

Developing Emotional Intelligence Skills for the Workplace
(BMSW6106)

Lectures Names: Charles Nwaogwugwu

Assessment 1

Task 2

“Emotional Intelligence in the Workplace: A Case Study on Clarke at FAYE Inc.”

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Developing My Emotional Intelligence: A Reflective Poster

Emotional Intelligence (EI) is an essential aspect of both academic and personal achievement. Through recognizing and regulating our emotions and acknowledging the emotions of others, we can communicate more effectively, work more harmoniously, and function more effectively. This poster discusses three areas where EI has affected me: Decision Making, Mental Health, and Work Performance. By reflecting on myself, I determine how I have employed emotional intelligence, the exact EI skills that I used, and how I plan to continue developing in these areas to take advantage of my emotional development.



Decision Making

Potential Benefit: Previously, I had difficulty in owning up when decisions did not result in good outcomes. I used to question myself or procrastinate in decision-making for fear of doing the wrong thing. Emotional Intelligence has assisted me in developing in this area by promoting self-awareness and emotional responsibility.

EI Skill Applied:

Not afraid to apologize – I've learned to accept when my decision was not the right one or created problems and take blame instead of excusing myself or passing the buck.

Personal Reflection: When working on a group task recently, I was tasked with choosing the research approach. After submission, we realised it lacked depth and was not the most suitable for the topic. Instead of avoiding blame, I admitted the oversight and apologized to the group. This act improved team trust, and we worked collaboratively to adjust our approach. It was a key moment that showed me how powerful humility and ownership are in leadership.

How I Will Improve:

To continue building my EI in decision making, I will:

- Be more proactive in evaluating possible outcomes,
- Take responsibility without fear,
- Regularly reflect on both good and poor decisions to learn and grow. I believe that owning my decisions even when they go wrong strengthens both personal confidence and leadership skills.

Mental Health

Potential Benefit: I have sometimes struggled with stress, especially during busy periods or placement challenges. Holding in my emotions or pretending I'm "fine" often made things worse. Emotional Intelligence has helped me better understand my emotional responses and how to manage them.

EI Skill Used:

Empathize with others – Opening up about my mental health and being receptive to others' emotions has helped me feel less alone and more supported.

Personal Reflection: While on placement, I was feeling overwhelmed due to balancing academic deadlines with physically and emotionally demanding shifts. I finally opened up to a classmate who also expressed feeling similarly. Since then, we began supporting each other through weekly check-ins. By sharing our experiences and listening without judgment, we created a safe emotional space. That peer empathy improved my mental wellbeing and taught me that vulnerability is a strength, not a weakness.

How I Will Improve:

To build on this, I will:

- Engage in more peer-to-peer support and emotional check-ins,
- Practise mindfulness and self-kindness,
- Acknowledge my emotions rather than suppress them. I realise now that recognising my feelings helps me stay resilient, especially in stressful situations.

Work Performance

Potential Benefit: At work or even in the classroom, I also found myself second-guessing speaking up or even offering suggestions because I worried that I'd be wrong or judged. It restrained my work and input.

EI Skill Utilized:

Thinking before speaking or acting – I have learned that sometimes silence isn't golden because of emotional intelligence. It's more about how I express myself wisely.

Personal Reflection: I had a thought in a group simulation exercise, but I was too nervous to express it. On another occasion, another student voiced exactly what I had been thinking, and the tutor complimented them on being proactive. I then realized that overthinking and fear of criticism were stopping me from contributing. I've since begun preparing beforehand and rehearsing how to present my thoughts in a calm manner. In recent classes, I have received positive comments about my contributions, which enhanced my confidence.

How I Will Improve:

I intend to:

- Take notes and practice my contributions ahead of meetings or class,
- Encourage myself to share since sharing is superior to staying silent,
- Construct good affirmations to curb fear of judgment.



