

Leading Group Projects with Emotional Intelligence

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Introduction

Emotional intelligence is the ability to understand and manage emotions in yourself and others (Goleman, 1995).

- Supports communication
- Reduce conflicts
- Improve shared outcomes



Understanding others' emotions

Empathy acts as a stabilising force in group communication. It helps teams see difficult behaviour as an unresolved issue, rather than uncooperativeness.

Reflective insights

Synthesising theoretical EI models against real-time group failures highlighted a clear trend: technical errors rarely break a team; unmanaged emotional friction does.

Conclusion

Emotional Intelligence builds teamwork, resilience, and academic success through reflection, mindfulness, and feedback

EI in Teams work

Goleman's model highlights

- . **Self-awareness** (recognise bias and limits)
- . **Self-regulation** (accepts criticism)
- . **Motivation** (keep focus on long-term goals)
- . **Empathy** (understand students' difficulties)
- . **Social skills** (supports clear delegations)

The Bar-On Model adds stress tolerance and interpersonal skills to improve team cohesion

Managing one's own emotions

Students can stay productive by identifying triggers and regulating their emotions.

- **Mindfulness technique**
- **Grow Model** (Goal-Reality-Option-Will) to stay focused and reduce stress.

Reference

Goleman, D. (2020). *Emotional Intelligence: Why It Can Matter More Than IQ*. 25th ed. London: Bloomsbury Publishing.

Mayer, J.D., Salovey, P. and Caruso, D.R. (2004) 'Emotional Intelligence: Theory, Findings, and Implications', *Psychological Inquiry*, 15(3), pp. 197-215.