarate 15)<sup>2</sup>. Thereby, a writer, in a way or another is a leader. Effective writers influence the readers from different aspects by their distinguished pieces of literary arts.

In this respect, one of the most fascinating literary works that embody leadership, as well as adequate decision-making styles, is the outstanding *Harry Potter* series by J.K. Rowling. From 1997 onwards, the world of fantasy novels witnessed a revolution in readership among young readers and adults as well. *Harry Potter* series gained a predominant triumph and immense popularity worldwide. Besides, it grabbed the attention of young readers and provided them with a whole new dictionary of magic terms and fantasies. Almost immediately after the *Harry Potter* series was released, it became a household name due to its large success. According to statistics on the *Wizarding World* website, since the release of the first volume of the series; *Harry Potter and the Philosopher's Stone*, half a billion books have been sold. On average, it means that each one in fifteen people in the world already owns at least one *Harry*

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<sup>1</sup> *The Sage handbook of leadership*, chapter 28; "The Shadow Side of Leadership" by Manfred Kets de Vries and Katharina Balazs

<sup>2</sup> "Leadership and Decision-making Styles: Are They Relevant for Employee Retention?"  
By Priscila Sardi Cerutti, Janaina Macke and João Alberto Rubim Sarate.

*Potter* book.

*Harry Potter* series is one of the major literary works that exemplify leadership and decision-making styles in a perfect shape. Besides, the total influence and success of this masterpiece were extensive and significantly greater than those of the fantasy works ever published before. The *Harry Potter* series is a purely imaginative and fictional work, overloaded with fantasies and ideas that are completely separated from reality, a world of wizardry and magical wonders that have no relationship with the real world. From another perspective, many consider literature as the mirror of human life. It is the mirror of the author's own thoughts and beliefs. In this manner, literary works are the most adequate devices to transform a writer's inner world, ideas, social convictions, and conceptions that are hidden within his unconscious mind into concrete written material. This emphasizes the point that J.K. Rowling has produced a written material that represents a reflection of real human life; the author's actual life.

To a great extent, J.K. Rowling succeeded in achieving the role model of being an effective leader in society. In the first place, she overcame her fears, defeated sorrow and battled against poverty and misery way before she became officially a writer. She played an excellent role of being a well caring and loving single mother. Having a strong personality with a wise attitude, loaded with hope, positive thinking, and hard work, she conveyed the well-constructed image of leadership to the world. Her patience and spirit of decision-making during hard times in her actual life, occupied an important part in being an example of an influencing leader in the world. Creating *Harry Potter* was the key to open the door to changing the world, saving her life, and in the meantime providing a remarkable fantasy genre to the field of literature.

What is interesting and highly important to spotlight, is the blurred line between the

purely fictional world in the *Harry Potter* series and the real-life events of the writer herself; J. K. Rowling. Although reality is very different from fiction, it is noticed that a link between the writer as a leader and the leadership reflected through the novels is evident; a purely fictional and imaginative work, that is distinct from reality, is a reflection of real-life events and reflects especially the author's actual life as well as her inner spirit of leadership and decision-making style. Therefore, the purpose of this study is to examine how Rowling reflected the concepts of leadership and decision-making of her actual life in the main characters in *Harry Potter*.

Plenty of authors have reviewed and analysed the *Harry Potter* series from a psychoanalytic approach, to explore themes such as leadership and decision-making. The psychoanalysis theory has been found by Sigmund Freud (1856 - 1939). He developed a topographical model of the human mind. Where the analogy of an iceberg is used to describe the features of the mind's three-level function. The conscious, the preconscious, and the unconscious. Which is the main concern of this study. According to Timothy D. Wilson, in his book; *Strangers to Ourselves, Discovering the Adaptive Unconscious*, the unconscious is introduced as a hidden mental world of judgments, feelings, and motives that introspection may never show. Moreover, he claims that the unconscious is comprised of mental processes that are inaccessible to consciousness but do influence feelings, and behaviours.

According to Freud, humans' feelings, motives, and decisions are powerfully influenced by their past experiences and stored in the unconscious. He applied three systems to the structure of the personality; the Id, Ego, and Superego. The Id is entirely regarded as unconscious, while the Ego and Superego have conscious, preconscious, and unconscious aspects. Dr. Saul McLeod<sup>3</sup> declared that Freud's personality theory in 1923 saw the psyche

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<sup>3</sup> A psychologist, professor, and researcher from the University of Manchester [[www.simplypsychology.org/saul-mcleod.html](http://www.simplypsychology.org/saul-mcleod.html)] [[www.simplypsychology.org/psyche.html](http://www.simplypsychology.org/psyche.html)].

structure as these three parts, all developing at different stages in human life. The Id is the instinctual part of the mind, which contains hidden memories, desires, and aggressive endeavours. The Superego works as a moral conscience. The Ego is the realistic part that mediates between the Id and Superego.

In the article entitled "The characterization of Lord Voldemort in novel *Harry Potter and the half-blood prince* by J.K Rowling seen from psychoanalysis" from "*Tell Journal*, volume 6, number 1" written by Nurul Fitri. The personality structure theory is used to analyse a mere character in the novel, and who symbolises the absolute evil in the story, the Lord Voldemort. In this article, Lord Voldemort is analysed using a psychoanalytic approach. Also, it is mentioned that he is a static character who plays the role of being a bad leader with negative leadership qualities and negative selfish and harmful behaviours.

From another psychoanalytic dimension, in the presentation entitled "Freud in the Magical World of *Harry Potter*" from *Prezi website*, written by Nadia Tareen and Anjalie Field. It is stated that the unconscious fuels the creativity of authors like J.K. Rowling and many Freudian fantasies manifest themselves through the *Harry Potter* books. Also, they claim that readers can abandon their ego's reality principle and enjoy an internal world that represents the external world as they wish and like it to be. J.K. Rowling has implied many Freudian concepts into the plots and characters of the series, what concerns this study is her implication of the Id/Ego/Superego conflicts within the character himself, taking Harry Potter the character and Draco Malfoy as examples.

In another presentation from the same previous website, entitled "Leadership in *Harry Potter*" by Morgan Wilson, C.J., Keely, and Nate. Leadership is manifested in the novel through several concepts and incidents such as Democracy in Hogwarts school, Voldemort the biggest autocratic leader, the Trapdoor adventure, the giant toad teaches, the death of

Dumbledore, and finally the final battle.

Jeff Haden from *INC Website*, in his article entitled "J.K. Rowling Says One Decision Separates People Who Achieve Success from Those Who Only Dream" claims that, according to J.K. Rowling, it is a simple decision that makes all the difference. He portrayed some main events and sayings from J.K. Rowling's personal life and identified the importance of making a definite decision to determine and guide one's life.

In the background, from a different psychoanalytic perspective, in an article entitled "A Theoretical Critique of J.K. Rowling's *Harry Potter* Series" from the "*International Journal of Recent Technology and Engineering*" by N. Jothi and Dr. V. Chanthiramathi. A central idea concerning the Id, Ego, and Superego is mentioned. The *Harry Potter* series demonstrates Id, Superego, and Ego in the form of Ron -the nickname of Ronald-, Hermione and Harry. Ronald Weasley symbolises the Id. This character is often known for his primal emotions and desires. Hermione Granger symbolises the Superego. This character is labelled as a model of social convictions. She is obsessed with following the rules and being perfectly aware of what is happening around her. For instance, she has learned by heart all the textbooks and magical spells fearing that she may fail or be ignored because of her non-magical background. Although her parents are "Muggles" -people who are not wizards by blood and who belong to the normal world- she tries hard to gain social acceptability and others' respect. She is known for her intelligence and problem-solving attitude. Eventually, Harry is the one who symbolises the Ego. His courageous spirit along with the sense of duty allow and push him to act and do the right thing to save the situation taking into consideration the multiple circumstances around. He is a responsible and self-reliant character, who mediates between Ron and Hermione in most of the incidents. He makes hard and fateful decisions at times of extreme risk because he feels like he must do so. Despite the fact that

Harry tries his best to prevent tragedies in his environment, he keeps blaming himself for their happening.

In light of this review, the core objective of this study is to analyse J.K. Rowling's concept of leadership and decision-making during the main events in her actual life using the Freudian theory of personality-structure; Id, Ego, and Superego, and in relation to the main characters in the *Harry Potter* series; Ron, Hermione, and Harry. In other words, this study aims to uncover the hidden links between the writer's leadership spirit and decision-making in her actual life, and the leadership sense and decision-making style reflected through the three unseparated characters, with consideration of these three as the structure of the author's psyche; Ron as a representation of her Id, Hermione as her Superego, whereas Harry as her Ego.

In order to reach the aforementioned objective, this study will fix the following research questions:

- To what extent is Rowling's actual life related to her purely fictional work *Harry Potter*?
- How can the Freudian model in literature reveal the link between Rowling's concept of leadership and decision-making in real life and fiction?
- Following Freud's psyche structure, in what way would *Harry Potter*'s characters Ron, Hermione and Harry represent Rowling's Id, the Superego and the Ego respectively?

This research paper will analyse the leadership and decision-making style of the author in the *Harry Potter* series from a psychoanalytic approach. As well, it will use a historical and biographical approach. Meanwhile, the study will conduct a comparative

approach between the author's biography and major events in the series, under the light of the Freudian theory of personality structure.

This paper will be composed of three chapters. The first chapter will encompass an overall background that establishes a theoretical framework and covers the tradition of using the psychoanalytic approach alongside a review of the literature. Whilst, the next chapter will be devoted to providing adequate psychoanalytic views on the *Harry Potter* series. The last chapter will grant an insight into the biography of J.K. Rowling, shedding light on her leadership and decision-making style. As well, it will unlock the links between fiction in the series and real-life events in the writer's actual life. Also, it will analyse the three characters; Hermione, Ron, and Harry, as the personality structure of the author; Superego, Id, and Ego sequentially.

## **Chapter I**

# **Theoretical Framework: Setting the Freudian Model of Leadership in Literary Devices**

## **Chapter One**

### **Theoretical Framework: Setting the Freudian Model of Leadership in Literary Devices**

#### **1. Introduction:**

It is highly significant to establish a relevant basis in order to offer an appropriate analysis and addition to the field of literature. Thereupon, the first chapter will be set to display such a role. It will be divided into four respective sections. The first section will anchor a theoretical background concerning the psychoanalytic theory. Besides, it will highlight the vital dimensions of leadership in psychoanalysis and literary means. The second will crystallize the Freudian model alongside leadership in literature. The third will enlighten the core bond between leadership and the decision-making process. Which stands for the fact that decision-making is an integral part of leadership. While the fourth will trace the vital bond between fiction and the author's experience.

#### **2. Understanding the Freudian Vision of Leadership:**

##### **1. The Freudian Psychoanalytic Theory:**

Songyang Zhang<sup>1</sup>, from the University of Rochester, in his article entitled "Psychoanalysis: The Influence of Freud's Theory in Personality Psychology", clarifies the following. First and foremost, psychology is the common line and the product of an integration process between biology and philosophy. It studies the mind and behaviour. It is composed of several and different schools of thought and subdivided subjects (Zhang 229).