This exercise has educated me on the importance of Emotional Intelligence in our everyday lives. It has taught me that self-awareness, empathy, and emotional regulation are not only positive traits but vital for individuals' and professionals' growth. I will strive to develop my emotional intelligence through self-reflection, practice, and openness to criticism throughout my future education and working life. EI has already improved me more at developing better relationships, stress coping, and doing better and I'm committed to making it even stronger.

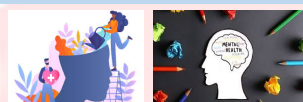


Table of Contents

Introduction.....	3
The Role of Emotional Intelligence in the Workplace and FAYE Inc.....	3
Emotional Intelligence Models that Can Help Clarke	5
Daniel Goleman's Mixed Model of EI	5
Mayer-Salovey-Caruso Ability Model	7
The Role of Culture in Understanding EI and Mindfulness.....	9
Recommendations for FAYE Inc.	11
Conclusion	13
References	14
Appendices.....	16
Appendix A: Task 1- Individual Poster Presentation	16

Introduction

Emotional Intelligence (EI) plays a key role in building interpersonal relationships, decision-making, and personal well-being in the workplace. This report discusses the application of EI through a case study of Clarke, a newly appointed supervisor at FAYE Inc., whose behavior and communication style create challenges for him. It uses two EI models to recommend changes in Clarke's leadership and discusses cultural dimensions of EI, mindfulness, and developing cultural awareness at FAYE Inc. Clarke's habit of calling female employees "my love," a practice he had at his old company in Texas, has made them uncomfortable. Moreover, his tendency towards demanding timetables and minimal chatter may put the visiting Chinese group, who like to build a relationship before delving into matters of business, at odds. Clarke is mindful of such risks, remembering EI training where his leaders' propensity for unintended hurt through insensitive orientation or rigid techniques was highlighted.

This report will suggest the EI principles and concerns to help Clarke in improving the leadership style, cultural sensitivity and promoting better workplace relationships. The report further proposes FAYE Inc. establish a culture that is emotionally and culturally aware, in an effort to foster a more inclusive and cooperative work environment in which diverse-background employees can cooperate together. Emotional intelligence therefore presents itself as one of the essential components of successful leadership in a modern globalized workplace.

The Role of Emotional Intelligence in the Workplace and FAYE Inc.

Emotional Intelligence (EI) is increasingly recognised as vital for workplace success, especially in leadership roles. According to Sloan and Geldenhuys (2021), EI is a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. For leaders, this means managing emotions effectively, understanding team dynamics, and resolving conflicts constructively. At FAYE Inc., a lack of EI, particularly in Clarke's leadership has contributed to interpersonal tension, low morale, and poor cross-cultural communication.

Interpersonal Communication

Clarke's informal use of phrases like "my love" was perceived as unprofessional by several female employees. While such language may be acceptable in some Texan settings, it is considered inappropriate in UK corporate environments. High EI; especially social awareness would have helped Clarke recognise the need to adjust his communication style based on cultural norms. Sfetcu (2020), found that leaders with high EI are more likely to use culturally appropriate language and tone, fostering respect and collaboration. Clarke's failure to do so has created discomfort and eroded trust. Emotionally intelligent communication involves being aware of both intent and impact. Despite Clarke's benign intent, his greetings negatively impacted some employees. This illustrates the gap between what is said and how it is received. Razali *et al.*, (2024), note that emotionally intelligent leaders promote psychological safety, enabling open dialogue and effective teamwork. The situation at FAYE Inc. suggests a lack of this safety, indicated by declining morale and discomfort among staff.

Leadership and Trust

Strong leadership requires empathy, respect, and the ability to inspire others. Clarke's rigid, task-focused style and resistance to informal social interaction may project a sense of emotional detachment. Rathore *et al.*, (2021) emphasises that emotionally intelligent leaders foster morale, open communication, and staff engagement. While structure is important, Clarke's inability to balance it with empathy may alienate his team and reduce motivation. Authentic leadership, as defined by Price (2023) involves self-awareness and relational transparency traits rooted in EI. Clarke's unwillingness to adapt his behaviour despite feedback points to a lack of self-awareness. Additionally, Mayer *et al.*, (2024), argue that leaders who combine task focus with emotional sensitivity foster creativity and job satisfaction. Clarke's discomfort with small talk and cultural differences, particularly in working with the visiting Chinese team, reveals a potential shortfall in emotional adaptability. In Chinese business culture, relationship-building is central; Clarke's current approach could be perceived as cold or disrespectful. Trust in leadership is built through consistency, empathy, and responsiveness. Mayer *et al.*, (2016), found that trust stems from competence, benevolence, and integrity. Clarke's inability to adapt

his communication, even after concerns were raised, may damage perceptions of his benevolence and emotional competence.

