

**GITAM University**

**Directorate of Learning and Development  
Department**

**EMOTIONAL INTELLIGENCE AND REASONING SKILLS**

**CLAD 1001**

**SELF LEARNING MATERIAL**

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## Unit III: Self-Regulation

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## 1.0 Outcomes:

*After reading this unit, you should be able to:*

- ✓ Define the concept of Self-regulation.
- ✓ Identify the elements of Self-regulation.

## 1.1 INTRODUCTION

- *A cashier who stays polite and calm when an angry customer is scolding him for something which is not his mistake;*
- *A child who refrains from throwing a tantrum when she is told she cannot have the toy she desperately wants;*
- *A couple who's in a heated argument about something that is important to both of them deciding to take some time to cool off before continuing their discussion, instead of devolving into yelling and name-calling;*
- *A student who is tempted to join her friends for a fun night out but instead decides to stay in to study for tomorrow's exam;*
- *A man trying to lose weight meets a friend at a restaurant and sticks with the "healthy options" menu instead of ordering one of his favourite high-calorie dishes.*

*Why don't adults always do exactly what we feel like doing, when we feel like doing it?*

This is a question that you might hear from childhood.

As adults, we pretty much are free to do whatever we want, whenever we want. The vast majority of us won't get arrested for not showing up to work, and no one will haul us off to prison for eating cake for breakfast.

So, why do we show up for work? Why don't we eat cake for breakfast?

Perhaps the better question is, how do we keep ourselves from shirking work when we don't want to go? How do we refrain from eating cake for breakfast and eating healthy, less-delicious food instead?

The answer is **SELF-REGULATION**.

### 1.1.1 WHAT IS SELF-REGULATION?



## “CONTROL OF ONESELF BY ONESELF”

Self-regulation is an ability to control responses within the self. Self-regulation is defined as the mental processes we use to control our mind's functions, states, and inner processes. Or, self-regulation may be defined as control over oneself.

### 1.1.2 WHY IS SELF-REGULATION IMPORTANT?

- Self-regulation skills are tied to a range of positive health outcomes. This includes better resilience to stress, increased happiness, and better overall well-being.
- It allows you to study instead of sleep off before a test.
- It allows you to help a friend with a project, even if you are on a tight deadline yourself.
- Self-regulation allows us to be more resilient and bounce back from failure while also staying calm under pressure.

### 1.1.3 TYPES OF SELF-REGULATION

**Behavioral self-regulation** involves controlling behavior. We might opt not to punch someone in the face or we might opt to practice the violin in preparation for a recital. We are engaging (or not engaging) in a behavior.



If you had ever talked yourself out of a bad mood or calmed yourself down when you were angry, you were displaying effective emotional self-regulation.

**Cognitive self-regulation** involves control of—or, at least, influence over—your emotions. If you had ever talked yourself out of a bad mood or calmed yourself down when you were angry, you were displaying effective emotional self-regulation.

If you've ever dreaded getting up and going to work in the morning but convinced yourself to do it anyway after

remembering your goals (e.g., a raise, a promotion) or your basic needs (e.g., food, shelter), you displayed effective behavioural self-regulation

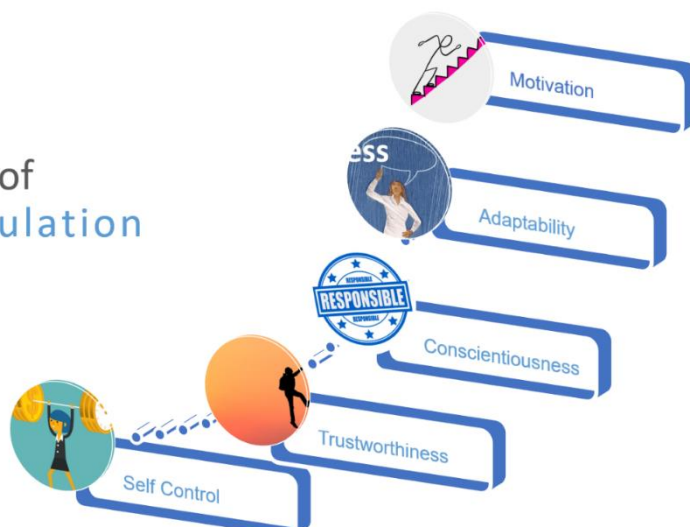
#### 1.1.4 HOW TO REGULATE YOURSELF?