One of the most known schools of psychology is psychoanalysis, associated with the

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<sup>1</sup> High School Affiliated to Renmin University of China, Beijing 100080, China.

interpretation of dreams and other Freudian theories. Psychoanalysis had a huge influence on psychology development since it presented the first wave of psychotherapy, which arose from the 19th century. The theory focuses primarily on unconsciousness and dreams analysis. Personality psychology is a subdivided branch of psychoanalysis that studies the individual's psyche (personality) (Zhang 229). "Psychoanalysis theory is Sigmund Freud's theory of personality that attributes thoughts and actions to unconscious motives and conflicts" (229).

Dr K J Sibi<sup>2</sup>, states in his article entitled "Sigmund Freud and Psychoanalytic Theory" that the psychoanalytic theory helps to understand the human personality itself as well as its development. Whereas, the psychoanalysis is the clinical method to treat psychopathology. Sigmund Freud was known as the founder father of the psychoanalytic theory. At first, he developed his psychoanalysis method to treat patients due to his friend and mentor Josef Breuer. They cooperated to analyse and treat a special pathological case at that time; there was a German patient called Anna O. She had unique complicated symptoms, which were appearing in her behaviours. The symptoms had no relation to physical bases (Sibi 75).

Freud and Breuer, after conducting research, going through several trials to reveal the causes behind those symptoms and find the right diagnosis, they discovered that the human's past experiences and traumas have a significant impact on his behaviours. Thus, the resulting emotions and feelings, that are hidden in the unconscious, occupy a major part of the reasons behind those pathologies. "The emotions related to the trauma were not expressed directly, but such emotions were not evaporated in life. These emotions expressed themselves as behaviours weakly and vaguely" (Sibi 76). They adopted a certain method and techniques that aimed to release the hidden emotions. As a result, the symptoms were ceased in the patients. Indeed, the main reason behind adopting that method was and still their first pathological case and patient Anna.

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<sup>2</sup> Assistant Professor, Department of English. Shivprasad Sadanand Jaiswal College Arjuni-Morgaon, District Gondia, Maharashtra-441701, India.

## **2. The Freudian Three Levels of the mind:**

Theoretically, Freud divided the mind into three important layers (parts). The first layer is called the conscious mind. In fact, this one is fully aware of the present perceptions of the person; his memories, feelings, and thoughts. Considering the mind as an iceberg, the conscious mind is like the tip of that iceberg. What follows the conscious mind is called the preconscious mind. The latter is presented as the second layer of the mind. It contains the available memory and it is the part from which the memories can be retrieved into the conscious. These two, according to Freud, are only the smallest parts (Sibi 76).

Meanwhile, the unconscious mind is the largest part of the mind. It is presented as the hidden part of an iceberg. It covers all the things that are not easily found at a conscious level. Such as the human drives, instincts, memories, emotions associated with trauma. The unconscious plays a major part in the personality (Sibi 76). "It plays as the repository of primitive wishes and impulses" (76). The Freudian psychoanalytic theory highlights, in particular, and pays special attention to the unconscious mind. Actually, the latter governs the behaviour of a person to a greater extent (76).

## **3. The Freudian Structure of Personality:**

Freud was the most influential in the realm of psychology. Besides, he was the first person who proposed the "psychoanalysis personality theory". According to the Freudian theory, personality is built upon three layers, which are the Id, Ego, and Superego. All together, they form the basic structure of individual personality. Freud described the Id as the "Pleasure principle" and "primary-process thought". Correspondingly, the Id represents the human innate physiological desires and biological instincts (Zhang 229).

The Ego is represented by Freud as the "reality principle" and the "second-process

thought”. It demonstrates the rational part of the personality and it is defined as the rationalization process. Freud exemplifies the relationship between the Id and Ego as the "Charioteer and his horses: the horses provide the energy and drive, while the charioteer provides direction” (Zhang 229). Finally, the Superego symbolises the conscience that a person forms from his childhood. The combination of these three forms the personality and behaviour of the human. They are the responsible mechanisms of an individual's interactions in society and his behaviours, thoughts, and reactions. Also, they are the fundamental aspects of the Freudian personality theory (229).

#### **4. Psychoanalytic Approaches to Leadership:**

According to Dr. Jan Lüdert from City University of Seattle, in his article entitled “Psychoanalysis of Leadership: not just for Freud’s couch”, Psychoanalysis plays an effective role in understanding leaders and leadership. Psychoanalytic theory has three significant bases. They mostly matter for leadership concerns; whether all individuals are considered leaders or not, are they unconsciously motivated or not, and if their past experiences truly shape their actual psychology and functioning through different life circumstances from childhood to adulthood (Lüdert).

Actually, a person's character patterns and everyday behaviours are the mirrors that reflect his past experiences and unconscious motivation. They are the machines that run and decide about the individuals' ideals and values and the way they take actions, the way they pursue their life goals, and the way they form and sustain relationships with others (Lüdert).

Taking into consideration these character patterns, it becomes obvious how psychoanalytic perspectives provide a clearer view on how to understand leaders. How do they think and use their authority and power. What is the basis that lays behind their initiatives and purposes, and eventually how their ambitions are related to their identities. Essentially, leadership traits are founded and already have effects before a person embarks on

a leadership role. Eventually, it is important to know that the psychoanalytic theory helps greatly to reveal the truth behind leaders' process of development and interprets their motivational patterns (Lüdert).

Unconscious motivations, past memories, early experiences, and developmental factors are the pillars and reasons that determine a person's choice of a leadership style over another. Without his need to be aware of it or not. “In this way, psychoanalysis can unearth a leader’s personal genealogy. It is to relate a leader’s present choices to past archaeological findings – those emotional roots – emerging from their speech, their actions and engagement with others” (Lüdert).

In the book named *The Sage handbook of leadership*, chapter 29 entitled “Psychoanalytic Approaches to leadership”, Yiannis Gabriel demonstrates the different ways by which psychoanalysis enhances the understanding of leadership and deepens some insights that are generated by other approaches. The psychoanalytic approach is distinguished by assuming an unconscious range to social and individual life. The painful and dangerous ideas and desires which are manifested through repression and some “defence mechanisms<sup>3</sup>”, are the outcomes that lay through the unconscious. Also, the latter presents the source of defence and resistance against threatening ideas and emotions. Equally, the unconscious is the source of creative ideas and imagination, and it is the main root from which fantasies are spread through different and multiple domains. Yet, the unconscious ideas, desires, and emotions are not enough to manifest the unconscious adequately. They barely reach consciousness in an organized manner (Gabriel 393).

In this regard, the most common manifestations of the unconscious are fantasies. They

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<sup>3</sup> in psychoanalytic theory, any of a group of mental processes that enables the mind to reach compromise solutions to conflicts that it is unable to resolve. The process is usually unconscious, and the compromise generally involves concealing from oneself internal drives or feelings that threaten to lower self-esteem or provoke anxiety. The concept derives from the psychoanalytic hypothesis that there are forces in the mind that oppose and battle against each other. The term was first used in Sigmund Freud’s paper “The Neuro-Psychoses of Defence” (1894). [<https://www.britannica.com>]

are the mental representations of unconscious wishes, ambitions, and desires in an indirect way. Additionally, fantasies play the role of being the book that explains and reflects accurately people's actions and behaviours. Therefore, it is through the emphasis on emotions and fantasies particularly, “psychoanalysis has made its mark in the study of leadership” (Gabriel 393).

According to Freud, leadership involves a powerful relation between the leaders and their followers. Subsequently, according to Bion’s analysis of group dynamics, the leaders fulfil the emotional functions of their followers and contain their anxiety and other negative feelings. Freud and Bion, both agree on the emphasis that leaders awaken the fantasies and desires in their followers, that they first experienced from childhood (Gabriel 402).

Following the work of Zaleznik and Burns, it is confirmed that leaders inspire their followers through convincing visions, relying on powerful unconscious wishes and desires. In this way, leaders can make the unconscious conscious, and then release great amounts of emotional energy. The management of this latter itself is a key tool of leadership. Actually, leaders themselves are directed by their own fantasies in achieving their goals to change the world. In the meantime, leaders must maintain discipline and focus not to distract or crash the creativity in their followers (Gabriel 403).

From a psychoanalytic perspective, leadership may be defined as “Leading is imagining, willing, inspiring and driving”. This definition visualises leaders as agents for change, who are already in relation with their followers. In the first place, leading is imagining, which means leadership is imagination. Without imagination, leadership has no clues. To imagine is to be able to create, to design, to bring about new possibilities, new horizons, new ideas, new products and methods of living, new ways of learning, new spheres of producing. Thus, leaders are effective dreamers, relying on their unconscious wishes and desires to achieve what others saw as impossible, unrealistic and hard to realize (Gabriel 403).

Although this may be true; leaders are not only dreamers. While dreaming is an important part of leading, it is not enough. Leaders are dreamers with a strong will. They are strong determinators who have a strong burning desire and will to see the dream come true, to build those dreams and bring them into reality grounds, and to make the visions transform into facts. Imagining along with willing are significant aspects for leadership. However, all together, they are still lacking inspiring and driving (Gabriel 403).

... An aspiring athlete may have the vision of himself climbing The podium of the Olympic Games to receive a golden medal; he may have the drive to train and practice with dedication to get there. But he is not a leader if he does not engage with others, if his vision does not become a shared vision, if it does not inspire and drive others. A leader will drive others by emotionally engaging with them, being able to communicate, elaborate and share a vision, inspiring them and winning them over. (403)

### **3. Freudian Model and Leadership in Literary Analysis:**

#### **1. Psychoanalytic Theory in Literature:**

In the article entitled “Review of Freud’s Psychoanalysis Approach to Literary Studies”, written by Azadkhan Niaz<sup>4</sup>, Sultn Mohammad Stanikzai<sup>5</sup>, and Javed Sahibzada<sup>6</sup>. The theories of psychoanalysis are identified. The Freudian psychoanalytic theory plays a supreme role in interpreting literary works. In this respect, it is considered one of the most modern and famous theories used in literary analysis. Besides, it is the vehicle used to

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interpret hidden meanings in literary texts (Niaz, et al. 35).

As a matter of fact, psychoanalysis is not only a significant branch of medicine and a clinical method to treat mentally disordered patients, but also used frequently to explain the human mind with its multiple complexities, and to understand different fields such as philosophy, culture, religion and above all it is used in literature (Niaz, et al. 35).

The Id, which is a part of the human personality, because of its repressed behaviours existing in the unconscious, plays a major role in forming the literary works. The human actions and reactions that are primarily repressed feelings due to the Superego, can be expressed through the help of the Ego, which works as the balancing scale between the Id and Superego powers, and this is in the form of dreams, literary works, fantasies, slip of tongue and arts (35).

Psychoanalysis approaches are used to analyse literary pieces of art (texts). Actually, this is achieved through investigating the author's life along with his literary text. Also, they are used to provide evidences by analysing the characters' behaviours, and ultimately to examine the role of language and symbolism in literary devices (35).

Dreams are presented as the books of the mind. In this way, psychoanalysis is considered the theory that is mostly responsible for the human personality, and that describes personal identifications, which are based on the individual's dreams, fantasies, and unconscious drives. It also addresses issues of language, dialect for instance, taking into consideration one's internal motivation (36).

According to Freud, language articulation is based on "individual intrinsic motivation". He considered the effects of desire in a language. Following such argument, Beystehner claims that literary critics are led to compare writings with dreams in an abstract way. Therefore, this operation expresses the mystery of the unconscious desires of the author himself. Moreover, he insists that an artistic work is the product of the author's own mental

issues. Under the scope of psychoanalysis criticism, a critic may analyse a particular character in a literary work. Nevertheless, he must put in mind that every single detail, concerning characters, is the projection of the writer's thoughts (36).