Managing Emotions and Conflict

Clarke's reaction to criticism surprise and possible frustration highlights a lack of emotional self-awareness and regulation. These traits are essential to managing workplace conflict. Maldonado and Márquez (2023) found that individuals with high EI manage interpersonal conflict more constructively, leading to better team outcomes. Rather than becoming defensive, Clarke should acknowledge the concerns, take responsibility, and adjust his behaviour. Conflict management requires the regulation of emotional responses, especially under stress. Karimi *et al.*, (2021), showed that teams with higher collective EI resolve conflicts more effectively and achieve stronger results. For Clarke, developing EI would help him handle feedback and cultural challenges without rigidity. The morale problems at FAYE Inc. indicate that his leadership style can be creating a toxic culture. Huang et al., (2024) determined that emotionally intelligent leaders have a significant impact on employee satisfaction and organisational commitment. By enhancing his EI, Clarke can promote a more caring and inclusive team culture.

Thus, emotional intelligence is essential for effective leadership. Clarke's experience illustrates how a lack of EI can impact communication, trust, and team morale. Developing emotional intelligence offers a clear pathway for improving workplace culture and performance at FAYE Inc.

Emotional Intelligence Models that Can Help Clarke

To help Clarke develop his emotional awareness and interpersonal effectiveness, two widely accepted EI models are examined: Goleman's Mixed Model and the Mayer-Salovey-Caruso Ability Model.

Daniel Goleman's Mixed Model of EI

Goleman's model includes five domains:

1. **Self-awareness:** Clarke must recognise his own emotional triggers and how his cultural background shapes his communication. By identifying that "my

love" is seen as affectionate in his previous environment, he can understand how it may be misinterpreted elsewhere. Self-awareness involves recognizing patterns in one's own behavior and their impact on others. For Clarke, this would mean reflecting on why he feels comfortable with certain forms of address and how these reflect his cultural conditioning rather than universal norms. Davis (2019), describes self-awareness as "knowing one's internal states, preferences, resources, and intuitions." Clarke's surprise at the negative reception to his greeting style suggests limited self-awareness regarding his communication patterns. Developing this component would help him recognize that his communication preferences are culturally situated rather than universally appropriate.

2. **Self-regulation:** Instead of becoming defensive, Clarke needs to remain calm, accept feedback, and modify behaviour appropriately. Learning to manage his reactions is key to professionalism. Self-regulation involves controlling disruptive impulses and adapting to changing circumstances. Clarke's rigidity regarding schedules and communication styles indicates potential difficulties with self-regulation (Channell, 2021). According to Goleman, self-regulation includes "managing disruptive emotions and impulses" and "maintaining standards of honesty and integrity." For Clarke, this would involve managing any defensiveness when receiving feedback and demonstrating willingness to adapt his behavior to meet organizational norms and respect cultural differences.
3. **Motivation:** Clarke should channel his personal drive into becoming a more inclusive and empathetic leader. This internal motivation is crucial for meaningful development. Motivation in Goleman's model refers to an emotional tendency guiding or facilitating goal achievement. It includes achievement drive, commitment, initiative, and optimism (Avaz Mammadov and Wald, 2025). Clarke appears motivated to succeed as a supervisor, as evidenced by his concern about the current issues. Redirecting this motivation toward developing cultural sensitivity and communication flexibility would help him become a more effective leader. Bal and Kökalan (2022), suggest that emotional self-awareness drives motivation for behavioral change, indicating

that developing self-awareness would enhance Clarke's motivation to improve.

