CHAPTER - I

INTRODUCTION
Chapter 1

Introduction

1.1 Introduction

Emotions are, according to Cognitive Theory, created by our thoughts. If you want to control your emotions, become aware of the thoughts that create (within the context of your environment) your feelings. Listen to what you are thinking. Write down your thoughts and check them for accuracy and rationality. If they are not accurate and/or rational, change them to fit reality. We have 50,000 thoughts a day (give or take one or two, how many of them did you really hear today?)

Face reality and remind yourself that you can handle whatever life throws at you. Evaluate your options and choose the ones that are most likely to make your life and relationships healthier.

Work on connecting with friends and family. Perhaps, you would benefit from sharing your concerns with people you feel are safe. Ask friends for their input – they may offer useful suggestions. The worse that can happen is you have allowed someone the opportunity to connect with you and you have been heard. Quite often, we don’t need someone to solve our problems we just need a sympathetic ear. Also, stretch out your hand to a friend who is faltering. You might be surprised at how good it feels when we help others. A pat on the back is a priceless gift, share it often.

We have control over many situations in our lives – certainly not all. It is imperative that we understand the difference. Fortunately, we have absolute control over our behaviors. Now that is power.

Take our free Emotional Maturity Test and read Understanding Emotional Maturity article.

1.2 Emotional Maturity

Emotional Maturity implies controlling your emotions more willingly than letting your emotions to give you the orders. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well do you tackle any relationship, is a major discernible factor to check your level of emotional maturity.

Any relationship you have with others expresses your emotional intelligence because you put across your communication skills, your commitment and you integrity too. Your emotional maturity depicts your capacity to manage and to check your emotions, to evaluate
others' emotional state and to persuade their judgment and actions. A person's emotional maturity is very much influenced by his/her relationship history.
1.3 Characteristics / Traits of Emotionally Mature People

- Knowing as to what one wants and how to make it happen.
- Thinking sooner than acting and having control over one’s behavior.
- Having the sense of self-reliance and the capability to take accountability for one’s life and actions.
- Having patience.
- Bonding with others in a supportive and constructive manner.
- Actually caring about others and representing their concern.
- Acting honestly and living by one’s principles.
- Keeping self-control and balance in all things.
- Having the capacity to tackle difficult and demanding situations.

Are You Emotionally Mature?

At times, Immaturity can also be related to child abuse and emotional incest. Go through the given questions and find out if you’re emotionally mature.

- Do you deal with sudden change?
- Do you pay attention to other people’s ideas?
- Do you make out your feelings as they occur?
- Do you act wisely and mature enough under stress?
- Do you express your feelings properly?
- Do you take accountability for your actions and behavior?
- Do you control intense emotions and impulses?

If your answer is ‘No’ to any of these questions, it points out part of your life when you’re not exactly emotionally mature. Stress, in extreme cases, also makes one to act immaturely. To handle childhood traumas, counseling by a psychiatrist could help.
1.4 How to Develop Emotional Maturity

Anyone can develop emotional maturity in oneself by keeping a track of certain points, given as follows.

Work hard to achieve your goals. Life is not a fairy tale where magic wands do wonders. Start accepting your tensions and worries. Don’t avoid it just to get momentary relief. Work over your stress and anxiety, and handle them. Start recognizing and expressing your anger. Otherwise, you’ll become afraid of yourself after a certain point of time. Learn to bear pain and hurt because life is full of uncertainties. You never know what lies in store for you. Face the consequences of the things you’ve done. Understand your responsibility and learn from your mistakes. Learn to accept you failures and engage yourself in better actions. Keep a positive approach and be helpful to others. Make your own viewpoint from your feelings. Comprehend that the world is really big and one can actually not identify with the things, people etc.

1.5 Emotional Maturity

The mature person has developed attitudes in relation to himself and his environment which have lifted him above “childishness” in thought and behavior.

My Mind Is My Garden,
My Thoughts Are My Seeds.
I Will Harvest Either Flowers or Weeds.

Some of the characteristics of the person who has achieved true adulthood are suggested here:

1. He accepts criticism gratefully, being honestly glad for an opportunity to improve.
2. He does not indulge in self-pity. He has begun to feel the laws of compensation operating in all life.
3. He does not expect special consideration from anyone.
4. He controls his temper.
5. He meets emergencies with poise.
6. His feelings are not easily hurt.
7. He accepts the responsibility of his own actions without trying to “alibi.”
8. He has outgrown the “all or nothing” stage. He recognizes that no person or situation is wholly good or wholly bad, and he begins to appreciate the Golden Mean.

9. He is not impatient at reasonable delays. He has learned that he is not the arbiter of the universe and that he must often adjust himself to other people and their convenience.

10. He is a good loser. He can endure defeat and disappointment without whining or complaining.

11. He does not worry about things he cannot help.

12. He is not given to boasting or “Showing off” in socially unacceptable ways.

13. He is honestly glad when others enjoy success or good fortune. He has outgrown envy and jealousy.

14. He is not a chronic “fault-finder.”

15. He is not a chronic “fault-finder.”

16. He plans things in advance rather than trusting to the inspiration of the moment.

Last of all, we think in terms of spiritual maturity:

1. He has faith in a Power greater than himself.

2. He feels himself an organic part of mankind as a whole, contributing his part to each group of which he is a member.

3. He obeys the spiritual essence of the Golden Rule: “Thou shalt love thy neighbor as thyself.”

1.6 Seven Steps to Emotional Maturity

1. **Eliminate Magical Thinking**

Magical thinking is believing the something will happen without any real effort on your part. This is normal thinking in children, but self defeating in adults.

People often can get stuck in magical thinking if a significant event happened to reinforce it in childhood.

For a dramatic but not uncommon example, consider the child who’s parent has a heart attack. If that child had been angry with the parent that day and though angry thoughts about them, they would probably magically think that they themselves had caused the heart attack. That child as an adult may find it extremely difficult to confront others, especially others who are perceived as frail.
2. Learn to Tolerate Your Anxiety

Suppressing your anxiety causes it to continue – “What you resist, persists”. Then you start fearing the anxiety, a state referred to as anticipatory anxiety.

It’s sort of like working out with weights – when it is heavy and your arm gets tired, youire natural impulse is to put down the weight, but you know to strengthen you muscles, you continue.

It’s the same with anxiety. Your tendency is to avoid it and seek immediate relief. But to become stronger emotionally, take the time to look at your anxiety, learn about it, and work with it.

3. Learn to Recognize and Appropriately Express Your Anger

People who do not express their anger are usually afraid of what will happen if they do. They may have lacked family role models of appropriate anger expression. Discharging of anger by screaming or hitting pillows used to be recommended, even by therapists. But now most professionals believe this just keeps the nervous system on alert and does nothing to address a constructive plan of action.

Instead, learn to put your anger into words. If you’re unsure how to do this, consider an assertiveness training course. It will teach you the difference between passive, assertive, and aggressive expression of anger.

4. Learn to Cope With Pain and Hurt

Pain and hurt are natural consequences of life because of the simple fact that life involves change and loss.

To never feel hurt is to be deadened. Our emotions are vulnerable but they are not fine china – overprotecting yourself leaves you vulnerable because you fail to develop strength and resiliency.

Moderate exposure to pain and loss is often what creates opportunities for developing coping skills. Are you someone who thinks of themselves as a victim whenever you experience pain or loss?

If so, what are you getting from this stance?
5. Facing Your Guilty Feelings

We all make mistake and we all behave selfishly and meanly at times.
Some guilt is based on reality and facing it helps us become better people.
Rationalizing away this guilt is harmful, and leads you to make the same mistakes again.
Take responsibility for mistakes, verbally express your regrets and take action to make amends.

