

Emotional Intelligence: Using Feelings to Guide Thinking, Decisions and Academic Success

Takeaway: EI is a trainable skill for study and work: notice, name, choose. Awareness is the foundation, regulation the skill, practice the habit (Mayer and Salovey, 1997).

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Introduction

Salovey (1997) frames emotional intelligence (EI) as monitoring our own emotions and using that information to guide thinking and decisions; Mayer and Salovey (1997) describe four linked abilities: perceiving, using, understanding and managing emotion. Goleman (2009) argues self-awareness and self-management can matter as much as IQ, including at work (Singh, 2006). This poster analyses how emotions shape thinking, evaluates EI in academic success, and reflects critically on mindfulness and regulation in personal learning, with workplace links.



Method

- Reviewing lectures and reading list, and workplace texts (Goleman, 2009; Singh, 2006; Webb, 2014).
- Library resources and academic search engines for peer-reviewed work on EI, regulation, achievement, mindfulness and procrastination.
- Analysing Machová et al. (2020, Fig. 1).

(ResearchGate, Fig.1 Conceptual framework)

1 Analyse emotional awareness

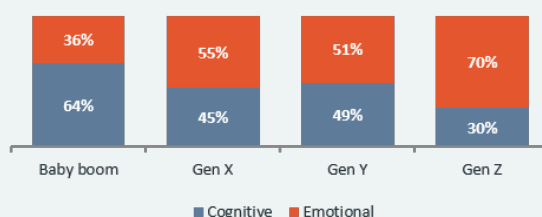
To what extent do emotions influence thinking and decisions?

High/ Hidden - Emotions acts as information about a situation and can bias judgement (Schwarz and Clore, 1983); emotion-linked "somatic markers" steer choices before reasoning is complete (Damasio, 1994).

Study and work - Anxiety before a deadline favours quick, avoidant choices; calm curiosity favours deeper analysis (Goleman, 2009). Managers' EI also shapes staff satisfaction and commitment (Webb, 2014).

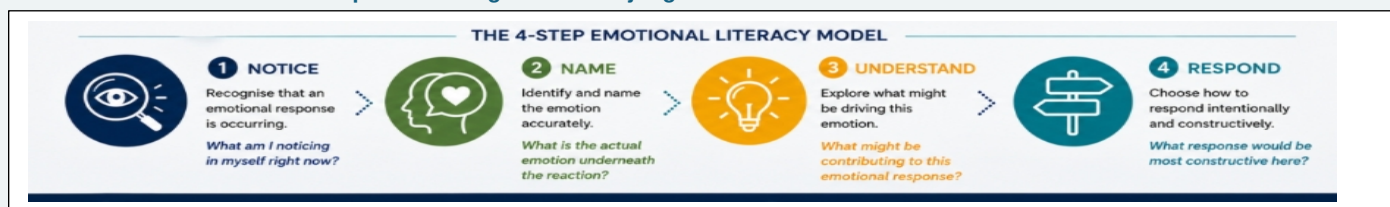
Emotion is data, not weakness! - Monitor and use it, do not suppress it (Salovey, 1997).

Which is more important? EI vs cognitive intelligence



Source: Machová et al. (2020, Fig. 2)

How can emotional awareness improve self-regulation and judgement?



(Lieberman et al., 2007)

2 Evaluate EI in academic success

Key emotional factors (Goleman, 2009), equally relevant at work (Singh, 2006)

Stress management - tolerance and impulse control keep attention on task - excessive stress degrades it (Yerkes and Dodson, 1908).

Motivation - and delayed gratification support outcomes (Ryan and Deci, 2000).

Resilience - protects effort; enjoyment supports achievement, anxiety and boredom undermine it (Pekrun et al., 2002).

Self-awareness and support - knowing strengths and weakness (Bryson, 2021; Upreti et al., 2024), using empathy and communication to ask for help.



Fig. 3 Conceptual framework Emotional Intelligence Management

Challenges

Procrastination: avoidance is short-term mood repair, rather than poor time management (Sirois and Pychyl, 2013).

Anxiety: spot cues early, reframe threats as challenge; anxiety taxes attention (Eysenck et al., 2007), so plan and rehearse early!

Low motivation: reconnect with my values, set realistic goals (Ryan and Deci, 2000), review progress and feedback.

Critical view: models differ ability-based (Mayer and Salovey, 1997) versus broader competences (Goleman, 2009), so measures vary. Analysis finds EI a positive predictor of academic performance (MacCann et al., 2020), but it overlaps with personality and ability, and many measures are self-report.

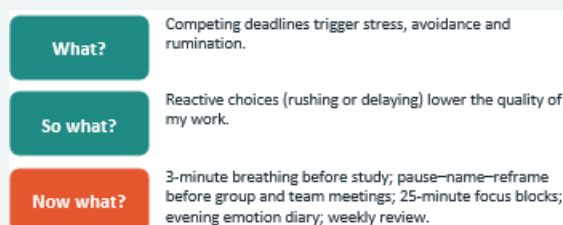
3 Reflect on personal experience

To what extent can mindfulness and regulation improve my learning?

Mindfulness (Kabat-Zinn, 1994) builds the pause between feeling and reaction; regulation strategies turn that pause into better choices. It reduces stress and anxiety in students (Keng et al., 2011; Regehr et al., 2013) and can improve decisions at work (Karellaia and Reb, 2014).

Starting tasks sooner and procrastinate less!

Limits - Need sustained habits change (Machová et al., 2020), evidence for grades, self-reporting, and planning.



Driscoll's reflective model

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