

# LEADING GROUP PROJECTS WITH EMOTIONAL INTELLIGENCE.



## Introduction

Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you (Mental Health America, 2026). With group projects, students may face disagreements, stress due to deadlines or even communication difficulties. