



LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE

Stronger Minds. Better Communication. Successful Teams.

“Emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head – it is the unique intersection of both.”

– David Caruso

1. INTRODUCTION

Emotional Intelligence (EI) is the ability to recognise, understand and manage our own emotions while also understanding and influencing the emotions of others. In university group projects, strong EI helps students communicate effectively, manage conflict, handle pressure and work collaboratively towards shared goals.



Why EI matters in group projects:

- Improves teamwork and collaboration
- Reduces misunderstandings and conflict
- Builds trust and stronger relationships
- Increases motivation and productivity
- Leads to higher quality outcomes



2. SECTION 1 – EI IN TEAMWORK

How can emotional intelligence help students work effectively in groups and manage common teamwork challenges?

Key EI Skills and How They Help in Group Projects



SELF-AWARENESS

Understanding your emotions, strengths, weaknesses and how you impact others.

Example:

Recognising when you are becoming irritated helps you avoid saying something hurtful.



SELF-REGULATION

Managing your emotions and impulses and staying calm under pressure.

Example:

Staying calm when deadlines are tight helps the team stay focused and productive.



MOTIVATION

Being driven to achieve goals for yourself and your team.

Example:

Encouraging the team and keeping morale high during challenging tasks.



EMPATHY

Understanding and respecting the emotions and perspectives of others.

Example:

Considering a team member's workload or personal issues before making judgements.



SOCIAL SKILLS

Communicating clearly, building relationships and resolving conflicts.

Example:

Considering a team feedback in a respectful and supportive way.



Real-life example: In a marketing project, a team used open communication and respected each other's ideas. When disagreements happened, they listened, discussed and found solutions together. This led to a stronger project and a better working relationship.

3. SECTION 2 – MANAGING YOUR OWN EMOTIONS

How can students recognise and manage their own emotions to remain productive and reduce stress during group projects?

Strategies



Mindfulness

Stay present and aware of your emotions without judgement.



Reflection

Take time to reflect on your feelings and what triggered them.



Stress Management

Use techniques like deep breathing, exercise or taking short breaks.



Pause Before Reacting

Give yourself time to think before saying or doing something you might regret.

Managing Emotions Flow

EMOTION
(Identify what you feel)



PAUSE
(Take a moment)



THINK
(What is the best response?)



RESPOND
(Choose a positive action)



POSITIVE OUTCOME
(Improved results and less stress)

4. SECTION 3 – UNDERSTANDING OTHERS' EMOTIONS

How can empathy and understanding the emotions of others improve communication, collaboration, and overall team success?



ACTIVE LISTENING

Fully focusing on what others are saying without interrupting shows respect and helps understand their point of view.



PERSPECTIVE-TAKING

Putting yourself in others' shoes helps you understand why they feel a certain way and reduces conflict.



CONSTRUCTIVE FEEDBACK

Giving feedback in a kind and helpful way supports others' growth and keeps the team positive.

Mini-case example:

During a group presentation, one member was quiet. By checking in and listening, the team discovered they felt overwhelmed. The team offered support and adjusted tasks. The project improved and everyone felt valued.



When we understand others, we build trust, improve communication and create a supportive team culture.

5. CONCLUSION / RECOMMENDATIONS

Key Takeaways

- ✓ EI helps students manage themselves and work better with others.
- ✓ It improves communication, reduces conflict and increases team performance.
- ✓ Self-awareness, empathy and social skills are essential in group projects.
- ✓ Small actions, like listening and staying calm, make a big difference.

Practical Tips for Students

- 💡 Be aware of your emotions and how they affect others.
- 💡 Listen actively and show empathy.
- 💡 Communicate clearly and respectfully.
- 💡 Manage stress and stay positive.
- 💡 Support your team and celebrate small wins.

6. METHOD / REFLECTION

(To be answered during the presentation)



I gathered information through personal experience in group projects, academic research from books, journal articles and online sources.

Reflection:

Using EI strategies helped me improve communication and build better relationships in my teams.

REFERENCES (Harvard Style)

- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Mayer, J.D., Salovey, P. and Caruso, D.R. (2008) 'Emotional intelligence: New ability or eclectic traits?', *American Psychologist*, 63(6), pp. 503–517.
- Zeidner, M., Matthews, G. and Roberts, R.D. (2022) 'Emotional Intelligence in the Workplace: A Meta-Analytic Investigation', *Journal of Applied Psychology*, 107(1), pp. 161–176.
- University of Melbourne (2023) 'Emotional Intelligence and Teamwork'. Available at: <https://students.unimelb.edu.au> (Accessed: 14 May 2024).

VISUAL GUIDE (Icons used)



Self-awareness



Self-regulation



Motivation



Empathy



Social skills



Mindfulness



Listening



Feedback

PRESENTATION NOTES (For Method / Reflection – speak about)

- What personal experience did you draw from in group projects?
- What EI challenges did you face and how did you handle them?
- What strategies worked well for you and your team?
- What did you learn about yourself and others?
- How will you apply EI in future academic or professional settings?