4. **Empathy:** The cornerstone of understanding others' emotions. Clarke must actively listen to his team and validate their feelings. For example, when female employees expressed discomfort, an empathetic response would involve acknowledgement, an apology, and a change in behaviour. Empathy involves sensing others' feelings and perspectives and taking an active interest in their concerns Aamir (2023). In Clarke's case, developing empathy would help him understand why female employees feel uncomfortable with certain forms of address and why Chinese team members might value relationship-building conversations that he considers "small talk." Sloan and Geldenhuys (2021), found that empathy significantly improves decision-making in leadership contexts, suggesting that enhanced empathy would improve Clarke's overall leadership effectiveness.
5. **Social Skills:** Clarke's dislike for small talk may hinder relationship-building. However, small interactions are often essential for building rapport. Developing conversational skills can help Clarke improve collaboration. Social skills involve adeptness at inducing desirable responses in others, including communication, influence, conflict management, and collaboration. Clarke's aversion to "small talk" suggests underdeveloped social skills, particularly in cross-cultural contexts. Social skills would help him navigate the relationship-oriented approach of the Chinese team while maintaining his own preference for structure and efficiency. Research by Sfetcu (2020), indicates that social skills development can significantly improve leadership outcomes, especially in diverse teams.

Mayer-Salovey-Caruso Ability Model

This model identifies EI as a set of four interrelated abilities:

1. **Perceiving Emotions:** Clarke needs to observe verbal and non-verbal cues to understand how his actions are perceived. If colleagues appear withdrawn or hesitant, this could signal discomfort. According to Mayer et al., (2016), perceiving emotions involves "the ability to identify emotions in one's physical

states, feelings, and thoughts, as well as in other people, designs, artwork, etc., through language, sound, appearance, and behavior." For Clarke, developing this ability would help him notice subtle signs of discomfort or disapproval when he uses inappropriate terms of address or dismisses the importance of relationship-building conversations. Research by Razali et al., (2024) demonstrates that accurate emotion perception correlates with leadership effectiveness across cultures, making this particularly relevant for Clarke's role with the Chinese team.

2. **Using Emotions to Facilitate Thought:** Emotions provide insight into problems. Clarke could use emotional cues to guide decisions, such as adjusting his leadership style when morale is low. This component involves using emotions to prioritize thinking by directing attention to important information (Mayer *et al.*, 2024). It includes generating emotions to aid judgment and considering multiple perspectives. Clarke can develop this skill by identifying the way emotions both his and others' offer useful information regarding workplace dynamics and required adjustments. For instance, noticing tension in the Chinese team regarding utilization of English names may guide his communication and relationship-building.
3. **Understanding Emotions:** Realizing that frustration, embarrassment, or silence are usually indicative of underlying issues enables Clarke to act accordingly. This involves knowing about cultural responses to individual greetings (Rathore et al., 2021). Knowing about emotions entails realizing how emotions come together and develop through relationship phases, and respecting emotional meanings. To Clarke, this would involve knowing the evolution from dissatisfaction to falling morale among women staff, or identifying how his suggestion to adopt English names could lead to disrespect of Chinese team members. Price (2023), discovered that an understanding of emotion is especially important in intricate social interactions, for example, cross-cultural communication.
4. **Managing Emotions:** Clarke must learn to regulate his own responses and positively influence others. For instance, when the Chinese team is visiting, he ought not to impose naming conventions but rather honor cultural traditions

(Mayer et al., 2024). Emotion management is being receptive to emotions and regulating them to enhance understanding and development. This ability would help Clarke regulate any frustration he might feel about adapting his preferred communication style, while also helping him create a positive emotional climate that respects cultural differences. According to Mayer et al., (2016), emotion management becomes increasingly important as job complexity and interpersonal demands increases both characteristics of Clarke's supervisory role.