- Monitor your own behaviour, the influences on our behaviour, and the consequences of your behaviour;
- Judge your behaviour in relation to your own personal standards and broader, more general standards;
- React to your own behaviour (i.e., what you think and how you feel about your behaviour)

#### 1.1.5 ELEMENTS OF SELF REGULATION:

##### Elements of Self-Regulation



**1.1.6 Self-Control:** Self-control is NOT masking or hiding your emotions but recognizing and controlling them appropriately.

This means NOT making rash decisions or over-reacting to a situation but remaining calm and rational. It leads to being able to make balanced decisions based on what is really important, and not just how we feel at the time.

*You are the one with **self-control** If you*

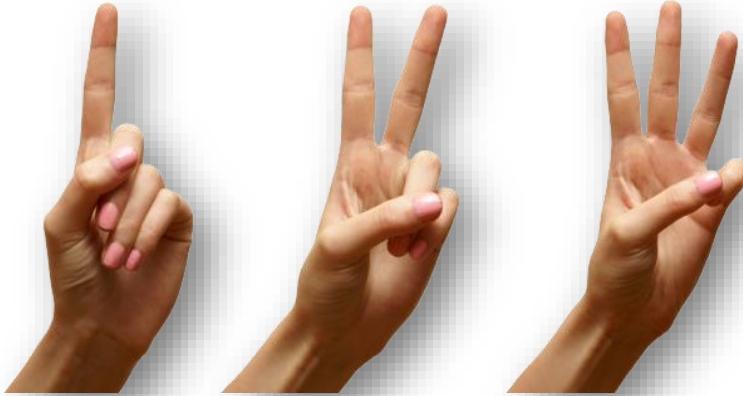
- *are able to study everyday despite not feeling like studying on certain days.*
- *avoid junk food, unhealthy food to stay healthy.*
- *make behavioural changes, and trying again even if you fail.*
- *explain your reasons for being upset instead of lashing out at someone. ex: instead of shouting at someone, if you can say that you are upset because of the other person's actions, you have emotional self-control.*
- *listen to someone till the last word, without being lost in your chain of thoughts.*
- *If you say no to a trip when you have academic work.*
- *attend a class without using mobile phone.*
- *take notes during a post lunch session.*



Check out this YouTube video:

[The Marshmallow Test | Igniter Media | Church Video - YouTube](#)



**ACTIVITY TIME:**

Now a small task for you:

*Think of and write down ->*

3 habits that exhibit your self-control.

3 habits that you want to control.

**1.1.7 Trustworthiness and Conscientiousness:**

Trustworthiness and conscientiousness can be considered as two sides of the same coin, because both are about behaving 'well', in accordance with your personal values and code of ethics.

You are *trustworthy*, if you:

- *don't try to be anyone else*
- *return what you borrowed from them*
- *repay a debt*
- *being there on time*

You can identify yourself as a *conscientious* people, if you

- *meet your commitments and keep your promises to others;*
- *set realistic targets in your life and studies; and achieve them.*
- *are careful about your studies, organising yourselves to make sure that you can achieve the academic targets.*

**1.1.8 Adaptability:** Adaptability is being flexible in responding to change.

Change is difficult for many of us to manage. Change is unsettling and stressful for teenagers, and that being able to manage it is very much a

learned skill. Without careful control and development of our personal adaptability, personal change can remain very stressful into adulthood. However, by understanding what is happening, and developing our ability to manage change, it is possible to greet change as an adventure, rather than as a problem.

*Signs of **Emotionally Adaptable** person:*

- *You will be able to manage multiple demands on your time and energy, prioritizing effectively, and accepting rapid change when necessary.*
- *You adapt your responses and the way that they operate to fit different situations effectively; and*
- *You will be flexible in how they see events, being able to see multiple perspectives.*

**1.1.9 Motivation:** Motivation is the force that drives you to do tasks to reach your goals.

Motivation is one of the core components of self-regulation; it is one factor that determines how well we are able to regulate our emotions and behaviors.

An individual's level of motivation to succeed in his endeavors is directly related to his performance.

Remember, Rocky Bhai from KGF. He did all that he did, for an emotion: MOTHER'S LOVE. That motivated him to be self-regulated and achieve all that he did. that's exactly what motivation did to him, and that is what motivation will do to you.



### 1.1.10 Strategies for Self-Regulation

1. Recognize that in every situation you have three options;  
**Approach,**  
**Avoidance,**

### Attack.

While it may feel as though your choice of behaviour is out of your control, it's not.

