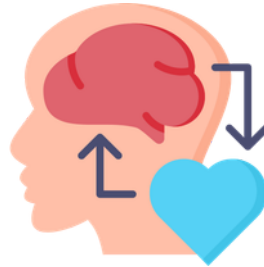


DEVELOPING EMOTIONAL INTELLIGENCE SKILLS

INTRODUCTION

Emotional intelligence is the ability to understand and manage our own emotions, and recognise emotions in others. Daniel Goleman explains that without self-awareness, it becomes difficult to understand others. This is important in both student and professional life, where individuals face pressure, communication challenges, and different situations. Emotions can influence behaviour, decisions, and overall performance.



METHOD SECTION

This poster is based on secondary research using academic literature on emotional intelligence and mindfulness. Key ideas were taken from Daniel Goleman (1995) and Peter Salovey and John D. Mayer (1990), who introduced the concept. Studies on mindfulness, such as Jon Kabat-Zinn (2003), were also used to explain stress management and emotional awareness. The information was analysed and linked to real-life academic and professional situations.

HOW CAN SOMEONE DEVELOP EMOTIONAL INTELLIGENCE?

As a student, emotional intelligence can be developed through self-awareness and reflection. Daniel Goleman highlights that understanding your own emotions is important when dealing with stress and academic pressure. It also involves staying calm, managing reactions, and improving communication with others.

MANAGING EMOTIONS, MINDFULNESS AND ACADEMIC SUCCESS

As a student, stress during deadlines and exams can affect focus and performance. Recognising emotions early and staying organised can help manage these situations better. Mindfulness, such as focusing on breathing, can reduce stress and improve concentration. Jon Kabat-Zinn suggests it supports emotional control and wellbeing. Good time management, motivation, and emotional control are important factors for academic success.

- Daniel Goleman (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Jon Kabat-Zinn (2003) 'Mindfulness-based interventions in context: Past, present, and future', *Clinical Psychology: Science and Practice*, 10(2), pp. 144–156.