Both models promote a proactive, respectful, and mindful approach to leadership that Clarke can develop through training, mentoring, and reflection. While Goleman's model offers a broader framework incorporating motivational factors and personality traits, the Mayer-Salovey-Caruso model focuses more specifically on emotional information processing abilities (Maldonado and Márquez, 2023). Clarke would benefit from developing capabilities from both models, particularly self-awareness and empathy from Goleman's framework, and emotion perception and management from the ability model.

The Role of Culture in Understanding EI and Mindfulness

Culture significantly influences emotional expression, communication styles, and workplace expectations. EI must therefore be applied through a cultural lens to avoid misinterpretations and foster inclusive behaviour.

Cultural Norms and Workplace Behaviour

The issue surrounding Clarke's informal greeting stems from differences in cultural norms. UK workplace culture often leans towards formal and professional communication, especially in mixed-gender or diverse teams. Clarke's Texas background, where such terms may be more acceptable, does not align with the norms at FAYE Inc. Cultural intelligence, a concept developed by Karimi *et al.*, (2021), complements emotional intelligence by addressing the specific challenges of cross-cultural interactions. It involves the capability to function effectively in culturally diverse settings through metacognitive, cognitive, motivational, and behavioral adaptations. Clarke's situation demonstrates the necessity of developing cultural intelligence alongside emotional intelligence. Research by Huang et al., (2024),

suggests that emotional display rules, norms about appropriate emotional expression vary significantly across cultures. What might be considered friendly or affectionate in one context may be perceived as inappropriate or unprofessional in another. Clarke's use of "my love" as a greeting illustrates this cultural variation in emotional display rules. Developing cultural intelligence would help him recognize and adapt to these differences.

Interacting with the Chinese Team

Chinese business culture values hierarchy, indirect communication, and harmony. Asking someone to adopt an English name may appear culturally insensitive. Instead, Clarke should respect the team members' identities and make an effort to learn their names. This gesture would demonstrate cultural humility and respect. According to Hofstede's cultural dimensions theory, China scores high in collectivism and power distance. This means relationships are built gradually, and respect for hierarchy is essential (Channell, 2021). Clarke must adjust his leadership approach to include relationship-building activities, such as informal discussions, shared meals, or cultural exchange.

Research by Davis (2019), identifies significant differences between Western and Eastern approaches to business relationships. Western cultures often prioritize task completion and efficiency (as seen in Clarke's preference for strict schedules), while Eastern cultures emphasize relationship development before business transactions (reflected in the Chinese team's preference for "friendship before work"). Bridging these differences requires both emotional intelligence to recognize alternative perspectives and cultural flexibility to adapt one's approach. The case notes that Chinese team members "like to be called by their Chinese names," directly contradicting Clarke's intention to ask for English names. This specific cultural preference reflects the importance of personal identity and respect in Chinese culture. Bal and Kökalan (2022), found that respecting cultural identities significantly impacts trust-building in cross-cultural teams, suggesting that Clarke's name proposal could undermine rather than facilitate communication.

Mindfulness in Diverse Workplaces

Mindfulness involves being present, non-judgmental, and reflective. It enhances EI by promoting awareness of one's thoughts, behaviours, and their impact. Clarke can benefit from mindfulness practices such as pausing before responding, reflecting on feedback, and being open to diverse views. Avaz Mammadov and Wald (2025), suggest that mindfulness positively affects emotional regulation, empathy, and well-being. In multicultural workplaces like FAYE Inc., mindfulness helps bridge cultural gaps and encourages inclusive leadership. Mindfulness complements emotional intelligence by creating space between emotional stimuli and responses, allowing for more thoughtful and culturally sensitive reactions.

The study by Aamir (2023) shows that decision-making can be improved with mindfulness by reducing cognitive bias and increasing attention focused on context-specific details. For Clarke, practising mindfulness might allow him to realize automatic reactions to cultural encounters and thus create a gap for more reflective responses, especially in the context of the Chinese team, whose work and communication methods are very different from Clarke's own. Mindfulness also nurtures cultural humility-an attitude of openness, self-awareness, and willingness to learn from the stories of others. Cultural humility, as Sloan and Geldenhuys (2021) argued, enables cross-cultural interactions by acknowledging limits in cultural knowledge and maintaining an inquisitive orientation. Practising mindfulness would help Clarke cultivate cultural humility by letting him become aware of his cultural conditioning and approach differences with curiosity rather than judgment.

