

# Developing Emotional Intelligence Skills in Higher Education

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| <b>■ Introduction</b> <p>"If you are tuned out of your own emotions, you will be poor at reading them in other people." — Daniel Goleman (1995)</p> <ul style="list-style-type: none"><li>- EI = recognise, regulate &amp; apply emotions.</li><li>- Supports academic success, teamwork, leadership &amp; wellbeing.</li></ul>                                                                                         | <b>■ Method</b> <ul style="list-style-type: none"><li>- Reviewed EI models (Goleman, Mayer &amp; Salovey, Boyatzis).</li><li>- Considered mindfulness research.</li><li>- Reflected on personal student experience.</li><li>- Applied models to student challenges.</li></ul>                                                                                                                                                                                                                            | <b>■ Q1 — How can someone develop EI?</b> <ul style="list-style-type: none"><li>- Self-awareness → Journaling, reflection.</li><li>- Self-regulation → Breathing, reframing.</li><li>- Motivation → Goal setting, resilience.</li><li>- Empathy → Active listening, perspective.</li><li>- Social skills → Collaboration, feedback.</li></ul> <p>Cycle: Practice → Feedback → Reflection → Growth</p> |
| <b>■ Q2 — Controlling emotions &amp; mindfulness</b> <p>Personal strategies:</p> <ul style="list-style-type: none"><li>- Daily journaling to track emotions.</li><li>- Box breathing before exams.</li><li>- Short mindful breaks.</li><li>- Time management tools.</li></ul> <p>Benefits:</p> <ul style="list-style-type: none"><li>- Focus &amp; memory</li><li>- Lower anxiety</li><li>- Better resilience</li></ul> | <b>■ Q3 — Success factors &amp; EI challenges</b> <p>Success factors:</p> <ul style="list-style-type: none"><li>- Routine &amp; planning</li><li>- Peer/tutor support</li><li>- Emotional balance</li><li>- Motivation &amp; goals</li></ul> <p>Challenges &amp; actions:</p> <ul style="list-style-type: none"><li>- Stress → mindfulness, exercise</li><li>- Group conflict → shared goals, listening</li><li>- Low confidence → evidence log</li><li>- EI differences → adapt communication</li></ul> | <b>■ Conclusion</b> <ul style="list-style-type: none"><li>- EI is learnable &amp; practical.</li><li>- Awareness, regulation, empathy &amp; mindfulness support success.</li><li>- Small, consistent practices improve academic outcomes &amp; workplace readiness.</li></ul>                                                                                                                         |

## ■ References

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