

EMOTIONAL MATURITY IN LIGHT of POSITIVE PSYCHOTHERAPY PRACTICE

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ABSTRACT

KEY WORDS

Emotional Maturity, Identity, Competence, Positive Psychotherapy

I. INTRODUCTION

The topic of Emotional Maturity was lately broadly discussed not only in psychotherapeutic and psychological community but also in business related professions (HR, trainings and coaching).

However, the content of this term usually limited to some set of qualities that help one to be successful in self-management, business and communications.

We suggest that Positive Psychotherapy can provide balanced structure and profound psychodynamic understanding as well as some visionary insights to this particular subject.

Our hypothesis is that:

Emotional Maturity is a dynamically developing **Self-Identity** reviled in 4 types of relationships by **Emotional Competence** as combination of reactive and active behaviors.

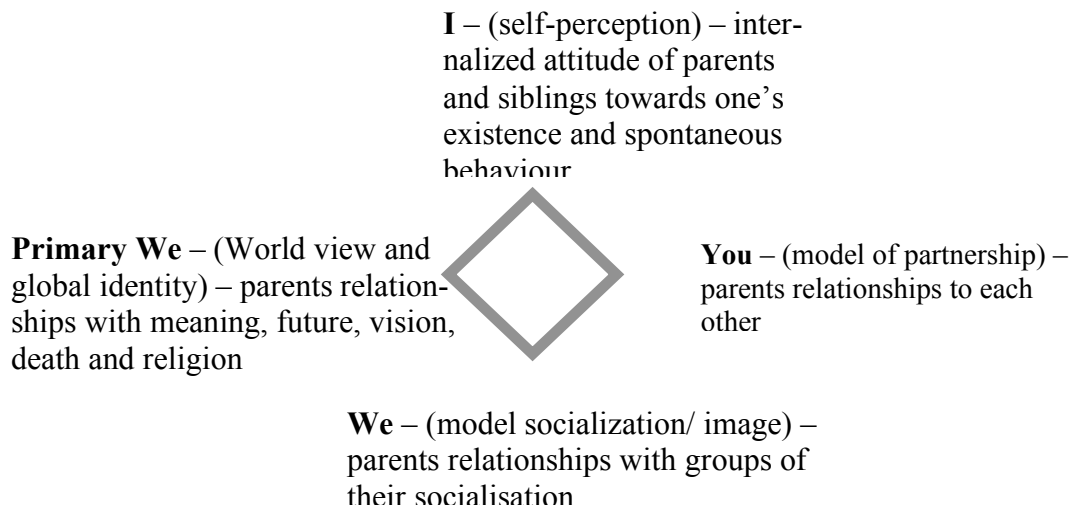
II. EMOTIONAL IDENTITY

Emotional Identity is the way in which one sees him/herself through own perceptions, estimation of the partner, society and God (Universal Meaning).

II. 1. EMOTIONAL IDENTITY DEVELOPMENT IN BASIC SITUATION

Emotional Identity develops from basic capacities/needs *to love* and *to know* in particular individual conditions of physical existence (internal – constitution and external) and Basic Situation as it described in Positive Psychotherapy by Model of Basic Relationships (Fig.1)

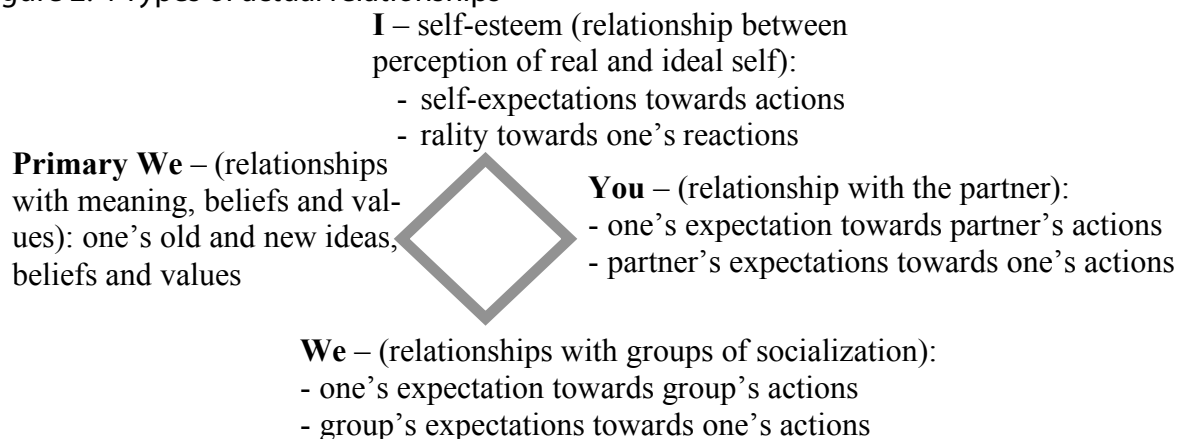
Figure 1. Model of Basic Relationships



II. 2. EMOTIONAL IDENTITY DEVELOPMENT IN ACTUAL RELATIONSHIPS

Those models later in development define 4 types of actual relationships (Fig.2) that can describe any actual life situation:

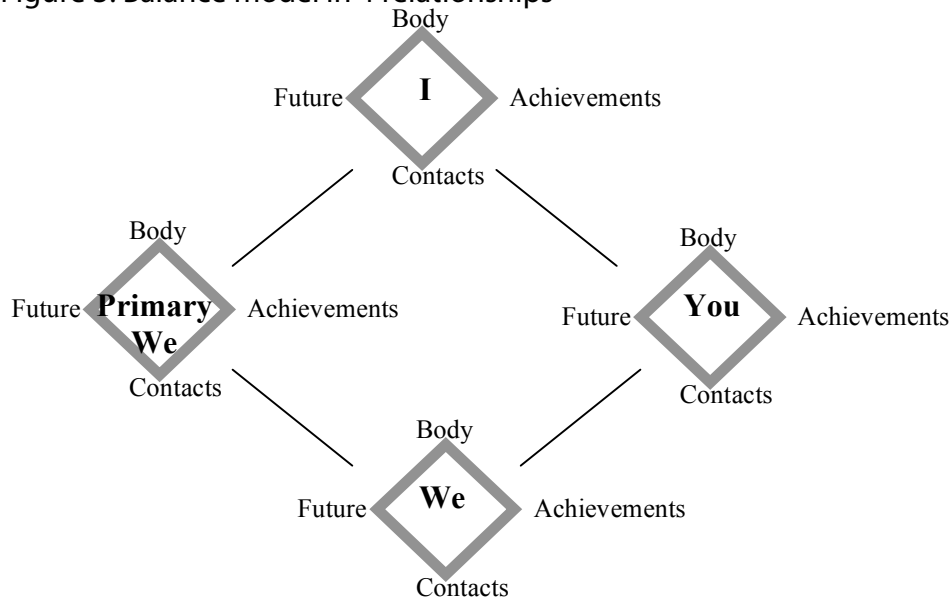
Figure 2. 4 Types of actual relationships



II. 3. EMOTIONAL IDENTITY AND BALANCE MODEL

Every of this basic and actual identities existing and developing in 4 dimensions of the Balance Model (fig.3)

Figure 3. Balance model in 4 relationships



These 4 dimensions represent at the same time place of action "locus nascendi" (Tab.1) and way of action "status nascendi" (Tab.1) of the one's character in each relationship. Every of above described dimensions equipped with specific instrument to learn and develop (Tab.1).

ab. 1

	body	achivements	contacts	future
Locus nascendi	In physical reality of body and environment	In logic, verbal thoughts, causality and actions	In social environment	In fantasy
Status nascendi	Physiological reactions and movements	Cognitive acquirement and conscious actions	Appellation to other people	Fantasy, intuition, imagination
Developmental instruments	Senses	Logic	Traditions	Imagination
Basic intentions and capabilities	to exist: to feel, to move to stay healthy and strong	to know: To understand, to be understood, to act accordingly, to accomplish, to control	to love and to be loved	to create: To believe, to have vision and meaning
Basic fears	Not to exist, to die, not to feel, to feel pain	To fail, misunderstand, to be misunderstood, lose control	To be not expected	To have no goal, no meaning

Development in every of 4 areas of balance determined by motivation of capabilities (Tab. 1) and stimulation of fears (Tab. 1).

