# Humanism

## Chapter 13

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**Chapter 13 Big Ideas**

Abraham Maslow

Human Needs: A Hierarchical Theory
- D-needs
- B-Needs

Hierarchy of Needs
- Drive to become *self-actualized* and to fulfill potentials

Self-actualization

Peak Experiences

Carl Rogers

The Rise of Phenomenology

Actualizing Tendency

The Self
- The self-concept

Congruence / Incongruence

Personality Development

Unconditional positive regard

Person-Centered Therapy
- Empathy
- Acceptance
- Genuineness

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## Abraham Maslow

- 1908-1970
- Born Brooklyn, NY
- Experienced Anti-Semitism as child
- Not close to parents
- Cruel, "schizophrenic" mother, afraid of father
- Siblings were favored
- Questioned how he turned out so well

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## Human Needs: A Hierarchical Theory

- Human experience associated with growth
  - Vs. the "balance" perspective we've seen so far
  - Instead, humans as "wanting animals," always desiring something → *motivated*
  - More than one type of motivation, more than one type of need…
  - Not all needs are equal

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## On Motivation…

- Human motivation associated with reducing tensions (i.e. what we lack)
  - D-needs (deficiency needs)
    - Physiological survival (food, shelter, sex, rest)
    - Safety

D-need → Motivation → Tension reduction

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## …and Metamotivation

- Metamotivations are growth tendencies
  - B-Needs (being needs)
    - Drive to self-actualize, fulfill inherent potential, enrich our lives, seek stimulation
    - Do NOT arise from deficiency
    - Push us to make the most of ourselves

B-Needs → Metamotivations → Tension Increase

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## Hierarchy of Needs

- Drive to become *self-actualized* and to fulfill potentials
- Needs organized in hierarchy
- Must satisfy D-Needs before addressing B-Needs
  - Some individuals, because of life circumstances, may never move from D-needs
- The higher one goes:
  - Greater physical health
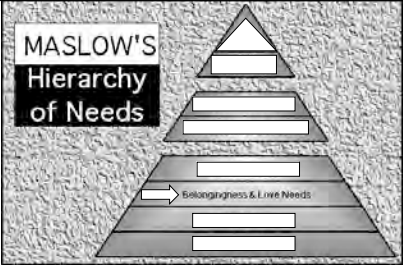  - Greater psychological health

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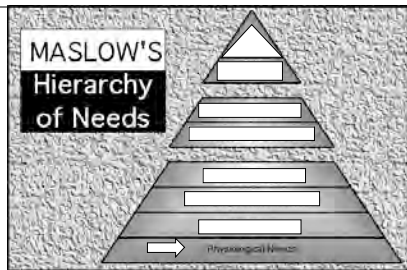


- Physiological needs-also known as biological needs. Consists of oxygen, food, water, constant body temperature.
- Physiological are the strongest needs

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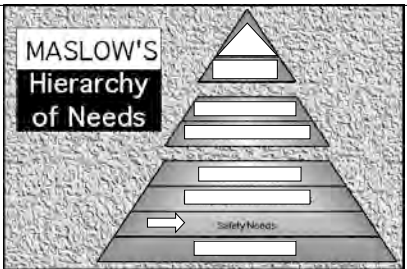


- Safety Needs-Security and Protection from physical and emotional harm
- Adults have little awareness for safety needs except in times of emergency
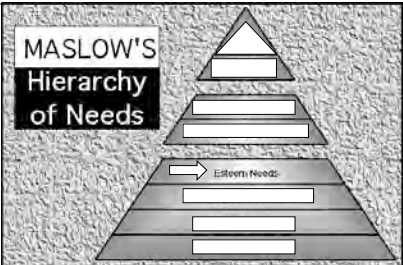
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## MASLOW'S Hierarchy of Needs

- Belongingness & Love needs- people seek to overcome feelings of loneliness and alienation.
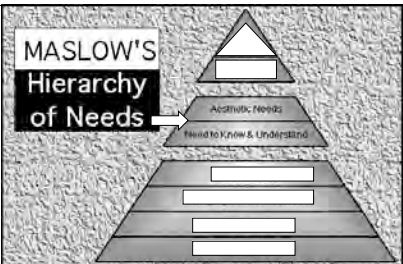- Involves giving and receiving love affection and a sense of belonging

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## MASLOW'S Hierarchy of Needs

