



LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE

Strong emotions. Stronger teams. Better outcomes.



LEVEL 5

Developing Emotional Intelligence Skills

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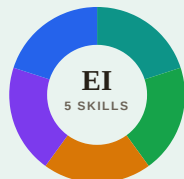
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INTRODUCTION

What is Emotional Intelligence?

- **EI** is the ability to recognise, understand, manage and respond to emotions in ourselves and others — self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1995).
- **Why it matters:** group work brings different personalities, deadline pressure, communication gaps and unequal participation.
- Students with strong EI communicate clearly, resolve conflict calmly, stay motivated under pressure and **build trust**.



Goleman's five components



SECTION 1 · EI IN TEAMWORK

How EI helps students work effectively

- **Self-awareness** — notice impatience in a meeting and choose to listen.
- **Self-regulation** — take criticism without reacting defensively.
- **Motivation** — keep the group on track near a deadline.
- **Empathy** — offer help to a member who seems overwhelmed.
- **Social skills** — facilitate a fair group discussion.

COMMON CHALLENGES & EI RESPONSES

Challenge	Emotionally intelligent response
Missed deadlines	Discuss calmly; redistribute tasks
Member conflict	Hear both sides; seek compromise
Unequal input	Raise it respectfully; share work fairly
Negative feedback	Accept it; focus on improving

Evidence: EI shapes team processes — conflict, trust and collaboration (Davaei & Gunkel, 2024).

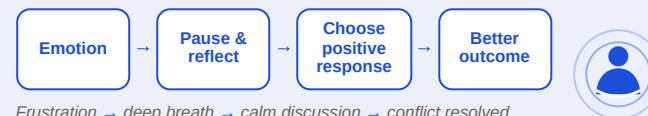


SECTION 2 · YOUR OWN EMOTIONS

Staying productive & reducing stress

- **Mindfulness** — fewer impulsive reactions, sharper focus.
- **Reflection** — identify triggers, build self-awareness.
- **Stress management** — time, breaks, prioritising prevent burnout.
- **Pause before reacting** — thoughtful communication.

THE EI RESPONSE LOOP



Frustration → deep breath → calm discussion → conflict resolved.



SECTION 3 · OTHERS' EMOTIONS

Empathy, communication & team success

- **Why empathy matters:** understands perspectives, builds trust, improves collaboration and creates an inclusive team.

Active listening

Perspective-taking

Constructive feedback

Worked example: a teammate misses a deadline.

Low EI

Blame and criticise them publicly.

High EI

Discuss privately, find a solution together.

Result: improved trust and cooperation.

Higher EI links to better teamwork results in students (Nguyen, 2022).



CRITICAL PERSPECTIVE

How robust is the evidence?

CRITICAL ANALYSIS

- **Models differ:** Goleman's (1995) *mixed model* blends ability with personality; Mayer & Salovey's (1997) *ability model* treats EI strictly as a mental ability — harder to measure reliably.
- **Mostly correlational:** EI links to lower conflict, stronger trust and better collaboration (Davaei & Gunkel, 2024; Nguyen, 2022) — but does not prove EI *alone* causes success.
- **Not a cure-all:** fair workload, clear roles and planning matter too. High EI manages tension but cannot replace good group structure.



CONCLUSION

Recommendations & takeaways

- EI improves teamwork, communication and conflict management.
- Self-awareness & self-regulation help manage stress and stay productive.
- Empathy strengthens collaboration and positive relationships.
- Applied with good planning, strong EI supports **better group outcomes**.

PRACTICAL TIPS FOR STUDENTS

Active listening

Stay calm

Reflect on reactions

Manage time

Support teammates

Accept feedback

Show empathy



METHOD / REFLECTION

To be discussed during the presentation

- Personal experience in group projects
- Academic research from credible sources
- Observation of teamwork in university settings
- Reflection on what worked and what didn't



REFERENCES

Harvard style

- Davaei, M. and Gunkel, M. (2024) 'The role of intelligences in teams: a systematic literature review', *Review of Managerial Science*, 18(1), pp. 259–297.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.

Mayer, J.D. and Salovey, P. (1997) 'What is emotional intelligence?', in Salovey, P. and Sluyter, D. (eds.) *Emotional Development and Emotional Intelligence*. New York: Basic Books, pp. 3–31.

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