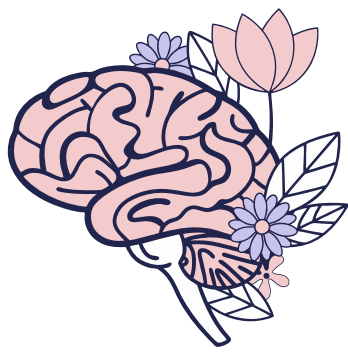




EMOTIONAL INTELLIGENCE

Leading Group Projects with Emotional Intelligence (EI)

Improving teamwork, communication and performance in university group work

INTRODUCTION

What is Emotional Intelligence?

Emotional Intelligence (EI) is the ability to recognise, understand and manage our own emotions while also recognising and influencing the emotions of others (Salovey & Mayer, 1990).

EI enables individuals to guide thinking and behaviour effectively.

In university group projects, students often experience:

- Different working styles
- Deadline pressure
- Conflict over tasks
- Unequal participation
- Stress and frustration

Students with higher EI communicate more effectively and achieve better team outcomes. EI improves performance by reducing conflict, improving impulse control, and enhancing collaboration.

SECTION 3 – UNDERSTANDING OTHERS' EMOTIONS

How does empathy improve teamwork?

Empathy involves recognising and understanding the emotions of others.

The ability to recognise others' emotions strongly predicts positive helping behaviours and collaboration.

Empathetic Behaviours

- 💡 Active listening
- 👤 Perspective-taking
- 💬 Constructive feedback
- 🤝 Offering support

Students with empathy create psychological safety, strengthen relationships, and improve communication. Research shows emotionally intelligent individuals demonstrate stronger workplace friendships, satisfaction, and performance.

Mini Case Example

Scenario:

A team member becomes withdrawn before submission. Empathetic response:

"You seem stressed. Is there anything we can do to help?"

Outcome:

Greater trust, collaboration, and successful project completion.

SECTION 1 – EI IN TEAMWORK

How does EI help students work effectively in groups?

Goleman's Five Components of EI

EI SkillApplication in Group Projects

Self-awareness

Recognising feelings during disagreements

Self-regulation

Staying calm during conflict

Motivation

Meeting deadlines and staying engaged

Empathy

Understanding teammates' perspectives

Social Skills

Communicating and resolving disputes

The module identifies self-awareness, self-management, social awareness and relationship management as key EI competencies.

Example:

Situation: A team member submits work late.

- Low EI: Anger and blame
- High EI: Discussion, support, and problem-solving

EI helps prevent non-productive behaviour and improves conflict management.

Teamwork Benefits

- ✓ Better communication
- ✓ Reduced conflict
- ✓ Increased trust
- ✓ Improved group performance

Research shows emotional intelligence increases positive organisational behaviours and reduces harmful behaviours.

**Active
Listening**



Adaptability



**Stress
Management**



SECTION 2 – MANAGING OWN EMOTIONS

How can students remain productive and reduce stress?

Emotions influence behaviour and performance. EI enables students to monitor emotional reactions and respond constructively rather than impulsively.

Strategies

Mindfulness

Mindfulness is moment-by-moment awareness and being present in the current experience.

Benefits include:

- Reduced stress and anxiety
- Improved concentration
- Better decision-making
- Enhanced wellbeing

Reflection

- Keep a learning journal
- Evaluate emotional triggers
- Identify strengths and weaknesses

The module recommends journaling to improve self-awareness.

Stress Management

- Deep breathing
- Taking breaks
- Pausing before reacting
- Time management

Recognising physical signs of stress helps regulate emotions effectively.

CONCLUSION & RECOMMENDATIONS

EI improves teamwork effectiveness.

- Self-awareness and self-regulation reduce stress.
- Empathy enhances collaboration and communication.
- Higher EI leads to better group outcomes and performance.

Recommendations for Students

- ✓ Practice mindfulness daily
- ✓ Reflect on emotional triggers
- ✓ Listen actively
- ✓ Give constructive feedback
- ✓ Develop empathy and communication skills

EI can be developed through training and experience.

🧠 **EI** 🤝 **COLLABORATION** 💬 **COMMUNICATION** 🧘 **MINDFULNESS**

HARVARD REFERENCES

GOLEMAN, D. (1995) EMOTIONAL INTELLIGENCE: WHY IT CAN MATTER MORE THAN IQ. NEW YORK: BANTAM BOOKS.

MAYER, J.D. AND SALOVEY, P. (1990) 'EMOTIONAL INTELLIGENCE', IMAGINATION, COGNITION AND PERSONALITY, 9(3), PP. 185–211.

KABAT-ZINN, J. (2012) MINDFULNESS FOR BEGINNERS. BOULDER: SOUNDS TRUE.

DULEWICZ, V. AND HIGGS, M. (2004) 'CAN EMOTIONAL INTELLIGENCE BE DEVELOPED?', INTERNATIONAL JOURNAL OF HUMAN RESOURCE MANAGEMENT, 15(1), PP. 95–111.