The combination of mindfulness and emotional intelligence produces what Sfetcu (2020), refer to as "reperceiving" is the potential to see experience more clearly and objectively. Such a capacity would enable Clarke to reframe cultural differences as learning opportunities and possibilities for connection rather than as impediments to efficiency. With his present inflexibility in matters of schedules and communication styles, the building of this capacity for reperceiving would increase his leadership flexibility.

Recommendations for FAYE Inc.

In order to facilitate the growth of Emotional Intelligence (EI) among personnel, particularly the leadership team, FAYE Inc. ought to institute six major initiatives:

1. EI Coaching and Training: FAYE Inc. can provide frequent workshops using actual case studies, role-playing exercises, and feedback workshops. Clarke can be given individual coaching specific to his growth. Razali et al., (2024), discovered that customized EI training results in sustained emotional competencies development. The MSCEIT or EQ-i tools can measure Clarke's positive points and areas of improvement. Peer learning groups for supervisors can further reinforce emotional and cultural development through shared experiences and collective reflection.

2. Cultural Competence Development: Training in intercultural communication, norms, and etiquette will help employees navigate cross-cultural settings. Rathore et al., (2021), outlines that cultural intelligence can be developed through awareness, knowledge, strategy, and action. For Clarke and others interacting with the Chinese team, specific briefings on Chinese business etiquette, communication styles, and relationship-building would be valuable. Informal cultural exchange events or cultural ambassador programs can foster cultural appreciation across the organisation.

3. Mindfulness-Based Stress Reduction (MBSR): Mindfulness training such as guided meditations or reflective writing can improve emotional regulation and stress management. Maldonado and Márquez (2023), highlight the benefits of even brief mindfulness practices in the workplace. Clarke could take part in an 8-week MBSR course to enhance emotional awareness and leadership skills. Integrating brief mindfulness moments into meetings or creating quiet spaces for reflection can support wider organisational practice.

4. Feedback Mechanisms: Anonymous feedback systems and regular pulse surveys on communication, cultural sensitivity, and leadership effectiveness will foster open dialogue. Both quantitative and qualitative data will help identify areas for development (Karimi *et al.*, 2021). A 360-degree feedback process would give Clarke insight into how his leadership style impacts his team and encourage constructive improvement.

5. Inclusive Leadership Development: Leadership programmes should promote inclusivity, psychological safety, and equity. Clarke can learn to adapt his style to diverse teams. Huang et al., (2024) emphasize behaviors like valuing diversity and

encouraging contributions. Mentoring relationships, especially with inclusive leaders, can help Clarke strengthen his cross-cultural skills.

6. Reflective Practice: Encouraging reflective journals and team debriefs supports continuous learning. Bal and Kökalan (2022), notes that reflecting on actions enhances decision-making and interpersonal effectiveness. Clarke could keep a journal focusing on cross-cultural interactions, reviewed regularly with a coach or mentor to deepen learning and guide behavior change.

These initiatives together will foster a more emotionally intelligent, inclusive, and culturally competent leadership culture at FAYE Inc.

Conclusion

The importance of emotional intelligence (EI) emerges within the context of the Clarke case at FAYE Inc. Clarke has been confused because he has no clue about the way his own feelings and the feelings of others work. He further lacks awareness with regard to the cultures of others, creating discomfort among his coworkers. If he learns more about EI through experts such as Goleman and Mayer-Salovey and puts meditation into practice, Clarke may even evolve into a good and caring leader. To support such emotional intelligence among people, however, an organization such as FAYE Inc. must provide training and help in initiating conversations. When emotions are well understood and cultural differences respected and embraced by managers, then employees will function well in teams. They listen more and show empathy in everything thus everyone's feeling deservedly welcome.