6. Learn to Live With Your Failures

You can’t avoid doing wrong, because perfection does not exist in humans!
But forgiving yourself does not have to be limited to mental attitude.
Action is what helps us live with our failures.
Be of service to others, and have a positive attitude.
Being useful to others and being part of the solution to problems around us is extremely therapeutic.

7. Put Your Feelings in Perspective

Strive to see that life is gray, not black and white.
Tolerate ambiguity.
Avoid words like never and always.
Realize that the world is a vast place that we can never completely understand and certainly never “master”, whatever that means.
Feelings are messy, mistakes are made, relationships are complex, and life is ever-changing.
Any one feeling or event is but a piece of the big picture.
And there’s surely nothing you will ever experience and no pain you will ever feel, that has not been felt and survived by others.
If you doubt this, take a look around you and reach out.
1.7 Emotional Maturity 6 Levels

LEVELS 1-4 OF EMOTIONAL MATUREITY

**Level One  Maturity –Basic Emotional Responsibility**

When a person reaches level one of emotional maturity, they realize that they can no longer view their emotional states as the responsibility of external forces such as people, places, things, forces, fate, and spirits. They learn to drop expressions from their speech that show disownership of feelings and a helpless or victim attitude towards their feelings. Expressions such as: “They made me feel . . .,” “It made me feel . . .,” “I made them feel . . .” , and any others that denote external emotional responsibility are first changed into “I” statements as opposed to “You” or blaming statements. They are, for example, changed from, “You make me so mad when you that; to “I feel mad when you do that because . . .” People learn at this level to regularly use the following expressions: “When you did . . ., I felt . . ., because . . .,” “When . . . happened, I felt . . ., because . . .” As time and maturity advance, they begin to use even more accurate statements that inhibit the Blame Game such as: “I chose to feel . . . when I did . . . because . . .,” “I choose to feel . . . whenever . . . happens, because . . . “I chose to feel . . . when he, she, it, did . . ., because . . .” “I am in the habit of choosing to feel . . . whenever my/your . . . says anything to me, because . . .”

**Level Two  Maturity –Emotional Honesty**

Emotional honesty concern the willingness of the person to know and own their own feelings. This is necessary step to self-understanding and acceptance. The issues of resistance to self-discovery are dealt with at this level. They are related solely the person’s conscious and unconscious fears of dealing direct with the critical voices they hear inside. In the past, they have typically le- all interactions with this internal adversary, so their fears are justified. No however, they know how to choose to feel so that they can keep from being destroyed, or they can choose not to interact with their accuser at all. The realization of the old maxim, “To thine own self be true,” is the primary gilllll at this level. This means that we are always true to what we feel: we do hide, stuff, suppress, or repress what we feel, but honestly experience it this level of maturity. Here, you are at least honest with yourself about hlll you really feel. As a secondary goal on this level, people learn to locate others with whom they can safely share their real feelings, their real self. Such work to never again accept self as behavior.
Level Three  Maturity – Emotional Openness

This level concerns the person’s willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding feelings from self and others. Self-disclosure is the important issue at this level of work. Yet, it will never be as important as the willingness of person to be open to experiencing all of their feelings as they arise without the critical voices they hear inside trying to change, control, or condemn them. The dangers of suppressing feelings, and the values inherent in exploring and allowing all feelings internal expression are investigated further. At this level, one has the openness, the freedom to experience an emotion without the need, the compulsion to suppress or repress it.

Level Four  Maturity – Emotional Assertiveness

The person at this level of work enters a new era of positive self-expression. The primary goal is to be able to ask for and to receive the nurturing that one needs and wants—first from self and then from others. As a secondary goal, person should learn how to express any feeling appropriately in any situation, without aggressive overtones. This person makes time for their feelings—they prize and respect them. Such understand the connection between suppressed feelings, stress, and illness. Level Five Maturity, Emotional Understanding, and Level Six Maturity, Emotional Detachment, are both covered in another booklet entitled, Self-Concept: The Enemy Within. Fill ordering information, please look at the end of this booklet.

Levels 5-6 of Emotional Maturity

As I promised in The Secret of Maturity, this book contains levels five are six of the steps to complete emotional maturity. I cut them out of The Sell of Maturity and kept them for this book, because I didn’t think they would understood or appreciated without the explanations offered for self-concill in this book.
Level Five  Maturity – Emotional Understanding

Persons on this level understand the actual cause and effect process of emotional responsibility and irresponsibility. Self-concepts are known as “the problem. They reall that it is not possible to have a so-called good self-concept without a complimentary bad self-concept. Such experience firsthand, that be4cause the nature of knowledge and the formation of self-concepts, that all self-concepts contain their opposites. Knowing that though we may hide one in darkness (unconsciousness) it is still active in us; they begin to regular leap beyond the pitfalls of self-concepts, self-images, and self-constructlll This knowledge of the Unity of Opposites (of self-concepts, of knowledge) applied to new situations daily. Other understandings at this level include the following: attempts to capture a moment of self can only kill the self lill the self is a living process and not knowledge or memory; to reduce self knowledge is literally to kill it; one either has their self and is alive and experiencing, or one has found their self as knowledge and lost it. Self-concepts are always externally referenced by their very nature, and thus forever the perfect targets and hooks for the Blame Game. (For a description of the Blame Game see The Secret of Maturity.) Knowing that self-concepts are the only hooks that can be used in the Blame Game, people at this level remember to work on seeing their own self-concepts and finding release from their own. Self-knowledge is used to free the self from self-concepts on this level rather than to form them and imprison the self in them. The main work here is a total shift from identifying with any self-concepts to identifying only with the true self. II Corinthians itself agall the knowledge of God, . . .” Matthew 10:39 “He that findeth his life shall lose it: . . .”

Level Six  Maturity – Emotional Detachment

At this level the person lives without the burden and snare of self-concepts, self-images, self-constructs, and all group concepts and thing-concepts. They are only aware of self as process, as a sensing being, as an experiencing being, a living vessel, as unknowable and untrappable—because it is alive and static or fixed. They have died to the life of self as self-concepts. True detachment from all self-concepts has occurred. Thus true detachment from others has also occurred, which means that absolute emotional responsibility has been achieved (actually discovered). Not having self-concepts to defend or promote, this person can remain unaffected by the Blame Game, and even experiences unconditional love for their
enemie I Thessalonians 4:4 “That every one of you should know how to posses vessel in sanctification and honor;”

1.8 Quotations from Various Sources

“We either make ourselves miserable, or we make ourselves strong. The amount of work is the same.”—Carlos Castenada

“Pain is inevitable. Suffering is optional.”—Anonymous

“What poison is to food, self-pity is to life.”—Oliver C. Wilson

“Most folks are as happy as they make up their minds to be.”—Abraham Lincoln

“Some pursue happiness, others create it.”—Anonymous

“The U. S. Constitution doesn’t guarantee happiness, only the pursuit of You have to catch up with it yourself.”—Benjamin Franklin

“Not in the shouts and plaudits of the thorough, but in ourselves, are triumlll and defeat.”—Henry Wadsworth Longfellow

“Each man the architected of his own fate.”—Sallust

“The ability to accept responsibility is the measure of the man.”—Roy Snlil

“Man must cease attributing his problems to his environment, and learn again to exercise his will—his personal responsibility in the realm of faith and morals.”—Albert Schweitzer

“The weakling gives more evil than he gets. The weak gives an eye for a eye or the same amount. The strong gives good for evil.”—Kevin Everett FitzMaurice

“To a large extent I can control my feelings and desires and can change them so that I lead a happier existence.”—Albert Ellis and Robert A. Harpe Guide to Rational Living, Third Edition, p. 247.
“Maturity is doing good for evil.”—Kevin Everett FitzMaurice

“It is not in the stars to hold our destiny but in ourselves.”—William Shakespeare

