

Chapter 8

A Unique Classification on Adults: “Adult-Child, Adult-Adolescence, Adult-Adult” Different Perspective on Leadership

Şefika Şule Erçetin, Şuay Nilhan Açıkalm, and Halime Güngör

Abstract Because of wideness in adults’ age range and differences in all ages’ characteristics, there have been different definitions and classifications on adults in literature, and also making different classifications are possible. Adults have been classified in three groups as adult-child, adult-adolescence and adult-adult in this study. Age range has not been considered while classifying. Leaders and also political leaders has been focus of attention throughout history not only in written and visual media but also in academic researches. In this study, primarily adult-child, adult-adolescence and adult-adult properties have been defined in feeling, thought and behavior dimensions. Profiles were taken as two: feeling, thought and behavior dimension related to characteristics of individual in profile analysis; attitude frequency which contains adult-child, adult-adolescence and adult-adult characteristics of individual. According to results, a unique model of classification of adults, adult-child, adult-adolescence and adult-adult, has been formed. Although dimensions of leaders’ interventions in chaotic situations have been differ in challenging, moderate, destructive, positive circle, this leadership attitudes have been placed even more chaotic to chaotic situations or have been transformed chaos to cosmos. In this context, finally, leaders’ coping strategies in chaotic ambience have been evaluated on the base of adult-child, adult-adolescence and adult-adult classification model.

Ş.Ş. Erçetin (✉)

International Science Association (ISCASS), Ankara, Turkey

Faculty of Education, Hacettepe University, Ankara, Turkey

e-mail: sefikasule@gmail.com

Ş.N. Açıkalm

Department of International Relations, Middle East Technical University, Ankara, Turkey

e-mail: suaynilhan@gmail.com

H. Güngör

Department of Educational Management, Planning, Supervision and Economics, Hacettepe University, Ankara, Turkey

e-mail: halime_gngr@yahoo.com

8.1 Introduction

The word of “adult” was derived from the past participle tense of “grow up” verb (adolescere) in Latin, so an individual who is an adult has been assumed that an individual who is grown up and mature physically and psychologically [5]. Because of wideness in adults’ age range and differences in all ages’ characteristics, and difficulty to measure psychological necessities of being an adult, there have been different definitions and classifications on adults in literature according to age range generally, and also making different classifications are possible. In this conceptual study, we made an adulthood classification. We made group discussions, brainstorming, focus group studies, and observations to conceptualize a unique classification on adulthood. We did not handle adulthood according to physical characteristics of adults. We handle the subject on emotional, behavioral and thought dimensions. Aim of the study is that initiate a discussion on the subject; draw attention on the point of being an adult does not mean that growing up physically. So in this study, adults have been classified in three groups as;

- Adult-children
- Adult-adolescents
- Adult-adults

Adult-Children Adult children are adult as physical but they show child characteristics in cognitive, spiritual, emotional and psychological dimensions in one of them, more or all of them

Adult-Adolescents Adult adolescents are adult as physical but they show adolescence characteristics in cognitive, spiritual, emotional and psychological dimensions in one of them, more or all of them

Adult-Adults Adult adults show adult characteristics in physical, cognitive, spiritual, emotional and psychological dimensions. Adult-child, adult-adolescence and adult-adult individuals’ characteristics are shown in Tables 8.1–8.3 and these individuals’ characteristics are given comparatively.

