

# **Emotion Regulation Strategies education guide book - Mental coaching guide for China Pioneers**

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| <p>This product based Bachelors's Thesis, Emotion Regulation Strategies education and implementation guide book- Mental coaching guide for China Pioneers, was made based on a product called Guide Book to Emotion Regulation Strategies, which is a mental coaching guide book designed for the use of ice hockey coaches in the 2012 founded ice hockey club, China Pioneers HC, Beijing, China.</p> <p>The main objective of the product is to provide a simple, easy to read information package about the purpose of controlled emotion regulation strategies in everyday working life in the China Pioneers. It also provides useful knowledge and strategies to put in practice in everyday youth ice hockey coaching within the club.</p> <p>Much of the work in applied sport psychology is based on experiential knowledge, and practitioners sometimes have difficulty building effective mental training programs for individual athletes and teams. Hence, there is a clear need in the practice of sport psychology for theory/model-driven mental training guide books.</p> <p>The knowledge that is provided in the guide book can be used not only by the club's coaches for application in their everyday work developing the junior hockey players as human beings, but also in the coaches personal mental development and growth.</p> <p>The guide consists from theoretical framework part which aims to provide the reader with an overlook of the dominant and most relevant theories on emotions in sports, as well as the dominant theories of emotion regulation in mainstream psychology, and how it can be applied to junior hockey coaching in general. Empirical part explains the development process of the product to implicate the knowledge provided in their coaching philosophies, in order to develop their socio-emotional capabilities.</p> <p>The guide book also includes a 5 steps to follow- introduction part that aims to work as an example of which ways a successful emotion regulation can provide valuable supportive tools for the coaches to develop and include in their mental coaching strategies.</p> |   |
| <b>Keywords</b><br>Mental coaching guide, Emotion regulation, Ice hockey,  |   |

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# 1 Introduction

In ice hockey, the concept of emotion control should not be an unfamiliar topic for the coach. The coach is controlling his/her emotions in a team environment on a daily bases usually consciously, but also often without recognizing it. The way how people manage emotions are usually defined by the individual's character. The character of an individual is an outcome of a lifelong process of the complex mental, ethical, and behavioural traits making a person (Scerenko, 1997). These traits include the situational based emotional experiences of the individual that among other factors shapes the character of a person. The concept of emotion regulation explains the actual mental and behavioural processes occurring when people try consciously influence their own feelings and the feelings of other people (Gross, 1997). Everyday examples of regulating one's own emotions can be for example, cheering yourself up by doing something enjoyable, or making yourself anxious by worrying. Most simplest examples of regulating someone else's emotions is, for example, making someone feel happy by saying kind words and compliments, or making someone angry by provoking him/her.

How do people regulate their emotions everyday life? Researchers have found that people have hundreds of different strategies for influencing how they feel and how others feel. These strategies can be aimed at making themselves or others feel better or worse than they currently feel. For example, in the workplace a leader might try to influence the emotional states of a group of followers to make them feel more enthusiastic and motivated about their work by highlighting the importance of the work in order to make the group's atmosphere and performance better. The way how the right motivated atmosphere can be achieved usually involves thoughts e.g., thinking about a situation differently or behaviours e.g., expressing of positive emotions. (George, 2000, 1027-1055). However, when people have high autonomy, receive feedback about their performance, and have an important, identifiable piece of work to do which requires skill variety, they may experience feelings of happiness and therefore intrinsic motivation to perform well (Hackman & Oldham, 1980).

Emotion Regulation Strategies Education and Implementation Guide- Mental coaching guide for China Pioneers is a coaches' guide book, which provides a basic knowledge the role of emotions, emotion regulation, and emotion regulation strategies in basic human performance related functioning. It is a guide book that can provide to its reader a better understanding about the vastly growing topic of the mental coaching in sports. The guide book emphasizes the importance of the coach's performance enhancement through emotion regulation affecting the performance of the people (Club managers, players, parents etc.) working with the coach, and introduces the concept of emotion regulation and how it is has been proven to be a helpful tool in nourishing children's, adolescents, and adults personal development.

Much of the work in applied sport psychology is based on experiential knowledge, and practitioners sometimes have difficulty building effective mental training programs for individual athletes and teams. Hence, there is a clear need in the practice of sport psychology for theory/model-driven mental training and self-regulation guide books. Research evidence, in the rapidly growing area of performance enhancement through emotion regulation, has shown that is important. Unfortunately, most of the already existing guidebooks and programs in applied sport psychology are based upon unverified hypotheses and unsubstantiated pedagogical principles, rather than on scientific evidence. (Robazza, Pellizzari, & Hanin, 2004, 379–404.)

Group-oriented interventions may underestimate or ignore the phenomenology of performance-related subjective experiences reflecting an athlete's perspective. Therefore, an individual-oriented approach to the development and application of emotion regulation guide holds promise.

## **1.1 Why the guide was made**

This guide was made in order to examine and use the effects of multimodal and individualized emotion regulation strategies upon emotions and bodily symptoms of individual's behavior and performance in sports. Hence, a basic understanding of the concept of emotions and emotions in sports in general is needed. This product will pro-

vide the reader with an overlook of the dominant and most relevant concepts and dimensions of the theories on emotions in sports, as well as the dominant theories of emotion regulation in mainstream psychology. Combining these two areas can form a solid foundation of knowledge for coaches in the China Pioneers ice hockey club to adapt and use in their everyday coaching life.

The guide aims to explain the scientific process of emotion's appraisal and the response to these appraisals from the basic human functioning perspective and point out the common factors in behavioral patterns. This approach was chosen due to the ethnical and cultural differences affecting human behavior between two different cultures, the Chinese and European. This in other words means the research on the basic patterns of human emotions affecting on behavior and performance in a team environment.

## **1.2 Benefits of the guide**

Emotion regulation affects everyone in people's everyday lives. If one can do it well, it can enhance our well-being, performance, and relationships with other people. For example, the ability to regulate one's own feelings can influence sports performance, and the ability to regulate how others feel is vital in building good relationships with colleagues and subordinates. If one however can't regulate emotions well, it can be detrimental to those same things. For example, the risks we take and the behaviors we indulge in can be forms of emotion regulation. Emotion regulation can affect people's parenting, friendships, work, health, and leisure. (Hackmam & Oldham, 1980.)

People's belief in their own ability to overcome negative feelings has been found to relate to their actual ability to recover more quickly from negative events. Individuals who are more emotionally expressive or charismatic, usually exert a greater influence on how others feel. Hence, this guide book is beneficial for those coaches who are interested in fine-tuning their coaching methods and develop as human beings, by including controlled emotion regulation in their working lives. (Eisenberg, Fabes, Guthrie, & Reiser, 2000, 136–157.)

The guide is also the very first version of mental coaching guides for China Pioneers HC and hence may hold promise in developing more specifically designed mental coaching guides and programs for the clubs use.

### **1.3 How to apply the guide for practical purposes**

Like mentioned, the guide book provides an overlook education on the theories of emotion appraisal and regulation of emotions in general level. Hence, the responsibility of the practical methods of usage of the guide remains in the hands of the coach himself/herself. However, the guide includes a five step introduction model example for coaches to follow, or for customizing their own. Also an introduction of how positive emotions can reinforce the motivation and group's performance is provided. In its simplest, the knowledge provided in the guide book can help the coach to understand how emotions of individuals can be channeled towards on searching the optimal levels of performance of an individual and the whole team.

The education and implementation guide also provides practical things for the coach to do in the team in order to foster the positive emotional experiences of the individuals related to the sport participation.



## 2 Theoretical frame work

### 2.1 Emotions

The origins of the word emotion comes from Latin word for doing: “*Emovere*”, which translated in English means moving or/and catalyzing of something. The science of emotion and feelings haven’t become to a common understanding on how the key factors of the emotional life should be defined but most of the modern researches tend to separate the concept of “emotion”, “feel”, and “mood”. Emotion refers to a sudden reaction to a specific event leading to the psychological, experimental, and behavioral changes. Feelings instead reflect more specifically to the subjective experience of emotion and mood without physiological or behavioral changes. Mood is diffuse and longer lasting than emotion and lacks a relationship with an object. Mood is usually suggested to result from emotion and feeling. It is typical that emotions have an impact on one’s thinking, body functioning and behavior. Feelings are instead described to be conscious and stepping in after emotions have “taken control”. (Frijda, 1994, 112-122; Larsen, 2000, 129–141.)

When defining emotions in sports and searching “the one” definition, one can note that none of the classical suggested definitions encompasses all the research. Regardless, most of the researchers do agree on the fact that emotions consist from three components: physiological reactions, emotional expressions, and subjective experiences (Deci, 1980; Young, 1973). For example, physiological reactions in our body such as raised heart rate and increased breathing intensity can take place when one is experiencing emotion. Emotional expressions are usually the out-come of the physiological reactions and are expressed for example by such as, changes of one’s facial expressions, movement of the eyes and head, the tone of voice etc. (Watson & Clark, 1992, 1011-1025.)

Edward L. Deci (1980), a professor of psychology and Gowen Professor in the Social Sciences at the University of Rochester, defined emotion as following:

“An emotion is a reaction to a stimulus event (either actual or imagined).

It involves change in the viscera and musculature of the person, is experienced subjectively in characteristic ways, is expressed through such means as facial changes and action tendencies, and may mediate and Energize subsequent behaviors.”

Figure 1 describes a typical emotional experience that begins with something happening, which “triggers” the emotional response. However, as the arrow coming up from the lower box indicates, one emotion can trigger a “secondary emotion”, as when feeling fear triggers anger, anger triggers shame, or love triggers joy. Once a triggering event occurs, there is usually an interpretation made by the thinking mind about the meaning of the trigger. The sensations that occur in the body and the urges to take action are typically felt to constitute the experience of the emotion, and take place mainly in response to the interpretation.

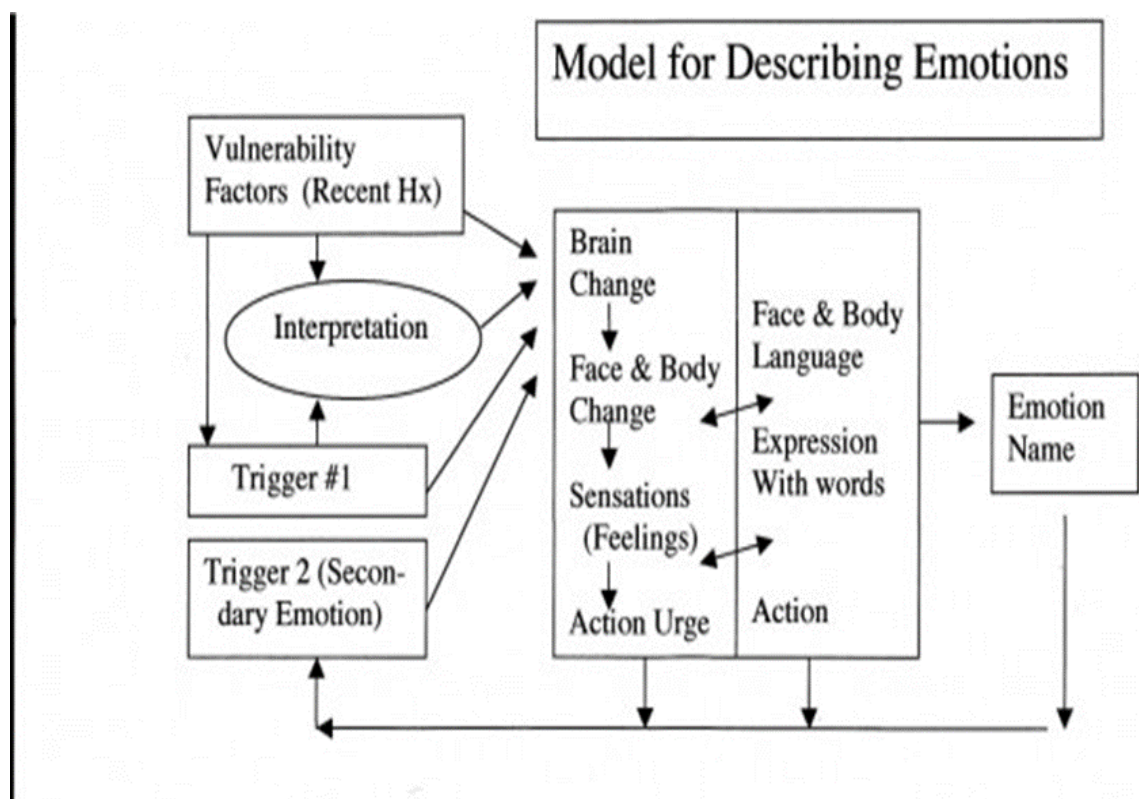


Figure 1. Model for describing emotions (Emotion regulation: Baugh, 2010 in-  
<http://thirdwavebehavioral.com/emotional-regulation>)

### 2.1.1 Classification of emotions

Yuri L. Hanin (2000), a world known sport psychologist classifies emotions by following:

1. *Emotions resulting from harms, losses, and threats*, including anger, anxiety, fear, guilt, shame, sadness, envy, jealousy, and disgust. These emotions can also be counted as stress emotions because the cognitive-motivational-relation process is based on thwarting.
2. *Emotions resulting from benefits*, defined as attainment of a goal or subjectively reasonable movement toward it, including happiness and joy, pride, gratitude, and love. These emotions can be considered positive.
3. *Borderline cases* such as hope, contentment, relief, and compassion.
4. *Nonemotions*, which although often emotional in the sense of should not be regarded as discrete emotions. They fall into several subcategories:
  - a. Complex states including grief and depression
  - b. Ambiguous positive states such as expansiveness, challenge, confidence, and determination
  - c. Ambiguous negative states such as frustration, disappointment, and meaninglessness
  - d. Mental confusion or bewilderment
  - e. Content less excitement or arousal such as upset, distress, nervousness, tension, and agitation
  - f. Pre-emotions such as interest, curiosity, anticipation, alertness, surprise, and amazement

Hanin (2000) explains the categorization in his book, *Emotions in Sport*, by following:

“The first two categories are pretty standard. The third, Borderline emotions, is more controversial. The nonemotions are the most controversial, in as much as grief and depression are commonly considered emotions. I now believe that it is the best to regard challenge, like threat, as a mediating appraisal that may give rise to emotions such

as hope or problematic states such as enthusiasm. Many treat frustration as an emotion, but I regard it as an appraisal- as also for disappointment and meaninglessness. Finally, although they are emotional, upset, distress, and the like refer only to a generalized arousal without any relational content. Terms such as these single out one facet of a complex emotional configuration; we cannot discern the precise person environment relationship and appraisal pattern without reference to the whole configuration.”

### **2.1.2 The role of emotions in human functioning**

One of the oldest and evolutionary developmental meaningful function of emotions in human functioning, is to put our everyday life tasks in order of importance. Hence, emotions can make people to seek themselves closer to things that they feel being important, like finding everyday tasks (a job) that is enjoyable, good people to be around, pleasuring places to spend time in, and exiting situations to handle. In the other hand emotions, especially fear, can protect one by making a person to avoid things that are not enjoyable or harmful for wellbeing. For example fear, nervousness, and uncertainty leads people to notice such dangers that can harm us and in the end, even distinguish one. Emotions can also have a functional component that enables people to cope with particular stimuli or events that trigger their emotional responses. (Frijda, 1986.)

Emotions have also important role of making an impact to one's brain's detecting and thinking functions. The researches on the field of Positive Psychology have paid special attention on the feelings of fun and enjoyment. The studies have shown that everyday experiences of positive emotions like fun and enjoyment can enlarge one's thinking and functioning, and in long term can make them into one's resource (Fredrickson, 1998, 300-319.; 2001, 218-226). Positive emotions also have shown to help people to recover from stress caused by negative emotions (Fredrickson, Manusco, Branigan & Tugade, 2000, 253-258). Positive feelings also support creative thinking, problem solving, and decision making. In top of all that, positive emotions can make learning easier. When a positive emotions are involved in learning something new, it makes it easier to remember and more likely to master. The more the subject learning responses to emotion, the easier it becomes to learn and remember (Brentsen & Rubin, 2004, 427-442).

Positive emotions are important part of sport participation and such emotions like fun and enjoyment are usually considered as the main factors to young children's sport participation (Ewing & Seefeldt, 1996, 31–46).

The social emotions that steer our behavior with other people have an essential role in people's life. When thinking about it, if our behavior wouldn't have any emotional elements to it, people could be considered as machines with a biological twist in it. Some social emotions are also referred to as moral emotions because of the fundamental role they play in morality. For example, guilt is the discomfort and regret one feels over one's wrongdoing. It is a social emotion, because it requires the perception that another person is being hurt by a certain act. (Ferguson, Stegge, 1998, 19-74.)

Social emotions can make learning of one's values and norms easier. Social emotions have also an impact on a group's dynamics; envy drives people to defend their individual rights but in the other hand, can also work as a fuel for achieving something with the help of the "better" others in the group. In order to keep the group unite and together, emotions of devotion, empathy and excitement play an important role. Emotions also help us to recognize the individual roles in the group. Some might feel ashamed to be in a group with someone who he/she is thinking of being above him-/herself. These kind of emotions tell us from the relations of power in a group. (Elias, 2004, 53–63.)

## **2.2 Emotions involved in ice hockey participation**

Since the shortage of reliable research done on sports specific emotions involved in ice hockey, a list of the basic emotions that have been studied to take place in sports participation in general is provided below:

1. Fun and Enjoyment
2. Anger and Aggression
3. Anxiety

Participation on motivation research has shown consistently that children participate in youth sport programs "to have fun" as their primary objective. Although recent commentary has raised conceptual/ definitional concerns about the meaning of fun and enjoyment, it mains clear that children are seeking positive experiences. These positive experiences have regarded as helpful in fostering positive attitudes towards participation in sports and are hence an important element of emotion regulation studies. (Ewing & Seefeldt, 1996, 31–46.)

Aristotle, the ancient Greek philosopher have said the following about anger: "Anybody can become angry - that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way - that is not within everybody's power and is not easy."

Anger is defined as a person's response to a threat or the perception of a threat against an individual or group (Lazarus, 1991). Anger can also evolve from empathic concern or perceptions of injustice and is related to cognitive factors such as hostility (Spielberger et al., 1985). In other words, anger in sports is an emotion related to one's psychological interpretation of having been offended, wronged, or denied. Often it indicates when one's basic boundaries are violated. The emotional state of the game is one of the main reasons why players in general enjoy ice hockey but with the passion emotion usually comes aggressive behavior. Aggressive behavior occurs in a specific context with its own rules, norms, and traditions. An athlete's personality interacts with these norms and traditions, and the outcome of this interaction influences the behavior and performance. (Hanin, 1980, 236–249.)

Aggression may lead to many negative consequences including increased possibility of injury, transfer of aggression to other life situations, and the learning of aggression as a legitimate behavior. The negative consequences of hockey anger and aggression clearly makes the skill of emotion regulation important. Unfortunately, researchers have often been mired in confusion over the definition of aggressive behavior in sport. (Silva, 1980. 177-186.)

American psychologist David Barlow (2000) defines anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events." The more traditional definition by Spielberger (1972) states that anxiety is "an emotional reaction to a stimulus perceived as dangerous". The most useful and appropriate theory of sports performance and anxiety still remains undiscovered, same as the tool of measuring anxiety in athletes. (Ostrow, 1996.)

Competitive anxiety is often considered to be the most affective feeling impacting on sport performance and is since very common subject for people participating competitive sports. Anxiousness can lead to physical changes in the player's body such as raise in heart rate and stress hormone levels, which is often believed to affect negatively on athlete's performance in competitive performance situation. (Vealey & Burton, 1990, 117-178.)

Just like anger, anxiousness can also have physiological impact on individual's body by rising the heart rate and much like anger, anxiety as a feeling has many dimensions that differ from individual to individual. According to Hanin's Individual Zones of Optimal Functioning model, there seems to be a functional relationship between emotions and optimal performance, and the IZOF- model aims to predict the quality of upcoming performance with respect to the pre-performance emotional state of the performer. (Hanin, 2000, 65-113.)

### **2.3 Emotional intelligence**

A couple decades ago American researchers Salovey & Mayer (1990) categorized the four most essential emotional regulation skills that people naturally develop by the influence of modern western society, excluding children. They summed up these four essentials as the model of Emotional Intelligence, which form from the following capabilities:

- 1) Perceiving Emotions: The ability to recognize, asses and express own emotions, and to recognize emotions truly, honestly, and accurately in others. This might

involve understanding nonverbal signals such as body language and facial expressions.

- 2) Reasoning with Emotions: The ability to use emotions to support and prioritize thinking. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- 3) Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. The ability to analyze and understand emotive information and the laws of emotional life is essential skill. For example analyze a certain process's cause and effect relations.
- 4) Managing Emotions: The ability to regulate own and other people's emotions. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. (Salovey & Mayer 1990, 185-211.)



Figure 3. explains visually that emotional intelligence consist from 4 branches. According to Salovey and Mayer (1990), the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion".

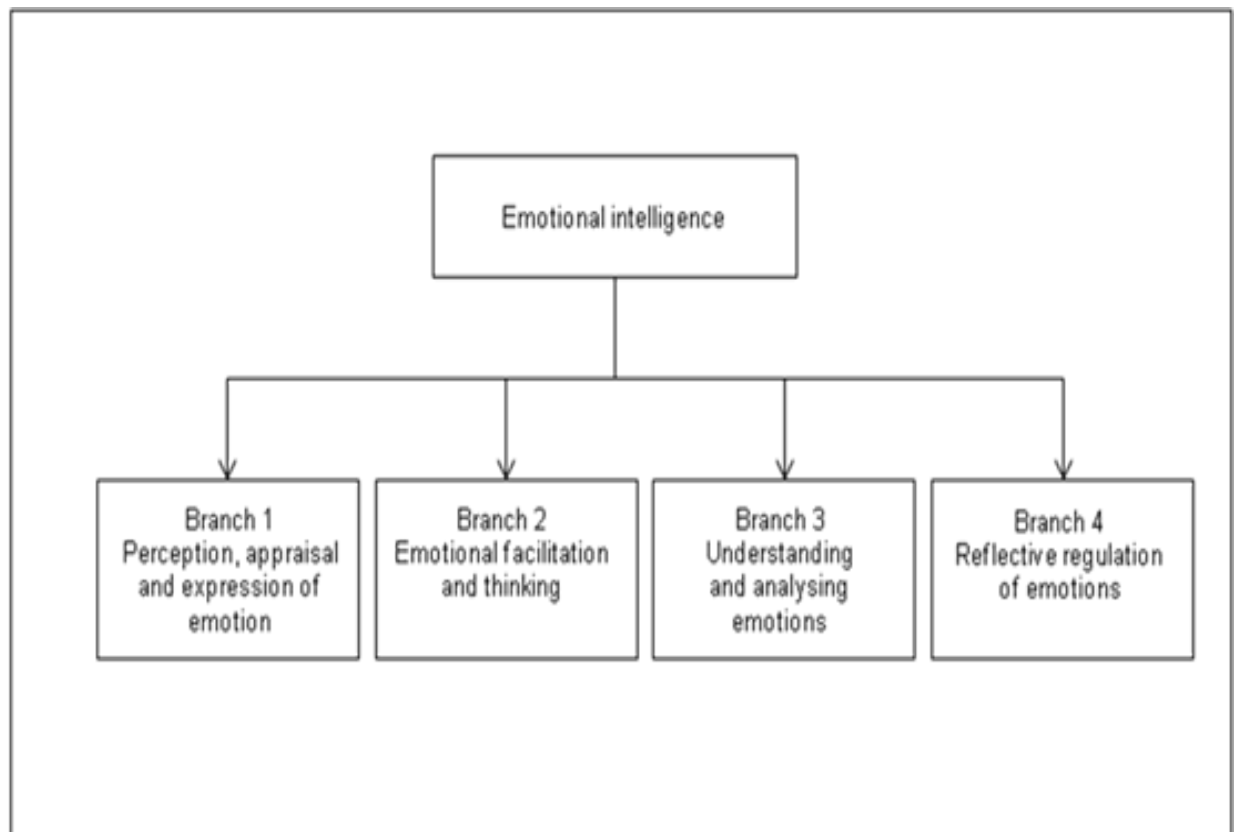


Figure 3. The Emotional intelligence and the four branches that it consists from.

Adapted from Parker (2000).

## 2.4 Emotion regulation

People have the natural desire to experience gratification and equilibrium. In principle, emotion regulation aims to achieve homeostasis either unconsciously or consciously. In general, none of the emotions are unambiguously satisfying or unsatisfying because they are always related to situation and response, which is determined by one's individ-

ual goals. Whether one's emotions are positive or negative, when having them felt for too long or too strong (or even both), they start to stress mentally and prevent one from feeling pleasure while undermining one's mind and body. Emotions of dejection, envy, unsureness, sadness, and fear are emotions that people usually don't enjoy. These emotions may stress highly one's mind if felt for too long even though they can be very useful for a person in certain situations. In the other hand boisterousness, excitement and optimism as emotions are not negative but still can stress the mind if felt for too long and/or strong. This is why the most important role of emotion regulation by the mainstream psychology have suggested to be the ability to regulate and tone down the emotions that burdens one's mind. (Ciarrochi, Chan & Bajgar, 2001.)

#### **2.4.1 Self-regulation**

Emotion regulation is defined to be “the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. It can also be defined as extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions.” (Eisenberg, Fabes, Guthrie, Reiser, 2000, 136–157.)

Emotion regulation involves the automatic or deliberate use of strategies to initiate, maintain, modify, or display emotions. Emotions are subjective feelings experienced in response to events either in an individual's environment or in a group environment. (Gross & Thompson, 2007.)

Studies have shown that emotion regulation plays a big role in people's mental wellbeing. When looking at the results of a study in which the relationship between stress and mental wellbeing in adolescence was measured, the results showed that the better the teenagers which participated to the study felt their emotion regulation to be, the more confident they felt about themselves. They were also more pleased for the social support that they got from their close ones and felt less emotions of anxiousness (Ciarrochi, Chan, Bajgar, 2001). Also teenagers that can regulate their emotions well, are

shown to be willing to seek for help from their family members and teachers/coaches in everyday life problems (Wilson & Deane, 2002, 345-364). In general, the better the teenagers evaluated their emotion regulation to be, the better they felt about their lives and about their ability to recover from negative emotions (Tett, Fox, Wang, 2005, 1-30).

#### **2.4.1.1 Process**

In everyday life we cannot always just go and select the places that we go, the situations that we get in to, or the people that we have to associate with. What we can do, is to modify the situation, in order to make it more enjoyable

Gross suggests in his emotion regulation model that people can consciously regulate their emotions long before the actual feeling of the emotion arises within one, this is called the Situation selection. For example people who find enjoyment from quiet surroundings and relaxing places, unlikely finds their way to the busy mall on a Friday night to spend their free time, while another person enjoys all the people hassling around. This kind of beforehand situational selecting requires one to have the ability to assess, what kind of emotions the future situation, place, or meeting awakes within one. Hence, the experience of the situation is needed, in order to recognize it. For this reason children can't regulate their emotions in these kind of situations as well as grownups because they may not have experienced the emotions awaked by the certain situation or place. (Gross, 1998, 271-299.)