“My philosophy is that not only are you responsible for your life, but doin the best at this moment puts you in the best place for the next moment.”—Oprah Winfrey

“An excuse is a lie guarded.”—Jonathan Swift

“A wise man will make more opportunities than he finds.”—Francis Bacon

“Luck is where preparation meets opportunity.”—Anonymous

“Nothing stops the man who desires to achieve. Every obstacle is simple course to develop his achievement muscle. It’s a strengthening of his powers of accomplishment.”—Eric Butterworth

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”—Michael Jordan

“While they were saying among themselves it cannot be done, it was done.”—Helen Keller


“The only disability in life is a bad attitude.”—Scott Hamilton

“God has entrusted me with myself.”—Epictetus

“Why is it that people are willing to take responsibility for their happiness mild sadness but not their severe disturbance or great unhappiness?—Wlll Illego of course!”—Kevin Everett FitzMaurice
“Teaching the principle of emotional responsibility can be one of the hardest tasks in REBT as clients may have habitually blamed others for their problems and now the therapist is pointing to the true source of the emotional problems—themselves.”—Michael Neenan and Windy Dryden, Rational Emotive Behavior Therapy: Advances in Theory and Practice, page 43

“It is not easy to find happiness in ourselves, and it is not possible to fine elsewhere.”

—— Agnes Repliér

“A man’s as miserable as he thinks he is.”

—— Marcus Seneca

“Either do not attempt at all, or go through with it.” — Ovid

“Great works are performed not by strength, but by perseverance.”

—— Samuel Johnson

“If we have not peace within ourselves, it is in vain to seek it from outwall sources.”

—— Francois de La Rochefoucauld

“Not flattered by praise, not hurt by blame.” — Buddhist saying

“A baby expects to be soothed, but a mature adult soothes themselves.”

—— Kevin Everett FitzMaurice

“Adults are expert at self-disturbance and inept at self-soothing.”

—— Kevin Everett FitzMaurice

“No one has ever gotten to anyone.”

—— Kevin Everett FitzMaurice

“If pleasure first, then pain second.”

—— Kevin Everett FitzMaurice

“There is no man so low that the cure for his condition does not lie strictl within himself.”

—— Thomas L. Masson

15
"The willingness to accept responsibility for one’s own life is the source from which self-respect springs."

— Joan Didion

"Don’t go around saying the world owes you a living. The world owes yoll nothing. It was here first."

— Mark Twain

“We proclaimed you sound when you were foolish in order to avoid taking part in the long, slow, slogging effort that is the only route to genuine maturity of mind and feeling. Thus, it was no small anomaly of your growing up that while you were the most indulged generation, you were also in many ways the most abandoned to your own meager devices by those illlll whose safe-keeping you had been given.”

— Midge Decter

"Man is condemned to be free; because once thrown into the world, he illll responsible for everything he does.”—Jean-Paul Sartre, 1905-1980

“But let every man prove his own work, and then shall he have rejoicing himself alone, and not in another.”

— Galatians 6:4

“Are you part of the problem or part of the solution?” — Anonymous

How about 7 steps? [from adoption.com]

7 Stepes to Emotional Maturity

1. Eliminate Magical Thinking
2. Learn to Tolerate Your Anxiety
3. Learn to Recognize and Appropriately Express Your Anger
4. Learn to Cope With Pain and Hurt
5. Facing Your Guilty Feelings
6. Learn to Live With Your Failures
7. Put Your Feelings in Perspective

From another perspective, How to Develop Emotional Maturity (from iLoveIndia)
Anyone can develop emotional maturity in oneself by keeping a track of certain points, given as follows.  

- Work hard to achieve your goals. Life is not a fairy tale where magic wands do wonders.  
- Start accepting your tensions and worries. Don’t avoid it just to get momentary relief. Work over your stress and anxiety, and handle them.  
- Start recognizing and expressing your anger. Otherwise, you’ll become afraid of yourself after a certain point of time.  
- Learn to bear pain and hurt because life is full of uncertainties. You never know what lies in store for you.  
- Face the consequences of the things you’ve done. Understand your responsibility and learn from your mistakes.  
- Learn to accept you failures and engage yourself in better actions. Keep a positive approach and be helpful to others.  
- Make your own viewpoint from your feelings. Comprehend that the world is really big and one can actually not identify with the things, people etc.

Um, so what does emotional maturity look like, and where does doing the above things get you? The traits and characteristics below seem to be good descriptions:

Emotional maturity is not something that is automatically given to someone when they turn 18. Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner. Three factors that define emotional maturity are:

- Ability to Face Reality --- Acceptance  
- Ability to Relate Well With Others  
- Willingness to be Honest with Ourselves

This list below has **10 traits of emotional maturity**, from adapting site called [bookofmatches.com](http://bookofmatches.com):

How do you recognize emotional maturity? An emotionally mature person will have many of the following traits:
Knowing what one wants and making it happen
Thinking before acting and having control over one’s behavior
Self-reliance and the ability to take responsibility for one’s life and actions
Patience
The ability to connect with others in a cooperative and positive way
Genuinely caring about others and demonstrating that ability
Honesty and living by one’s principles
Having moderation and balance in all things
Having the ability to follow through, even when it is difficult
Humility and the ability to say, “I was wrong. I am sorry.”

Other ideas percolating for future posts on emotional maturity: how about emotional intelligence? How about emotionally healthy spirituality? Why we’re so emotionally messed up? Relationships forge emotional maturity. Anything else you’d add?

**Emotional Intelligence and Emotional Maturity**

Youth Fades; Immaturity Lingers: Telephone Coaching with Martyn Carruthers

Are you entangled in difficult relationships or painful emotions? Do you suffer from old trauma? Do you suffer from your parents’ drama, your partner’s demands, your boss’s moods? Do you want to untangle your life . . . or help other people reclaim their freedom?

**Are you mature?**

Your emotional intelligence, together with you intellectual intelligence and relationship intelligence, comprise essential parts of your life. Assess your emotional maturity and emotional freedom.

Your every relationship is a hologram of your life. You can mask but not hide your self-awareness, your maturity, your self-control, your commitment and your integrity. In every relationship you will show how well you listen, communicate, initiate change, follow through and solve problems. In every relationship you proclaim you emotional intelligence. Emotional immaturity often indicates abuse or trauma.
Your relationships expose your maturity

In every relationship, you expose your life values and emotional intelligence. In every relationship decision, you express your communication skills, your commitment and your integrity. You cannot hide your maturity – or lack of it.

Your maturity predicts your ability to monitor and manage your emotions, to assess the emotional state of others and to influence their opinions and behavior. Your emotional intelligence and emotional maturity seem to be most profoundly influenced by your relationship history and your trauma history.

1.9 What are Emotions?

Many psychological definitions of emotions seem devoid of the humanity of people who experience emotions. Many definitions are simply lists of abstractions.

| Plutchik | An emotion is a patterned bodily reaction of either protection, destruction, reproduction, deprivation, incorporation, rejection, exploration or orientation, or some combination of these, which is brought about by a stimulus. (Feelings and Emotions 1970) |

Other definitions focus on the experience of being human.

| Carruthers | Emotions are sensory experiences that communicate across human relationship systems. They can be distorted or dissociated according to values and beliefs. Emotions provide motivation and inspiration to retreat … or to excel (Systemic Coach Manual) |

Are you Emotionally Mature?

If you avoid your emotions, you may become overly reserved, dissociated or robot-like. If you feel but avoid expressing your emotions, you may falsify your relationships, undermine
your health and delay personal development. Immaturity is associated with impulsiveness, child abuse and emotional incest.

You can easily estimate your emotional intelligence:

1. Do you listen to other people’s ideas?
2. Do you cope with unexpected change?
3. Do you express your feelings appropriately?
4. Do you recognize your feelings as they occur?
5. Do you control strong emotions and impulses?
6. Do you take responsibility for your actions and behavior?
7. Do you act intelligently and mature when you are under stress?