8.2 Adult-Children, Adult-Adolescence and Adult-Adult Profiles

Peoples can carry one or more of the features in Table 8.1, this does not mean that individual is adult-children, adult-adolescence or adult-adult. For example;

“They can say everything come into their mind. There are no bad intentions. They believe what they hear without questioning.” (Adult-children)

“They like hurt people around them. They object everything.” (Adult-adolescence)

“They do not say empty promises; they do not hurt people around them.” (Adult-adult)

Individuals generally have “do not like hurting people around them” but sometimes can hurt; it does not mean that he/she is an adult-adolescence. An

Table 8.1 Characteristics in feeling dimension

Ch. No	Adult-children	Adult-adolescence	Adult-adult
1	Physical development is completed.	Physical development is completed.	Physical development is completed.
2	Generally positive. When they are pessimistic, they quickly forget this.	Generally pessimistic	They are positive and look life positive
3	Inner peace of them is not stable	Inner peace of them is problematic	Inner peace of them is good
4	They are sincere about their feelings, behaviors but their thoughts are unconscious.	They are not sincere about their feelings, behaviors, thoughts	They are not consciously sincere about their feelings, behaviors, thoughts
5	Insights of them are not good.	Insights of them are not good.	Insights of them are good.
6	They are generally in peace with themselves.	They are not generally in peace with themselves. They have problems with themselves.	They are in peace with themselves.
7	Self-confidence and self-esteem are under the influence of their surroundings.	They have fake self-confidence and self-esteem	They have consciously self-confidence and self-esteem
8	They are not intuitive	Their intuitions are not powerful but they assume that they are intuitive.	They are intuitive
9	They are fragile	They are fragile and aggressive	They are not fragile and aggressive.

established finding of research Robinson et al. [6] is that adults prefer to guess before rather than after a chance event has happened like children. Human can show characteristics from all categories time to time. Furthermore, to define an individual as adult-children, adult-adolescence or adult-adult, is not necessary that individual always to carry related category’s all features. Individual’s profile has indicated according to how often to elicit behavior. In this sense, first of all, features of individuals divided into three dimension as feeling, thought and behavior into three categories; adult-children, adult-adolescence and adult-adult (Tables 8.1–8.3).

8.3 “Adult-Child, Adult-Adolescence, Adult-Adult”: Different Perspective on Leadership and Chaos

Leaders are backbones of organizations. Leadership and personality are related [2]. Personal characteristics of leaders and effective management of organizations are interrelated concepts. According to Erçetin et al. [2], social constructs like societies,

Table 8.2 Characteristics in thought dimension

Ch. No	Adult-children	Adult-adolescence	Adult-adult
1	They have “other” concept in their minds. They believe in love	They have “other” concept in their minds. They do not believe in unconditional love. Their love has short and provisional	They have not “other” concept in their minds. They believe in unconditional love
2	They do not decide alone, they are dependent to others.	They are unstable.	They are clean in their decisions.
3	Their friends and not to be alone is so important.	Their friends are on the center of their life.	Their friends are in life as necessary.
4	They are not aware of responsibilities on their family, work and special life	They are aware of responsibilities on their family, work and special life	They are aware of responsibilities on their family, work and special life
5	Their behaviors and thoughts are unconscious.	Their behaviors and thoughts are semi-conscious.	Their behaviors and thoughts are conscious.
6	They are not respectful to people’s beliefs, thoughts; they have not been developed conscious on this subject.	They are not respectful to people’s beliefs, thoughts	They are respectful to people’s beliefs, thoughts.
7	They are not respectful to human rights.	They are not respectful to human rights.	They are respectful to human rights.
8	Their thoughts and life are completely under influence	Their thoughts and life are completely under influence but they never accept this situation.	Their thoughts and life are not under influence
9	They sometimes use people or other things to reach their goals but they do not this consciously.	They use people or other things to reach their goals consciously	They are in conscious about not using people or other things to reach their goals
10	Their ego would not change much when nice developments realize in their life.	Their ego swells when nice developments realize in their life.	Their ego does not arise more than enough when nice developments realize in their life.
11	Their consciousness level is restricted.	Their consciousness level is restricted.	Their consciousness level is universal
12	They do not know people much. They cannot understand well others’ aim, perspectives on life and paradigms.	They assume that know people well. Making judgment without restraint. They cannot understand well others’ aim, perspectives on life and paradigms but they never accept this situation	They know people well. They can understand quickly others’ aim, perspectives on life and paradigms.