II.4. EMOTIONAL IDENTITY INVENTORY DESCRIPTION

4 Dimensions of balance model in 4 types of relationships provide us with **16 factors of Emotional Identity**:

I. "I" – self-esteem

1. BODY – Physical self-esteem – subjective conclusion resulted from comparison of ideal image of the body and perception of reality of physical constitution and conditions.
2. ACHIEVEMENTS – Competence self-esteem – subjective conclusion resulted from comparison of ideal achievements and perception of real accomplishments and capabilities.
3. CONTACTS – Communicational self-esteem – subjective conclusion resulted from comparison of ideal expectations from relationships and perception of real once.
4. FUTURE – Perspective self-esteem – subjective conclusion resulted from comparison of ideal World-view and perception of realities of life.

II. "YOU" – partnership

5. BODY – Physical partnership – describes meeting of physical expectations of both partners and physical realities/behaviors of their vis-à-vis
6. ACHIEVEMENTS – Collaboration – describes meeting of expectations of both partners regarding understanding, activity and achievements and corresponding realities/behaviors of their vis-à-vis
7. CONTACTS – Partnership in social context – describes meeting of expectations regarding responsibilities, agreements, emotional relationships and traditions of both partners and actual realities/behaviors of their vis-à-vis
8. FUTURE – Perspective partnership – describes meeting of active and passive world-views, beliefs and values of the partners.

III. "WE" – socialization

9. BODY – Physical socialization – one's relationship with physical requirements of the group to belong (dealing with the body, outfit, dress etc)
10. ACHIEVEMENTS – Social collaboration – the way one deals with way of behavior, decision making and achievement standards of his/her referral group
11. CONTACTS – Social communication and image – one's relationship with traditional code of communication accepted in his/her group
12. FUTURE – Perspective socialization – one's understanding and vision of group dynamic and meaning of engagement in social development.

IV. "PRIMARY WE" – World view

13. BODY – Meaning of the body – understanding and vision of own body I it's dynamic organic life in ongoing interaction with material world and environment in general
14. ACHIEVEMENTS – Meaning of achievements – understanding and vision of ongoing development of own and others secondary capabilities (knowledge and skills) reviled in conscious achievements
15. CONTACTS – Meaning of contacts – understanding and vision of organic development of primary capabilities (to love, to establish and to mountain contacts) displayed in stabile mutually beneficial relationships.
16. FUTURE – Meaning of development – understanding and vision of own life mission and responsibility of it's fulfillment in relationships with Universe and God.

III. EMOTIONAL COMPETENCE

Emotional Competence is a way of reaction towards the world that described by actual capabilities, and the way one processing new information and consciously develops him/herself and his/her relations with reality that described by 5 stages of dynamic.

Actual capabilities are the descriptive categories reflecting actual (at the moment and situation) expectations and activity in intentions (primary capabilities) and behaviors (secondary capabilities). Actual Capabilities developed from the basic capabilities (to love and to learn) and determined by biological, psychological and social factors and conditions therefore strongly colored with the cultural flavor and differ from nation to nation, from group to group, from family to family, from one person to another.

Actual capabilities describe up-to-date result of personal development, self-perception and behaviors. Combination of such characteristics makes one's character.