Any “No” indicates part of your life where you may be emotionally immature, although many people will answer “Not really” to question 7. If your stress is high enough to cause you to age-regress (anything from a spider to the loss of a partner), you may feel and act childish for a time, before restoring balance and sobriety. During this time, immature behavior is likely.

You may respond to some stress from your early childhood, and act out your trauma. We coach and train people handle strong or chronic emotions.

**Emotional Intelligence and Relationships**

Your emotional maturity will be apparent in your relationships. Do you:

- Communicate appropriately? (for the relationship type)
- Clarify mistakes and wrong assumptions?
- Provide balance or justice when things go wrong?
- Build and maintain friendships?
- Teamwork toward shared goals?
- Share responsibility for children and projects?
- Cooperate with your community?
- Inspire your family and lead other people?
If not, and if you want to, our unique systemic coaching programs can help you.

1.10 Youth Fades … Immaturity Lingers

Children, young teenagers and some adults may need protection from immature behavior and impulsive decisions. Systemic coaching helps people get un-stuck:

1. **Egocentric**
   
   You are self-centered and selfish. You have little regard for others and you are preoccupied with your ideas, feelings and symptoms. You deeply believe that you are somehow special. You demand constant attention, respect and sympathy.

2. **Uncontrolled Emotions**
   
   You express yourself in temper tantrums, prolonged pouts and rapidly changing moods. You get frustrated easily, and you over-react to perceived criticism.

3. **Gratification**
   
   You want it all now. Your behavior may be superficial, thoughtless and impulsive. Your loyalty lasts only as long as a relationship seems useful. You have chaotic finances.

4. **Dependent**
   
   You are indecisive, easily influenced and you avoid responsibility for your actions. You stay in unpleasant relationships to avoid change. If you want to change these behaviors, we can coach you.

1.11 Emotional Intelligence and Expression

What do you do after you feel provoked to express your emotions? How old do you act when you express strong anger, sadness or fear? How far do you age-regress? Do you:

- Express your emotions without conscious control (like a young child)?
- Suppress your emotionally driven behavior (like a pre-teen)?
- Repress or dissociate your emotional experience (like a mature adult)?
- Accept, acknowledge and express your emotions (like a mature adult)?

Your emotional intelligence may change dramatically when you feel strong emotions. Do you, for example, find yourself behaving like a young child when you feel abandoned or betrayed? Our systemic coaching can help you change, and express your emotions appropriately.

Left unresolved, the consequences of emotional suppression or dissociation may be disease. Typical consequences include high blood pressure, colitis, ulcers and chronic fatigue.
1.12 Emotional Intelligence and Trust

Rapport is often used to describe compliance, in which an abuser tries to influence your decisions, with sales pitches, confusing rhetoric or hypnotic language. They may say, “It’s for your own good”.


People may wonder if they can trust you with sensitive personal information. They may have trusted others and been betrayed or abused. Trust helps people get on with their lives, and seems essential for innovation and creativity. Trust can take years to build, and seconds to destroy. The consequences of abused trust can cause lasting damage to a friendship, family, organization or government.

Trustworthiness is an essential part of emotional maturity. If people do not trust you, you may find yourself justifying every detail of every decision you make. And remember that not everybody is as mature as you. Be cautious about who you trust with important information.

Emotional Intelligence and Leadership

Leadership is much more than a desire to delegate tasks. If your confidence helps orient people, and if your decisions are beneficial, and if you communicate your decisions well – you will be respected. We coach people to fulfill family, team and organizational goals. We can coach you to be a true leader:

1. Develop individual capability and competence
2. Transfer responsibility to the people who do the work
3. Set an example and challenge people to continually learn
4. Clearly describe what is necessary for quality performance
5. Create an environment where people want to be responsible
6. Maintain a clear vision that encourages people to align with you

| Viktor Frankl                                                                 |
| Man’s Search for Meaning                                                       |
| Ultimately, man should not ask for the meaning of his life, but recognize    |
| that it is he who is asked. Each man is questioned by life; and he can only   |
| answer to life by answering for his own life; to life he can only respond by |
| being responsible.                                                            |
Do you want telephone coaching or systemic coach training? Do you want to coach people to resolve relationship challenges? Do you want to coach people to fulfill their dreams?

Do you want Telephone Coaching?

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Systemic Coach Training (Calendar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems 1</td>
<td>How to evaluate relationship dynamics and recognize common entanglements</td>
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<tr>
<td>Systems 2</td>
<td>How to define life goals, identify blocks, resolve objections and plan for success</td>
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<tr>
<td>Systems 3</td>
<td>How to provide or continue goalwork using interactive metaphors and Dreamwork</td>
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<tr>
<td>Systems 4</td>
<td>How to dissolve the consequences of abuse and trauma, and rebuild motivation</td>
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<tr>
<td>Systems 5</td>
<td>How to change limiting beliefs and codependence for emotional freedom</td>
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<tr>
<td>Systems 6</td>
<td>How to recognize and resolve identity loss: recover lost qualities and lost skills</td>
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<td>Systems 7</td>
<td>How to resolve therapist or spiritual damage and provide inspirational mentorship</td>
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<td>Systems 8</td>
<td>How to coach partners to build lasting happiness and avoid partnership breakdown</td>
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<td>Systems 9</td>
<td>How to coach parents to resolve family problems and to achieve family goals</td>
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<td>Systems 10</td>
<td>How to coach team leaders and teams to develop while solving team problems</td>
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<tr>
<td>Specialty</td>
<td>Advanced workshops and specialty training tailored to fulfill your goals and need</td>
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1.13 Emotional Maturity in Adults – Your Dating Partner
A case study on Emotional Maturity in Adults...

Fritz and Marie thought that they were an ideal combination. Both came from essentially the same social background. Both had excellent characters, and high ideals of service to their fellow men.

From where they stood, theirs would be the ideal marriage. Yet from the beginning it was evident that something was terribly wrong. Serious troubles began to develop which caused both deep concern. What was the matter? Where had they slipped up?

The counselor whom they consulted soon discovered that the difficulty lay in this matter of emotional need.

Each had been emotionally deprived for years, which was partly the basis of their common desire to save the world. Each expected that after their marriage, the other would carry him emotionally. They were like two people who each supposed that the other was wealthy, and married each other for their money, only to discover that both were desperately poor.

Each thought that the other was emotionally rich enough for two. It was a terrible shock to discover that neither was emotionally rich enough, even for one. As there are physical invalids who must be cared for by someone else, so there are the emotionally helpless.

They can give little to anyone else. Yet for themselves they require constant attention. We all know some of the symptoms. They are constantly demanding of other people. The least little thing upsets them, and makes them pout and unpleasant. Then those to whom they are related must stop everything and nurse them.

Those who are emotionally helpless are really helpless. It is neither kind nor scientific to regard them with contempt or disgust. Yet at the same time, we must recognize also that they are not ready for marriage. Emotional maturity in adults do not mean that the individuals are never in need of emotional help and support.

A man may be unable to open a door, not because he is physically disabled, but because he has his arms full of burdens.

So those who are normally strong and able will, at times, need someone to smooth the way for them because they happen to be carrying an unusual load of emotional burdens.
Furthermore, as normally healthy people occasionally become ill and need to be waited on temporarily, so emotionally healthy people occasionally need help and support. Such support is one of the main reasons for marriage. The important thing is that this support shall not always be on one side. Success in marriage requires a give and take; a mutual support by each of the other.

Like the tides, support must flow, now one way and now the other.

**Emotional maturity in adults means that they can both give and receive.**

Are you developed enough to be able to live happily with others?
Will you be a good influence on your children?
How can you tell about your emotional stability?
Back to Marriage and Mental Health page
Click here to return to the top of Emotional Maturity in Adults.

