



Developing Emotional Intelligence Skills

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



B) Evidence Base & Method

I created this poster by reading research about how students manage pressure during presentations and by using what I learned in my university module on Developing Emotional Intelligence Skills. I then tried simple strategies in my own study routine to see which ones actually helped in real situations.

A) Conceptual Framing: What EI Enables

Emotional intelligence helps students notice emotional signals in themselves and in others, take a moment before responding, and choose actions that support their learning and professional behaviour. These skills are particularly useful in high-pressure situations, as they support calmer judgement, limit impulsive responses during presentation, assessments or teamwork, and encourage understanding of different viewpoints. *"Research shows that higher emotional intelligence is linked with stronger academic outcomes"* (MacCann et al., 2020).

C) Personal Regulation Toolkit (Presentation Nerves)

In the past I have experiment presentation anxiety so to manage presentation anxiety, I identify early signs such as negative self-talk, use a simple grounding check (naming five things I can see), and apply an "if then plan"(e.g., "If I freeze, then I read my first line from the slide"). Focusing attention on key points and doing one short practice run before presenting helps maintain confidence and control. *"Mindfulness reflects an enhanced attention to and awareness of current experience"* (Brown and Ryan, 2003).

D) Study Outcomes & Targeted Actions

Observed outcomes include steadier attentional control during presentations, reduced physiological reactivity, clearer delivery, and more effective collaboration. Targeted actions to sustain gains include weekly rehearsal and planning sprints, cognitive reappraisal under evaluative pressure, structured peer feedback to normalise performance anxiety, and recovery routines (sleep, brief movement) to protect wellbeing across intensive assessment periods.

E) References:

- Goleman, D. (1995) *Emotional intelligence*. Bantam.
- Gross, J.J. (1998) *Review of General Psychology*, 2(3), 271–299.
- Brown, K.W. & Ryan, R.M. (2003) *JPSP*, 84(4), 822–848.
- Zimmerman, B.J. (2002) *Theory Into Practice*, 41(2), 64–70.
- MacCann, C. et al. (2020) *Psychological Bulletin*, 146(2), 150–186.