The process model of emotion regulation is based upon the modal model of emotion and is created by J.J. Gross (1998). The modal model of emotion suggests that the emotion generation process occurs in a particular sequence over time. This sequence occurs as follows:

- Situation: the sequence begins with a situation (real or imagined) that is emotionally relevant.
- Attention: attention is directed towards the emotional situation.

- Appraisal: the emotional situation is evaluated and interpreted.
- Response: an emotional response is generated, giving rise to loosely coordinated changes in experiential, behavioral, and physiological response systems.

The process model contends that each of these four points in the emotion generation process can be subjected to regulation. From this concept, the process model posits five different areas of emotion regulation that correspond to the regulation of a particular point in the emotion generation process. They occur in the following order:

1. Situation selection
2. Situation modification
3. Attentional deployment
4. Cognitive change
5. Response modulation. (Gross, 1998, 271-299.)

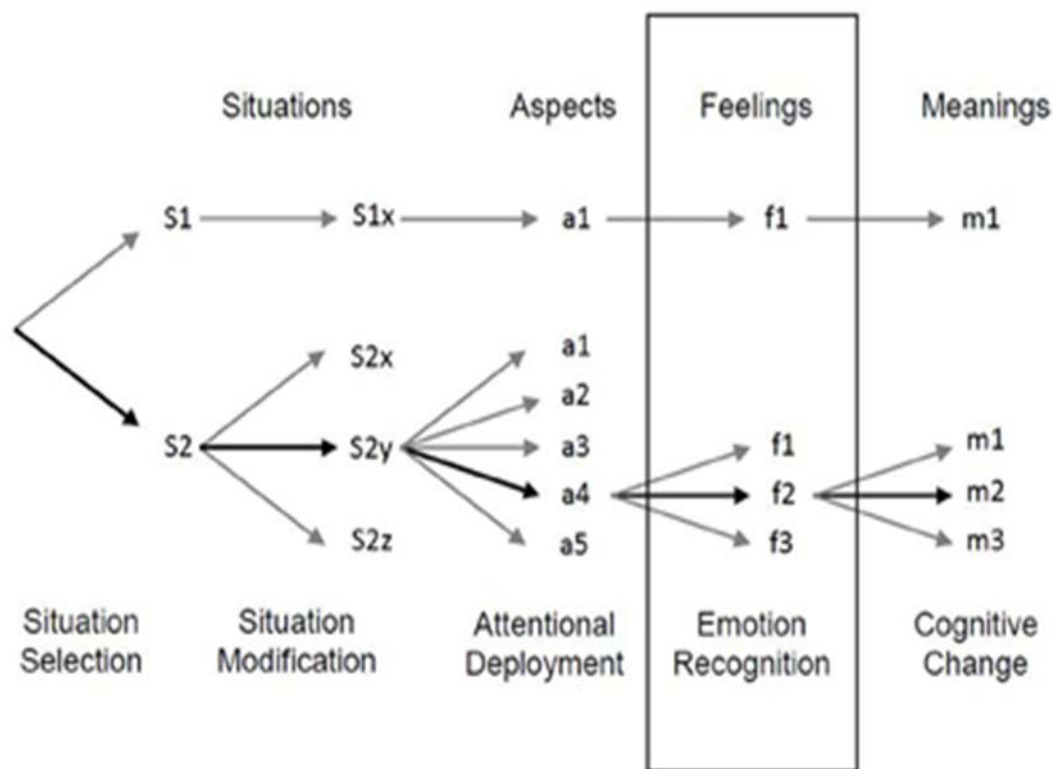


Figure 4. Gross's process model for emotion regulation. The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), (271-299).

Figure 4 indicates the linear process of how the four points in the emotion generation process can be subjected to emotion regulation.

#### **2.4.2 Interpersonal emotion regulation**

Emotion regulation covers the regulation of one's own emotions but it also pertains the regulation of other's emotions. Both, intrinsic and extrinsic, regulatory processes are essential in social life. In order to make new relationships, maintain the positive existing ones, and forsake the bad ones, it is essential for one to be able to regulate emotions. Emotions like envy, an inferiority complex, and jealousy towards another person can easily ruin relationship. An emotion can be transmitted to another person, which can lead the person to feel other emotion, this is called interpersonal emotion regulation. One might envy another person which can cause the envier to feel anxiousness, while the person envied might feel proud and confident because someone is envying him/her. (Okun, Shepard, Eisenberg, 2000, 367-382.)

Various researches have shown that many social skills are dependent on interpersonal emotion regulation. Children who can regulate their own and the emotions of other's well, have been shown to co-operate with each other better (Miller et. al, 2006, 1170–1192), act pro-socially (Rydell, Thorrel, Bholin, 2005, 367-382), create and preserve positive friendships (Denham et al, 2003, 238-256), and to be more popular and liked within their age group (Calkins & Keane, 2004, 101–112).

For counterbalance children- especially boys having troubles with regulating emotions, such as anger or joy, reflects as problem behavior which may occur as aggressiveness, short-temperedness, and impulsiveness which can harm their social relationships. The lack of controlling such emotions as sadness and fear also reflect to the social behavior and can be reflected as depression, anxiousness, fearfulness, and eventually even exclusion. (Calkins & Keane, 2004, 101-112.)

The latest studies show that the recognition, and understanding of emotive information reflects to one's emotion regulation (Joseph & Newman, 2010, 54-78). It is also suggested that emotion regulation forms the core skills for social and emotional intercourse and learning. The social and emotional learning refers to the ability to recognize and control emotions, effectively solve problems, and establish positive social relationships (Zins & Elias, 2006). According to Zins & Elias, a key indicator for socio-emotional learning and developing is self-consciousness, social consciousness, responsible decision making, self-discipline, and social skills.

#### **2.4.2.1 Process**

Emotion regulation can influence social interaction through several mechanisms. Most usually it tones the social encounters. Displays of pleasant emotions tend to elicit favorable responses from others whereas the expression of negative emotions often drives other people away. The concept of interpersonal emotion regulation stems from earlier research into emotional self-regulation. Interpersonal emotion regulation is usually done in order to improve feelings of others', for example making someone happy. Research also suggests that people can use interpersonal emotion regulation to make other people to feel worse if they believe this will accrue benefits. This phenomenon can be easily seen in team sports. Coach's expressions of negative emotions like anger can make the player to feel angry and hence make him perform better. (Tamir, 2009, 101-105.)

Figure 5 indicates the loop like process of how person A's emotional experiences, handling, and expressing affects to person B when it passes on.

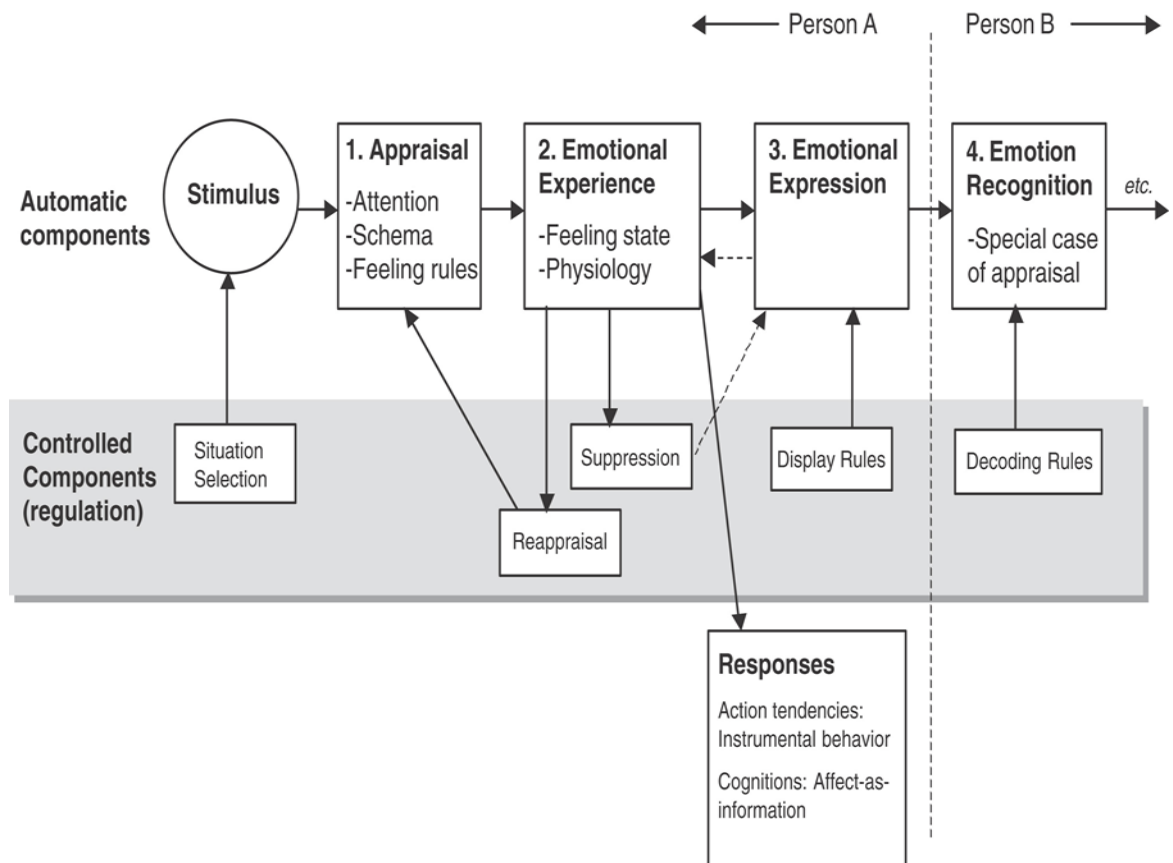


Figure 5. The process model of emotion with addition of other person.

