

DEVELOPING EMOTIONAL INTELLIGENCE: FROM EMOTIONAL AWARENESS TO BETTER LEARNING AND DECISION-MAKING

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LCLM5006 – Developing Emotional Intelligence Skills

BA (Hons) Leadership and Management Skills for the Workplace

C1 – Individual Poster Presentation

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EMOTION

AWARENESS

REGULATION

THINKING

DECISION

ACADEMIC BEHAVIOUR

LEARNING

WORKPLACE

INTRODUCTION

“Emotional intelligence involves monitoring one's emotions and using them to guide thinking and decision-making. (Salovey, 1997)

Emotional intelligence (EI) is the ability to perceive, understand, use and manage emotions (Mayer and Salovey, 1997). It matters because emotions shape attention, judgement and behaviour (Lerner *et al.*, 2015). This poster tests Salovey's claim.

METHOD: RESEARCH PATHWAY

- 1 Identify topic
- 2 Search scholarly literature
- 3 Evaluate sources
- 4 Compare theories
- 5 Apply findings
- 6 Conclude

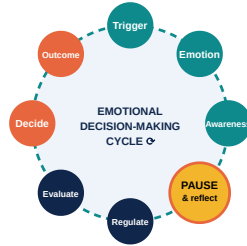
Literature-based only: no survey, interview or experiment.

1 ANALYSE EMOTIONAL AWARENESS

A. How far do emotions shape thinking and decisions?

Substantially. They direct attention, colour interpretation, shift risk perception and affect concentration and interpersonal choices (Lerner *et al.*, 2015). Impaired emotional processing also harms real decisions (Bechara, Damasio and Damasio, 2000).

B. Developing awareness. Labelling feelings and reflecting builds self-monitoring, impulse control and judgement by letting us choose a response (Gross, 1998).



✓ BENEFIT

Emotion flags what matters and speeds action.

Δ LIMITATION

Strong emotion narrows attention and biases risk judgement.

✱ APPLICATION

Pause, name the feeling, then decide.

📖 EVIDENCE

Gross (1998); Lerner *et al.* (2015).

2 EMOTIONAL INTELLIGENCE & ACADEMIC SUCCESS

A. Key emotional factors.

🧠 **Stress:** manageable stress can energise; excess harms concentration and wellbeing (Lazarus and Folkman, 1984).

🔥 **Motivation:** awareness exposes barriers so goals can be realistic.

🌱 **Resilience:** constructive responses to setbacks and criticism.



B. Applying EI. Procrastination often reflects short-term mood repair, avoiding unpleasant feelings (Sirois and Pychyl, 2013). EI is linked to academic adjustment (Parker *et al.*, 2004).

Δ **Critical view:** findings vary by EI model and measure (Joseph and Newman, 2010). Conceptual curve: Yerkes and Dodson (1908).

🕒 Procrastination

TRIGGER
Avoidance / fear

EI RESPONSE
Identify trigger, regulate, start small

→ Task engagement

😰 Anxiety

TRIGGER
Worry / uncertainty

EI RESPONSE
Recognise, breathe, plan

→ Improved focus

🧠 Low motivation

TRIGGER
Frustration / fatigue

EI RESPONSE
Identify barrier, reconnect with goals

→ Persistence

📖 Academic setback

TRIGGER
Disappointment

EI RESPONSE
Reflect, resilience, adapt

→ Learning from experience

? **WHAT WOULD YOU DO?** Deadline in 48 hours, dread, phone-checking: which card applies?

3 MINDFULNESS, EMOTIONAL REGULATION & MY LEARNING EXPERIENCE

Experience

Emotion

Awareness

Strategy

Outcome

Learning

Future action

🎯 TO WHAT EXTENT?

Partly, and with practice. Mindfulness is linked to better emotion regulation and psychological health (Keng, Smoski and Robins, 2011), which supports attention and calmer study.

Δ **Limit:** it needs regular practice and does not remove workload pressure.

➡ MY EXPERIENCE

[PERSONALISE THIS SECTION WITH YOUR OWN EXAMPLE]

- When did stress affect my learning?
- Did I procrastinate or lose motivation?
- What changed after a strategy?

🔄 REFLECTION LOOP

- ① Situation
- ② What did I feel?
- ③ What did I notice?
- ④ How did I respond?
- ⑤ Which strategy?
- ⑥ Outcome? ⑦ Next time?

🕒 **60-SECOND PAUSE**
Pause before reacting

💬 **CHECK-IN**
“What am I feeling?”

🧘 **BREATHING**
Slow breaths, create space

🔄 **REFRAME**
“What else could this mean?”

📅 **PRIORITISE**
Break into steps

📖 **REFLECT**
“What did I learn?”

📚 ACADEMIC EI → WORKPLACE LEADERSHIP

- Self-awareness → Better judgement
- Self-regulation → Calm under pressure
- Empathy → Better relationships
- Motivation, resilience → Performance, recovery

🔑 KEY TAKEAWAY

Salovey's statement largely holds: emotions guide thinking, but only when **noticed and regulated**. Awareness plus a pause turns reaction into judgement, supporting study now and leadership later. EI is a skill to practise, not a guarantee.

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