

LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE

Student Name: Moyez Uddin
Student ID: 2410661
Module Name: Developing Emotional Intelligence skills
Module Title: LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE
Module Code: LCLM5006
Lecturer Name: Kazeem oseni

1. Introduction

Emotional intelligence (EI) means noticing and managing feelings, both your own and other people's. It matters a lot in group projects because deadlines, uneven workloads, and disagreements often bring stress and frustration. This stress can slow the team down more than the actual task. Teams with higher EI communicate better, solve conflicts faster, and stay motivated.

Example: someone misses a deadline. Without EI, teammates blame each other. With EI, the team listens and solves the problem together.

2. Managing Own Emotions

Students can manage their own emotions using a few simple habits. Mindfulness means noticing stress or frustration as soon as it starts, not after reacting. Reflection means briefly reviewing what caused the stress and how you responded. Stress management means planning workload realistically, taking short breaks, and speaking to teammates early before pressure builds up. Even pausing for a few seconds before replying to a frustrating message can change the whole conversation. Students who manage their emotions this way stay more confident, recover from setbacks faster, and stay motivated in their work.



4. EI in Teamwork

Q: How can EI help students work effectively in groups and manage common teamwork challenges?	
Skill	In group work
Self-awareness	Recognizing your own stress/frustration before it affects others
Self-regulation	Staying calm when a teammate misses a deadline
Motivation	Staying committed even when the project gets hard
Empathy	Understanding why a teammate is disengaged (e.g., overloaded elsewhere)
Social skills	Resolving disagreements constructively, not avoiding them



Active listening

Full attention, no interrupting, checking understanding (“So what I'm hearing is...”)



Perspective-taking

Asking why a teammate is behaving a certainway before judging them



Constructive feedback

Focusing on the work, not the person; suggesting improvement, not just fault

3. Understanding Others' Emotions

Empathy in teams shows through a few simple behaviours. Active listening means giving full attention, not interrupting, and checking understanding by saying, "So what I'm hearing is..." Perspective taking means pausing to ask why a teammate is reacting a certain way, instead of judging them straight away. Constructive feedback focuses on the work, not the person, offering clear ways to improve rather than just pointing out what went wrong.

5. Conclusion / Recommendations

Key takeaways:

- EI isn't just a soft skill it directly affects team output and student wellbeing
- Self-awareness and empathy prevent most group conflicts before they escalate
- EI can be built at both the individual and team level
- Check in with your own stress levels before group meetings
- Pause before responding to frustrating messages
- Ask "why" before assuming a teammate is being difficult
- Give feedback on the work, not the person
- Address problems early; don't let frustration build silently

6. References

- 1.Druskat, V.U. and Wolff, S.B. (2001). Building the emotional intelligence of groups. Harvard Business Review, 79(3), pp.80–90.
- 2.Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- 3.Jordan, P.J. and Troth, A.C. (2004). Managing emotions during team problem solving: emotional intelligence and conflict resolution. Human Performance, 17(2), pp.195–218.