### 2.4.3 Emotion dysregulation

Emotional dysregulation (ED) is a term used in the mental health community to refer to an emotional response that is poorly modulated, and does not fall within the conventionally accepted range of emotive response. Emotional dysregulation means the failure to regulate emotion and when temporary, it can cause symptoms of anxiety, discomfort and poorly controlled behavior. (Garber & Dodge, 1991.)

In everyday life there is many situations when emotion dysregulation takes place and it may reflect to one's behavior. When for example angry, one's decision making and rational thinking may not be at its peak level and the outcome of the situation might not be the best possible. The failure of one's emotion regulation can prevent one from adapting in a certain circumstances set by the certain situation, and it may affect to thinking and physical functioning. (Cole, Michel, Teti, 1994, 73–100.)

#### **2.4.4 Development**

Emotion regulation skills develop over the course of infancy and childhood and continue to mature during adolescence. These skills are critical to mental health, academic achievement, and good social relationships. In the developmental sciences and developmental psychopathology framework, emotion regulation and its component skills are introduced as basic capacities that can develop from typical developmental outcomes, depending on the developmental environment. (Eisenberg, 2010.)

The skill of regulation the emotions of others', although apparent throughout all nationalities, has been shown to vary in successful application at different age groups (Elfenbein, & Ambady, 2002, 203–235). In experiments done comparing younger and older adults to the same unpleasant stimuli, older adults were able to regulate their emotional reactions in a way that seemed to avoid negative confrontation (Charles, & Carstensen, 2008, 495-504). These findings support the theory that with time people develop a better ability to regulate their emotions. This ability found in adults seems to allow individuals to react in what would be considered a more appropriate manner in some social situations, permitting them to avoid adverse situations that could be seen as detrimental.

##### **2.4.4.1 Children**

The development of children's emotion-related self-regulation appears to be related to, and likely involved in, many aspects of children's development. Children show increasing control of emotions and behavior during their early years. Children at the age of two, become more capable of actively employing emotion regulation strategies. They begin to understand display rules earliest at the age of six and come to appreciate the contexts in which certain emotional expressions are socially most appropriate and therefore taught to be regulated. (Rothbart, et al., 1992, 7–23.)

Researchers have studied and underlined the importance of children's early positive social functioning for later positive outcomes, but relatively little work has focused on



the differential prediction of young children's emotion-related regulation/control processes and resiliency to adult-rated popularity. Children's social functioning (including socially appropriate behavior and popularity) is increasingly being recognized as vital to children's success in a number of areas, such as how much children like school, school readiness, and academic achievement. Given the importance of social competence for children's development, children's emotion-related regulation becomes essential. (Buhs & Ladd, 2001, 550–560; Ladd, Kochenderfer, & Coleman, 1997, 1181-1197; Ladd, Price, & Hart, 1990, 90-115.)

#### **2.4.4.2 Adolescents**

Adolescents are suggested to increase in their capacities to regulate emotions. In particular, the significance of interpersonal outcomes increases for adolescents for many reasons. When regulating their emotions, adolescents are therefore likely to take into account their social context (Zeman, Cassano, Perry-Parrish, & Stegall, 2006, 155-168). For instance, adolescents show a tendency to display more emotion if they expect a sympathetic response from their parents (Zeman & Garber, 1996, 957–973).

Spontaneous use of cognitive emotion-regulation strategies increases during adolescence due to the hormonal development and changes in one's body. Adolescents' experience and express their emotions on a rapidly growing bases and is evidenced both by self-report data (Garnefski, Kraaij, 2006, 1659–1669), and neural markers (Luna, Padmanabhan, O'Hearn, 2010, 101-113).

#### **2.4.4.3 Adults**

As people age, the way they react to emotions also changes, either positively or negatively. Studies show that positive affect on emotions increases as a person grows from adolescence to the mid-70s. The same study also concluded that adults in their middle aged adults experience more positive effects and less negative effects from emotional experiences than younger adults. Positive affect was also higher for men than women

while the negative affect was higher for women than it was for men. (Labouvie-Vief, 2003, 201-206.)

#### **2.4.4.4 Gender**

Studies researching the emotion regulation of men and women have shown that men and women regulate their emotions in social- relationships and situations for different reasons. Women have been studied to regulate their emotions in order to get along with other people, when men regulate their emotions in order to have the social situation under control by expressing powerful feelings more than women, such as anger or pride. (Timmers, Fisher, & Manstead, 1998, 974–985.)

### **2.5 Emotion regulation strategies**

Main stream psychology introduces emotion regulation strategies as convenient ways of reliving stress and anxiety. The findings in recently published, *The Journal of Emotion*, are based on survey responses from 179 healthy adult men and women. The participants answered questionnaires asking them how they managed their emotions and how anxious they felt in various situations. Researchers found that the participants who utilized an emotional strategy called "reappraisal" -- that is, looking at the situation or issue in a new light -- had less social anxiety and less severe general anxiety than those who suppress their feelings. (Dolcos, 2013.)

Because there are many different strategies that individuals use to regulate their emotions, it is important to understand which emotion regulation strategies constitute effective emotion regulation. (Parkinson & Totterdell, 1999, 277–303.)

Appraisal theories of emotion suggest that it is an individual's subjective appraisal of an event—that is, its meaning and significance—rather than the event itself that leads to a specific emotional reaction. Indeed, research on appraisals and stress has found that people respond quite differently to the same (or similar) emotion depending on their

appraisals of the event. Furthermore, learning to change the appraisals one makes in emotional situations is thought to be a key ingredient of many psychological solutions. Because appraisals appear to play an important role in the generation of emotional states, emotion regulation strategies that target appraisals should be particularly effective. (Folkman & Lazarus, 1985, 150-170; Scherer & Ceschi, 1997, 211-235; Smith & Ellsworth, 1987, 475–488.)

Figure 6 describes how the each face of emotion generation involves a way or a chance to affect the emotion.

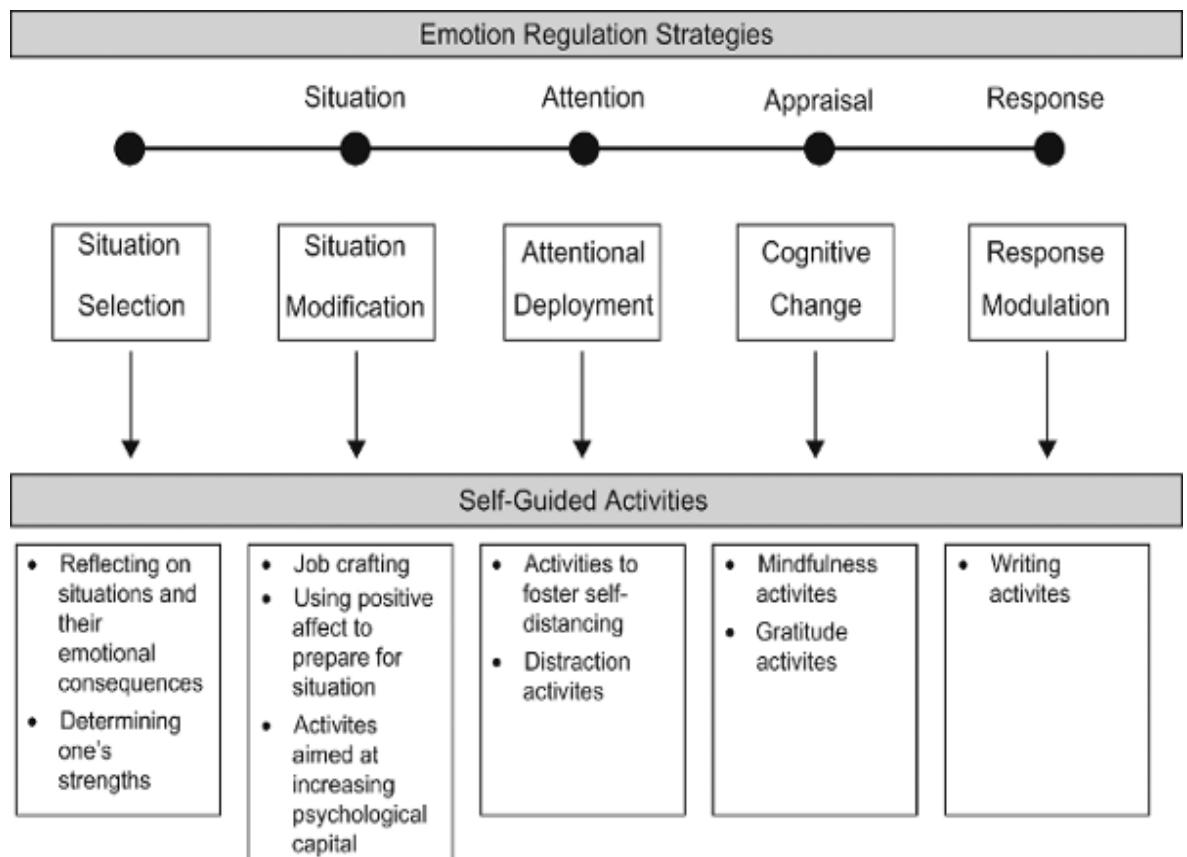


Figure 6. Emotion regulation strategies, taken from Gross's (1998).

