

DEVELOPING EMOTIONAL INTELLIGENCE SKILLS

LCLM 5006
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Introduction Emotional intelligence (EI) is the ability to recognise, understand, manage, and appropriately respond to your own emotions while also recognising and responding effectively to the emotions of others. In a university group project, EI helps team members communicate respectfully, resolve disagreements, stay motivated, and work collaboratively toward shared goals.



1. EI in Teamwork

How can EI help students work effectively in groups and manage teamwork challenges?

Emotional intelligence (EI) helps students work effectively in groups by managing their own emotions and understanding others. Skills such as self-awareness, self-regulation, motivation, empathy, and social skills enable students to resolve conflict, communicate respectfully, support disengaged teammates, and meet deadlines, improving teamwork and project outcomes (Singh, 2006).



2. Managing Own Emotions

How can students recognise and manage their own emotions to stay productive and reduce stress?

1. Identify feelings such as stress, frustration, or anxiety and consider what is causing them (self-awareness).
2. Engage in mindfulness, taking short breaks, or positive self-talk to regulate emotions and remain calm (self-regulation).
3. Set realistic goals, prioritise tasks, and communicate with group members when support is needed to reduce stress and maintain progress.



3. Understanding Others' Emotions

How can empathy improve communication, collaboration and team success?

Empathy improves collaboration and team success by encouraging students to understand and respect others' perspectives. In university group work, active listening, asking questions, and considering teammates' circumstances can reduce conflict, build trust, and improve teamwork. Goleman (1996) argues that empathy and social skills are key aspects of emotional intelligence that strengthen relationships and communication.



Method / Reflection

Emotional intelligence (EI) helps students work effectively in groups by managing their own emotions and understanding others. Skills such as self-awareness, self-regulation, motivation, empathy, and social skills enable students to resolve conflict, communicate respectfully, support disengaged teammates, and meet deadlines, improving teamwork and project outcomes (Singh, 2006).

Conclusion / Recommendations

The key takeaway from emotional intelligence in university teamwork is that successful group projects depend not only on completing tasks but also on understanding, communicating, and supporting one another. Students should develop self-awareness by recognising their own emotions and reactions, practise self-regulation by staying calm during disagreements, and use empathy and active listening to understand their teammates' perspectives. Applying these skills can help students manage conflict, give constructive feedback, support less engaged members, and maintain positive collaboration. Practical tips include setting clear expectations at the start of a project, communicating regularly, addressing issues early, respecting different working styles, and creating an environment where all team members feel valued and responsible for the shared outcome.



References Singh, D. (2006) *Emotional intelligence at work: A professional guide*. 3rd edn. New Delhi: SAGE Publications
Goleman, D. (1996) *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbury Publishing.