Davis declares that psychoanalysis helps to understand complex symbols, actions, settings, and metaphors in a literary work. Many psychoanalysts believe that the psychoanalysis approach can be applied to any literary work. Although this may be true, other critics provided a different trend, emphasizing that one approach cannot accurately analyse and explain everything in a complex literary work (36).

## **2. Psychoanalysis Criticism:**

Imtiaz Ahmad, a linguist from Ghazi University, in his essay entitled "The Psychoanalytic Criticism", investigates and defines psychoanalytic criticism as "Psychoanalytical Criticism is the analysis of an author's unintended message". Mainly, the analysis focuses on the biography of the author. This operation aims to analyse the unconscious within a literary work depending on the author's biographical events. Literary texts can be well understood through the psychoanalytic theory. It is called psychoanalytical reading as well. Certainly, it is one of the most essential reading techniques that allows understanding ambiguous literary texts (Ahmad).

Following the Freudian structural model of personality. Freud states that the personality of each individual is composed of three parts; Id, Ego, and Superego. Altogether, they work to construct the complex human personality. Henceforth, psychoanalysis is the process of applying all what is known of these three parts then discover the ways how a human behaves. Literary critics generally analyse the literary characters by applying this structural model of personality. Thereby, they explore the personalities of the characters. They focus on the ways how can these three parts originate the behaviours of the characters and as a result influence the work itself. This procedure is called the psychoanalytic criticism

(Niaz, et al. 38).

### **3. Leadership Qualities:**

V. Vijayalakshmi, an assistant professor in the Department of Social Sciences and Languages from VIT University, in his article entitled "Enhancing Leadership Qualities Using Fantasy Literature Fictions", outlines leadership theories and qualities as follows. Leadership is the power of leading and directing a group, helping them to find the right solutions, providing them with motivation, inspiration, and aiding them to overcome hard challenges in life. Besides, it is the ability to encourage others to visualize and achieve their life goals and to solve their problems (Vijayalakshmi 59).

Accordingly, effective leadership is the result of acquiring a set of necessary leadership skills and characteristics, and based on these, a leader will either succeed or fail. In the foreground, George P. Hollenbeck and Douglas T. Hall (2004) studies the concept of self-confidence and its impact on one's performance within a variety of tasks under the scope of leadership. Adding to that, some of the most important leadership characteristics that a leader must hold are "assertiveness, decision-making skills, stress management, anger management, teamwork, listening skill, integrity, empathy, perseverance" (Vijayalakshmi 59).

Additionally, there are many theories that represent the features of a leader. First, "Trait theory", this one is responsible for explaining the type of a person with common personality traits that allow him to be a leader. Second, there is the "Behavioural Theory", which tackles the behaviours of good leaders. For instance, autocratic leaders, democratic leaders and laissez-faire leaders. Third, "Contingency Theory", demonstrates how the different situations decide about a good leader. Forth, "Power and influence theories", this one talks about the leaders' source of power and how they use it to influence and get things done accurately (60).

#### 4. Leadership in Literature:

In the book entitled *Literature and Leadership: The Role of the Narrative in Organizational Sensemaking*, written by John R. Shoup<sup>7</sup> and Troy W. Hinrichs<sup>8</sup>. They provided a bridge between the "robust" literary world and the leadership. In the chapter named "Reading the good and the good from reading" They advance the idea "Good books help create good leaders". Great works of fiction in literature can effectively lead people to get developed and do great achievements in life. "Great literature" can be the tool or the key for people to get through the different doors of success, personal development, and attain a strong sense of leadership (Shoup and Hinrichs 13).

People could go through obstacles, defeat hard circumstances and be effective citizens, productive leaders, all due to literature and its fictional works. A well reading process can provide the reader with a positive spirit to build strong social relationships. Adding to that, great fictional works instruct the reader and broaden his visions towards other ranges that cover new cultures, virtues, and experiences (Shoup and Hinrichs 13).

Fictional works, set in various times and cultures, display a wide array of universal characteristics and real-life experiences and create opportunities for the reader to experience and empathize with other cultures, the past and perhaps even prepare for coming events for novels set in the future. (13)

Great literature, with all its fictional and non-fictional realms, offers leaders and their followers as well, from different worlds, a strong guidance map and source in order to

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<sup>8</sup> is Professor of Criminal Justice and political science as well as a Fellow at the Dr. Paul and Annie Kienel Leadership Institute at California Baptist University in Riverside, California, US.

confront the world against them, be brave, acknowledge new perspectives, gain professionalism and get inspired to fulfil dreams and accomplish life purposes (13).

Novels from great literature are like the doors for leaders to discover themselves, relate their actual lives with the lessons gained from great authors' narratives. Readers consequently can adjust their personal lives according to the virtues and values gathered from other people's stories. They develop their emotional, social, cultural intelligence and attain a greater sense of "discernment". In short, they be moved to think and act better (15).

In the chapter entitled "Leading through reading and storytelling" from the same book, Shoup and Hinrichs explore the fact that great literature provides a valuable education. Reading continuously has an intense effect on leadership spirit among leaders in society. Facts and ideas that are gained from fictional and non-fictional works are actually the basis for the future ways of learning, thinking, and acting. Therefore, better ways of leading and inspiring. Leaders and managers who implement the "craft of storytelling" in their businesses develop an additional procedure as a tool to realize a level-up performance in their fields of work (100).

#### **4. The Bond Between Leadership and Decision-making:**

In a published Ph.D. research paper entitled, *Examining the Relationship Between Leadership Decision Making Styles and Personality Type Within the Department of Defense*, by Antoine Lamont Prince Sr. From Old Dominion University, the department of Engineering Management & Systems Engineering, it is confirmed that leadership has an inseparable bond with the decision-making process. "... The decision-making process is a crucial leadership function that is increasingly becoming convoluted due to technological and politico-socio-economic factors" (Prince 01).

The Decision-making process, with all its varied styles, is a vital subdivision and

function that is subdivided from leadership. Decision-making is the outcome of a leadership spirit within the person. In other words, the leaders are the decision-makers, whether being within groups and organizations, or individually. However, leaders differ in the way they make decisions because of their different cognitive styles. "Decisions always involve choices from existing options. Leaders vary in their decision-making because of the difference in their cognitive style..." (Prince 01).

Furthermore, in the book entitled *A leadership perspective on decision making* written by Marcus Selart<sup>9</sup>, the relationship between leadership and decision-making style is profoundly investigated. The objective of the book is to examine the links between the two traditions in the context of work and organizational life. As well, it highlights the overlaps, divisions, and similarities and provides valuable insights. Marcus Selart claims that the separation between these two areas is a strange operation. Though, they have been treated separately before by scientists who required specialisation. "Leaders are almost always involved in decision making and organizational decisions typically involve leaders, whether formal or informal. Deciding to become a leader is also a very important life decision" (Selart 11).

Successful leaders are creative problem-solvers. Generally, they tend to think and decide creatively in order to solve the problems confronted. Evidently, a leader cannot solve a problem and be creative in the way of reducing damages and limiting disasters, without making a decision after analysing and conducting a close thinking process (Selart 55).

Usually, a decision is characterised by a distinct choice among different and several options. It is the "decision-maker" who decides and makes the appropriate choice. The "Decision-maker" is the leader himself, who determines the decision after a process of thinking and negotiating that incorporates analysis, identification, evaluation, assuming, and planning (Selart 65).

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<sup>9</sup> Professor at NHH Norwegian School of Economics, Department of Strategy and Management, Bergen, Hordalad, Norway.

As shown above, the decision-making process is an integral part of the leadership mechanism. Thus, they are treated as a single superior component that has a following vital subdivision.

## **5. The Bond Between Fiction and the Author's Experience:**

In an essay entitled "The relationship between Fiction and Autobiography", written by Birgitt Flohr<sup>10</sup>. It is pointed out fact that autobiography has been regarded as nonfiction. To put it another way, an autobiographical work is not an invention of its writer. Rather, it is a "Documentary report" of his personal life and experiences. Further, a documentary report about an author's actual life relates to a reality outside and away from the literary text. However, this relationship can be either verified or falsified. One of the most fascinating motives to read an autobiography by readers is their desire and curiosity to learn something about real-life events apart from theirs and to examine the author's and see him as he is really apart from the fiction he created. (Flohr 01)

An autobiography is a subgenre of biography. Moreover, it is demonstrated that; although it seems that fiction has no relationship with the real world, in a way or another, it resembles the real external world. When investigating the literary works deeply, there may be some links between the fiction in the story and the real world outside of it.

The declaration that "no character in this book is the portrait of any actual person" which introduces *The Sun Also Rises* is the exact reversal of this acknowledgement and indicates to the reader that the world which is presented to him in the course of the novel is invented, however closely it resembles an external reality. (Flohr 02)

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<sup>10</sup> [www.itp.uni-hannover.de/fileadmin/itp/user/ag\_flohr/papers/m-american-lit2.pdf]

The similarities of style between the fictional and autobiographical texts lead to questioning the status of the autobiography text as nonfiction. For instance, the work *A Moveable Feast* by Ernest Hemingway is viewed as an example of autobiography as fiction. "By using the narrative style of fiction the autobiographical text ceases to be nonfiction" (Flohr 03).

Alan Collett, in *Literature, Fiction and Autobiography*<sup>11</sup>, claims that many literary theorists deny the fact that literary works can ever imply or contain true report sentences. Meanwhile, arguing that a huge amount of non-fictional works, already are or can become works of literature.

It is said that having debates on factual issues in connection with literary works is meaningless because it would not come up with any new results. The reader's understanding and evaluation of literary works would not be affected. Thus, the reports in literary works cannot be grasped as 'informative'. This means, the way of understanding a piece of discourse as literature, implies understanding the reports in it as fictional (Collett 341).

Also, it is mentioned that any text can be judged as literary work, except those of Plato's dialogues, which require literary and philosophical analysis. Indeed, most detective stories, journalistic novels with real events, biographies, essays, histories, even philosophical and scientific documents that have literary features concerning style and structure, all need to repay literary attention (Collett 341).

It is referred to a phenomenon especially in literature, which denotes that, certain texts that are originally non-fiction came to be taken as essentially literary works in the course of time. To illustrate, a given text may be a significant material for a historian, but it will not become a work of history. Actually, this helps to declare the presence of common

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<sup>11</sup> The British Journal of Aesthetics, Volume 29, Issue 4, AUTUMN 1989, Pages 341–352,  
<https://doi.org/10.1093/bjaesthetics/29.4.341>  
Published: 01 April 1989

conventions set by the fact that society takes a text, whatever kind it is, as a literary one (Collett 341).

A text that contains an author's experience is considered a literary work. On the other side, literary works in general, in a way or another, imply fictional dimensions.

In an article entitled "When We Read Fiction, How Relevant Is the Author's Biography?" By Thomas Mallon<sup>12</sup> and Adam Kirsch<sup>13</sup>. It is discussed that, whether knowing about an author's life deepens or detracts from the pleasures of reading fiction.