### **2.5.1 Situation selection**

In everyday life one cannot always select the places that he/she wants to go, the situations to get in to, or the people that to associate with but can modify the already existing situation, in order to make it more enjoyable. Gross suggests in his emotion regulation model that people can consciously regulate their emotions long before the actual feeling of the emotion arises within one, this is called the Situation selection. For example a junior hockey coach who doesn't like to associate with the players parents, is more likely to avoid the situations that he/she would have to do so. This kind of beforehand situational selecting requires one to have the ability to assess, what kind of emotions the future situation, place, or meeting awakes within one, hence the experience of the situation is needed, in order to recognize it. (Gross, 2001.)

Yet the use of situation selection as an emotion regulatory strategy often becomes problematic. Situational avoidance causes people to miss out on enriching social, academic, occupational, and leisure activities. People may feel anger, guilt, shame, or sadness at missing out on these aspects of their lives, leading them to feel an overall increase in negative emotion even if they avoided the distress associated with certain situations. (Werner & Gross, 2010, 13–37.)

### **2.5.2 Situation modification**

Situation modification involves efforts to modify a situation so as to change its emotional impact and it refers specifically to altering one's external, physical environment. Altering one's "internal" environment to regulate emotion is called cognitive change. Once a situation is selected, it can be modified in an attempt to change its emotional impact. For example, a person who is being bullied in school might change his attitude more hostile towards the bullies, or a person who is not satisfied with a certain situa-

tion might “step up” in order to change the emotional experience more pleasant. (Gross, 1998.)

Many types of situation modification strategies are adaptive. The use of situation modification is likely adaptive when one is not acting reactively out of fear but rather genuinely and confidently exercising influence over a social situation. Examples of genuine or assertive situation modification behaviors are speaking with a confident voice, taking an authoritative stance, telling jokes or infusing humor, showing care, taking behavior toward another, and directing the situation. Such efforts aim to directly modify the situations to as to alter its emotional impact constitute potent form of emotion regulation. (Werner, Gross, 2010, 13-37.)

### **2.5.3 Attentional deployment**

Most common way to effect on emotion is conscious informational method which doesn't require time, place, or situation. In other words, handling the emotions in one's own mind. In general, consciously regulated emotion methods are based on attentional deployment -and cognitive changes in one's mind. Attentional deployment focuses on seeing the bright side of things instead of focusing on the negative aspects, which means that the mind sort of fools itself. Unlike situation selection and situation modification, attentional deployment strategy doesn't aim to change one's person-environment framework but to redirect attention within a given situation to influence emotions. With attentional deployment, one redirects attention within a given situation to influence emotions. Attentional deployment is thus used to select which of the many possible "internal situations" are active for an individual at any point in time. In the process model, attentional deployment comes after situation modification in the emotion trajectory and is used particularly when it is not possible to change or modify the situation. (Gross, 1998).

Probably the most common form of attentional deployment is "distraction."

Here an individual refocuses attention on nonemotional aspects of the situation or mentally "checks out" of the immediate situation altogether. Distraction also may in-

volve changing internal focus, such as when individuals invoke thoughts or memories that are inconsistent with the undesirable emotional state. When distraction is automatic and chronic, it is likely maladaptive in that it prohibits the ability to habituate to a feared stimuli and learn that some are neutral or not threatening. When used in social situations, distraction may lead people around the distracted person to feel socially less important. (Rothbart & Sheese, 2007.)

### **2.5.3.1 Mindfulness**

Mindfulness involves the self-regulation of attention where attention is maintained on immediate experience, thereby allowing for increased recognition of mental events in the present moment. This involves adopting an orientation characterized by curiosity, openness, and acceptance (Bishop et al., 2004, 184–188). Mindfulness involves bringing one's awareness back from thinking about the past, the future, or unimportant details of the present situation to permit a fuller appreciation of the present moment and helps people to see reality clearly rather than becoming lost in self-referential judgmental thought regarding a given situation (Hayes & Wilson, 2003, 161-165).

### **2.5.3.2 Rumination**

Rumination in psychology means the compulsively focused attention on the symptoms of one's distress, in other words worrying about the problem and reinforcing negative emotions. If something troubles one's mind, it is common assumption that by trying to trace down the cause of the negative emotion the problem will be solved (like mentioned in cognitive reassessment part). However focusing on the problem too much may lead to rumination which in the long run has proven to have negative effects on one's mental wellbeing. Also extensive research on the effects of rumination, or the tendency to self-reflect, indicates that the negative form of rumination interferes with people's ability to focus on problem-solving and results in dwelling on negative thoughts about past failures. (Lyubomirsky, Kasri, & Zehm, 2003, 309-330.)

#### **2.5.4 Cognitive change- reappraisal**

Before a situation that is attended to gives rise to emotion, the situation needs to be judged as important to one's goals. Cognitive reappraisal is an emotion regulation strategy that involves changing the trajectory of an emotional response by reinterpreting the meaning of the emotional stimulus. It is a commonly used cognitive strategy that involves changing the meaning of a situation to change the emotional response to it, which might be effective in diminishing such negative intergroup emotions. Cognitive change refers to changing how one appraises a situation to alter its emotional significance, by changing how a person thinks about either the external or internal situation. Like mentioned, reappraisal can help people to regulate their reactions to emotionally charged events and involves two parts: a) recognition of one's negative response, and b) reinterpretation of the situation to either reduce the severity of the negative response, or exchange the negative attitude for a more positive attitude. (Ray, McRae, Ochsner, & Gross, 2010, 587–592.)

Initial examinations of arousal reappraisal have suggested that it can positively affect physiology, attention, and performance. Reappraisal have also been correlated positively with interpersonal functioning and well-being. (Gross & John, 2003, 348-362.)

One form of reappraisal that may be particularly important for successful emotion regulation are the beliefs about which emotions are okay to have and which are not. These beliefs greatly influence what emotions becomes regulated. Research into the acceptability of emotions has found that an unwillingness to experience negative emotions and the subsequent attempts to avoid feelings such as anxiety derive the process of reappraisal. (Hayes et al., 2006, 1-25.)

### **2.5.5 Response modulation**

Behavioral emotion regulation or Response Modulation involves attempts to directly influence on the emotion by experiential, behavioral, and physiological response systems. There are various options of practical expressions, actions and physiological changes that can be used in order regulate emotions, which in general reflect as hobbies, eating habits, and usage of stimulants (alcohol, drugs, etc.) in people's lives. (Gross, 1998, 271-299.)

The most common way to response to emotion is experiential, in other words facial expressions, usage of verbal communication, or physical actions. Physiological changes can occur as well as a raised blood pressure, heart rate, and unintentional eye or head movement (Gross, 1998, 271-299). Expressing emotions by yelling or showing angry face might work in some situations, but can also reinforce the negative emotion. For example in a junior hockey game, banging the stick on the ice, or slamming the door of the bench are response modulates that can bring a quick relief to a negative emotion for the young player in the situation at hand, but might be harmful and work against him if created into a habit. (Gross, 1998, 271-299.)

In general, exercise is a good and most common example of normal people's everyday life response modulation and is stated to effectively down regulate the physiological effects of negative emotions (Gross & Thompson, 2007). The effect of different sports in response modulation varies. Studies have shown that the more focus the activity (sport) requires, the more it distracts one from thinking anything else than the execution itself and this way helps to ignore and handle negative emotions. (Oaten, Cheng, 2006, 1-16.)