Surroundings with multi-everything demand cultural awareness and emotional intelligence. The story of Clarke is very indicative as to how even a good person may cause trouble if the cultural differences remain an unknown territory. Mindfulness provides a sort of pause, pre-thought, and pre-action and decreases bias. With the help of emotional intelligence, cultural awareness, and then mindfulness, leaders will contribute happiness to their teams as well as great performance. This entails not only a present solution but also future strength for the company and for its people. Today, bold leadership entails understanding the emotions as well as the cultures.

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Appendices

Appendix A: Task 1- Individual Poster Presentation



Developing My Emotional Intelligence: A Reflective Poster



Decision Making
Mental Health
Work Performance

Potential Benefit: Previously, I had difficulty in owning up when decisions did not result in good outcomes. I used to question myself or procrastinate in decision-making for fear of doing the wrong thing. Emotional Intelligence has assisted me in developing in this area by promoting self-awareness and emotional responsibility.

EI Skill Applied:
Not afraid to apologize– I've learned to accept when my decision was not the right one or created problems and take blame instead of excusing myself or passing the buck.

Personal Reflection: When working on a group task recently, I was tasked with choosing the research approach. After submission, we realised it lacked depth and was not the most suitable for the topic. Instead of avoiding blame, I admitted the oversight and apologized to the group. This act improved team trust, and we worked collaboratively to adjust our approach. It was a key moment that showed me how powerful humility and ownership are in leadership.

How I Will Improve:
 To continue building my EI in decision making, I will:

- Be more proactive in evaluating possible outcomes,
- Take responsibility without fear,
- Regularly reflect on both good and poor decisions to learn and grow. I believe that owning my decisions even when they go wrong strengthens both personal confidence and leadership skills.

Potential Benefit: I have sometimes struggled with stress, especially during busy periods or placement challenges. Holding in my emotions or pretending I'm "fine" often made things worse. Emotional Intelligence has helped me better understand my emotional responses and how to manage them.

EI Skill Used:
Empathize with others – Opening up about my mental health and being receptive to others' emotions has helped me feel less alone and more supported.

Personal Reflection: While on placement, I was feeling overwhelmed due to balancing academic deadlines with physically and emotionally demanding shifts. I finally opened up to a classmate who also expressed feeling similarly. Since then, we began supporting each other through weekly check-ins. By sharing our experiences and listening without judgment, we created a safe emotional space. That peer empathy improved my mental wellbeing and taught me that vulnerability is a strength, not a weakness.

How I Will Improve:
 To build on this, I will:

- Engage in more peer-to-peer support and emotional check-ins,
- Practise mindfulness and self-kindness,
- Acknowledge my emotions rather than suppress them.

I realise now that recognising my feelings helps me stay resilient, especially in stressful situations.

Potential Benefit: At work or even in the classroom, I also found myself second-guessing speaking up or even offering suggestions because I worried that I'd be wrong or judged. It restrained my work and input.

EI Skill Utilized:
Thinking before speaking or acting – I have learned that sometimes silence isn't golden because of emotional intelligence. It's more about how I express myself wisely.

Personal Reflection: I had a thought in a group simulation exercise, but I was too nervous to express it. On another occasion, another student voiced exactly what I had been thinking, and the tutor complimented them on being proactive. I then realized that overthinking and fear of criticism were stopping me from contributing. I've since begun preparing beforehand and rehearsing how to present my thoughts in a calm manner. In recent classes, I have received positive comments about my contributions, which enhanced my confidence.

How I Will Improve:
 I intend to:

- Take notes and practice my contributions ahead of meetings or class,
- Encourage myself to share since sharing is superior to staying silent,
- Construct good affirmations to curb fear of judgment.



This exercise has educated me on the importance of Emotional Intelligence in our everyday lives. It has taught me that self-awareness, empathy, and emotional regulation are not only positive traits but vital for individuals' and professionals' growth. I will strive to develop my emotional intelligence through self-reflection, practice, and openness to criticism throughout my future education and working life. EI has already improved me more at developing better relationships, stress coping, and doing better and I'm committed to making it even stronger.

