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EMOTIONAL INTELLIGENCE

Lecturer:
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Module: Developing Emotional Intelligence Skills **Module Code:** LCLM 5006



Introduction

Quote:

“If you are tuned out of your own emotions, you will be poor at reading them in other people.”
(Daniel Goleman, 1995)

Purpose:

To explore how self-awareness and emotional regulation shape emotional intelligence (EI), and how mindfulness can help manage emotions in academic settings.
It also reflects on personal experiences to demonstrate how emotional control and resilience can support success in higher education and personal growth. Empathy and the ability to work effectively with others are essential components of EI, fostering positive relationships, teamwork, and a supportive learning environment.



Method

Approach:

Reviewed literature from academic databases (Google Scholar, ScienceDirect, and CIPD).

Reflected on personal experiences as a student managing stress, motivation and deadlines were used to link theory to real-life situations.

Analysed strategies for emotional control and mindfulness from reviewed sources.

Engaged in collaborative learning by observing and working with fellow students to gain insights into emotional reactions and group dynamics. Learned from both personal and the experiences of others to develop a deeper understanding.



How to Develop EI

Use the Johari Windows to understand self-awareness. (Luft and Ingham, 1961).

Goleman's 5 Component Strategie

Self-awareness
Keep a reflective journal to recognise emotional triggers.

Self-regulation
Practise deep breathing and emotional reframing techniques.

Motivation
Set SMART goals (Doran, 1981) and celebrate small academic achievements.

Empathy
Engage in active listening and group collaborations.

Social skills
Build rapport through communication and feedback.



Emotions Control and Mindfulness Development

Personal Reflection

During high-stress assessment periods, I noticed frustration and anxiety affecting focus. Through mindfulness meditation and time management techniques, I learned to pause, breathe, and approach tasks calmly.

Mindfulness Techniques:

Practising 5–10 minutes of meditation daily helps develop awareness and reduce stress (Kabat-Zinn, 1994).

Using emotional check-ins supports my emotional regulation (Siegel, 2007).

Focusing on the present moment reduces overthinking and increases concentration.



Factors and Actions

Key Factors

Self-awareness: recognising emotional triggers during assessment stress helped me manage frustration and maintain focus (Goleman, 1998).

Time management: Prioritising tasks through scheduling reduced anxiety, improves productivity.

Social awareness: Collaborating with peers and showing empathy build strong relationships and improves teamwork.

Self-motivation: Setting SMART goals and celebrating progress.

Actions to Address EI Challenges

Managing Stress: Practising mindfulness meditation and deep breathing (Kabat-Zinn, 1994).

Overcoming Low Motivation: Linking study to personal growth encourages sense of purpose.



Conclusion

- Emotional intelligence is essential for managing stress, improving focus, and building strong relationships in academic life.
- Developing self-awareness and mindfulness allows students to recognise emotional triggers and respond more effectively.
- By practising emotional regulation, reflection, and healthy study habits, I can enhance resilience and overall performance.
- Strengthening EI not only supports academic success but also contributes to personal growth, wellbeing, and future professional.
- Continual reflection and feedback help maintain emotional balance and encourage ongoing development of emotional intelligence throughout academic and professional life effectiveness.



References

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