

EMOTIONAL INTELLIGENCE IN GROUP PROJECTS

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INTRODUCTION

- ❖ Emotional Intelligence (EI) is the ability to recognize, understand and manage one's own emotions while simultaneously recognizing, understanding and influencing the emotions of others (Goleman, 1995).
- ❖ It comprises five core competencies: self-awareness, self-regulation, motivation, empathy and social skills.

UNDERSTANDING OTHERS EMOTION

- ❖ By truly understand teammates, give full attention without planning rebuttals, validate their viewpoints and genuinely explore their concerns.
- ❖ Identifying unspoken emotions, observe teammates' body language, tone of voice and behavioral shifts that signal disengagement, anxiety, or frustration.
- ❖ Strengthen relationships, frame criticism in supportive language rather than accusatory tones, acknowledge effort and contributions, and offer collaborative solutions

METHOD/REFLECTION

- ❖ Data collected as part of a personal observation of group dynamics, research through peer reviewed articles on emotional intelligence frameworks, academic journals on team performance, and conversations with peers about challenges. This is the triangulated method, which guarantees credibility (Edmondson, 1999).

EI IN TEAMWORK

- ❖ Social awareness enables students to accurately perceive teammates' emotional states such as frustration anxiety, or disengagement and respond appropriately.
- ❖ Emotionally intelligent students demonstrate self-regulation by controlling impulses to react defensively to criticism or domineer discussions during disagreement and constructive feedback delivery (Education, 2025)

EI COMPETENCIES FRAMEWORK



CONCLUSION

Emotional intelligence is essential for creating psychologically safe, collaborative, and high-performing group project teams. Students should prioritize developing self-awareness, emotion regulation, empathy, and active listening as core competencies for academic and professional success. Consciously applying EI principle including recognizing emotions, managing reactions, and understanding others, students elevate team communication, reduce conflict, and achieve superior project outcomes (Goleman, 1995; Edmondson, 1999).

MANAGING EMOTIONS

- ❖ Students must develop self-awareness by identifying emotional triggers including missed deadlines, critical feedback or conflict
- ❖ Practice some regulations strategies such pausing before responding to stressful situations, using breathing or grounding exercises during pressure, journaling emotions and patterns and engaging in physical activity (Melita Prati et al., 2003)
- ❖ Emotionally regulated students maintain focus, resilience and collaboration even during high-pressure phases of group projects.

EMOTION MANAGEMENT CYCLE

- ❖ To Recognize the Trigger, identify the emotional trigger and name the emotion before reacting.
- ❖ Use breathing techniques to pause, then consciously choose a constructive response
- ❖ Reflect on outcomes and adjust strategies for future situations.
- ❖ How your response affected the situation and team, and what strategies worked or need adjustment.

REFERENCES

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