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“CURIE – Changes for youth education in relationship management with Emotional Intelligence” - 2023-1-IT03-KA220-YOU-000160281

SKILL 3: EMOTION MANAGEMENT

This scale refers to the perceived ability to manage other people's emotional states. People with low scores are unable to influence and manage the feelings of others. They feel overwhelmed when dealing with other people's emotional outbursts and are less likely to enjoy socialising and networking.

Theoretical concept:

Emotions hold a central place in the life process of individuals, highlighting experiences, developing or inhibiting a person from progressing toward their own project. Learning to recognize and manage one's own emotions is an invaluable tool.

Emotional management consists of the ability to identify, understand, and manage our own emotions as well as those of others. Proper emotion management is essential for mental well-being, interpersonal relationships, and performance in different areas of life, such as work and education.

Emotional education is a long and continuous process of lifelong learning, one that is advisable to start as early as possible—from birth—to become emotionally competent individuals, for the benefit of oneself and society.

For an emotion to arise, according to Bisquerra (2000), our body and mind must be activated. First, an event occurs, either internal or external; our sensory information reaches the brain's emotional centers, and a neurophysiological response is automatically generated, which the neocortex interprets.

When evaluating an emotion, two phases must be considered: the first is a **primary evaluation**, where the event is judged as beneficial or harmful. Then, there is a **secondary evaluation**, where all personal conditions to face the situation are assessed.

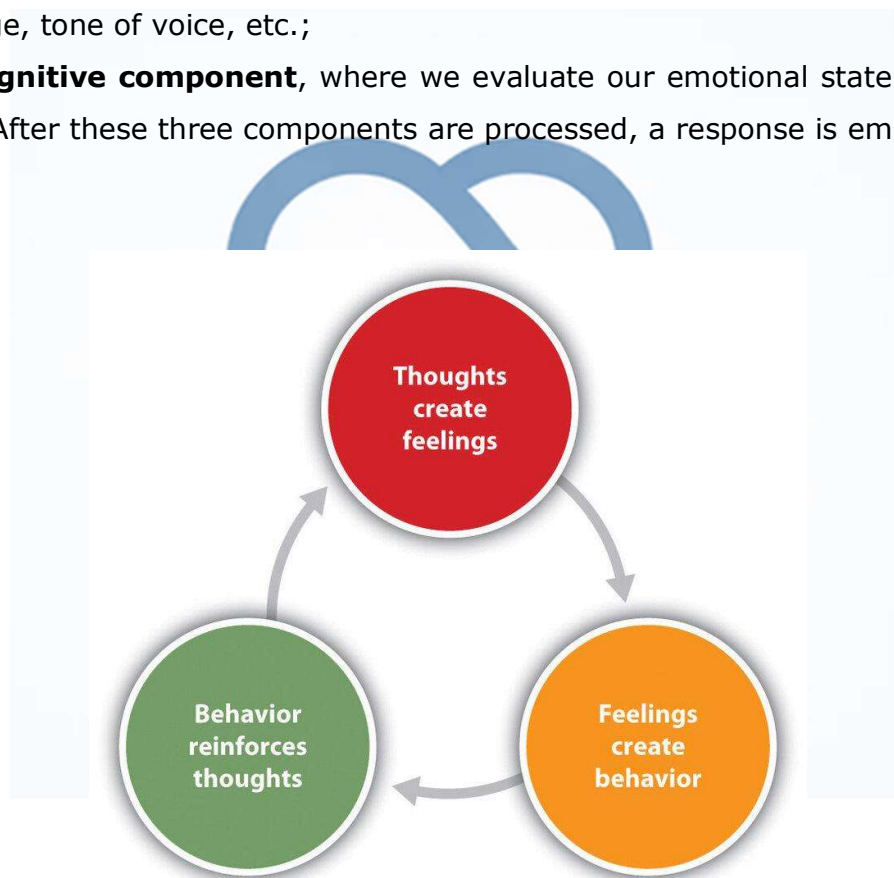


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According to Bisquerra (2000), three components act when an emotion occurs:

1. **The neurophysiological component**, which is related to involuntary bodily alterations (sweating, palpitations, increased body temperature, etc.);
2. **The behavioral component**, referring to gestures, body posture, non-verbal language, tone of voice, etc.;
3. **The cognitive component**, where we evaluate our emotional state and give it a name. After these three components are processed, a response is emitted.



Fuente: <https://cogbtherapy.com/cbt-model-of-emotions>

In classifying emotions, Bisquerra (2000) divides them into: **positive, negative, ambiguous, and aesthetic**. It is important to note that this classification does not imply that some emotions are better than others; all emotions exist and are necessary, as they arise spontaneously.



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Positive emotions:

- **Joy:** enthusiasm, euphoria, excitement, amusement, contentment, pleasure, satisfaction, whimsy, etc.
- **Humor:** provokes a smile, laughter, giggle, hilarity.
- **Love:** affection, tenderness, sympathy, empathy, acceptance, cordiality, trust, kindness, respect, devotion, etc.
- **Happiness:** joy, tranquility, inner peace, calm, well-being, etc.