Process of character development can be described in 5 stages of dynamic that can be not conscious (Moreno, J.L.) and conscious (Peseschkian, N.):

1. Observation
2. Inventory
3. Situation encouragement
4. Verbalization
5. Goals broadening

Every of those steps deals and should be questioned about 4 areas of reaction. That provides us with 20 capabilities of Emotional Competence:

- I. to observe
 1. the body and physical aspects
 2. thoughts and actions
 3. social context and relationships
 4. reflections of ideas, beliefs, vision and intentions
- II. to understand
 5. body reactions and
 6. roots of behaviors and actions
 7. basic conflict and internal conflict
 8. conflict of ideas, beliefs, visions and intentions
- III. to show the understanding and encourage
 9. adaptive body reactions
 10. constructive secondary capabilities (behaviors and actions)
 11. constructive primary capabilities
 12. basic intentions and common values
- IV. to make decisions and to act proactive
 13. regarding physical developments
 14. re new desirable way of actions
 15. re new ways to maintain relationships
 16. re new visions and possibilities
- V. to broaden the goals and see new perspectives
 17. in physical world
 18. in achievements
 19. in relationships
 20. in new visions and perspectives

While those 5 steps are consciously used one can and most likely will establish so called Win-Win relationships with self, partner, others and reality. He/she will recognize and understand behavior and intentions of the partner, share his/her basic needs, encourage even capabilities that partner reviles and with other hand will communicate own needs and intentions, suggest own ways of dealing with the situation considering interests of the partner and his/her own. Such relationships provide the balance of external and internal stimulation and revile the tendency to build authentic relations with the world.

IV. DIAGNOSE

There are 6 diagnostic approaches to be utilized to diagnose the status of Emotional Maturity:

1. Questionnaires and their interpretation

Basic hypothesis about one's state of Emotional Maturity can be suggested based on:

A. Emotional Maturity Questionnaire (Kirillov, I., 2004) that in addition for 4 statistical scales provides data 8 general and 16 detailed scales of Identity as well as 9 general and 20 detailed scales of Emotional competence

B. WIPPF (Peseschkian, N., Deidenbach, H, 1988) that provides practitioner with information about 11 secondary and 8 primary actual capabilities as view of up-to-date competence and with data on balance model and basic Development Model.

C. In addition to this data different psychological instruments can be used. In our practise we find Lusher's Test and MiniMult (shot version of MMPI) to be most useful for our purposes.

2. Interview: collection of verbal information (questioning and listening)

It is common ground that standardized interview is one of the most effective ways providing broad data for scientific and standardized clinical diagnostic. Positive Psychotherapy provide proved to be effective form for the first interview.

Data of later sessions can be effectively structured using the Balance Model, Model of Basic Relationships and standard protocols accepted in different states and facilities.

3. Observation through the interview and sessions that provides us with non verbal information about one's reactions towards different situations

This information can be easily structured using Balance Model as model of reactions.

4. Material of the patient/client's self-observation and self-discovery and it's free presentation/interpretation

This material based on self-analysis tasks given to the patient such as: self-evaluation in balance model, self-observation reactions report, social atom, time monitoring, essays, story-reflections, sessions-reflections, dreams etc.

5. Observation of the life scenarios, behavioral and solutions patterns.

Through the therapeutic procedure, relationships and interventions therapist witnesses patient's reactions as they are. Analysis of this data considering transference-counter-transference realities can be very beneficial for diagnose.

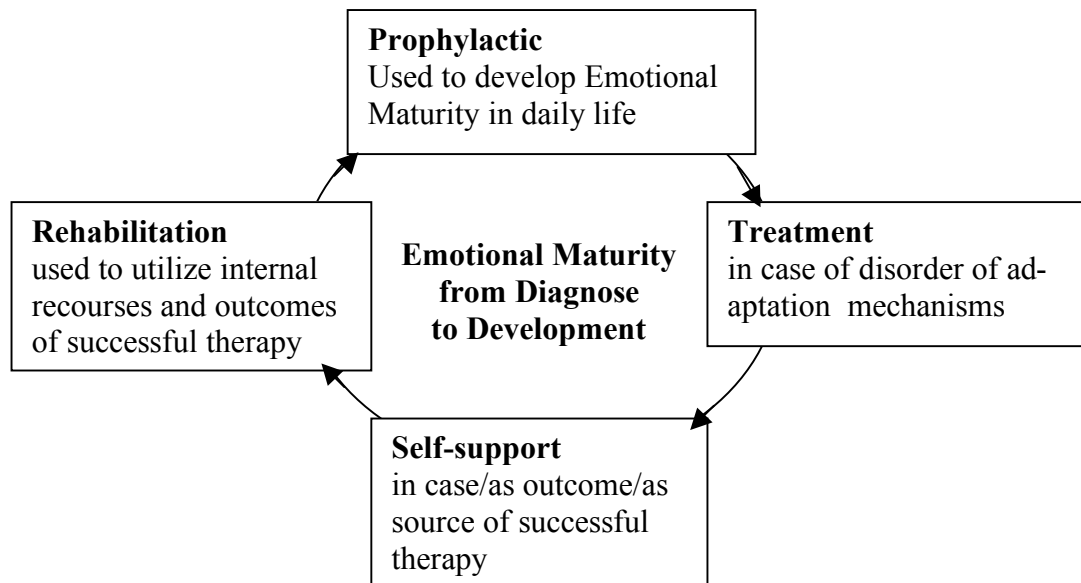
6. Practical implementation of therapy results in daily life.