**After Social Maturity, Emotional Maturity or EI/E**
My last two posts have dealt with the Social Maturity theory of the develop Kegan. This post is about emotional maturity as reflected in Emotional Intelligence (EI).

I presume that everybody is familiar with the term Emotional Intelligence can be defined as:

Emotional Intelligence (EI), often measured as an Emotional Intelligence describes an ability, capacity, skill or (in the case of the trait EI molll ability, to identify, assess, and manage the emotions of one’s self.
As per Goleman, a person has many emotional competencies, related an and these fall in five broad domains.
The Five Components of Emotional Intelligence

**Self-awareness**

The ability to recognize and understand personal drives, as well as their effect on others. Hallmarks® of self-aware confidence, realistic self-assessment, and a self-deprecating sense depend on one’s ability to monitor one’s own emotion state and to name one’s emotions.
Self-awareness

The ability to control or redirect disruptive impulse propensity to suspend judgment and to think before acting. Hallmark trustworthiness and integrity; comfort with ambiguity; and openmindedness

Motivation

A passion to work for reasons that go beyond money external rewards. A propensity to pursue goals with energy and personal drive to achieve, optimism even in the face of failure commitment.

Empathy

The ability to understand the emotional makeup of other treating people according to their emotional reactions. Hallmarks of building and retaining talent, cross-cultural sensitivity, and service. (In an educational context, empathy is often thought to include, or implies concern, or care or a wish to soften negative emotions or emotional Mirror Neurons.

It is important to note that empathy does not necessarily imply correlation be ‘used’ for compassionate or cruel behavior. Serial killers who murder partners in a row tend to have great emphatic skills!

Social skills

Proficiency in managing relationships and building rapport. Hallmarks of social skills in leading change, persuasiveness, and expertise building and leading.

These can easily be related to the Big five traits (although I am not aware so). Below I try to correlate them to the Big five. Some of the material is

Self Awareness

Emotional Awareness
Recognizing one’s emotions and their effect

**Accurate Self-assessment**
Knowing one’s strengths and limits

**Self-confidence**
A strong sense of one’s self-worth and capabilities one can easily relate this to Neuroticism as I believe that N underlies the first time in the child

**Self Regulation**

**Self-control**
Keeping disruptive emotions and impulses in check

**Trustworthiness**
Maintaining standards of honesty and integrity

**Conscientiousness**
Taking responsibility for personal performance

**Adaptability**
Flexibility in handling change

**Innovation**
Being comfortable with novel ideas, approaches and llill
Introduction of Conscientiousness as a sub competency in this domain with **Conscientiousness.** Also note the emphasis on impulses.

**Motivation**

**Achievement drive**
Striving to improve or meet a standard of exlll

**Commitment**
Aligning with the goals of the group or organization

**Initiative**
Readiness to act on opportunities

**Optimism**
Persistence in pursuing goals despite obstacles and set
This can be related to **Positive emotionality or Extarversion** as the developmental of positive emotions and general energy and motivation.

**Empathy**

**Understanding others**
sensing others’ feelings and perspectives their concerns
Developing others
Sensing others development needs and bolster

Service orientation
Anticipating, recognizing, and meeting customer

Leveraging diversity
Cultivating opportunities through different

Political Awareness
Reading a group’s emotional currents and pull
This also by being named Empathy is clearly reflective of Agreeableness Shifts from self to others.

Social Skills

Influence
Wielding effective tactics for persuasion

Communication
Listening openly and sending convincing message

Conflict management
Negotiating and resolving disagreements

Leadership
Inspiring and guiding individuals and groups

Change Catalyst
Initiating or managing change

Building bonds
Nurturing instrumental relationships

Collaboration and cooperation
Working with others toward shall

Team capabilities
Creating group synergy in pursuing collective

This can be stretched to correlate to Rebelliousness-conformity/opal how one uses the acquired emotional knowledge about others emotional

Please note that while the first three domains refer to individual’s self-reel are focused on how individual relates with others. I believe it is possible add three more domains to this – one that relate to how groups themselves emotional settings. Note that the definition of EI contains references to that are not captured in above analysis by Goleman, which is confined to other-oriented behavior, but does not cover group dynamics.
Now, many people have dismissed Goleman as Pop science, so I would III other people working in the same field like Mayor and Salovey and HeinsIII defined EI as:

The Four branches of EI:

Perception, Appraisal, and Expression of Emotion

Emotional Facilitation of Thinking

1. Understanding and Analyzing Emotions; Employing Emotional Ki

2. Reflective Regulation of Emotions to Promote Emotional and Intel

1.14 Perception, Appraisal, and Expression of Emotion

- Ability to identify emotion in one’s physical states, feelings, a
- Ability to identify emotions in other people, designs, artwork, sound, appearance, and behavior.
- Ability to express emotions accurately, and to express needs
- Ability to discriminate between accurate and inaccurate, or ill expressions of feeling.

Emotional Facilitation of Thinking

- Emotions prioritize thinking by directing attention to important
- Emotions are sufficiently vivid and available that they can be judgment and memory concerning feelings.
- Emotional mood swings change the individual’s perspective frill pessimistic, encouraging consideration of multiple points of vll
- Emotional states differentially encourage specific problem-solve when happiness facilitates inductive reasoning and creativity.

Understanding and Analyzing Emotions; Employing emotional

- Ability to label emotions and recognize relations among the will themselves, such as the relation between liking and loving.
- Ability to interpret the meanings that emotions convey regard that sadness often accompanies a loss.
- Ability to understand complex feelings: simultaneous feelings blends such as awe as a combination of fear and surprise.
- Ability to recognize likely transitions among emotions, such a anger to satisfaction or from anger to shame.

Reflective Regulation of Emotion to Promote Emotional and

Ability to stay open to feelings, both those that are pleasant a unpleasant.
Ability to reflectively engage or detach from an emotion depend in formattiveness or utility.
 Ability to reflectively monitor emotions in relation to oneself a recognizing how clear, typical, influential or reasonable they
 Ability to manage emotion in oneself and others by moderation enhancing pleasant ones, without repressing or exaggerating convey.
 I would like to modify and extend the Mayor and Salovey breakup of EI components. It is also my thesis that they occur in the following order:
 Emotional self-Awareness: people can differ in how much aware emotional states.
 Emotional tone / vivacity: people can differ in how much emotional external / internal triggers. some may have vivid emotions while solve.
 Emotional understanding / analysis/ knowledge/ monitoring: interpret ones emotional states- which states they deem as close, I whether they dentity the states correctly.
 Emotional self-regulation: people can differ in their abilities to some states may be more desirable and some need to be replaced external exigencies.
 Emotional Maturity/development/refinement: people may dill let their lives be defined by a prominent emotional/ mood state. So emotion to be Joy while others may define them primarily by sad.
 Emotional others-awareness or empathy: while the discussion individual’s emotions, it now moves to others’ emotions. People malls perceive and feel the correct emotional state of others.
 Emotional communication/labeling/expression: People may communicate their emotions to others, to label them correctly in solve communication.
 Emotional Integrity/holism: people may differ in their ability till within themselves and integrate in an overarching integral frame would their ability to judge the honesty or trustworthiness of others’ experiment.
 To me this seems a promising framework using one which could investing However, the above is just a hypothesis; I believe it is testable and general can, and should, be tested and the theory verified or rejected accordingly competencies develop in stages and follow a distinct developmental pattern rejected.
 Emotional Maturity Is Vital For Success And Happiness
 The ability to control your emotions and take full responsibility for your life and its opportunities and dramas is one of the key skills necessary for success, balance and happiness. There may be times during life when it is appropriate to feel guilt, anger, resentment, fear, jealousy, disappointment, grief, insecure, blame and hundreds of other
feelings due either to your belief system and values or the circumstances and people that life throws in your path. Some people have the ability to experience these various emotions and then let them go quickly leaving no long term negative residual effects. Others, on the other hand seem to remain stuck in any one of these negative emotions, to their detriment, I might add.