Negative emotions:

- **Anger:** rage, wrath, resentment, hatred, fury, indignation, jealousy, envy, frustration, etc.
- **Fear:** terror, panic, horror, phobia, fright, etc.
- **Anxiety:** distress, despair, restlessness, stress, worry, nervousness, etc.
- **Sadness:** depression, disappointment, sorrow, pain, pessimism, melancholy, loneliness, disgust, etc.
- **Shame:** guilt, shyness, insecurity, modesty, bashfulness, blushing, etc.
- **Aversion:** hostility, contempt, antipathy, resentment, rejection, disgust, repugnance, etc.

It is important to highlight that so-called negative emotions are entirely necessary for survival and should not be confused with harmful emotions that need to be avoided. For example, fear, in certain situations, helps us be cautious and avoid disasters. Similarly, indignation can be positive when a situation bothers us or is seen as unjust, as it implies a critical capacity in ourselves.

Ambiguous emotions: These are considered ambiguous because they can be viewed as positive or negative depending on the circumstances: surprise, hope, compassion.



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Aesthetic emotions: These are emotional reactions to artistic expressions (music, dance, painting, etc.).

Despite Bisquerra's classification, the most important thing is to be able to identify and become aware of any emotion that arises—whether positive, negative, ambiguous, or aesthetic—and know how to generate a response for personal benefit.

Use of emotions:

According to neuroscientist **Francisco Mora (2004)**, humans experience emotions "to defend ourselves from harmful stimuli or to approach pleasurable stimuli that maintain survival." Emotions are necessary because they drive us to seek out beneficial experiences and avoid harmful ones.

Another important factor is that emotions make an individual's response unpredictable and flexible. This adaptability of behavior is very useful for the survival of the species.

Emotions alert individuals to specific impulses, activating many bodily systems such as the respiratory or cardiovascular systems.

Emotions maintain curiosity and interest in the new and are crucial for the individual's survival. Additionally, they are a powerful and effective way of communicating between people and serve as reminders of past events, facilitating effective memory.

It should be noted that the positive effect of **Emotional Intelligence** on personal well-being has been evidenced, particularly in reducing stress, anxiety, indiscipline, etc. Positive emotions contribute to strengthening our immune defenses, thus having a preventive effect. Negative emotions, on the other hand, weaken the immune system and consequently increase the risk of diseases (**Ader, 1991; Vidal, 2000**). There are more than forty psychosomatic diseases related to emotion management, including asthma, muscle tension, and tics. It is clear, then, that an emotionally competent person is better



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prepared to avoid risky behaviors that may arise in life compared to someone who lacks these skills.

Strategies to Develop Better Emotional Management:

Applying the following strategies consistently can help develop better emotional management, contributing to general well-being, improving interpersonal relationships, and increasing productivity and satisfaction in both work and personal environments:

1. **Emotional Awareness:**

Self-awareness: Foster self-awareness to recognize and understand one's own emotions. Emotion Wheel. <https://express.adobe.com/page/6Byqv/>

Emotional diaries: Encourage keeping an emotional diary to identify patterns and triggers of certain emotions

Emotion Diary

Week of:

EVENT What happened	BELIEF What you thought	EMOTIONS What you felt	BEHAVIOR What you did	OUTCOME
Friend didn't invite me to a party.	He/She is mad and doesn't like me	rejected and mad	Will not talk to him/her	Our friendship is over.
Friend didn't invite me to a party.	He/She might have her own private reasons and I respect the decision.	Calm,unbothered	Accept the decision and moves on	Enjoy the next time you spend time and appreciate their presence.



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2. Education and Training:

Read books and materials on emotional management and emotional intelligence.

<https://www.youtube.com/watch?v=Yd6hR1qCfSM>

Participate in workshops or seminars that offer emotional management resources.

3. Resilience Building:

Accepting change: Encourage acceptance of change as a natural part of life and develop the ability to adapt to new circumstances.

Positive perspective: Maintain a positive outlook and focus on solutions rather than problems.

4. Coping Skills Development:

Problem-solving: Learn effective problem-solving techniques to face stressful situations constructively.



Source: <https://www.hrgrapevine.com/content/article/insight-2017-10-30-you-win-i-win-we-win-your-guide-to-managing-and-resolving-workplace-conflict>



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Cognitive restructuring: Use cognitive restructuring to change negative and self-critical thoughts into more positive and realistic ones.

The worksheet is titled "CBT COGNITIVE RESTRUCTURING" and includes fields for "Name:" and "Date:". It is divided into six numbered boxes for a structured cognitive restructuring exercise:

1. Situation-what happened?
2. Thoughts-what went through my mind?
3. Feelings-how did I feel?
Emotions, physical sensations.
4. Evidence-what is the evidence for this thought?
5. Evidence-what is the evidence against this thought?
6. Perspective-after weighing up the evidence, what is a new, more balance perspective?

5. Relaxation Techniques and Mindfulness:

Meditation and breathing: Practice meditation and deep breathing to reduce stress and increase calmness. [Meditation video](#)

Mindfulness: Implement mindfulness practices to help be present and better manage emotions. [Mindfulness video](#)

[12 Habits to Control Your Emotions](#)

Bibliographic references:

Bisquerra, R. (coord.) (2012). *¿Cómo educar las emociones? La inteligencia emocional en la infancia y la adolescencia*. Esplugues de Llobregat (Barcelona): Hospital Sant Joan de Déu.