Thomas argues that reading an author's biography while relating the events in it to the fictional ones in the literary work, has a tracing impact and influence on the reader's ways of understanding and acknowledging. It adds a kind of pleasure and interest to read more. Thereby, discover more. "Critical interpretation informed by biographical fact can deepen our emotional pleasure in a novel and our intellectual grasp of it as well" (Mallon)

Adam Kirsch insists that reading a fictional literary work leads indirectly to have at least an idea about the writer himself, his biography, and life experiences. The pleasure behind knowing more about the author's life experiences and ways of thinking is among the reasons why readers tend to read a certain work of a selected author. "It is impossible to read *Pride and Prejudice* without developing a vivid sense of the kind of person Jane Austen must have been" (Kirsch)

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<sup>12</sup> Professor of English at George Washington University. Received Ph.D. in English and American Literature from Harvard University. [<https://www.nytimes.com/2014/06/29/books/review/when-we-read-fiction-how-relevant-is-the-authors-biography.html>]

<sup>13</sup> A senior editor at The New Republic and a columnist for Tablet. He is the author of two collections of poetry and several other books, including, most recently, "Why Trilling Matters." In 2010, he won the Roger Shattuck Prize for Criticism.

## **6. Conclusion:**

In fact, the psychoanalytic theory of Freud has been the task for many scholars to apply and use in order to approach different literary works. Although this may be true, this tendency still requires further investigation by critics in the field of literature. Especially when leadership alongside decision-making is concerned. On the whole, the psychoanalytic theory is a key tool to use in order to examine and analyse leadership concepts as well as the decision-making process in literary analysis. Moreover, the core link between leadership and decision-making is that the latter is an essential and basic genre of leadership. They go hand in hand in most of the psychoanalytic and literary analyses. In the meantime, fiction in a way or another is related to the author's past experiences and psyche structure.

**Chapter II**  
**The Concept of Leadership and Decision-**  
**making in Harry Potter**

## Chapter Two

### The Concept of Leadership and Decision-making in Harry Potter

#### 1. Introduction:

Chiefly, this chapter will continue to review the literature from a psychoanalytic dimension. It will be categorised into two principal sections. The first section will provide a fair plot concerning the *Harry Potter* series in general, as well as, an examination of leadership traits and decision-making in the same context. The second will cover prior psychoanalysis of the series from different perspectives. Particularly, it will emphasize the Freudian theory of personality structure and the defence mechanism aspect.

#### 2. Exploring Leadership Through the *Harry Potter* Series:

*Harry Potter* series, the “literary phenomenon”, is a tale told in seven volumes, which portrays the life of an orphaned boy called Harry Potter over seven years from the age of ten. Harry went through neglect, trauma, abuse and possession by another soul. He had all reasons and motives to go for the dark side. However, he chose love, kindness, forgiveness and fought for goodness and peace. At first, this boy had to experience growing up in an uncaring and unloving family; his aunt, her husband and their arrogant son. Until he reached ten years old. He discovered that he was born actually a wizard, who was already enrolled in a world of magic. He was chosen and been sent a letter to go to "Hogwarts School", the school of "Witchcraft and Wizardry" where he met his two best friends, Hermione Granger and Ronald Weasley. They were taught magical spells, flying on a broom, extremely bold games and many other magical wonders. They had a plenty of adventures all together throughout the journey. They struggled with multiple battles and demons and managed to defeat most of them including the “Dark Lord”, who manifested the absolute evil in the story. Mainly, the events as whole revolved around these three mere characters. They had to confront dragons,

giant spiders, dangerous witches, depression and prejudice, dark wizards, restlessness and many more. They encountered both good and evil of immense proportion. Ultimately, Harry along with his friends won over the dark wizard due to their strong friendship and united spirits, solidarity, loyalty and mostly important their endless essence of leadership. Hence, they effectively proved that their choices matter way more than their abilities.

### **1. Leadership Traits in the Novel:**

Leadership traits are displayed through the novel by many different characters. Albeit, the major leaders are the ones set as follows.

#### **a. Harry Potter:**

Throughout the series, Harry is depicted as an exceptional student and wizard who holds extraordinary leading power, especially in times of crisis and difficult situations. His leadership qualities are confirmed by his strong willingness to sacrifice himself for his friends and for the greater good. To illustrate, in the third volume of the *Harry Potter* series; *Harry Potter and the Prisoner of Azkaban* (1999), this volume speaks about Harry as a third-year student at Hogwarts school. Harry is known for his strong mental powers and intelligence to turn troubles and suffering into motivation for the sake of goodness and helping others (Vijayalakshmi 60).

The sufferings that he experienced from his infancy towards the “Dark Wizard Voldemort”, strengthened his abilities to lead and make good decisions at times of crisis. "Harry possesses the qualities of a true leader such as courage, determination, perseverance, resilience, and resourcefulness" (Vijayalakshmi 60).

Harry was careful about what was going on around him most of the time. He chose his friends wisely. He knew how to delegate tasks to people and how to accept help when needed and how to use other people's strengths for the greater good, in order to accomplish the required tasks (Vijayalakshmi 60).

Quoting an example, in one of the scenes, professor Hagrid introduced a kind of creature called "Hippogriff", "the mythical creature in his Care of Magical Arts class". He said: "they're proud. Easily offended, hippogriffs are. Don't ever insult one" (Rowling). Hagrid then asked his students to ride the Hippogriff. Most of them were afraid and hesitated to face that creature. However, Harry was the one who accepted Hagrid's appeal (Vijayalakshmi 61).

Rowling (1999) narrates the courage  
of Harry potter as:

"No one?" said Hagrid, with a pleading look.

"I'll do it," said Harry. (Vijayalakshmi 61)

Harry's personality is extremely courageous. He goes for endeavors that the others may never think of. He even sacrifices his own life for goodness. According to him, all the creators and everyone are the same in terms of respect, he treats them fairly, whether they are witches, wizards, goblins or elves, or any of those magical creatures. He was able to accomplish successfully the ride on the Hippogriff. He has the ability to convince people to take the chances. His actions speak louder than his words, he taught his friends the way how to apply the magical spells that they learned theoretically, in order to confront the Dark Lord (Vijayalakshmi 61).

### **b. Albus Dumbledore:**

Albus Dumbledore, the headmaster of the school, presents a well-organized picture of a wise successful leader, full of courage and confidence. He was taking care of Harry, he taught him magical techniques and other important notions in order to face the Dark Lord. He is known as the greatest wizard of the age and everyone, especially Harry, respects him in a deliberate manner. They truly believe in him, his wisdom, experiences, and his energy. He helps Harry in times of danger and directs him.

As Megan L. Birch (Elizabeth

Heilman 2003) states Dumbledore is a “great teacher” with “great energy”. He is a “great mentor” to Harry and his friends. He stands as a mark of a good leader with excellent leadership qualities. (Vijayalakshmi 61)

Professor Dumbledore manifests great transformational leadership abilities, he focuses on empowering his school and his students. He is the founder of the organization named “the Order of the Phoenix” an organization created to fight and defeat Lord Voldemort. Although, him being a very old man, he often shows a great impression of energy (Vijayalakshmi 61).

From the first day of school, he is the one who guides students in all their activities. He has a great capacity to approach the problem as whole, see what is good or bad for people. He acts as the safeguard of the students from evil forces even when he does not like them. People firmly believe that the evil forces are afraid of him, this is shown clearly through Rowling's statement in the story, in the tongue of Mrs. Weasley “The safest place on earth was wherever Albus Dumbledore happened to be ... Didn't people always say that Dumbledore was the only person Lord Voldemort had ever been afraid of?” (Vijayalakshmi 61).

### **c. Professor McGonagall:**

Professor McGonagall is the headmistress of the Gryffindor house, who plays the role of a principal leader. She acts as the deputy of the headmaster and transfiguration teacher at Hogwarts. She is a disciplined teacher with a strict pattern and severe attitude. She is known for her supreme intelligence and she is the role model teacher and leader in Hogwarts. In one of the scenes when Harry asked if he can visit Hogsmeade for the weekend outing. She refused because she had no written permission from Uncle Vernon who was Harry's guardian. She said, “I'm afraid not, Potter,”. “You heard what I said. No form, no visiting the village. That's the rule”. (Rowling) (Vijayalakshmi 62).

It is clearly noticed that she is severe and ready not to break the rules even for Harry,

who is considered an excellent student by her. Rowling constructed her as a dynamic and complex character with strong leadership qualities. McGonagall shows deep concern about her students. She is a great mentor. She successfully guided Harry and his friends for victory in the Quidditch game and in many other events (Vijayalakshmi 62).

#### **d. Rubeus Hagrid:**

The Care of Magical Arts teacher is another role model of leadership with a gentle and enthusiastic character. He often encourages Harry and helps him with his friends to solve their problems and overcome their fears. He is interested in magical creatures such as Hippogriffs and giant spiders. His lessons teach his students a sense of bravery, honesty, and nobility. Broadly speaking, his words of encouragement often motivate Harry, to go on a successful ride with a real hippogriff for instance! "Well done, Harry!" said Hagrid. Hagrid safeguards Harry with his friends and leads them through hard obstacles (Vijayalakshmi 62).

### **3. Harry Potter from Freudian Psychoanalytic Perspectives:**

First and foremost, in an article entitled "A Theoretical Critique of J.K. Rowling's *Harry Potter Series*" from the *International Journal of Recent Technology and Engineering*, N. Jothi<sup>1</sup> and Dr. V. Chanthiramathi<sup>2</sup> analyse the series from different approaches and under the light of several literary theoretical concepts. What concerns this dissertation is their analysis that is viewed from the Freudian concept of personality and the structure of the psyche (Jothi and Chanthiramathi 526).

#### **1. The Id, Ego, and Superego:**

Two decades ago, a young unique boy with green eyes and a lightning scar on his forehead appeared and shook the universe with his spectacular appearance. "Harry Potter

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<sup>1</sup> Ph.D. Scholar, PG & Research Department of English

<sup>2</sup> Research Guide and Associate Professor, PG & Research Department of English, V.O. Chidambaram College, Thoothukudi, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli.

captivated a generation of readers and turned them into believers" (Jothi and Chanthiramathi 526). Rowling's manuscript was rejected by many publishers at first, she held with her the three chapters of what is it known now as *Harry Potter and the Philosopher's Stone* for two years before "Bloomsbury" accepted to publish it. Even though, Rowling and the publisher never expected to attain back that thriving success. The last book of the series was released in 2008 but the huge influence of *Harry Potter* was and still spreading worldwide, through the films adaptations, theme parks, and even the "spin-off novels" such as *Fantastic Beasts* and *Where to Find Them* and many others (526).

Harry Potter characters have become part of reader's personality. The readers grew up with the characters. Hermione, Ron and several other characters in the book have aged along with the readers creating a strong connection. They help the readers a chance to relate to important life lessons—good versus evil, being an outsider, dealing with familial and social issues. (526)

Freud believed that every person is different from another, especially when it comes to reactions towards different situations in life. This difference results from the personality structure of the human being. Freud classified the human personality into three parts, which are the Id, Ego, and Superego. As mentioned before, the Id is the component specialized with pleasure, it is known as the "pleasure axiom". It is the part that is related to the inability to control or resist oneself, without thinking of what is right or wrong.

The other component is the Superego. It is the "morality axiom". This one is the checker of whether the person is behaving in a socially and morally appropriate manner. The third element is the Ego; this one is the "reality axiom". It is the part responsible for balancing and mediating between the Id and Superego. In Harry Potter Series, "there is a myriad of characters that can be analysed using Freud's model of personality" (530).