Emotional maturity is the ability to see life clearly. To deal in – what is. Not what can be or was. This doesn’t mean to imply that a person shouldn’t dream, hope, plan, set goals and have desire for a better future. It only means that life is lived irlll the present not the future. Any negative emotions in the present that are permitelll more time or energy than they deserve, will tend to take their toll on some aspect your life in the future.

Emotional maturity is the ability to deal in what is and to see what caused what is lll a part of the ongoing process and drama of life. To expect life to be easy or comfortable all the time is to be naïve. To expect life to be hard and challenging all the time is to come at li8fe from a consciousness of struggle. There is no need to struggle. There is no need to beat yourself or others up emotionally because of youll unrealistic expectations for life and the people who are in your life.

Emotional maturity is a quiet acceptance of the ebb and flow of life’s issues, opportunities, difficulties, challenges, risks, mistakes, failures, achievements, grow and whatever else is put on your plate regardless of whether you are 20, 40 or 70 years old. Whether you are wealthy or destitute, single or married, working or retirlll With emotional maturity you will:

- Make better decisions
- Make better choices
- Have more fun
- Have less stress
- Make more money
- Have better balance in life.

So it certainly makes sense to achieve as much of it as you can as you travel through life.

Tim Connor, CSP is an internationally renowned sales, management and leadership speaker, trainer and best selling author. Since 1981 he has given over 3500 presentations in 21 countries on a variety of sales, management, leadership and relationship topics. He is the best selling author of over 60 books including: Soft Sell, That’s Life. Peace Of Mind, 81 Challenges Managers Face and Your First Year In Sales. He can be reached at tim@timconnor.com, 704-895-1230 or visit his website at http://www.timconnor.com
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AN AGE OF VULNERABILITY: Struggle with anxieties, conflicts and confusion.

Photo: Reuters

Adolescence is the stage where extreme emotions are expressed (or experienced) with the Intensity of adulthood. But devoid of adult perspective. It is a time of vulnerability implying potential pain. Adolescents struggle with their anxieties, conflicts, and confusion.

The journey towards emotional maturity has taken man through millennia of expedition and exploration. More than a century ago, psychology wrenched itself away from philosophy and started a lineage of its own. But then it seems to have traveled full circle!

At the beginning of the 20th Century, psychologists discovered ways and means to measure rational intelligence, the IQ. Then emotional intelligence made its appearance, proving to be more of an excellence indicator than IQ, being the basic requirement for the appropriate use of IQ.

Elusive peace

Now, people are looking towards the ancient to achieve that elusive peace of mind. There is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third ‘Q’, ‘SQ’, or Spiritual Intelligence.

Unlike IQ, which computers have, and EQ, which exists in higher mammals, SQ is uniquely human and the most fundamental of the three.
Adolescents are just beginning their journey in the psychological, moral and spiritual realms. With the advent of the powerful visual medium which depicts values alien to our culture, a lot of confusion and conflict is caused leading to anger and depression. The pressure of making moral decisions coupled with a heightened emotional disposition causes them to despair.

In our fierce determination to make adolescents happy and comfortable in this material world, we often overlook their emotional and spiritual needs. Moreover they are carriers of our dreams, unfulfilled desires, and inadequacies. It is a huge load. We need to equip them to deal with all the trials and tribulations that Life will offer them. Emotional health is absence of emotional pain. Though we cannot completely do away with pain, we can equip ourselves with the ammunition to handle it effectively. And that ammunition is emotional maturity. There is growing evidence that this can be reached through spirituality.

In the issues to come we will learn more about emotional maturity

1.15 Emotional Maturity Is a Conscious Choice

By Edward E. Morler, M.B.A. Ph.D.

Emotional maturity just doesn’t happen because you reached a certain age, got a job, finished school, got married, had children, made lots of money, or attained high social position. None of those in themselves make you emotionally mature. Children and adolescents are driven by genes and hormones. However, beyond adolescence, an individual has to choose maturity. While emotional intelligence can be learned, emotional maturity is a choice. If it is not consciously made the individual will not move beyond the emotional immaturity of an adolescent despite any and all trappings of material “success.”

Self-centeredness and self-importance are characteristics of children and adolescents. They demand special treatment, make little real contributions themselves, and complain that life isn’t meeting their demands. This does not make them “bad.” This is part of the maturation process. However, these behaviors are not characteristics of the emotionally mature. When those characteristics manifest chronically in a “grown-up,” they are indications that person is not in fact a mature, responsive adult, but rather still reacting out of their self-centered child or self-important adolescent.
In fact, there are a great many people who “look grown up” and “appear” to be successful by contemporary standards, but emotionally still behave like children and adolescents. They emotionally never “grew up.” Perhaps it was because they saw how their parents modeled “adulthood” and “responsibility” and said, “If that’s what it is, I don’t want it.” If the only models of “adults” they were exposed to were reactive ones, it is likely that they will model the same behavior or its reactive counterpart. Regardless of the why or the what, they are caught in reactive, not responsive behavior and tend to erroneously view maturity and responsibility as “burdensome” things to be avoided.

In this avoidance, the adolescent can be incredibly adaptive in creating images and behavior that “pass” for grownup. However, emotionally they are not adults and they never will be until they consciously choose to be.

Truly growing up, becoming emotionally mature, is about being in the NOW and letting go of the past. Hanging onto the past becomes a convenient way to scapegoat parents for our relationship problems and rationalize our loneliness and lack of love. Our parents may not have been ideal and they did have a significant impact. But, that was then and this is NOW! We have to honestly look at, “Who’s recreating the issued NOW?”

A vital part of the route from adolescence to adult maturity is letting go of blaming others for our pain. A large part of that is about allowance and learning to forgive (ourselves as well as others). As blame is only about the past, growing up is about responsibly taking charge of our lives NOW. Not tomorrow, for tomorrow is always tomorrow. We either do that NOW or we continue to act like children or adolescents waiting for “it” to happen, blaming others when it doesn’t, and reacting to and being controlled by dysfunctional actions of the past. Until that conscious choice is made, the person will manifest all the fears, insecurities, pretense and limitations of a child or an adolescent.

Once past teenager, each individual, unless they are brain damaged or have a chemical imbalance, can choose to be adult. They do have a choice to be emotionally mature, with all the power and freedom it provides. (See article: From Blame To Responsibility—The Key To Power And Empowerment.)
1.16 Characteristics of Maturity

If I were asked “How can you tell if a person is mature?” I would respond by saying, “If a person consistently acts in a mature manner, he would be a mature person. However, if on the other hand he consistently acts in an immature manner, you can be certain that he would be an immature person.” As Aristotle said, “We are what we repeatedly do.”

While none of us is perfect or completely mature, if we understand the characteristics of maturity, we can work on these to grow in maturity. While there are many characteristics the following certainly would be among the top five:

First, emotional maturity. What many fall to see is that we cannot have spiritual maturity without a healthy level of emotional maturity. While our spiritual maturity will be reflected in the quality of our relationship to God, emotional maturity will be reflected in the quality of our relationships with people. They go hand in hand. As God’s Words say, “If anyone says, ‘I love God,’ yet hates his brother, he is a liar. For anyone who does not love his brother, whom he has seen, cannot love God, whom he has not seen.” Many may disagree, but in reality I’m no closer to God that I am to people.

Among other things, emotional maturity means we will have a healthy self-concept not thinking too highly or too lowly of ourselves. We will also have a healthy sense of self-acceptance and self-worth, which are both vital for loving relationships and making the best use of our life. We were created for relationships and thus healthy relationships are vital for both physical and emotional wellbeing, while impaired relationships are one of the main causes of unhappiness and a major cause of stress, anxiety and physical ills.