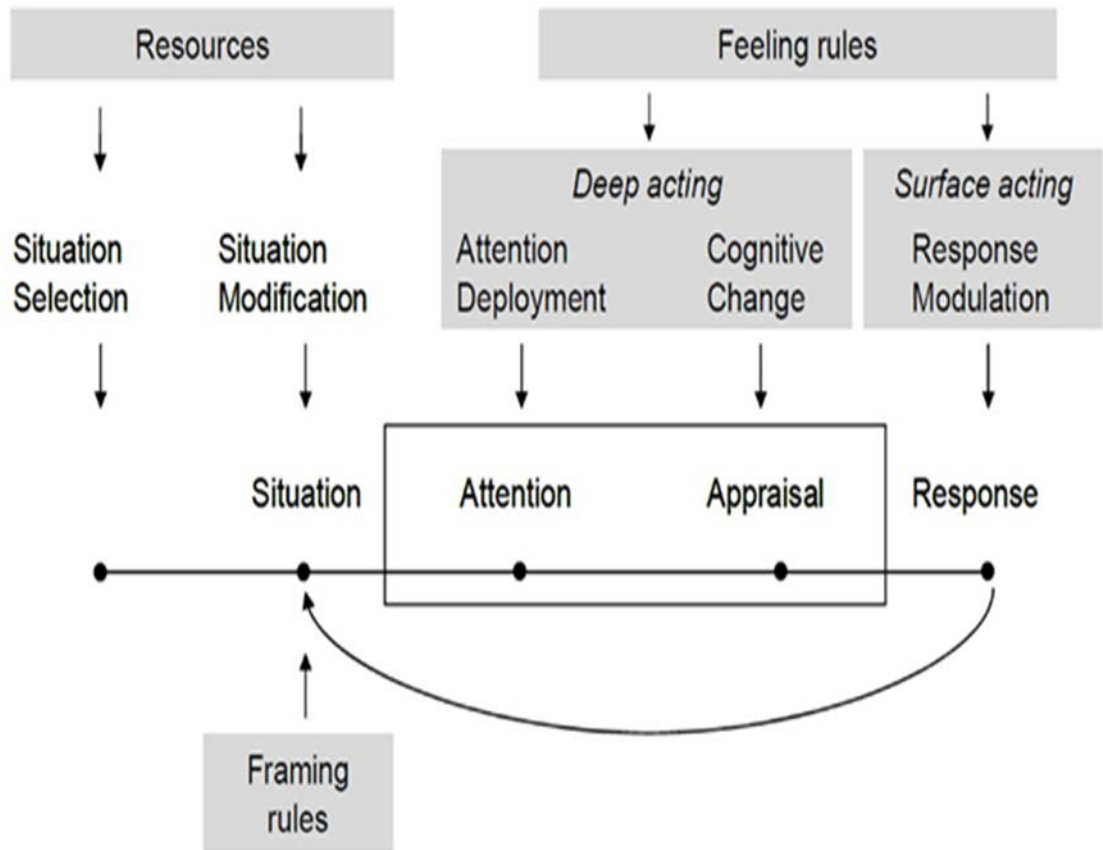


Figure 7. Gross's (1998) emotion regulation process model with response modulation

In figure 7 the line drawn from “response” to “situation” indicates the important meaning of how one perceives the situation. If the situation experienced leads to negative response, one is most likely willing to change the situation in order to get more pleasant emotional response next time when the similar situation occurs.

## **3 Empirical part**

### **3.1 Project planning**

The idea for this mental coaching guide for China Pioneers came from the author's personal experiences during the 2012-2013 hockey season in Beijing, China. The starting point for the whole idea was established through various coaches meetings and developmental discussions with the organizations staff. The problem which enforced the author's interest towards the subject was the lack of verbal communication in everyday coaching work in the China Pioneers ice hockey club. The situation in China pioneers is that the kids (players) don't differ much from European and North American players when it comes to physical capabilities, but they are lacking the game sense and creativity, and overall behavioral traits of how to co-operate in a team. The question that often came to prominence during the meetings was the question of how to make the teams work in their full potential and co-operate with each other better. This problem brought up a topic of mental coaching's importance in the club.

Since then the idea has been influenced by the overall interest of the author towards the psychological side of youth ice hockey coaching and gained various new points of views. Why this product focused on emotions and their effect to performance is simply based on the author's point of view of the fact that emotions play big role in sport performance. Such point of view is based on the personal experiences of the author when working for China Pioneers HC during the 2012-2013 season, and supported by various studies of mainstream psychology and sport psychology literature.

### 3.2 Project implementation

Much of research on mental toughness and other psychological factors in sports exists but the main reason why this guide bases its theories on the usage emotion regulation is simply providing less studied perspectives on the whole concept of “mental coaching”, in order to make learning and personal development more affective. It was essential to clearly define in the frame work of the project and the purpose of the emotions in basic human functioning, as well as emotions role in sports, since coaches’ knowledge from the particular areas may be limited or nonexistent.

The theoretical framework part provides the basic knowledge of the subject needed for the coaches. Hence, the responsibility of application of the subject implying to everyday working methods is in the hands of the coaches themselves.

The discipline of emotion regulation introduces the internal and external dimensions of the subject. It aims to explain what kind of conscious and unconscious elements the process of emotion regulation involves. Before understanding how to successfully control emotions, one needs to understand what emotions are, why people have emotions, and what role emotions play in everyday life tasks. These are explained as well in the theoretical frame and can be implicated to one’s coaching philosophy. After introducing the dominant definitions and theories of emotion, a brief introduction to what emotions are involved in sports participation is provided in order to delimit the subject to the world of sports. The implementation of the guide to put in practice in China Pioneers can be achieved by internalizing the theoretical knowledge provided in the guide to one’s coaching philosophy, and designing of an individual strategies and programs to support the mental coaching methods of the coach.

### **3.3 Project outcome**

The project came out be 28 paged educational guide book that introduces the theoretical frame work of the subject, practical things to consider and implement, and evaluating tool that can be used evaluating the possible outcomes of attempted strategies in the China Pioneers HC. These elements of the guide should provide a comprehensive information package for a coach to implement emotion regulation strategies to everyday working. However, since there is no “only one way to go”, a clear “cut to the chase” instructions guide lacks practicality. Hence, the product itself may provide either useful perspectives on mental coaching if rallying with the individual’s philosophies and believes, or it may leave the individual evaluating are the theories and methods provided by the guide relevant. Again, much is dependent on the coaches personal believes and philosophies.

The most important outcome of the project can be stated to be that now there is a black on white product for mental coaching, which can work as a foundation for the future coaching guides and programs needed to be developed.

## 4 Summary & Discussion

Most athletes and coaches agree that, given a certain level of physical ability, success in the sport is mostly mental (Miller, 2003. 3-4). A youth ice hockey coach, as a profession, can be classified in to the field of educational professions, hence a coach is an important person involved in individual's education. When coaching youth hockey, while strategy and tactics, fundamental skills, and the rules of the game are the basic responsibilities of the coach to teach, the educational development of the individual's character is also in very important role and more and more modern day coaches are paying attention to it. Coach should always keep the fact in mind, that in youth ice hockey, it is not the matter of only teaching the child ice hockey specific skills, but also participating in the raising process of the child.

The coach of the team doesn't need to be physically fit in order to manage well, but fortiori, mentally tough. Based on the assumption that emotions represent an important aspect of one's involvement in sport (Vallerand, 1983. 100-107), and by controlling the emotions they can be used as resources to mental functions (Seligman, 2002), it is legitimated to state that one should be able to regulate emotions well, in order to function mentally well.

In a sport like ice hockey, the coach is constantly surrounded by with thousands of stimuli which instead can awake a variety of emotions which can, when not controlled, eventually lead to wrong situational respond. Hence it is important for coach to selectively focus only on the specific stimuli or cue caused emotions, which by responding to them can help the team to succeed. For example, focusing on being angry at the referee for a wrong call that happened already 30 minutes ago, will only consume the coach's energy sources and focus, and distract him away from the actual game.

The way the person manages emotions and thinking (the mind) is basic to how the person will perform (Miller, 2003. 1-2). The sociologist Arlie Hochschild (1983) provided a contextual definition of "emotional labor" which is a form of emotion regulation that creates a publicly visible facial and bodily display that don't reflect the actual emotion

felt at the time. Since youth coaches are working with children, one should keep in mind the possibility of being “a role model” (see Robert K. Merton for the definition) for the player. When being a role model the coach’s behavior, example, and/or success is or can be emulated by the players. The way how the coach wants to regulate and display emotions (surface acting), is however dependent on the coach’s individual coaching philosophy. The key element of managing emotions, thinking and responding to thinking, is to come to understanding that emotions are created and controlled in one’s own mind so as the reactions.

Saul L Miller, a sports psychologist, suggests in his book *Hockey Tough* that the mind is like a TV that is always on thinking thoughts, running images, and creating feelings. “What is important to understand is that you control the channel changer on that mental TV. You’re the boss. You’re in control” (Miller, 2003, 5). Miller also suggests that people get more what they think of. Cognitive inhibition refers to the mind's ability to tune out stimuli that are irrelevant to the task/process at hand or to the mind's current state. Whatever stimuli the person focuses on becomes magnified in one’s mind while other stimuli are downplayed. Positive psychology also bases its techniques on cognitive inhibition and states that by focusing on positive things, one can create more positive things (Seligman, 2000, 5-14). Cognitive inhibition should be a part of coaches’ every-day work when handling emotions. Understanding the positive emotions and the factors that produce them is essential in order to create positive atmosphere within the team, because children develop better in a positive environment, (Wallis, 2005.)

#### **4.1 Possible future expectations**

If the guide created can help coaches to understand the meaning of emotional regulation, it might expand their mental capabilities and hence help them develop as coaches and human beings, as well as develop others around them. The reason why this kind of development of people is important simply refers to the assumption that when individual’s wellbeing is in order, it may help the whole group to perform better. And what is the goal of sports participation, if not the endeavor of getting better.

The China Pioneers HC, whom for the guide was made, is relatively a newborn club (established in 2012). By creating a mental coaching guide for the club indicates that the mental side of ice hockey coaching is important and can hence work as a foundation for creating other mental coaching guides and programs that base their theoretical frameworks on emotion regulation strategies (see attachments 1 and 2).

The potential of the guide's benefits is comparable to the Chinese ice hockey itself: the potential remains a mystery until something remarkable is achieved. However the possible benefits of the guide in the future are dependent on the feedback of the coaches themselves after the knowledge and things provided in the guide are put into practice.

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## **Attachments**

The attachments in this product based thesis provides already developed and existing examples of how emotion regulation is noted when designing mental coaching tools and programs. These products base their theories on the similar concepts of emotion control that are discussed in the theoretical framework and hence provide a good introduction of which ways the topic can be used.