The character Ron Weasley resembles and displays the Id. He has no power in controlling his emotions and desires and he often acts to satisfy himself following his drives blindly. Hermione Granger represents the Superego, she is mostly rational, with a sensitive and righteous attitude. She always tries her best to follow social expectations. Harry Potter symbolises the Ego, he mediates between Ron and Hermione. Harry does not usually surrender to his emotions and desires, at the same time, he is not overly concerned with social expectations. As he is the protagonist, he plays the role of the direction of Id and Superego (530).

## 2. The Freudian Psyche:

According to Freud, the Id, Ego, and Superego, altogether comprise the psyche. The human psyche is composed of the conscious and the unconscious. The conscious encompasses the human's awareness and things that he is aware of. The unconscious covers memories and things that a person is not aware of. However, the unconscious influences the conscious. This latter ignores fear and conflicts situated in the unconscious and which are expressed through dreams. As it is said by Freud "dreams are the road to one's unconscious mind". Dreams are the reflection of the unconscious and its fears. To quote an example from *Harry Potter* concerning this issue, in *Harry Potter and the Philosopher's Stone*, Harry had a kind of dream when he was a child. He once said, "I had a dream about a motorbike ... It was flying" (Rowling 27).

Notably, this is the evidence about the incident in which events were brought out from the time he was a baby, events he was not aware of but his conscious mind stored it in his unconscious. On the day Harry's parents were killed, he was brought to the Dursley's house by Hagrid's flying motorbike. This event in Harry's babyhood and which was stored in his unconscious came out as a dream to his conscious mind when he grew up (530).

### 3. Defense Mechanism as a tool:

From another perspective, in the light of an essay entitled "The psychoanalytic criticism on *Harry Potter and the Philosopher's Stone*", published on the *StudyModeResearch.com* website, the process of achieving the balance between Id and Superego is quite difficult. It needs a tool called the "Defense Mechanism" set by Freud, and which helps to achieve the Ego, the balance. It has many features, one of them is called the "denial". Humans usually tend to deny things that they are afraid of. They tend to do more than that, they ignore the whole situation as if it never happened. The first novel entitled *Harry Potter and the Philosopher's Stone* contains a strong sense of defense mechanism. When Harry was sent to live in his aunt's and her husband's house, they were afraid of the fact that he might grow up and become a wizard, like his parents. Thus, they detested everything that was related to magic and the wizardry world and considered it abnormal. They often tried to repress everything related to magic from him. Id appears here when his aunt and her husband tried to maintain everything normal as they desired it to be, away from magic "to minimize discomfort" as Freud mentioned in this regard.

A Superego is manifested here, when they decided that magic and all what is wizardry is wrong, and Harry should only live in an ordinary world and never believe in magic. "That is because of the strong Defense Mechanism as a tool to maintain their ego"<sup>3</sup>. They narrated to him an ordinary story of his parents' death, they told him that his parents died in a car accident instead of them being killed by the Dark Lord. They used to avoid talking about his parents, and at the same instant, they treated his unusual behaviours as disobedient actions. Harry was originally born a wizard and during his childhood he used to feel and experience strange things like talking to snakes and understanding them, having pain and light coming out from his scar ... etc. They prevented him most of the time from receiving his owl post. At last, Harry knew the truth of his parents' death and discovered his real identity. This is the situation that Freud called it "talking cure". It is where the reality is revealed, the problems are solved, and everything came to light, then the defense mechanism is ceased.

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<sup>3</sup> [ [www.studymode.com/essays/The-Psychoanalytic-Criticism-On-Harry-Potter-64931476.html](http://www.studymode.com/essays/The-Psychoanalytic-Criticism-On-Harry-Potter-64931476.html) ]

#### 4. The Psychoanalytic view of Lord Voldemort:

In the article entitled "The characterization of lord Voldemort in novel *Harry Potter and the half-blood prince* by J.K Rowling seen from psychoanalysis" from "Tell Journal, Volume 6, Number 1" written by Nurul Fitri. The character Lord Voldemort is analysed using a psychoanalytic approach. Lord Voldemort is a static character who plays the role of being a bad leader with negative leadership qualities and negative selfish and harmful behaviours. His real name was Tom Marvolo Riddle. He changed his name to Lord Voldemort right after he declared himself as the dark wizard. He is described as the evilest figure; he presents absolute evil. He is known from his childhood for his violent attitude. He enjoys making people suffer and feel pain. He feeds his soul on revenge. He is a person who hated Harry Potter and tried several times to murder him. He is an experienced killer from his childhood (Fitri 16).

In one of the incidents, he killed the rabbit of his friend Billy to vent his anger only because they argued the day before. His behaviours from the period he was living in the orphanage, are described through Dumbledore's memory. He experienced the death of his mother and his father left him (Fitri 17). He used to bully and scare his friends in the orphanage without him being caught (17).

He committed plenty of nasty things before going to Hogwarts. His name is derived from "Voler" which means to steal and "Mort" which means death. Thus, Voldemort means the man who steals the death". He created the Horcrux by killing people and stealing others' souls only to prevent himself from dying. His aim was to stay immortal and defeat death (18).

Freud claims that human behaviour is influenced by his unconscious rather than the conscious mind. Starting from this point, Voldemort character is much influenced by his past memories from childhood which are hidden in his unconscious. The unconscious contains a person's painful memories that he tries to hide. Consequently, a person's behaviour and attitude can be influenced by his unconscious. Considering Tom Riddle's case, he had painful memories concerning his father. He was ashamed of the fact that his father was a muggle and

he left his mom while she was pregnant. Also, he disliked the fact that he was born a half-blood wizard, which means someone who has a muggle parent. He kept hiding and denying the truth behind his family, until it ended up with him killing his father and the family of his father because he wanted to erase that truth from existing. According to Krech (1974), hate is linked to anger, and the trait of hatred caused the emergence of the desire to destroy that source of feeling hate. Thereby, the feeling of hatred inside Tom increased his desire to kill. As a result, he killed his father along with his family (18).

For the long path, Tom hated more and day by day his secret, this transformed into extreme hate and anger towards all who is a muggle. Freud states that the human mind is influenced by his unconscious because the human personality is developed by his experience. Tom's life was often affected by his past, so he decided to eradicate all what has a relation with a muggle. To illustrate, one of the incidents, in the volume 6: *Harry Potter and the half-blood prince*, chapter 17, when Tom wanted to open the chamber of secrets, he needed to sacrifice a victim, so he chose the girl with half-blood because she reminded him of his status -being a half-blood wizard-then he killed her (Rowling 362). According to Freud, this act interprets the fact that someone is already influenced by his past memory, that is lied in his unconscious mind. What he did is a reaction, without him realizing its seriousness, trying to hide and destroy the secret that he feared and hated the most, and that may show up again in the future.

With the process of hiding his true identity, he connected his blood status with a famous ancestor called Salazar Slytherin, who was one of the ancient founders of Hogwarts. Tom had the ability to speak to snakes, this is what they referred to as "Parseltongue"<sup>4</sup>. Tom was so excited by knowing the fact that he shares this ability with that ancestor Slytherin, so he felt in need to increase his self-importance (18).

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<sup>4</sup> was the language of serpents (as well as other magical serpentine creatures, like the Runespoor and Basilisk) and those who could converse with them. A wizard or witch who could speak Parseltongue was known as a Parselmouth. It was a very uncommon skill, and was known to be an almost exclusively hereditary trait. [<https://harrypotter.fandom.com/>]

As a result, Tom "made Slytherin as his parents and rejected his biological parents". (Tom) was the name of his father, and he hated his father to the bones so that he changed his name from Tom Riddle into Lord Voldemort. Thus, he never used that name again (19).

He considered himself as pure-blood and made himself as hero figure that split the pure-blood from the half-blood and muggle. It proves that Riddle really does not want his status and wants to forget it by creating himself as pure-blood. (19)

As Freud identifies, the unconscious is the place where the Id belongs. This part of the personality itself acts like a boss. It must be honored and masterful. The desire in it must be fulfilled. The way the Id works has a strong relation with pleasure. It always seeks pleasure and avoids the feeling of discomfort. By analysing Voldemort case, because of the wide gap in his past that he never had what he wanted, now he has the absolute ambition to fulfill all his needs, to satisfy himself by doing all what he wants such as owning the extreme power and being immortal and be number one among them all. Therefore, Voldemort's principle goes hand in hand and at the same line with the Id's principle.

The ego is like the "Prime Minister", it has the role to fulfill the Id needs considering the absolute absence of any troubles around. Besides, the Superego which is the "moral system", because it is moral, it has the dominance to control the personality's authority. It resembles the judge; it judges the situation whether it is right or wrong (19).

In Voldemort situation, his Ego cannot fulfill the principle of the pleasure in the Id, because the Superego is totally against the desire of the Id. Hence, Voldemort needs failed to be fulfilled. For this reason, Voldemort was anxious and feeling uncomfortable all the time trying to have some pleasure by killing and killing. For the sake of eliminating these bad feelings and to satisfy his desire, he killed his father while blaming him for the fact that Voldemort is not originally pure-blood. He was afraid that some of the wizards may reveal his

status. In order to satisfy his desire again, he linked himself to the ancestor Slytherin catching and relying on the only cord that links between them, which is the ability to speak to snakes. Then he kept pretending as he belongs to him and as he is a descent of him (19).

The Id influenced Voldemort actions in every time he decided about one. Therefore, he did a large number of nasty actions and committed horrific crimes only to satisfy the desire of his Id, and to avoid the feeling of anxiety and discomfort. He tried to abolish Harry and created the Horcrux. This caused him to grow as a horrible scary man who feeds on the evil and the heinous satisfaction of his desire and as a rotten type of the Id (19).

#### **4. Conclusion:**

Overall, the psychoanalytic views of the *Harry Potter* series are varied and commonly explored by diverse authors around the globe. Furthermore, the seven-volume books of *Harry Potter* are enriched with leadership concepts and decision-making. Particularly, through the leading characters, either being evil or good characters. At the same time, the Freudian theory of psyche structure is well developed and differently applied following various dimensions in the series.

## **Chapter III**

# **A Freudian Analysis of Rowling's Concept of Leadership and Decision-making**

## Chapter Three

### A Freudian Analysis of Rowling's Concept of Leadership and Decision-making

#### 1. Introduction:

This final chapter is the core target of the whole study. It will be devoted to analysing the writer's concept of leadership and decision-making, in relation to the three main characters in the series. First of all, it will survey the focal part of J.K. Rowling being an effective leader. Then, it will pave the way for the belief that the author has inspired the fictional events in the novel from real-life occurrences. Subsequently, it will reveal the invisible connections between Hermione Granger as a symbol of the Superego and the writer's own Superego in being a leader and a decision-maker. Also, it will consider Ron Weasley as the Id symbol of the writer herself. Ultimately, it will put Harry Potter the character in his rightful place within the vehicle of Rowling's personality structure.

#### 2. J. K. Rowling as a Leader:

J.K Rowling, in full Joanne Rowling. The letter K stands for Kathleen, her grandmother's name, it was added later for publishing affairs. Born on July 31st, 1965, Yate, near Bristol in England<sup>1</sup>. As a British novelist and philanthropist, she took the world by storm. She produced one of her best works, taking the readers beyond fantasy, and leading them to explore other literary genres of horror, romance, thriller, and adventure. From a desperate, unemployed, poor and miserable divorced mother, to one of the richest women in Great Britain.