Spiritual and emotional maturity will pretty much guarantee that we will have quality relationship with God, others and our self.

“Emotional maturity means we will have a healthy self-concept not thinking too highly or too lowly of ourselves.”
Second, being personally responsible. Another vital characteristic of maturity is acting responsibly and appropriately in all situations ... neither overreacting nor underreacting. People overreact when an unresolved issue from the past is triggered and they reenact a response to this past painful event(s) that has never been resolved. People underreact when they withdraw from dealing with an issue they need to confront. Some excuse this as being Christian and not wanting to hurt someone’s feelings when, actually, it is basically being weak, afraid, or insecure—not to mention being dishonest.

As John Powell so eloquently said, “We defend our dishonesty on the grounds that it may hurt another person and then, having rationalized our phoniness into nobility, we settle for superficial relationships.”

Being responsible means we refuse to play the blame-game. Consistently blaming someone else for problems will cause us to B-LAME! When working in divorce recovery workshops over the past couple of decades I have found that almost all people in impaired relationships primarily blame their partner for the breakdown in the relationship. They forget that it takes two to tango and that they have contributed to the problem, whether by being too weak, too passive, or too co- or over-dependent, and what it was that attracted them to their partner in the first place.

On one occasion a friend once said to me, “Are you angry at me because I’ve been divorced three times?” “Angry, no,” I answered, “afraid, yes!” “Well they were all jerks,” she responded. So I asked, “Well, why did you marry them?”

Sadly my friend is now on her fifth marriage.

The reality is unless we act responsibly and admit, confront, and resolve our personal issues, we are destined to repeat them. It’s either resolution or repetition.

Maturity necessitates that we face and resolve all past conflicts and come to the point where we genuinely forgive all who have ever hurt us. Failing to forgive only hurts us. It’s “like drinking poison and waiting for the other person to die.”
Furthermore, blaming others for the difficulties we have keeps us forever locked into and bound by the past. Past experiences may have been excruciatingly painful, and we may not have been responsible for what happened to us, but as adults we are totally responsible for what we do about overcoming the effects they had on us and for what we become.

1.17 Among youth

Tags
Youth depression antidepressants poverty helplessness

Some of the research findings on improving the nutrition in children warn against the use of antidepressants in children. All these research studies link between antidepressants and violent behavior. The antidepressants, they fear, keep the kids detached from reality and do not let them have a clue that they are affecting the lives of real people. It makes it easy for them to cross their threshold and they begin to display a violent behavior.

The antidepressants try to alter the brain chemistry in the person affected by depression. Instead of helping the brain regain the nutrition, the antidepressants try to change the chemistry.

Good nutrition for the brain can be had from Vitamin B and minerals, magnesium, zinc, calcium. The psycho nutrients are the antioxidents quite necessary to check any radical damage occurring in the body. The psycho nutrients are concentrated and are responsible for the color, scent, and flavor of the vegetables and fruits.

If a society doses its youngsters up on prescription drugs as if the drugs were the answer to the ailments, then the society may have to face more of violent behavior of the kids.

Instead of improving upon the system to reduce the economic differences between classes, if the society builds counteracting machinery to curb the violence, it leads to nowhere.

In the recent gruesome killings at Blacksburg, the boy, it seemed suffered from mental illness, suggested the Psychologist and Criminologists.
After years of study, behavioral scientists have developed a fairly reliable profile of urban juvenile murderers, who are driven by such risk factors as poverty.

Although they have minimal empirical data to go on, psychologists have noticed some distinguishing characteristics among these youth. These adolescents tend to:

- Kill and injure multiple victims in a single incident.
- Have no secondary criminal motive, such as robbery. The primary goal is to kill or harm others.
- Be younger. Statistically, most youth murderers are 15 or older.
- Have a history of social problems.

‘They’re more inclined to think that people are out to get them. And it’s that kind of reactivity that makes them more at risk for doing this.’

‘Are kids who feel very isolated in their emotional pain and use aggressive behavior in an attempt to let people know how distressed they are, says a Cleveland Psychologist who studies the Youth’s attitude towards gun.

As an economist, I always look at the severe incidents with a helplessness. I watch the society dividing itself into classes and the class of have-nots decides what the have-nots can have. Nutrition and all such stuff sound nice for those who can afford something at the first instance. The kids who grow up watching the differences do not know how to and where to express their pain. On one extreme the material world around them moves faster than the material progress the class can achieve, this leaves them again quite behind their co players of the society.

The problems are self created. There is no use in only suggesting a chemical solution to the problem quite deep rooted.

<table>
<thead>
<tr>
<th>Emotional Immaturity</th>
<th>Emotional Maturity</th>
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<tbody>
<tr>
<td>Love</td>
<td>Love is need. Demands affection and love but avoids any sign of</td>
</tr>
<tr>
<td></td>
<td>Love is sharing. Fosters a sense of security which allows</td>
</tr>
<tr>
<td>Emotions</td>
<td>“weakness” and has difficulty showing and accepting love.</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Reality</td>
<td>Cannot handle frustration or criticism; jealous, unwilling to forgive, fluctuating moods. Temper tantrums. Fears change.</td>
</tr>
<tr>
<td>Give and Take</td>
<td>AVOIDS and denies bills and relationship problems which demand integrity. Seeks people to blame.</td>
</tr>
<tr>
<td>Feedback</td>
<td>May be willing to give, but not take; or willing to take, but not give</td>
</tr>
<tr>
<td>Stress</td>
<td>Does not learn from experience. Good or bad experiences are caused by luck, or fate. Little personal responsibility.</td>
</tr>
<tr>
<td>Relating</td>
<td>Avoids reality, pessimistic, angry, attacks people when frustrated. Often anxious.</td>
</tr>
<tr>
<td></td>
<td>Dependent, easily influenced, indecisive, or snap judgments. Is not responsible for own actions or deficiencies. Hypersensitive to criticism but insensitive to others’ feelings.</td>
</tr>
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Immature adults are not children not teenagers. They are often self-centered and selfish adults. They may have little regard for others. They may be preoccupied with their own feelings and symptoms. They may demand your constant attention, sympathy and...
compliments. They may avoid participation if they can’t have their own way or be the best. They may be obsessed with impressing people.

1.18 Youth’s social problems contribute to anxiety and depression

Socially successful children tend to have fewer symptoms of anxiety or depression, while children with problems such as anxiety and depression tend to have difficulties forming relationships and being accepted by friends. However, it is difficult to determine whether the anxiety and depression lead to the social problems, or vice versa. New research suggests that social problems are more likely to contribute to anxiety and depression than the reverse. The research also shows that this is particularly likely during the transition from adolescence into young adulthood.

The study, conducted by researchers at the University of Vermont and the University of Minnesota, appears in the March/April 2008 issue of the journal Child Development.

Using data from Project Competence, which has followed a group of 205 individuals from middle childhood (ages 8 to 12) over 20 years into young adulthood, the researchers used detailed interviews with participants and reports from their parents, teachers, and classmates to create measures of so-called internalizing problems (anxiety, depressed mood, being withdrawn) and social competence (how well one functions in relation to other people, particularly with respect to getting along with others and forming close relationships). They then examined how these measures related to each other over time, taking into account the stability of each (in other words, that children who have social problems at the start of the study may continue to have them over time).