13	They cannot know events which they live is their own choices and these events are stemmed from themselves. They have conditionings and obsessions	They cannot know events which they live is their own choices and these events are stemmed from themselves. They have conditionings and obsessions but they generally do not accept this situation.	They know events which they live is their own choices and these events are stemmed from themselves. They have not conditionings and obsessions
14	They judge people but they do not behave consciously like this. They behave like as seen from the environment.	They judge people and they would like to oppress people	They do not judge people
15	Awareness level of them is low but they do not aware of this situation.	Awareness level of them is low but they think high.	Awareness level of them is high
16	They do not tolerate criticism; their heart is broken, is offended and is hurt.	They never accept criticism. They are always correct.	They can tolerate criticism.
17	They wait others' approval on their behaviors.	The approvals of other on their behaviors appears that not important but in fact it is important for them	The approvals of other on their behaviors are not important.
18	They sat that they do not wait provisions from others but in fact they wait in deep.	Everything is reciprocal	They do not wait provisions from others.
19	Others are more important than themselves. Other are more valuable	The most important person is himself/herself in life for them	They care about both themselves and others.
20	Their thought system is “yours” (First you)	Their thought system is “selfish” (First me)	Their thought system is “ours” (First us)
21	They have daily thought systematic.	They assume that have scientific thought systematic	They have scientific thought systematic.
22			

Table 8.3 Characteristics in behavior dimension

Ch. No	Adult-children	Adult-adolescence	Adult-adult
1	They deal with persons, development of themselves on any area is not important at all.	They deal with persons, development of themselves on any area is quasi important. They assume to know everything.	They do not deal with persons. Development of themselves on any area is important.
2	They have not competition concept.	They compete with others.	They compete with themselves.
3	They do behaviors that attack on the rights of person such as mobbing, stigmatization, slander unconsciously by under the guidance of environment.	They do behaviors that attack on the rights of person such as mobbing, stigmatization, slander unconsciously or semi-consciously.	They do not do behaviors that attack on the rights of person such as mobbing, stigmatization, slander
4	Wearing and behaving appropriate to environment is not important for them.	They do not wear and behave appropriate to environment. They have problems on their appearance, they struggle with themselves much. Some of them are constantly on diet. They like draw attention on them	They can wear and behave appropriate to environment
5	They can say everything come into their mind. There are no bad intentions. They believe what they hear without questioning	They like hurt people around them. They object everything.	They do not say empty promises; they do not hurt people around them.
6	They cannot behave people as they deserve, they are passive and aggressive.	Behaviors of them are immoderate	They can behave people as they deserve
7	Conversations of them are sincere	Conversations of them are immoderate	Conversations of them are explicit and clear
8	IQ and EQ of them are not in balance	IQ and EQ of them are not in balance	IQ and EQ of them are in balance
9	They cannot see consequences of their behaviors before they do but they have not bad intentions, they see themselves as victim.	They cannot see consequences of their behaviors before they do and they are uncontrolled	They can see consequences of their behaviors before they do
10	They know and behave according their responsibilities often	Behave according their responsibilities is difficult for them	They know and behave according their responsibilities
11	They are externally controlled and motivated.	They are externally controlled and internally motivated.	They are internally controlled and motivated.
12	They cannot use effective communication skills and body language	They can use effective communication skills and body language for their own benefit.	They can use effective communication skills and body language well

organizations and leadership are chaotic, inter-dependent, non-linear systems that are closely tied to initial conditions and leadership and chaos can be considered fundamentally interconnected, topics of chaos and leadership have been classified, unitized and graded in a variety of ways [2]. In this mean, leadership has been evaluated in terms of chaos in the context of adult-children, adult-adolescence and adult-adult classification;

In the organizations managed by adult-children leaders;

Because of adult-children leaders cannot take effective and right decisions alone, management of organization is not expected to be in the management of leaders. A leader should be able to find different solutions to different problems [1] but when any problems has been living in organization, these leaders' management these problem situations effectively and strategically is very difficult. Creating organizational communication, organizational culture by leaders is also difficult. Therefore, leaders cannot manage organization effectively, frequency of experiencing chaotic situations may be increased. In addition, coping strategies with chaos is developed and applied by leaders are also difficult.