Esteem Needs

- Needs for esteem-involves both self-esteem and esteem a person gets from others
- Humans need self-respect and respect of others
- When these needs are satisfied person feels self-confident and valuable
- When not met people feel inferior, weak, helpless, and worthless

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## MASLOW'S Hierarchy of Needs

Aesthetic Needs
Need to Know & Understand

- Needs to Achieve Self-Actualization
  - Cognitive – to know, to understand, to explore
  - Aesthetic-to find symmetry, order and beauty

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**MASLOW'S Hierarchy of Needs**

- Self actualization characteristics
  - Problem focused
  - Incorporate an ongoing freshness of appreciation of life
  - Concerned about personal growth
  - Ability to have peak experiences

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**MASLOW'S Hierarchy of Needs**

- Transcendence – to help others find self-fulfillment and realize their potential

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**MASLOW'S Hierarchy of Needs**

- Maslow recognized that not all personality types followed this hierarchy
- Suggested that flow through the hierarchy can occur at any level at any time and many times simultaneously.

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## Yet Another Pyramid:
## Knowing and Understanding

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  /standing\
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/ Knowledge  \
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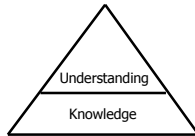
- Knowing is more important and potent than understanding
  - Children initially curious, seek comprehension later
  - Not sharply delineated, overlap w/ other needs

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## Maslow's Needs:
## In order of relative importance

Primary Needs
- Physiological Needs
  - Strongest needs, basic survival
  - Oxygen, water, food, shelter, sex
  - If not met, no motivation for higher needs
- Safety Needs
  - Orderly, stable, predictable world
  - Structure, discipline for children
    - Otherwise anxious, insecure
  - In unsafe environments, individuals expend all of their energies w/safety needs

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## Maslow's Needs

Secondary Needs (more rare)
- Belonging and Love Needs
  - Affection and intimate relationships
  - Group membership
    - Family, community, gang, etc.

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## Maslow's Needs

- Self-esteem Needs
  - Two forms
    - Respect from others
    - Self-respect
  - Competence, confidence, mastery, achievement
  - Otherwise discouragement, sense of inferiority
  - Respect from others more important as a young person, self-respect more important with age

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## Maslow's Needs

Self-actualization

- Possible only after other needs met and if individual has courage to choose them
- Experience unique and different for each individual
- Not easily described to make another understand
  - Simply, fulfill highest potential (whatever that may be…)

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## The Self-Actualized Person

- Some criticized Maslow for only studying healthy people—pseudo research—friends
  - Stands out from other personality theorists
  - Interest in health and human wellbeing
- The Self-Actualized Person
  - One who is fulfilling themselves, doing all that they can do
  - Self-actualizers have peak experiences
  - 15 characteristics (Awareness, Honesty, Freedom, & Trust)

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## Peak Experiences

- Intensification of experience
- Loss or transcendence of self
- "Epiphany"
- Not necessarily religious, may feel like it
- Experience sense of unity with, meaningfulness in life
- Transformative → things seem different after a peak experience

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## Peak Experiences

- All humans, not just self-actualizers capable of peaking
- Moments of self-actualization
- Can distinguish between process and product
- Focus on the ends, but can appreciate the journey too
  - The process may be more important

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## Carl Rogers



- 1902-1987
- Born outside Chicago
- American Midwest Farm Family
  - Little other social life
- Seminary student before psychology
  - Departs parents fundamentalist thinking
  - Unwilling to profess specific set of beliefs

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## The Rise of Phenomenology

- Rogers Influenced by phenomenology
  - Greek: *phainomenon* (that which appears or shows itself)
  - The view that reality is that which is experienced in the moment
  - Human awareness, perception
- The phenomenal field
  - The sum total of experiences
  - Everything potentially available to consciousness at any one moment
  - We respond to the phenomenal field → *constructed* reality

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## Actualization

- Organisms possess tendency to maintain, actualize and enhance one's self
  - Genetic potential (type of flower)
  - Environmental resources (quality of the bloom)
- All behavior is goal-directed
  - Meeting needs as they are perceived

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## Organismic Valuing Process

- Subconsciously guides us towards productive growth experiences
  - Not encumbered by external rules
  - Societal values are congruent with growth
- *Our inner processes are intrinsically growth producing*

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## The Self

- The structure that functions at the interface of organism and environment
  - Incorporate experiences that enhance the self become incorporated into the self
  - Think of a membrane…
- The self-concept is the portion of the phenomenal field that can take perspective in the situation
  - Object of perception: Can distinguish between "I" and "you", self-other
  - Values of society, experiences, etc.