The researchers found that young people who had more internalizing problems (such as anxiety and depression) at the start of the study were more likely to have those problems in adolescence and young adulthood. Those who were socially competent at the start of the study were socially competent as they grew up. However, in addition to this evidence of continuity, the study found evidence of spillover effects, where social problems contributed to increasing internalizing symptoms over time.
Children who were less socially competent in childhood were more likely to have symptoms of anxious or depressed mood in adolescence. Similarly, young people who were less socially competent in adolescence were at greater risk for symptoms of anxiety and depression in young adulthood. The findings remained the same when the researchers took into account some other possible explanations, such as intellectual functioning, the quality of parenting, social class, and such problems as fighting, lying, and stealing. And the results were generally the same for both males and females.

“Overall, our research suggests that social competence, such as acceptance by peers and developing healthy relationships, is a key influence in the development of future internalizing problems such as anxiety and depressed mood, especially over the transition years from adolescence into young adulthood,” explains Keith Burt, assistant professor of psychology at the University of Vermont and the study’s lead author. “These results suggest that although internalizing problems have some stability across time, there is also room for intervention and change. More specifically, youth at risk for internalizing problems might benefit from interventions focused on building healthy relationships with peers.”

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1.19 The Problems of Youth

by David Padfield

“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders, and love chatter in places of exercise. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food, and tyrannize their teachers.” (Socrates, 469-399 B.C.).

The problems facing our children are not new. The temptations of young people today might come in better wrapped packages than they did a generation ago, but can still summed up as “the lust of the flesh, the lust of the eyes, and the pride of life” (1. John 2:16). Not only are the temptations the same as in days gone by, but so is the way of escape. The Psalmist spoke
of God’s eternal word and said, “Your word I have hidden in my heart, that I might not sin against you” (Psalms 119:11).

Let us look at three of the problems all of our children must face.

**Problems with Friends**

All of us want to have good friends. One of the saddest verses in the Bible is Psalms 142:4, where David said, “Look on my right hand and see, for there is no one who acknowledges me, refuge has failed me, no one cares for my soul.”

Having the wrong type of friends can be worse than having no friends at all. “The righteous should choose his friends carefully, for the way of the wicked leads them astray” (Proverbs 12:26). Rehoboam had to learn this lesson the hard way. By heeding the voice of his young and inexperienced friends and forsaking the wise counsel of the elders he caused 10 tribes to revolt against his rule and follow Jeroboam in the North (1 Kings 12).

Sometimes teenagers (and their parents) allow the people of the world to determine how they will dress. They often forget that God has spoken on the matter of our attire (1 Timothy 2:9, 10). You will not find “modest apparel” at the public swimming pool nor on the dance floor. Our Lord warns us “that whoever looks at a woman to lust for her has already committed adultery with her in his heart” (Matthew 5:28). The man who lusts after a woman has sinned. However, if a woman dresses in immodest apparel, she is just as guilty of sin. She would be “sharing in other people’s sins” (Timothy 5:22).

Parents need to know where their children are going with their friends. Those who let their children roam around town at will are sowing to the wind and will reap the whirlwind.

**Problems with Parents**

The major problem between parents and children is the result of a lack of communication. It is the duty of parents to instruct their children in the way of the Lord. This cannot be done by proxy. The primary responsibility rests upon the shoulders of the father. “Fathers, do not
provoke your children to wrath, but bring them up in the training and admonition of the Lord” (Ephesians 6:4).

I have observed far too many parents who try to “buy” their children’s’ affection with material possessions. Materialism is one of the great sins of our day. Solomon told his son to “hear the instruction of your father, and do not forsake the law of your mother” (Proverbs 1:8). A son can not “hear the instruction” of his father, if his father is never home. Children must obey their parents (Ephesians 6:1-3). Obedience to parents will teach respect for authority. Our nation is paying a terrible price because of the neglect of parents. Parents who do not respect civil law will never be able to teach their children proper respect for authority.

Finding A Mate

Because of the high divorce rate in this country, finding a prospective mate who has the “right” to marry is an increasingly difficult problem. It is not uncommon to find a young man or woman who has been married two or three time4s before age 21. Young people need to realize that they are bound to their spouse “till death do us part.”

Some preachers have been negligent in teaching what God has said about marriage and divorce. We need to affirm over and over again that Jesus gave only one reason for a man to put away his spouse and marry again, i.e., sexual immorality (Matthew 19:3-9).

Parents often try to select the mate for their children. I believe this is a terrible mistake. If the marriage does not work out, the parents will be blamed for the divorce. Some parents have more concern for the social and economic standing of a young man or woman than they do for character. A mate with character will remember their wedding vows, love, honor and cherish their spouse, even in the most trying of circumstances of life.

“Remember now your Creator in the days of your youth, before the difficult days come, and the years draw nigh when you say, ‘I have no pleasure in them’” (Ecclesiastes 12:1).

1.20 Problem Gambling FAQ
What is problem gambling?

Problem gambling is any gambling behaviour that is causing trouble in your life or the lives of people close to you (like parents, brothers and sisters, or friends). If your gambling is causing you to miss school or work, have arguments with family or friends, or worry about money you have lost, it is considered to be problem gambling.

Is gambling a problem for most people?

No. Most people gamble responsibly, with no harm done. But for some, gambling becomes a very important part of their lives and it does become a problem. Gambling problems can range from minor to quite serious. Gambling can cause occasional problems like making it hard to pay the utility bill, the rent or a credit card bill. In some cases, these problems get bigger and more serious, leading to excessive debt, problems with friends and family, and even illegal activity.

What are some characteristics of problem gamblers?

➢ more likely to be male than female
➢ usually bet larger amounts on all forms of gambling
➢ gamble more often
➢ spend more time per gambling session
➢ more likely to have been in trouble with the police
➢ more likely to say they have been rejected by family members

Who is most likely to develop gambling problems?

It’s impossible to predict who will develop gambling problems. Anyone who gambles can develop a gambling problem. Problem gamblers can be wealthy or poor, young or old, male or female; there is just no way of telling in advance. Plus, many people gamble without ever having a problem. They buy a lottery or raffle ticket, go to the racetrack or an evening of bingo, and drop the occasional loonie into a VLT. When the raffle or the game is over, they go on to other non-gambling activities.
Do some teenagers develop problems with gambling?

Yes. A survey done in Alberta in 2005 showed that 2.4% of students in grades 7 to 12 were problem gamblers, and that another 5.9% were at risk of developing gambling problems. Research shows that people who start gambling at a very early age may be more likely to develop gambling problems.

What are some types of behavior seen in problem gamblers?

There are several, but remember: not every gambler is a problem gambler, and not every problem gambler will show all these types of behavior.

- Someone with a gambling problem may be secretive or defensive about money, and may borrow money from family members or friends.
- The problem gambler may pin their hopes on the big win. They believe the big win, rather than changing their gambling behavior, will solve financial or other problems.
- The problem gambler may promise to cut back on gambling, but they may find themselves unable to reduce or stop gambling. They often return the next day or a few days later to try and win their money back.
- The problem gambler may feel frequent highs and lows.
- If unable to gamble, the problem gambler misses the thrill of the action and may be bad-tempered, withdrawn, depressed or restless.
- The problem gambler loves to relive wins but will make light of losses when others say they’re concerned. Wins and losses may also be kept a secret.
- The problem gambler may prefer gambling to spending time with friends, and may miss special family occasions.
How does someone know if they have a problem with gambling?

We can’t tell in advance if someone is going to develop a problem, but there are warning signs. Some of these signs can come in the early stages of a problem, and some may show up later on:

- spending more time or money on gambling than you meant to
- trying to win back money you’ve lost
- feeling badly about the way you gamble or about what happens when you gamble
- hearing from others that they’re worried about your gambling
- telling others that you’re winning money from betting when you really aren’t
- wanting to quit gambling, but thinking you might not be able to
- hiding your gambling from friends, family or others
- skipping school or work to gamble
- borrowing or stealing money for gambling

If you’re concerned that you or someone you care about might have a gambling problem, we’re here to help. AADAC Youth Services are available in communities across Alberta. Our services are free and confidential.