



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

SKILL 6: EMOTION REGULATION

1. Difference between emotional regulation and emotion management (SKILL 3)

The concepts of emotional regulation and emotion management are related, but they are not the same. Both involve handling emotions, but they differ in focus and application.

Emotional Regulation:

This refers to the internal, automatic, or conscious process by which a person modifies, maintains, or controls their emotions to adapt to different situations or contexts. It involves:

- Recognizing one's own emotions and those of others.
- Modulating the intensity of emotions (e.g., calming down when angry or motivating oneself when feeling discouraged).
- A more holistic approach to maintaining emotional balance.

Example: When someone receives criticism in public, instead of reacting impulsively, they take a deep breath, assess the situation, and respond calmly.

Emotion Management:

This concept is more practical and specific, focusing on how to act when faced with a particular emotion. It refers to the tools or strategies used to handle strong or challenging emotions. It is more behavioral and often involves external or immediate actions.

Example: If you're feeling anxious before public speaking, you might practice a relaxation technique, such as meditation, to calm yourself.



Co-funded by the
Erasmus+ Programme
of the European Union



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

Key differences:

ASPECT	EMOTIONAL REGULATION	EMOTION MANAGEMENT
FOCUS	Global, balancing emotions.	Specific, addressing a particular emotion.
LEVEL	Internal and long-term	Practical and immediate
INVOLVES	Understanding, modulating, and processing emotions.	Applying specific behavioral strategies.
EXAMPLE	Recognizing, frustration and calming yourself	Exercising to release frustration.

Both concepts are essential for personal development and are interconnected: learning to regulate emotions improves your ability to manage them in specific situations.

1. Theoretical concept:

Bisquerra (2012) describes five competencies that promote better social adaptation and coping with the challenges and difficulties that arise every day: emotional awareness, emotional autonomy, social competence, emotional regulation, and skills for life and well-being. Among them, emotional regulation is understood as the ability to control emotions appropriately, where both repression and losing control are equally negative. Therefore, having good strategies for self-regulation is essential.

In summary, emotional regulation refers to the ability to control and modify our emotions in response to different situations. It focuses more specifically on the



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.

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

strategies we use to influence which emotions we experience, when we experience them, and how we express and process them.

2. The Importance of Emotional Regulation in Life

Emotional regulation is an essential component of daily life, significantly influencing psychological well-being, decision-making, and interpersonal relationships. According to Gross (1998), emotional regulation refers to the processes through which individuals influence the emotions they have, when they experience them, and how they express or experience those emotions. Effectively managing emotions is critical not only for mental health but also for academic, professional, and social performance.

One of the main benefits of effective emotional regulation is its relationship with mental health. Lazarus and Folkman (1984) emphasize that emotions play a central role in coping with stress. Effective emotional regulation can reduce the negative impact of stress, fostering greater resilience in the face of adversity. For instance, using adaptive strategies like cognitive reappraisal instead of maladaptive ones like avoidance is associated with lower levels of anxiety and depression (Gross & Thompson, 2007).

Furthermore, emotional regulation is crucial in interpersonal relationships. According to Mayer and Salovey (1997), the ability to manage both one's own and others' emotions—a component of emotional intelligence—enhances communication, promotes empathy, and strengthens social bonds. Individuals who can regulate their emotions are more likely to resolve conflicts constructively and maintain fulfilling relationships. Conversely, a lack of regulation can lead to interpersonal problems and impulsive behaviors.



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.

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

In professional and academic settings, emotional regulation also plays a decisive role. Lopes et al. (2006) found that individuals with emotional regulation skills demonstrate better job performance due to their ability to handle stress and adapt to challenges. Similarly, in educational contexts, emotional regulation contributes to the development of autonomous learning skills and coping with pressure during critical moments such as exams or presentations.

Lastly, it is essential to note that emotional regulation is not an innate ability but one that can be cultivated through practice and intervention. Programs such as mindfulness and emotional intelligence training have proven effective in enhancing these skills (Baer, 2003). These tools not only promote individual well-being but also contribute to a more empathetic and resilient society.

In conclusion, emotional regulation is a fundamental aspect of human life, influencing areas such as mental health, social relationships, and professional performance. Authors such as Gross (1998), Lazarus and Folkman (1984), and Mayer and Salovey (1997) have highlighted its importance, emphasizing the need to develop these skills to improve overall quality of life.

3. Regulation strategies

Emotional regulation involves the use of various strategies to control and modify emotions in response to different situations. Each strategy has its role and may be more suitable in specific contexts, making it useful to develop a variety of tools to address diverse emotional situations.

Below are some key strategies:



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.

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

Cognitive Reappraisal:

This strategy involves reinterpreting a situation to change its emotional meaning. It is used to transform a negative perception into one that is more positive or less stressful.

Application:

- **Identifying Negative Thoughts:** Recognize when you have negative thoughts about a situation.
- **Question and Reframe:** Ask yourself if there is another way to view the situation. Is there a positive aspect? Could it hold a lesson or an opportunity for growth?
- **Practice Regularly:** Make a conscious effort to reframe everyday situations. For example, instead of seeing an additional work project as a burden, view it as an opportunity to learn new skills.

Example: Instead of thinking, "I'm failing at this project, and everyone will notice," you can reframe it as, "This is a challenging task, but it's an opportunity to demonstrate my problem-solving skills."

Suppression:

Suppression involves inhibiting the external expression of an emotion. Although it does not address the underlying emotion, it can be useful in situations where an immediate emotional reaction could be harmful.

Application:



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.

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

- Recognize the Emotion: Identify that you are experiencing an intense emotion like anger or frustration.
- Count to 10: Before reacting, count to 10 to give the emotion time to subside.
- Take Deep Breaths: Practice deep breathing to calm down.
- Focus on Responding, Not Reacting: Think about a controlled, constructive response instead of an impulsive reaction.

Example: During a meeting where you feel attacked, instead of immediately responding with anger, count to 10, take deep breaths, and calmly say something like, "I appreciate your feedback. I'd like to discuss this further after the meeting."

Distraction:

Distraction involves diverting attention from a negative emotion to another activity or thought unrelated to the source of emotional stress.

Application:

- Physical Activities: Engage in exercise or movement.
- Hobbies: Get involved in activities you enjoy, such as reading, painting, or playing a musical instrument.
- Socializing: Talk with friends or family about pleasant and comforting topics.
- Entertainment Media: Watch a movie, listen to music, or play a video game.

Example: If you feel overwhelmed by a stressful situation, you can take a break to go for a walk outdoors, which helps clear your mind and calm your emotions.



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.

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

Acceptance:

Acceptance is the willingness to experience emotions without trying to change, resist, or judge them. This strategy focuses on acknowledging and accepting emotions as they are.

Application:

- **Self-Compassion:** Be kind to yourself when experiencing difficult emotions, recognizing that they are a natural part of the human experience.
- **Label the Emotions:** Name and describe your emotions to fully acknowledge them.
- **Practice Patience:** Allow yourself time to process and accept emotions without rushing to overcome them.

Example: If you feel sadness over the loss of a loved one, you allow the sadness to be present rather than avoiding or suppressing it. You permit yourself to cry and process your feelings at your own pace.

Bibliographic References:

Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10(2), 125-143

Bisquerra, R. (2015). *Inteligencia emocional en educación*. Barcelona: Editorial Síntesis



Co-funded by the
Erasmus+ Programme
of the European Union



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

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review.
Review of General Psychology, 2(3), 271-299

Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. En J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-24). Guilford Press.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

Lopes, P. N., Salovey, P., & Straus, R. (2006). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 39(3), 513-529.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? En P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). Basic Books.