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<sup>1</sup> [[www.britannica.com/biography/J-K-Rowling](http://www.britannica.com/biography/J-K-Rowling)]

... Who better than Rowling—a British divorcee and single mother living on a small grant in near poverty, writing in a public café—to relate the story of an orphan boy destined for greatness? The irony is that Rowling became a true heroine, rising from rags to riches ...  
(Underhill 33)<sup>2</sup>

According to the *leaderlegacyrowling.weebly.com* website, Rowling experienced plenty of leadership roles throughout her life. She is known for the strong leadership spirit that she obtained resulting from her personal struggles. Although the tragic events in her life, she managed to overcome those complexities and succeed in her life. One of the most painful tragedies that she went through during the time of *Harry Potter* creating, is the death of her beloved mother from MS (Multiple Sclerosis). Soon after, she moved to Portugal as an ESL teacher. She taught English as a second language. During this process, she married a journalist called Jorge Arantes. She had her first daughter Jessica.

After approximately one year, she got a divorce because of domestic abuse. She moved to Edinburgh to be closer to her only sister Di. Afterward, she went through hard poverty, misery and had to be supported by Welfare. Until her first book was published in 1997. It caused a magical revival and miraculous development in the literary world, at the same time, it made up her lifetime legacy.

As mentioned in a published essay entitled “The Characteristics of a Good Leader: J. K. Rowling” on the *bartleby.com* website, J K Rowling embodies the traits of an effective leader. She is a world-renowned and prominent writer, a social activist, who is a role model for many. Her story inspired a huge number of people around the world. Her strength, humility, and perseverance are what distinguishes her most. She is an exceptional modern-day leader

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<sup>2</sup> Underhill, William, "Examining the leadership characteristics of Harry Potter and Katniss Everdeen through the lens of transformational leadership theory: a critical discourse analysis of Harry Potter and The Goblet of Fire and Mockingjay: The Final Book of the Hunger Games" (2018). Theses and Dissertations. 1018. [<https://digitalcommons.pepperdine.edu/etd/1018>]

who used her platform to change the world and create an outstanding charity organization. Respectively, in 2000, Rowling established the "Volant Charitable Trust", which provided organizations -that aid children, one-parent families, and multiple sclerosis- with care and financial help. She contributed considerable sums to charities that she supports: "Anti-Poverty"; for one-parent families. Currently, she is the president of the charity. "Multiple Sclerosis"; she provided them with notable financial support for the sake of research and treatment. "Lumos", where she granted help to "institutionalised children in Eastern Europe".

### **3. J.K. Rowling's Inspirations from Real-life to the Series:**

#### **1. King's Cross Station:**

In order to spotlight the line which leads to the fact that J.K. Rowling's actual life has a strong connection with the virtual life in the series, a guiding map is provided through the coming points. In which, the direction towards the evidence that denotes; J.K. Rowling had got inspirations from real incidents in her life and then turned to be the grounds for events in the series, is shown.

In the foreground, J.K. Rowling had the very first insight of *Harry Potter* in her imagination while being on a train, traveling from Manchester to London King's Cross in 1990.

... Jo conceived the idea of Harry Potter in 1990 while sitting on a delayed train from Manchester to London King's Cross. Over the next five years, she began to map out all seven books of the series.<sup>3</sup>

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<sup>3</sup> About J.K. Rowling. [[www.jkrowling.com/about/](http://www.jkrowling.com/about/)] J.K. Rowling's Official Website.

In other words, Rowling's magical journey of creating the *Harry Potter* masterpiece started exactly at this point, on a train directed to the king's cross station. She had the core idea for the first time starting from this area. On the other side, throughout the novel, Harry's very first encounter with the magical world and the beginning of his wizardry journey was the King's Cross station. The latter is the common starting point for both of the journeys; Harry's to Hogwarts and Rowling's to writing. In the first volume of the series; *Harry Potter and the philosopher's stone*, when Harry already had met Hagrid and read his invitation to go to Hogwarts in chapter four. He was informed to go to the King's Cross station, platform nine and three-quarters, on September the first, at eleven o'clock in order not to miss the train to Hogwarts school.

On the last day of August he thought he'd better speak to his aunt and uncle about getting to King's Cross station the next day, so he went down to the living room ... "Er- I need to be at King's Cross tomorrow to - to get to Hogwarts." Uncle Vernon grunted again. "Would it be alright if you gave me a lift?" Grunt. Harry supposed that means yes... (Rowling 99)

Apparently, Rowling has inspired the King's Cross station idea from a real incident in her life.

## 2. The name Potter:

In 1969, the Rowling family moved from Yate, outside Bristol to Winterbourne, Gloucestershire in England. During the living there, Joanne with her younger sister Dianne were befriending with the neighborhood children; Ian and Vikki Potter. Rowling was fond of their surname since her childhood. All of Rowling, her sister, and the Potter's children, used to play games of witches and wizards. " ... Two of the gang members were a brother and sister whose surname was Potter. I always liked the name, but then I was always keener on my

friends' surnames than my own ..." said Rowling<sup>4</sup>. Thus, it is clear that Rowling's past experiences and memories that are stored in her conscious mind, including the name Potter, had a strong relationship with the outstanding plots in the series.

### 3. Dumbledore and Umbridge:

In 1970, when Rowling reached four years old, she attended St Michael's Primary School. Its headmaster was called Alfred Dunn, he was a wise, patient, and responsible man. He had similar attitudes and traits to Albus Dumbledore, the headmaster of Hogwarts. Rowling has described him and linked his character to Dumbledore's, as follows,

Alfred Cecil Dunn, headmaster of St Michael's School, Winterbourne, influenced the formative years of thousands of children during his long teaching career. Albus Dumbledore, headmaster of Hogwarts, continues to influence the formative years of millions of children around the world. (Rowling)<sup>5</sup>

Rowling has got the inspiration of Dumbledore's personality and character from Alfred. Another similar example, in 1974, the Rowling family moved again to Tutshill, near Chepstow in the Forest of Dean, where Joanne attended another school. She admitted the way she hated that school only because of her teacher at that time, Mrs. Morgan. The latter was highly cruel, heartless and biased. She mentioned once in her autobiography;

The only fly in the ointment was the fact that I hated my new school ... My new teacher, Mrs Morgan, scared the

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<sup>4</sup> The J.K. Rowling Index: The Not Especially Fascinating Life So Far of J. K. Rowling [www.rowlingindex.org/work/fasclife/]

<sup>5</sup> Albus Dumbledore, St Michael's School and the Winterbourne connection. History and information about the Gloucestershire village of Winterbourne. html.

life out of me. She gave me an arithmetic test on the very first morning and after a huge effort I managed to get zero out of ten – I had never done fractions before. So she sat me in the row of desks on her far right. It took me a few days to realise I was in the 'stupid' row . (Rowling)<sup>6</sup>

Therefore, Rowling inspired the cruel devilish character of Professor Dolores Umbridge from Mrs.Morgan. In the fifth volume of the series, *Harry Potter and the Order of the Phoenix*, chapter 13, Harry was severely punished by Professor Umbridge for a fake reason, which was telling lies. She handed him a long and thin quill with an unusually sharp point. She asked him to write "I must not tell lies" for hours and hours. While Harry was writing on the parchment, the words were appearing on the back of his right hand, cutting into his skin. Harry felt the searing pain over and over and whenever he wrote it once again. Umbridge asked Harry to come and visit her desk every night to get punished again, he hated her more than anything else.

“Oh yes,” said Professor Umbridge, smiling widely as before. “Yes, I think we can etch the message a little deeper with another evening’s work.”

He had never before considered the possibility that there might be another teacher in the world he hated more than Snape, but as he walked back toward Gryffindor Tower he had to admit he had found a contender. She’s evil, he thought, as he climbed a staircase to the seventh floor, she’s an evil, twisted, mad, old — . (Rowling 345)

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<sup>6</sup> The J.K. Rowling Index: The Not Especially Fascinating Life So Far of J. K. Rowling [www.rowlingindex.org/work/fasclife/]

#### 4. Magical Spells:

In 1982, Rowling, after being rejected for Oxford University, was accepted by the University of Exeter for a Bachelor of Arts in French and Classics. Later, her classics studies helped her incredibly whilst she was thinking up the magical spells in the series, because most of them are based on Latin. For instance, the spell "Finite Incantatum", which is a counter spell derived from Latin. ('Finite' is a Latin imperative plural of the word 'finis' or 'ad finem' which means 'to end'. 'Incantatum' is the passive participle of the Latin 'incanto' which means 'bewitching'. Putting them together, it literally means 'to end bewitching')<sup>7</sup>. Another example, the spell "Expelliarmus", this one is for disarming the opponent, it is composed of two Latin words; 'expello' which means 'I banish' and 'arma' which means 'weapons'. "Lumos", a spell for producing light, taken from 'lumen', a Latin word, which means 'light'. Important to realize that this spell is also the name of one of Rowling's charities; Lumos<sup>8</sup>. Based on such fact again, Rowling has shown the strong connection of her actual life with the imaginary one of Harry. Also, "Nox", is the counter spell (charm) for "Lumos", and it is a Latin word that means 'night'. "Expecto Patronum", is a spell that every good wizard must know, it protects them particularly from Dementors<sup>9</sup>. Patronus is a Latin, means 'protector'. 'Expecto' means 'I wait' or 'I look', putting them together; 'I wait for a protector'. One more significant charm is called "Obliviate". It comes from 'Medieval Latin'; 'obliviscor', which means 'I forget'. Actually, this spell makes the opponent forget everything literally.

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<sup>7</sup> The not-so-magical Latin origins of 'Harry Potter' spells. Deal with it, nerds. By Andrea Romano, on June 2, 2016

<sup>8</sup> J.K. Rowling is Founder and President of Lumos, an international children's charity fighting for every child's right to a family by transforming care systems around the world. Lumos sheds light on the root causes of family separation – poverty, conflict and discrimination – and demonstrates that children can safely be united with loving families that help them thrive. [[www.jkrowling.com/about/](http://www.jkrowling.com/about/)]

<sup>9</sup> "Dementors are among the foulest creatures that walk this earth. They infest the darkest, filthiest places, they glory in decay and despair, they drain peace, hope, and happiness out of the air around them... Get too near a Dementor and every good feeling, every happy memory will be sucked out of you. If it can, the Dementor will feed on you long enough to reduce you to something like itself... soulless and evil. You will be left with nothing but the worst experiences of your life." Remus Lupin's description of Dementors. [[harrypotter.fandom.com/wiki/](http://harrypotter.fandom.com/wiki/)]

## **5. Harry's Glasses:**

In a word, when Rowling was a child, she was a short and bit fat. She used to wear glasses, they were thick and round like bottle bottoms. Exactly like Harry's glasses.

All things considered; Rowling has got plenty of inspirations from her real-life to the novel. Thus, Rowling's personality is heavily reflected in the novel. The coming analysis will unearth Rowling's personality structure and sense of decision-making throughout certain main incidents in the novel.

## **4. Hermione, the Symbolic Superego of Rowling:**

By 1991, Rowling moved to Porto in Portugal to teach English as a second language. Coincidentally, in 1992, Rowling met the Portuguese television journalist Jorge Arantes in a bar in Porto. Then, on October 16th in the same year, they got married based on a love story. In the long run, they were living peacefully, they had their first daughter Jessica Isabel Rowling Arantes on July 27th, 1993. Approximately four months later, they separated. Rowling, like any mother in the world, used to love and protect the warmth of her little family. However, once she realized that her life and her babe in particular, has become less secure, straightaway, she decided to get a divorce. She withdrew her babe and fled from Portugal, with a mixture of feelings and emotions between fear, emptiness, sadness, and a broken heart. She decided to reduce the expected damages and save herself, running without looking back though she knew she would encounter an unsafe world maybe more than the one before. This decision was the outcome of highly moral and social responsibility. That is to say, the inner Superego of Rowling won in such a situation.