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## Experiences

Symbolized
- Accepted into consciousness and organized as a part of the self

Denied/Distorted
- Experiences incongruent with self-structure
- A young woman brought up in a family in which aggression is considered to be unfeminine
  - Lose ability to be assertive (distorted concept of aggression)

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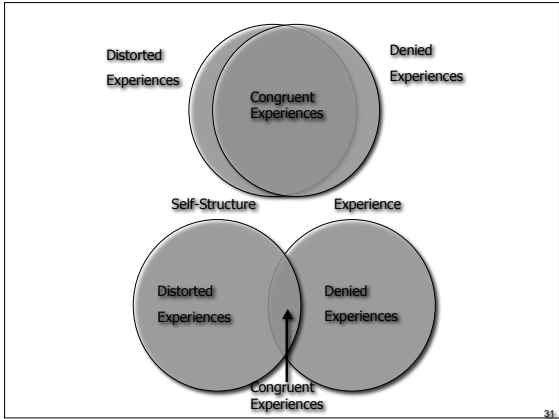## Congruence / Incongruence

Congruence
- A goal of self where symbolized (*idealized*) experiences match actual experiences
  - Integrate both sides of the coin
  - Free from inner tension, psychological adjusted
  - Not unrestrained behavior

Incongruence
- Occurs when there is disconnect between symbolized and actual experiences → the "good" but punishing mother
  - One may distort or deny incongruence
  - Maintaining the distortion can disrupt needs

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Distorted
Experiences

Denied
Experiences

Congruent
Experiences

Self-Structure

Experience

Distorted
Experiences

Denied
Experiences

Congruent
Experiences

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# Personality Development

- Did not posit a stage theory
- Focused on factors associated with emergence of self-actualization
  - Genetic determinants
  - Environmental influences, too!

- Children have two basic needs

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# Personality Development

Positive regard
  - Loved & accepted by others for who one is
  - Children crave acceptance, will make major changes to earn the acceptance of others

Unconditional positive regard
- The ideal
- Given to children with no contingencies, "no strings attached"
  - Can object to *behaviors*, but not the child or his/her feelings
  - "Writing on the wall destroys it" vs. "You are bad…"

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## Personality Development

- Problems can arise when parents give conditional positive regard
  - Regard only given in certain circumstances
  - Children learn that parents only love them if they behave, think, and feel in certain ways
  - Children experience conditions of worth
    - Provisions under which a child will be accepted
    - Integrate the values of others
    - Incongruence

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## Personality Development

Positive self-regard

- Follows automatically with unconditional positive regard
- Favorable view of self, self-acceptance

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Figure 13.5

Rogers's view of the roots of disorders. Rogers's theory posits that anxiety and self-defeating behavior are rooted in an incongruent self-concept that makes one prone to recurrent anxiety, which triggers defensive behavior, which fuels more incongruence.
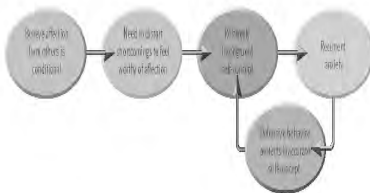
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## Person-Centered Therapy

- Rogers' approach to psychotherapy
- AKA Client-centered or nondirective therapy
  - Therapist engages in reflective listening
- Conditions for Therapeutic Change
  - Empathy
  - Acceptance
  - Genuineness

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## Achieving Therapeutic Change

Empathy
- The ability of the therapist to experience another person's feelings "*as if*" they were one's own
  - Intellectual identification with or vicariously experiencing the thoughts/feelings of another
  - NOT sympathy: harmony of feeling in which whatever affects one affects the other

Acceptance
- A therapist's ability to remain nonjudgmental when a client recounts things
  - No conditions of worth!

Genuineness
- A therapist who is integrated, and deeply aware of experiences in the therapy relationship

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## Responses to Emotional Communications

Child: "I'm afraid of the dark!"

Evaluative response (value judgments):
  "You shouldn't be afraid of the dark!"
Interpretive response (telling what the problem *really* is):
  "That's because you're a child—you'll grow out of it."

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## Responses to Emotional Communications

Reassuring response (soothing):
"Lots of children are afraid of the dark."

Probing response (information seeking):
"What about the dark frightens you?"

Reflective response (capture underlying feelings in the original communication):
"You're very scared/worried."

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