In the organizations managed by adult-adolescence leaders;

Taking appropriate decisions by adult adolescence leaders is difficult because adult-adolescence leaders generally behave emotionally. Because of their level of tolerate criticism is low, when they take wrong decision in organization, it is difficult to decide to change the rotation for them. When any problems have been living in organization, leaders' toleration to take decision with other members of the organization and apply together is low but they assume that they manage the organization effectively about themselves. Organizational communication and organizational culture is leader-centered in these organizations. They cannot manage organization effectively and organization-centered, so neglecting chaotic situations, blaming others for this chaotic situations and/or not making self-questioning by leaders is probable. In fact, coping with chaotic situations are teamwork for organization, so in the organizations managed by adult-adolescence leaders, coping with chaos is difficult.

In the organizations managed by adult-adult leaders;

Adult-adult leaders can take right and effective decisions and can manage the organization effectively, so when any problems have been living in organization, leaders' toleration to take decision with other members of the organization and apply together is high. Organizational communication is healthy and organizational culture is powerful in these organizations. Chaos is a source of life and also a reality for organizations and people as living and self-organizing systems [3] that order is a transient state that can lead to problems if it persists [2]. So adult-adult leaders by the characteristics of them can manage chaos effectively so organization overcome chaotic situations with the least damage.

When the organization envisions the future and possible probabilities, it will challenge change and uncertainty, and will make the chaos an opportunity to success [4]. Chaos can be lived in all organizations in everywhere, but if chaos can be managed by adult-adult leaders, that organizational system can function in an healthy way in future.

8.4 Future Trends

This study is a conceptualization study about adults. In the following study, political leaders' leadership profiles will be analyzed based on this different adult classification. Although dimensions of leaders' interventions in chaotic situations have been differ in challenging, moderate, destructive, positive circle, political leadership attitudes have been placed even more chaotic to chaotic situations or have been transformed chaos to cosmos. In this context, finally, political leaders' profiles and coping strategies in chaotic ambience will be evaluated on the base of adult-child, adult-adolescence and adult-adult classification model.

References

1. Erçetin ŞŞ (2000) Lider sarmalında vizyon. Nobel Yayın Dağıtım Şirketi, Ankara
2. Erçetin ŞŞ, Açıkalın ŞN, Bülbül MŞ (2013) A multi-dimensional approach to leadership in chaotic environments. In: Banerjee S (ed) Chaos and complexity theory for management: nonlinear dynamics, vol 5. IGI Global, Hershey, pp 89–104
3. Erçetin ŞŞ, Hamedoğlu MA, Açıkalın SN (2014) Can managerial narcissism which likely leads to a chaotic process be measured? Managerial Narcissism Scale (MNS). In: Erçetin ŞŞ, Banerjee S (eds) Chaos and complexity in world politics, vol 7. IGI Global, Hershey, pp 89–104
4. Erçetin ŞŞ, Kayman EA (2014) How to be a quantum leader in an intelligent organization? In: Erçetin ŞŞ, Banerjee S (eds) Chaos, complexity and leadership 2012. Springer, Dordrecht
5. Onur B (1995) Gelişim psikolojisi: Yetişkinlik – yaşlılık – ölüm, 3rd edn. İmge Kitabevi, Ankara
6. Robinson EJ, Pendle JEC, Rowley MG, Beck SR, McColgan KLT (2009) Guessing imagined and live chance events: adults behave like children with live events. Br J Psychol 100:645–659. doi:10.1348/000712608X386810