On balance, in the seventh volume of the series; *Harry Potter and the Deathly Hallows*, chapter six. Hermione took a decision, which is to a large extent similar to Rowling's. Hermione, as a symbol of the Superego, threw the "Obliviate" spell on her parents the

Muggles; when she was preparing herself to leave that world for the sake of accompanying Harry in his journey. Where he was ought to hide from the Dark Lord powers and seek for the Horcruxes to destroy them in order to weaken Voldemort. By doing so, she intended to protect her parents from Voldemort and make sure that they will not be sad thinking they lost their only daughter. Hermione's parents immediately forgot completely that they once had a daughter called Hermione, she was aware that she may not get back safe again to that world. She took a risky but Superego decision. She left with tears and a broken heart to an unknown future.

“Let’s see,” said Hermione ... I’ve also modified my parents’ memories ... That’s to make it more difficult for Voldemort to track them down and interrogate them about me — or you, ... “Assuming I survive our hunt for the Horcruxes, I’ll find Mum and Dad and lift the enchantment. If I don’t — well, I think I’ve cast a good enough charm to keep them safe and happy. Wendell and Monica Wilkins don’t know that they’ve got a daughter, you see.” Hermione’s eyes were swimming with tears again. (Rowling 107)

Back in time, when Rowling was a kid. She used to get teased by friends in her school because of her surname. They used to call her "Rowling pin". She was not a big fan of her surname and often felt humiliated when kids were making jokes about it. Rowling recalled that she experienced nearly the same when she was twenty-six years old in Portugal. Students whom she was teaching English, used to make jokes about her name and call her "Rowling Stone". As a teacher and as a child as well, Rowling used to pretend like she doesn't care, trying to ignore what are they saying and mind up to her own business. She used to avoid getting into a quarrel with them preserving her social image clean and stable. To point out, this is actually what the Superego stands for, to maintain social norms proper and consciously stick to the social convictions to the maximum. Being socially accepted and respected is the

core frame of the Superego.

... 'Rowling' is pronounced like 'rolling', which used to lead to annoying children's jokes about rolling pins... My students used to make jokes about my name; it was like being back in Winterbourne, except that the Portuguese children said 'Rolling Stone' instead of rolling pin. (Rowling)<sup>10</sup>

Being bullied and teased by something, which is beyond her control, is something that Hermione had experienced by many, throughout the series. Especially by Draco Malfoy, the supposedly pure-blood boy from Slytherin's house, by calling her a Mudblood<sup>11</sup> most of the time. In fact, Hermione had the same reaction and attitude as Rowling. She used to keep all pain inside, cry secretly, and try to maintain social acceptability. Hermione, like Rowling, decided by her Superego to sustain morality and high standards while handling the situation. As Rowling did not choose the fact being family named Rowling, Hermione did not choose to be a Muggle-born. One of the famous incidents, in the second volume of the series, *Harry Potter and the Chamber of Secrets*, chapter seven, is when Malfoy uttered the word for the first time, calling Hermione a Mudblood,

"At least no one on the Gryffindor team had to buy their way in," said Hermione sharply. "They got in on pure talent". The smug look on Malfoy's face flickered. "No one asked your opinion, you filthy little Mudblood," he spat. Harry knew at once that Malfoy had said something really bad... (Rowling 125)

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<sup>10</sup> The J.K. Rowling Index: The Not Especially Fascinating Life So Far of J. K. Rowling [www.rowlingindex.org/work/fasclife/]

<sup>11</sup> is a derogatory term for a Muggle-born or Half-blood[1] wizard or witch; that is, individuals with no wizarding parents or grandparents. [harry-potter-compendium.fandom.com/wiki/Mudblood]

Joanne Rowling, before becoming J.K. Rowling, was an unemployed single mother. Then, in December 1994, when she moved to Edinburgh in Scotland, to be near her sister, she applied for welfare benefits seeking help to take care of her babe. Although she was diagnosed with depression and contemplated suicide, she kept looking for an appropriate shelter for her daughter. Besides, she was anxious not to show her weakness, trying to survive and have, at least, peaceful life by the social norms. Rowling had a kind of Superego to go through pain and resistance for the sake of living a socially and morally appropriate life. A similar attitude was uncovered through her response; in one of the BBC interviews, she denied a rumor, that she was writing in a cafe only to escape from her unheated flat. "I am not stupid enough to rent an unheated flat in Edinburgh in midwinter," Rowling said<sup>12</sup>. Her flat was a narrow square, the only place that she could afford. However, she defended her choice and her past life, by denying such rumors that may lessen her social acceptability. On another tv program; an American tv show, A&E Biography, she claimed that the reason behind her writing in a cafe was taking her babe out for a walk, in order to make her fall asleep.

With this in mind, Hermione, in the first volume of the series, *Harry Potter and the Philosopher's Stone*, chapter nine, had a resembling attitude; when she unintentionally been led to break the rules by ascending with Ron and Harry to the restricted third-floor corridor, she got angry at them later and said "I hope you're pleased with yourselves. We could all have been killed -- or worse, expelled. Now, if you don't mind, I'm going to bed" (Rowling 181) it is clear that she paid important attention to social convictions more than her life itself.

## **5. Ron, the Symbolic Id of Rowling:**

Joanne Rowling dreamed to be a writer from an early age. She grew up surrounded by books as her parents admired reading "I lived for books," she said. She was a big fan of reading and writing and nothing could conquer her interest in books and fantasy stories at that

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<sup>12</sup> "Harry Potter and Me". BBC Christmas Special. Transcribed by "Marvelous Marvolo" and "Jimmi Thogersen. [Quick Quotes Quill.org]

time. Her childhood is described as being full of imagination. She used to act and play imaginative roles with her sister Di in the backyard. Moreover, Rowling has shown the skill and capacities of writing when she was a child. She wrote several fictional stories and used to read them to her sister and mother. She wrote her first book at the age of six, a story about a rabbit called "Rabbit". Also, when she was eleven, she wrote her first novel about seven cursed diamonds and the people who owned them.

Di can still remember me telling her a story in which she fell down a rabbit hole and was fed strawberries by the rabbit family inside it. Certainly the first story I ever wrote down (when I was five or six) was about a rabbit called Rabbit ... including a giant bee called Miss Bee. And ever since Rabbit and Miss Bee, I have wanted to be a writer. (Rowling)<sup>13</sup>

Joanne continued to grow her ambition to be a writer. After graduating from the secondary school, she realized her ambition to be a writer. Thus, she applied to Oxford University in order to study her dream field. However, in 1982, she was rejected for Oxford and accepted in the University of Exeter for a Bachelor of Arts in French and Classics. Although this was beyond her wish "I went to Exeter University straight after school, where I studied French. This was a big mistake. I had listened too hard to my parents, who thought languages would lead to a great career as a bilingual secretary,"<sup>14</sup> said Rowling. She used to read widely outside her classes, which resulted in paying a fine of £50 for overdue books at the university library. That is to say, Rowling's desire and maximum pleasure are directed to writing. From a Freudian viewpoint, the Id component of Rowling's psyche is applied and strongly related to her passion for writing. This points out that the pleasure principle of Rowling is writing.

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<sup>13</sup> [<https://www.rowlingindex.org/work/fasclife/>]

<sup>14</sup> The Not Especially Fascinating Life So Far of J. K. Rowling non-fiction [[www.rowlingindex.org/work/fasclife](http://www.rowlingindex.org/work/fasclife)]

In 1986, Rowling graduated from Exeter and moved to London to work for Amnesty International as a bilingual secretary. In reality, this kind of work did not fit her personality character. She mentioned that all she ever liked about working in offices was being able to type stories on the computer while nobody else was looking. Instead of writing a memo concerning the meetings or any correspondences, she preferred writing fantasy plots. She used to write while working without paying attention or considering the fact that she may be caught up and expelled from work. Indeed, writing was the pleasure device of her Id. Soon after, she was fired as a result of her continued desire to write.

Actually, Rowling's desire mechanism and Id symbol are as similar as Ron's in *Harry Potter* series. In the second book of the series, *Harry Potter and the Chamber of Secrets*, chapter three. Harry was locked up in his room by uncle Vernon. He nearly missed the chance to go back to Hogwarts as a second-year student because of being locked down in his room. Ron decided to rescue Harry a day before they go to Hogwarts. He gathered his two brothers, George and Fred, and asked them to help him go and rescue Harry from the Dursleys<sup>15</sup>. They took the flying car without the permission of their parents. Actually, Ron was the one who first decided about this endeavour and went for it without considering that he may be punished or be yelled at by his mother in particular. Even though he knew he will be punished if he ever does so, he has done it. Ron's mother reported the incident to his father as follows. "Your sons flew that car to Harry's house and back last night!" shouted Mrs. Weasley. "What have you got to say about that, eh?" (Rowling 45)

Technically, Ron has the same attitude as Rowling when it comes to strong desire and ambition. He went to rescue Harry without caring about the possible harmful consequences. The same as Rowling when she kept writing although knowing that she will be fired. By all means, Ron, as a representation of Rowling's Id, is a reflection of her leadership spirit and decision-making style.

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<sup>15</sup> Dursley was the surname of a Muggle family, the only known living close relatives of Harry Potter. Petunia Dursley (née Evans) was the older sister of Harry's mother, Lily Potter (née Evans), but took the surname Dursley when she married Vernon Dursley. They had a son named Dudley. [[harrypotter.fandom.com/wiki/Dursley\\_family](http://harrypotter.fandom.com/wiki/Dursley_family)]

Another similar scene from the same book, chapter fifteen. When Draco Malfoy was bullying Hermione Granger by calling her a Mudblood. Ron was super angry at him and decided to do anything to harm him. Again, without considering the consequences. He only cares about his desire and what satisfies his aggressive Id.

"I'm quite surprised the Mudbloods haven't all packed their bags by now" Malfoy went on "... Pity it wasn't Granger---  
"The bell rang at that moment, which was lucky; at Malfoy's last words, Ron had leapt off his stool, and in the scramble to collect bags and books, his attempts to reach Malfoy went unnoticed."let me at him" Ron growled as Harry and Dean hung onto his arms. "I don't care, I don't need my wand, I'm going to kill him with my bare hands--" (Rowling 297)

By the same token, in the last book of the series, *Harry Potter and the Deathly Hallows*. When Harry, Hermione, and Ron stole the second Horcrux and left to an isolated forest in order to destroy it. Ron could not resist being isolated, waiting in vain, unable to destroy the Horcrux. He argued with Harry and decided immediately to leave without caring about the dangerous factors around them. He was wearing the devilish Horcrux around his neck, it was the reason behind his suddenly aggressive behaviour. He could not resist it, unlike Hermione and Harry when they first wore it. He left them with a cold heart. Hermione cried over this and Harry was sad. Ron followed his aggressive desire and selfishness to leave and rescue himself only. However, he soon realized what he had done, and decided to go back and join them again. Once he removed the Horcrux from his neck, he changed his mind, followed his desire again, and started looking for a way to return to the forest.