2. Become aware of your emotions.
3. Monitor your body to get clues about how you are feeling if it is not immediately obvious to you. For example, a rapidly increasing heart rate may be a sign that you are entering a state of rage or even experiencing a panic attack.

### 1.1.11 Self-Management Plan:

Which zone do you identify yourselves in?

<b>Green Zone</b>	<i>I am feeling: Happy, focused, ready to learn and calm</i>	
<b>Blue Zone</b>	<i>I am feeling: Sad, tired, bored, nervous or sick</i>	
<b>Yellow Zone</b>	<i>I am feeling: Frustrated, silly, a little out of control, worried or excited</i>	
<b>Red Zone</b>	<i>I am feeling: Angry, upset, out of control, wanting to yell or hit or am refusing to work</i>	



**Green Zone**  
Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

*Now that you have identified your zone, know how to regulate yourself in that zone:*




**Blue Zone**  
Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture



**Yellow Zone**  
Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.



**Red Zone**  
Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

## 1.2 ACTIVITY

### 1.2.1 SELF ASSESSMENT

Check your emotional regulation here: *Take this test*

Emotional Regulation Quiz: How well do you regulate your emotions? ([eddinscounseling.com](http://eddinscounseling.com))

### 1.2.2. Rate yourself on the following scale:

Once complete, establish goals for improvement and determine how to reach those goal

Your classroom success depends on your great self-regulation skills in the classroom. Where can you improve?	Always	Some - times	Not So Much
1. Ready and prepared for each activity. (pencils, books...)			
2. Participate in small and large group activities.			
3. Complete work on time.			
4. Remain on task.			
5. Follow the classroom rules and routines.			
6. Ask for help at appropriate times.			
7. Remain in seat as requested.			
8. Wait for your turn.			
9. Refrain from speaking out of turn.			
10. Complete tasks to the best of your ability.			
11. Work consistently without warnings			
12. Put your hand up for questions and or answers.			
13. Cooperate with others.			
14. Accept feedback appropriately.			
15. Review your work for completion and errors regularly.			
16. Answer requests politely.			
17. Use appropriate language.			
18. Follow directions and comply with requests.			
19. Ignore distractions.			
20. Organize belongings.			
21. Attempt to solve problems independently first.			
22. Keep hands and feet to yourself.			
23. Use appropriate voice tone.			

### 1.3 LET'S SUM UP:

- Self-regulation is an ability to control responses within the self.
- Self-regulation allows us to be more resilient and bounce back from failure while also staying calm under pressure.
- Behavioural self-regulation involves controlling behaviour. Cognitive self-regulation involves control of—or, at least, influence over—your emotions.
- Self-control is NOT masking or hiding your emotions but recognizing and controlling them appropriately.
- Trustworthiness and conscientiousness can be considered as two sides of the same coin, because both are about behaving 'well', in accordance with your personal values and code of ethics.
- Adaptability is being flexible in responding to change.
- Motivation is one of the core components of self-regulation; it is one factor that determines how well we are able to regulate our emotions and behaviours.

## 1.4 GLOSSARY:

- The term *tantrum* refers to bad temper.
- The term *refrain* refers to keep oneself from doing, feeling, or indulging in something and especially from following a passing impulse.
- The term *yelling* refers to utter a loud cry, scream, or shout.
- The term *recital* refers to a performance of a programme of music by a soloist or small group.
- The term *dread* refers to fear greatly
- The term *accordance* with refers to the act of granting something.
- The term *adulthood* refers to fully developed and mature.
- The phrase *go time* refers to A phrase to say when it is time to undergo a task and get serious about doing something.

## 1.5 SUGGESTED READINGS:

### 1.5.1 Courtesy:

- Social Awareness: What is it & Why is it Important?  
([successstartswithin.com](https://successstartswithin.com))
- Google Images
- YouTube
- Download Free Pictures & Images [HD] | Unsplash
- <https://positivepsychology.com/self-regulation/#why-self-regulation>
- <https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536>

### 1.5.2 Reference:

- Emotional Intelligence, Bantam, 1997.
- Social Intelligence: The New Science of Human Relationships, 2007.

### 1.5.3 Video Links:

- [What is Self Regulation? - YouTube](#)
- [Self regulation skills](#)
- [The Marshmallow Test | Igniter Media | Church Video - YouTube](#)