

"Emotional intelligence involves monitoring one's emotions and using them to guide thinking."

Salovey and Mayer (1990)



1 What Is Emotional Intelligence?

Perceive, use, understand and manage emotion in ourselves and others (Salovey and Mayer, 1990).

Self-awareness Self-regulation Motivation Empathy Social skills Goleman (1995)



Emotion and reason as **one system**, not rivals (Mayer, Salovey and Caruso, 2004).

The four-branch model

1. PERCEIVE emotions

2. USE emotion to think

3. UNDERSTAND emotions

4. MANAGE emotions

Fig. 1: The four branches of emotional intelligence (Mayer and Salovey, 1997; Mayer, Salovey and Caruso, 2004).

2 Method

Desk-based literature review. Google Scholar and UWTSD library.

Peer-reviewed, 1990-2023. Six systematic reviews and meta-analyses.

Limitation: secondary data; reflection is self-reported.

Effect sizes on achievement

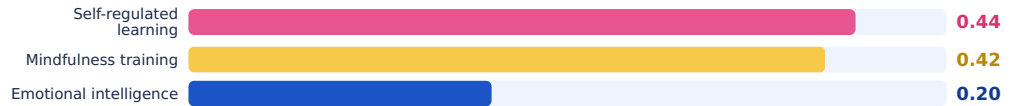


Fig. 2: All effect sizes are **small to medium** (Zheng, 2016; Ostermann et al., 2022; MacCann et al., 2020).

3 Q1: Emotional Awareness

Emotions drive my thinking: pre-deadline anxiety **narrows** my options and drives avoidance; confidence widens them.

PRACTICES I USE

- Emotion journal: trigger, feeling, response
- 10-second pause before submitting
- Two-minute check-in before study



Awareness turns a reaction into a **choice** (Goleman, 1995).

Two possible paths



Fig. 3: Self-awareness decides the path (after Goleman, 1995; Gross, 1998).

4 Q2: EI in Academic Success

Factor	Impact	EI response
Anxiety	Test anxiety lowers educational outcomes (von der Embse et al., 2018)	Read nerves as readiness (Gross, 1998)
Procrastination	Avoidance driven by fear of failing, not laziness	Name the fear, then 25-minute focus blocks (Xu et al., 2023; Zheng, 2016)
Low motivation	Effort fades when interest drops	Link task to a longer goal (Goleman, 1995)

Critical: effects are small. Growth-mindset gains largely vanished once design flaws were corrected (Macnamara and Burgoyne, 2023).

Correlation = .20

EI and performance, 158 papers, 42,529 students (MacCann et al., 2020)

SMD = 0.42

Mindfulness and GPA, 95% CI 0.16-0.88, 6 RCTs (Ostermann et al., 2022)

3rd strongest predictor after intelligence and conscientiousness (MacCann et al., 2020).

Where I can step in



Fig. 4: The earlier in the chain I act, the easier the change (Gross, 1998).

Mindfulness trains attention at step 3, so the change starts early (Kabat-Zinn, 1994).

My own case: the deadline is the situation, dread is what I notice, and "I might fail" is the appraisal I can still change.

5 Q3: Critical Reflection

Fear of failing, not laziness, made me delay assignments. The barrier was **unregulated anxiety**.

Two changes worked: a **two-minute breathing practice** before study (Kabat-Zinn, 1994), and reframing 'it must be perfect' as "I can draft", an early reappraisal, not late suppression (Gross, 1998).

NOTICE NAME CHOOSE

Effect is small; mindfulness aids attention but does not replace study skills (Ostermann et al., 2022).

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