

**Individual Poster Presentation –
Developing Emotional Intelligence Skills
Programme: BA (Hons) Leadership and
Management Skills for the Workplace
Module Code & Title: (LCLM 5006) –
Developing Emotional Intelligence Skills
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Method

This poster was developed using:

- Peer-reviewed journal articles on emotional intelligence and academic performance
- Foundational EI theories (Ability Model and Mixed Model)
- Critical comparison of theoretical perspectives
- Reflective analysis of personal academic and professional experience

A reflective-critical approach was applied to connect academic theory with lived experience as a working student.

1. How Can Emotional Intelligence Be Developed?

Theoretical Foundations

- Ability Model – John D. Mayer & Peter Salovey
- Mixed Competency Model – Daniel Goleman

Development Strategies

- ✓ Reflective journaling and metacognition
- ✓ Mindfulness-based emotional regulation
- ✓ Constructive feedback (e.g., 360-degree feedback)
- ✓ Cognitive reframing
- ✓ Coaching and mentoring
- ✓ Stress management training

Critical Discussion

Research suggests EI positively correlates with resilience, leadership effectiveness and academic achievement. However:

- Measurement tools for EI remain debated
- Some scholars argue overlap with personality traits
- EI development requires sustained behavioural practice

Therefore, emotional intelligence is neither fixed nor automatic; it requires intentional self-awareness and continuous improvement.

2. Reflection: Controlling My Own Emotions & Developing Mindfulness

Balancing academic study with professional responsibilities has created emotional challenges including:

- Deadline pressure
- Cognitive overload
- Performance anxiety
- Emotional fatigue

When emotions are unmanaged:

- Concentration decreases
- Decision-making becomes reactive
- Academic performance declines

Strategies I Apply

- Structured weekly planning
- Early preparation for assessments
- Pausing before reacting under pressure
- Mindfulness breathing techniques
- Reflective evaluation after challenging situations

Through mindfulness, I have strengthened:

- Emotional regulation
- Focus and discipline
- Confidence in presentations
- Professional communication

This supports Goleman's argument that understanding one's own emotions enhances interpersonal effectiveness and leadership capacity.

Introduction

"If you are tuned out of your own emotions, you will be poor at reading them in other people."

– Daniel Goleman

This quote positions self-awareness as the foundation of emotional intelligence (EI). Emotional intelligence refers to the ability to recognise, understand and regulate emotions in oneself and others.

The ability model proposed by John D. Mayer and Peter Salovey defines EI as a cognitive capacity involving emotional perception, understanding and regulation. In contrast, Goleman conceptualises EI as a broader leadership competency framework, incorporating motivation, empathy and social skills.

This poster critically examines how personal emotions influence emotional intelligence, academic performance and professional development.

3. Factors for Academic Success & Addressing EI Challenges

Key Success Factors

- ✓ Emotional resilience
- ✓ Self-discipline
- ✓ Time management
- ✓ Intrinsic motivation
- ✓ Support systems

Emotional Intelligence Challenges & Actions

Emotional Challenge Action Taken

- Stress during deadlines
Advanced planning & prioritisation
- Self-doubt
Goal tracking & positive reframing
- Work-study conflict
Clear scheduling boundaries
- Fatigue
Planned rest and recovery

Critically, emotional regulation is not emotional suppression. It involves recognising emotions and responding strategically in alignment with long-term academic and professional goals.

Transferable Skills for Professional Practice
Developing emotional intelligence enhances graduate-level competencies:

- ✓ Decision-making in complex situations
- ✓ Conflict management
- ✓ Ethical judgement
- ✓ Adaptability under pressure
- ✓ Professional communication
- ✓ Leadership readiness

As a future leader, emotional self-awareness enables responsible decision-making and improved organisational effectiveness in unpredictable environments.

Conclusion

Self-awareness is central to emotional intelligence. Without recognising and managing personal emotions, individuals struggle to lead, collaborate or perform effectively.

Although debates remain regarding the measurement and conceptual boundaries of EI, evidence supports its influence on resilience, academic success and professional growth.

Developing emotional intelligence is therefore a continuous, reflective and professional responsibility essential for graduate-level employment and leadership development.