

1. Introduction

Emotional intelligence refers to the ability to identify and manage one's own and others' emotions. It can help a person to be self-aware and identify their own emotional states (Igbokwe et al., 2023). Emotional intelligence can be important in teamwork or group projects in students' lives. It can help in group projects to resolve conflicts, improve productivity and achieve collaborative success. Students can use emotional intelligence to avoid stress and anxiety in exams (Vasiou et al., 2025). They can navigate their frustrations in group projects as these types of projects can create conflicts among them. High emotional intelligence can help a student to leverage empathy and listen to others' perspectives

2. Section 1 – EI in Teamwork

Daniel Goleman's emotional and social intelligence (ESI) framework is a well-recognised concept that outlines five core components of EQ that efficiently drive personal and professional success. The framework illustrates the importance of self-awareness, self-regulation, motivation, empathy and social skills. Goleman's framework provides a powerful lens that is effective in leadership and collaboration (Goleman and Cherniss, 2024). Emotional intelligence (EI) equips students to work together more efficiently by enhancing communication, awareness, and empathy. Self-awareness helps students to recognise their own emotional triggers and communication patterns that prevent personal frustration while working in a team. Emotionally intelligent students promote collaborative problem-solving instead of impulsive reactions (Altaras et al., 2025). Motivation drives students to engage more deeply, resolve interpersonal hurdles and share responsibilities.

A student with high emotional intelligence fosters an inclusive environment and boosts psychological safety, enabling individuals to voice ideas without fear of judgment. Social skills empower students to practice active listening and respect diverse perspectives that are needed to create a collaborative learning environment. Emotional intelligence leads students to manage teamwork challenges, including conflicts, deadlines and feedback. Self-awareness resolves conflicts through interrupting defensive reactions and replacing them with empathy. Emotionally intelligent students can effectively regulate anxiety and stress during project deadlines. Students can manage the challenge of feedback by treating the criticism as data instead of a personal attack. Moreover, by improving emotional intelligence, students can be more adaptive to change and unlock their full potential to scale project success

3. Section 2 – Managing Own Emotions

Students can manage their own emotions to stay productive in group projects through different strategies. Those strategies can include mindfulness, stress management, pausing before reacting and reflection. Mindfulness can be described as the process of focusing on the present environment and accepting one's own emotions (Weder, 2022). Self-reflection can help students to manage their own emotions by examining their own actions and motivations. It can help in the personal growth of a student. They can practice pausing before reacting to create a space between taking action and getting triggered. It can help to avoid reacting instantly in a group project and respond intentionally. Students can practice stress management techniques to stay productive during a group project. It can be an important step for students to maintain physical and mental health. They can try to exercise regularly, get enough sleep and build a support network to manage stress. These can help students to manage their own emotions during a group project (Kilag et al., 2023).



Source: (Kilag et al., 2023)

4. Section 3 – Understanding Others' Emotions

Emotional intelligence acts as a foundation of a high-performing team; managing one's own and others' emotions directly improves communication. Empathy establishes psychological safety that drives team effectiveness strategically. Understanding others' emotions prevents impulsive reactions, avoids conflicts and enhances coordination within the team (Midlage, 2025). Teammates are driven by genuine passion, and they consider each other's perspectives, which strategically builds trust and ensures seamless project delivery. Active listening reduces misunderstandings, promotes collaboration, and helps create a more resilient, cohesive, and innovative team. Perspective talking uncovers shared goals, builds mutual respect and strategically elevates team success. Constructive feedback replaces assumptions with transparency, identifies workflow friction, and strengthens team success.

A positive group behaviour includes active listening, mutual support and shared problem-solving. These are the significant traits that create a strong sense of community and increase team productivity. For example, students involved in a group project creating a digital presentation. One student wants a text-heavy format, and the other two want more graphics in a video-centric design. Rather than arguing, students were asked to list all the pros and cons of both styles in a shared document. Students were actively listening instead of interrupting and acknowledging both approaches. Lastly, the team decided to use short text summaries blended with interactive video links and deliver an engaging presentation



Source: (Weder, 2022)

5. Method / Reflection

I learnt that emotional intelligence refers to the ability to understand, perceive, and manage emotions in positive ways through research and observation. It helps communicate effectively, relieve stress, and empathise with others, which helps defuse conflict and overcome challenges. The research and observation provide me with significant information on the way emotional intelligence drives team success. I gained the knowledge that active listening and empathy resolve misunderstandings; motivation improves engagement. Self-awareness and regulation prevent emotional triggers; social skills build mutual respect. Emotional intelligence drives trust, improves collaboration and strengthens team success.

6. Conclusion / Recommendations

The assignment has highlighted the concept of emotional intelligence in teamwork. It has been identified that EI can help a student to work with team members and solve problems without reacting. The assessment discussed that emotional intelligence can help a student to be self-aware. This trait can help a student to improve their emotional intelligence. Different techniques to manage stress have been highlighted in the assignment to help students manage their own emotions during a group project. Mindfulness, reflection, stress management and pausing before reacting have been included in the stress management techniques.

A few practical tips can be recommended for students to improve their emotional intelligence in group projects. Those tips can include developing a feedback culture, embracing adaptability, journaling and other steps. Journaling can help to improve emotional intelligence through boosting self-awareness. It can help to identify the particular situations that help to build self-awareness. The journaling step can be helpful for students to regulate their emotions and manage their actions. Feedback can help to gain information on behaviours and embrace continuous improvement. Adaptability can help to improve emotional intelligence among students as it helps to embrace change.

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