



LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE

the use of Emotional Intelligence to Improve Teamwork, Communication and Success

Introduction

What is Emotional Intelligence?

The capacity to identify, comprehend, regulate, and impact our own emotions as well as successfully identify and to react others is known as Emotional Intelligence (EI) (Goleman, 1995).

Students at University frequently face pressure from deadlines, conflicting working styles, and disputes when working on group projects. By using emotional intelligence, teams may solve problems together, communicate more effectively, and perform better academically.

Common Group Challenges

- Various methods of working
- Deadlines have been missed
- Poor involvement
- Ineffective communication
- Anxiety and tension

Emotional Intelligence in Teamwork

How does Emotional Intelligence improve teamwork?

By assisting students in self-awareness and constructive interpersonal interactions, emotional intelligence enhances teamwork.

Self-Awareness: Students can comprehend how their emotions affect conduct and decision-making by acknowledging their own emotions.

Self-regulation: Students that are able to control their emotions are better able to react professionally as opposed to impulsively.

Motivation: Despite obstacles, motivated students persevere with challenges and inspire others to do the same.

Empathy: Comprehending the viewpoints of colleagues fosters a helpful work atmosphere and increases trust.

Social Skills: Teams are able to collaborate and accomplish their goals when there is effective communication, cooperation, and dispute resolution.

Managing your Own Emotions

How can students identify and control their emotions?

Students who develop emotional awareness are more productive and experience less stress when working on group assignments.

Mindfulness

Before meetings or presentations, taking a few minutes to concentrate on breathing and the here and now can help lower anxiety and increase attention.

Reflection

Students may ask themselves:

- What’s causing my stress?
- What brought up this feeling?
- How can I react in a positive way?

Stress Management

Useful Strategies include:

- Dividing work into smaller objectives
- Making a schedule for the project
- Taking frequent pauses
- Seeking assistance from teammates
- Setting essential deadlines in order of importance

Pause Before Reacting

When there is a disagreement, students should take a moment to think things through and decide on a constructive answer rather than reacting right away.

Understanding Others’ Emotions

How might empathy enhance teamwork and communication?

The ability to comprehend and value the emotions and experiences of another person is known as empathy. By fostering inclusivity, respect, and trust, it improves cooperation.

Active Listening: Students should do the following

- Pay close attention
- Don’t interrupt
- To get clarity, ask questions
- Use body language to show interest

Perspective Taking

Taking into account the circumstances of others fosters collaboration and lessens miscommunication.

Constructive Feedback

Students should offer helpful recommendations that promote progress rather than criticism.

Rather than saying “Your work isn’t good enough” Say: “ Your suggestions are helpful. We could add additional evidence to make this section stronger.”

Conclusion

For collaborative initiatives to be successful, emotional intelligence is crucial. Students who grow in self-awareness, self-control, drive, empathy, and social skills are better communicators, constructive conflict managers, and team players.

Recommendations

- Consider your feelings before answering
- Actively listen and show respect for other perspectives
- Instead of criticising, provide helpful critique.
- Regularly communicate with your co-workers.
- Reduce stress by organising and planning
- Help those in the group who may have difficulties.

Enhancing academic group work and preparing students for future professional settings are two benefits of developing emotional intelligence.

REFERENCES

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Situation	Low Emotional Intelligence	High Emotional Intelligence
Various Opinions	Interruptions	Hearing and compromising
Getting Feedback	Conflict	Feedback used to improve
Deadlines Missed	Blaming others	Offer solutions