The attachment 1, the playing tough and clean hockey program introduces a model driven tool for coaches to use to reduce violence in hockey. Attachment 2 provides an emotion based introduction on approach in developing mental toughness whereas attachment 3 provides a good example of a follow up tool designed based on the emotional experiences of individuals in team environment.

## **Attachment 1.**

### **The Playing Tough and Clean Hockey Program (Lauer, Paiement, Gloud, 2005)**

Aggression has many sources and often single events are the result of multiple antecedents. Emotion, however, is a mediating variable between the source of aggression and the actual aggressive behavior. People participating ice hockey often talk about the importance of emotions in the game and how one must control his or her emotions in order to perform the best possible way. The conceptual model of emotion and aggression presented below is the framework for which the Playing Tough and Clean Hockey Program was developed. This model of emotion was influenced by the work of Lazarus (2000).

The Playing Tough and Clean Hockey Program is a hand out designed to intervene with emotion management strategies. The goal of the program is to reduce aggressive behaviors and increase tough and clean behaviors in youth ice hockey players. This is achieved by enhancing emotional toughness or the ability to have a positive response in a negative situation and when feeling negative emotions.

According the program players should attend nine one-on-one sessions to enhance the following areas of their development:

- Recognition of the differences between dirty and aggressive and tough and clean behaviors.
- Enhance empathy, compassion, and respect for opponents.
- Develop emotional control and emotional toughness skills using controlled breathing, centering, and cognitive restructuring.
- Channel and refocus emotions using a 3 R's (Respond, Relax, and Refocus) on-ice routine.
- Transfer emotional toughness skills to games using for example visualization, imagery, and simulation.

- Self-regulate emotional toughness and aggressive/tough and clean behavior via goal-setting, reflection, and many other self-regulation strategies.
- Transfer skills and lessons learned in the program to players' lives outside of hockey.

## **Attachment 2.**

**The four semantic mental skills by James E. Loehr (1994), which can be developed**

The four semantic skills development model aims to improve athlete's mental toughness. "What means to be mentally tough?" is a questions which answer varies as the sport and the person answering changes. It is, however, often connected to the emotional functions in human mind and body. James E. Loehr suggests that mental toughness consists from following emotional elements.

### **I. Emotional flexibility**

According to Loehr, emotional flexibility means the ability to handle different situations in a balanced or non-defensive manner. Emotional flexibility reflects the capacity to move freely and appropriately along a wide spectrum of emotions rather than responding rigidly or defensively. A citation from a Chinese martial artist Bruce Lee (1940-1970) sums this idea rather well:

"Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind."

Mental flexibility is marked by the capacity to move between the rational and the intuitive and to embrace multiple points of view.

### **II. Emotional responsiveness**

Emotional responsiveness is important for an athlete to recognize and understand. Loehr states that the athletes' emotions need to be focused on the ongoing event. By focusing on feelings not relevant to the competition itself, the player is already distracted and withdrawn from the situation. For example if an ice hockey player feels bad for the little child shivering from cold in the side of the rink, he is not fully focusing to his

performance, which means that the player is not playing at the peak performance level. By focusing the only on the emotions that occur during game situations, the player keeps himself “in the game”.

### **III. Emotional strength**

Emotional strength is reflected in the commitment to one’s deepest values, regardless of circumstance and even when adhering to them involves personal sacrifice. It reflects the tolerance for values and beliefs that are different than one’s own, so long as those values and beliefs don’t bring harm to others. Loehr stated emotional strength as following: “The ability to handle great emotional force and sustain your fighting spirit no matter what the circumstances.” This is a problem usually taking place in junior hockey. Young players are usually lacking belief to so called “miracles”, but what the author has noticed during his career is that if this kind of “miracle” has happened before to a player, the belief is relatively stronger.

### **IV. Emotional resiliency**

The fourth and probably most important developable mental skill for ice hockey player from Loehr’s model is the player’s capability to “bounce back” and regain focus after failure. Like mentioned earlier, ice hockey is stated to be the fastest sport played on two feet. This quick tempo of play causes lot of variables during the match. Defenceman might give a bad pass straight to the opponent’s blade, a goalie can let in an easy goal, the coach may make a bad line change etc. Emotional resiliency as a skill means that how these kind of situational failures are handled in the layer’s head. Does the player shutdown totally for the rest of the game after a bad pass, or does he recover from that bad pass and play on his peak level already in the next shift?

### **Attachment 3.**

#### **Emotion Regulation of Others and Self, questionnaire (EROS)**

The EROS questionnaire scale makes a contribution to the academic advancement of emotion regulation research by providing a wider range of strategies compared with currently existing scales, enabling researchers to establish the use and effects of regulation strategies (see attachment 3). Two theoretical frameworks of regulation strategies were used to develop the measure, one for intrinsic affect regulation (Parkinson & Totterdell, 1999, 277–303) and one for extrinsic affect regulation (Niven, Totterdell, & Holman, 2011, 53–73). The items in the scale are based on affect regulation strategies located within these two theoretical frameworks. The strategies represented real life examples of affect regulation were generated by the framework authors using interview, diary and questionnaire studies involving people who were asked about the types of strategies they used to influence emotion.

The item set was formed to reflect the major distinctions made in the frameworks and was developed by Niven, Totterdell, Stride, and Holman in 2011. An explanation of the development of the scale is given in Niven, K., Totterdell, P., Stride, C., & Holman, D., (2011). Emotion Regulation of Others and Self (EROS): The development and validation of a new individual difference measure. *Current Psychology*, 30, 53-73.

The EROS scale asks the individual to report the extent to which they had used the strategies over the past two weeks to try to change their own emotions or the emotions of someone else. There are example instructions before each scale. The intrinsic and extrinsic subscales are presented separately because of the differing instructions. After each subscale there is a description of how to calculate a score for the affect improving and affect worsening parts of the subscale.



## **The purpose of usage**

The EROS scale can be used in such applied contexts to investigate individual differences in the use of a broader range of types of affect regulation strategies. Its main purpose is to identify people who are more or less prone to suffering negative psychological, physiological and social effects in their personal experiences in team environment. When the questionnaire is completed on a weekly bases, it high lights the importance of the subject for the players since it is done over and over again.

## **Where to use**

Not all the knowledge can be provided in practice sessions on the ice. When on the ice in practices, the focus is mostly on actual execution rather than education. Coaches should really assess the meaning of classroom sessions in order provide knowledge other than just drills. Knowledge like the meaning of rest and nutrition are usually provided in class room sessions depending on the clubs intentions and ways of working. Emotion regulation strategies approached from the mental coaching perspective should be one area that coaches can teach to their players in these classroom sessions. The EROS questionnaire should be handed out and filled by the players in every two weeks to keep track from the possible outcomes of the strategies implemented in coaching.

### Intrinsic subscale

#### **How You Handle Your Own Feelings?**

There are occasions when people try to make themselves feel better (e.g., happier, calmer, less anxious, less angry) and occasions when they try to make themselves feel worse (e.g. less cheerful, less excited, more angry, more worried).

To what extent have you used the following strategies to influence the way you feel over the past two weeks. It does not matter whether the strategies worked or not, just the extent to which you used them.

|    |   | Not at<br>all            | Just a<br>little         | Moderate<br>amount       | Quite<br>a lot           | A<br>great<br>deal       |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I looked for problems in my current situation to make myself feel worse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I thought about my positive characteristics to make myself feel better  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | I laughed to try to improve how I felt                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I expressed cynicism to try to make myself feel worse                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I think about my shortcomings to make myself feel worse                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | I did something I enjoy to try to improve how I felt                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | I sought support from others to try to make myself feel better          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I thought about negative experiences to try to make myself feel worse   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | I thought about something nice to try to make myself feel better        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |     |  |                          |                          |                          |                          |                          |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. | I thought of positive aspects of my situation to try to improve how I felt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- 

Intrinsic affect-improving: Mean score of items 2, 3, 6, 7, 9, and 10

Intrinsic affect-worsening: Mean score of items 1, 4, 5, and 8

### **Extrinsic subscale**

#### **How You Handle Other People's Feelings?**

There are occasions when people try to make others feel better (e.g., happier, calmer, less anxious, less angry) and occasions when they try to make others feel worse (e.g. less cheerful, less excited, more angry, more worried).

To what extent have you used the following strategies to influence the way someone else feels over the past two weeks. It does not matter whether the strategies worked or not, just the extent to which you used them.

|    |   | Not at<br>all            | Just a<br>little         | Moderate<br>amount       | Quite<br>a lot           | A<br>great<br>deal       |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I gave someone helpful advice to try to improve how they felt                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I told someone about their shortcomings to try to make them feel worse                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | I did something nice with someone to try to make them feel better                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I acted annoyed towards someone to try to make them feel worse                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I explained to someone how they had hurt myself or others, to try to make the person feel worse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | I discussed someone's positive characteristics to try to improve how they felt                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |    |  |                          |                          |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. | I made someone laugh to try to make them feel better             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I listened to someone's problems to try to improve how they felt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | I spent time with someone to try to improve how they felt        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 

Extrinsic affect-improving: Mean score of items 1, 3, 6, 7, 8, and 9

Extrinsic affect-worsening: Mean score of items 2, 4, and 5

Pointing scale of the questionnaire goes from 0-4, 0 being “not at all”, and 4 “a great deal”.