As contract and working relationships are established and therapy (counseling or coaching) going on patient expected to discharge fears, tensions and aggressions and to come to some insights. These insights normally are in coherence with some patient's values. At the same time those new ideas and decisions are in conflict with some parts of personality. Those con-

flicts reviling themselves in subconscious reactions, including but not limited with defenses, in all 4 areas of Balance Model. So those reactions have to be noticed, carefully analyzed and used for deeper diagnose and further treatment plane.

V. PROFILACTIC, TREATMANT, REHABILITATION AND SELFSUPPORT

As Positive Psychotherapy is salutogenetic approach focusing on health restoration and well-ness development rather than disorders and symptoms, 4 different components to be considered in approach to Emotional Maturity. Those 4 create a developmental circle that helps in diagnostic understanding and plane of activities to be undertaken.



Every of those 4 components have to target all 4 areas of life with specific tool:

I. Prophylactic

1. BODY: physical training, diet, hygiene, regular checkups
2. ACHIVEMENT: professional development, couching, stress-, time-, finance etc management
3. CONTACTS: social skills trainings ongoing relationships building with family, friends, col-leagues, society etc
4. FUTURE: regular life-planning and analysis

II. Treatment

5. BODY: Symptomatic and pathogenic treatment with medications, diet, procedures, regime etc.
6. ACHIVEMENT: wise distribution of responsibilities, therapeutic contract, monitoring of developments, treatment plane, financial conditions, tasks and homework for the patient, behavioral training etc
7. CONTACTS: usage of transferal relationships in therapy, family therapy, involvement of patient's social surrounding in therapy, usage of other methods and specialists if beneficial for the patient's needs
8. FUTURE: Positive connotation for the symptoms and the situation, description of stages of his/her treatment, strengthening of hope and usage of metaphors and stories.

III. Self-support

9. BODY: Taking responsibility for own body reactions and development, regime, diet, hygiene, physical activities, work/rest balance etc.

10. ACHIVEMENT: Self observation, making decisions on own moods and activities, self-management, time-management.
11. CONTACTS: consciousness of own reactions and developing of active role in relationships, service attitude, using of relationships as source of inspiration and stability
12. FUTURE: Life-planning, use of imagination to strengthen motivation

IV.Rehabilitation

13. BODY: Rehabilitating procedures, physiotherapy, rehabilitating training, regime, diet hygiene etc.
14. ACHIVEMENT: Stress-management, time management, plane of rehabilitation
15. CONTACTS: usage of social potential as an inspiration and support
16. FUTURE: hope, vision of dynamic (treatment, self-support, rehabilitation, prophylactic), use of imagination for positive inspiration and self-fulfilling prophecy.

V. CONCLUSION

All characteristics of Emotional Maturity suggested in observed literature [5,6,7] organically included in suggested model. They describe, however just 32,5% of it. Besides, our hypothesis provide as described above dynamic perspective for systematic differential analysis of all and every of identity characteristics and behavioral model. Thus we can use it as well-structured guideline for diagnose, treatment and personality development.

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