## 6. Harry, the Symbolic Ego of Rowling:

According to Freud, the ego is the reality principle, the second-process thought, and the rational part that mediates between the Id and Superego. In fact, and unconsciously, J.K. Rowling has made several decisions in her life that are reaped from an ego dimension. To put it another way, she made decisions that were the balancing line between her Superego and her Id.

Back in time when Rowling was a teacher of English in Portugal, she used to write during her free time "I had mornings free for writing" Rowling said. Hence, when she arrived back from Portugal to Edinburgh, she brought with her a suitcase full of drafts covered with *Harry Potter* stories. In the middle of life crisis, she found the soul of her life only in writing. Thus, she kept it secret only to herself. The only thing that she regretted about keeping her writings secret was not telling her mother before she died. In July 1995, Rowling finished the first volume of Harry Potter. A month later, she began a teacher training course at Edinburgh University. In February 1996, Rowling went to Edinburgh Central Library to search for "The Writers and Artists Year Book". She sent the first three chapters to literary agencies listed there. Then, Bryony Evens, from Christopher Little Literary Agency, read the manuscript and admired it. She requested the rest of it. In April 1996, Rowling signed a contract of five years with Christopher Little Literary Agency, with an option to renew the contract. Christopher was interested in the book and promised to help her find a publisher. In fact, this operation was not easy and smooth as it may seem, because publishers used to consider it a very long story compared with a children's story.

Rowling had already begun working as a French teacher. However, she kept writing and looking forward to publishing *Harry Potter*. Although she was rejected 12 times, she kept pushing and convincing herself that the day will come when Harry will be the legend of the time. She continued to write in every spare moment. In spite of the fact that her agent Christopher kept telling her not to hope much because children's books do not bring lots sums of money. She decided to keep writing (practice Id, pleasure axiom) and at the same

time not to stop working as a French teacher. Even though she hated the fact of being a language teacher, she decided to keep working in order to have a reliable source of money (a Superego choice).

It was a year after finishing the book before a publisher bought it. The moment when I found out that Harry would be published was one of the best of my life. By this time I was working as a French teacher and being serenaded down the corridors with the first line of the theme from Rawhide ('Rolling, rolling, rolling, keep those wagons rolling...'). A few months after 'Harry' was taken for publication in Britain, an American publisher bought the rights for enough money to enable me to give up teaching and write full time – my life's ambition. (Rowling)<sup>16</sup>

On June, 12th 1997, "Scholastic's Arthur Levine" bought the rights to publish *Harry Potter* in the United States for \$100,000. Soon after, in June, 27th 1997, *Harry Potter and the Philosopher's Stone* was first and officially published in the United Kingdom by Bloomsbury<sup>17</sup>.

In this way, with the same attitude of taking decisions based on ego principle, when she was a child. She used to write, dream to be a writer but never tend to tell people about it. She decided to hold on to her dreams (Id) and not to tell anyone about them, trying to protect them from being destroyed by others' words (Superego). "I have wanted to be a writer, though I rarely told anyone so. I was afraid they'd tell me I didn't have hope," said Rowling. In effect, this also can be described by Freud as a Defense Mechanism tool, to maintain and preserve

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<sup>16</sup> The Not Especially Fascinating Life So Far of J. K. Rowling [<https://www.rowlingindex.org/work/fasclife/>]

<sup>17</sup> is a British worldwide publishing house of fiction and non-fiction. It is a constituent of the FTSE SmallCap Index. Bloomsbury's head office is located in Bloomsbury, an area of the London Borough of Camden [<https://www.bloomsbury.com/uk/>]

the ego.

Putting it differently, this ego attitude is reflected in Harry's decisions throughout the series. Harry embodies the ego principle of Rowling. To illustrate, in one of the incidents in the sixth book of the series, *Harry Potter and the Half-Blood Prince*. Harry took a mediating decision. He did not follow Ron's desire at the same time he accepted his request. On the other hand, he did not disappoint Hermione. To clarify, Ron was selected to play as the guardian in the Quidditch match. He was stressed and afraid not to play well and lose the game. On the other side, Harry had won a prize from Professor Horace Slughorn, which was a tiny bottle contains a bit of liquid luck called the "Felix Felicis" potion. When the three were having lunch, Harry decided to provide Ron with the liquid luck in order to help him win the game by luck. Meanwhile, they argued about it, Hermione refused it definitely (Superego). However, Ron wanted it hard (Id). Harry's decision was to pretend to give Ron the Felix potion; he gave him a fake bottle. Thus, he satisfied him. At the same time, he respected Hermione's choice not to give him the liquid because it will be a cheating act if he does so. Also, because it may cause him dangerous overconfidence as the teacher described it. (Harry as an ego). "Because if taken in excess, it causes giddiness, recklessness, and dangerous overconfidence," said Slughorn (Rowling 209). "Now, I must give you warning that Felix Felicis is a banned substance in organized competitions ... sporting events..." said Slughorn. (Rowling 210). Moreover, the teacher emphasized that the winner of this liquid should use it only on an ordinary day and watch how it will become extraordinary. Eventually, Ron won the game without drinking the real liquid, because he believed in himself that he will definitely win.

With this in mind, Harry embodied the Ego of Rowling and reflected it adequately due to the similarities in mediating and balancing the scale between the Superego and the Id in making decisions processes. Equally important, Hermione and Ron often quarrel and be opposite to one another. However, Harry is the one, most of the time, who mediates and fixes issues between them. This actually stands for the fact that Harry is the Ego who balances between the Id and Superego in the story.

To point out, the three characters, throughout the whole series were unseparated. They work, go for adventures, study, play, quarrel, decide about situations ... etc, all together as an inseparable triple. In other words, they portray the abstract mechanism and structure of the author's psyche according to the Freudian personality structure.

## **7. Conclusion:**

All in all, Rowling's structure of psyche is reflected in the *Harry Potter* series through the three mere characters; Hermione, Ron, and Harry as Superego, Id, and Ego respectively. By all means, the writer's actual life had an evident influence on her fictional literary work. Starting from her childhood, reaching adolescence, and then being an adult, the hidden cords were being established while the processes of writing and living.

## **General Conclusion**

## **General Conclusion:**

By and large, the *Harry Potter* series is among the influential literary works that portray leadership concepts and decision-making styles in a suitable frame. Besides, the writer J.K. Rowling herself is considered an effective leader from 1997 onwards. In the same fashion, *Harry Potter* has been the task for many years to investigate and see, through different dimensions, including the psychoanalytical view. The Freudian theory of personality structure has been developed throughout the series from several prospects and perspectives. Effectively, J.K. Rowling's concept of leadership and decision-making in her actual life is a basic reflection of the *Harry Potter* series, namely, through the characters; Hermione, Ron, and Harry as the triple structure of her psyche.

To a large extent, Rowling's actual life is related to her purely fictional work *Harry Potter*. She inspired most of the names, settings, and characters in *Harry Potter* from the different stages of her personal life. Starting from her early childhood when she had a strong ambition to be a writer and used to write short stories, as well as, playing with her sibling and peers acting games, which included imaginative roles and scenarios. Moving to her adolescence when she encountered some role model teachers whom she considered leaders. Thus, she embodied them in fictional characters. Also, other bad experiences and teacher models whom she considered as the inspiration for the evil in the story. Until her adulthood when she became a miserable single mother, she continued to write and reflect her daily emotions and confrontations on the series.

The Freudian model in literature can reveal the link between Rowling's concept of leadership and decision-making in real life and fiction as follows. Under the scope of the Freudian theory and its use as a tool to analyse. First, analysing the writer's concept of leadership and decision-making in the main events of her actual life by conducting a close reading of her biography, selecting decisions taken at times of crisis then deciding whether they present the Id, Ego, or Superego. Second, analysing the leading characters in the story; their ways of making decisions, solving problems, handling the situations, and selecting

appropriate choices. Then, deciding about the Id, Ego, and Superego of each leading character that has taken a decision. At last, juxtaposing the two analyses, comparing between them, and extracting the similarities in order to display them as the link between Rowling's concept of leadership and decision-making in actual life and fiction.

Following Freud's psyche structure, and considering the different attitudes and decisions that are taken by the characters Ron, Hermione, and Harry throughout the series. Ron is the representation of Rowling's Id. He presents her aspect of desire and pleasure axiom. As well, his spontaneity and careless nature resemble Rowling's role and attitude in certain real-life incidents. Hermione is the symbolic Superego of Rowling because they share the same ways of discipline and appreciation of the social convictions and strict manners. Ultimately, Harry embodies Rowling's Ego as he mediates between Ron and Hermione in most of the events. Also, he shares the same problem-solving spirit and ways of reasoning as the writer in reality.

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## Résumé

Essentiellement, la série *Harry Potter* de J.K. Rowling a été considérée comme l'une des principales œuvres littéraires riches et bien fournies en concepts de leadership et en styles de prise de décision. En attendant, c'est une sorte de reflet des expériences de vie réelles de l'écrivain. De plus, J.K. Rowling elle-même est une leader efficace qui a influencé les lecteurs du monde entier et a amélioré sa réalité grâce à un esprit de décision distingué. Ce document de recherche a enquêté sur les connexions cachées au-delà de la réalité dans la vie réelle et la fiction de l'écrivain de la série. Il visait à analyser le concept de leadership et de prise de décision de l'écrivain selon la théorie Freudienne de la structure de la personnalité, puis de le relier aux trois personnages principaux de l'histoire. Ce travail a été abordé par une approche psychanalytique, historique, biographique et comparative. D'importance égale, l'emploi de la théorie Freudienne a permis de révéler le fait que la psyché de Rowling se reflète à travers la série *Harry Potter*, à savoir à travers Harry, Hermione et Ron, en tant qu'Ego, Super égo et Id, de l'écrivain respectivement. Finalement, les événements réels des différentes étapes de la vie de l'écrivain ont eu un impact et des traces remarquables sur les intrigues de la série.

جوهريا تعتبر سلسلة هاري بوتر للكاتبة ج.ك. رولينج من الأعمال الأدبية الرئيسية الغنية جيدا بمفاهيم القيادة وأساليب اتخاذ القرار. في غضون ذلك ، فهي تمثل انعكاسا لتجارب الحياة الفعلية للكاتبة. علاوة على ذلك ، ج.ك. رولينج نفسها تعتبر قائدة فعالة أثرت في القراء في جميع أنحاء العالم وحسنت واقعها بروح مميزة في اتخاذ القرار. اهم ما بدر في هذا البحث الا وهو الكشف عن الروابط الخفية بين الواقع في حياة الكاتبة والخيال في السلسلة. هدفت هذه الدراسة إلى تحليل مفهوم الكاتبة للقيادة و اتخاذ القرار وفقاً لنظرية فرويد لبنية الشخصية ، ثم ربطها بالشخصيات الثلاثة الرئيسية في القصة. تمت مقارنة هذا العمل من خلال نهج التحليل النفسي والتاريخي والسيرة الذاتية والمقارنة. أدى توظيف النظرية الفرويدية إلى الكشف عن حقيقة أن نفسية رولينج تنعكس من خلال سلسلة هاري بوتر ، أي من خلال هاري وهيرميون ورون ، باعتبارهم الأنا ، والأنا العليا ، والهوية للكاتبة على التوالي. في الاخير ، فإن الأحداث الفعلية في المراحل المختلفة من حياة الكاتبة كان لها تأثير ملحوظ على مختلف الاحداث في السلسلة.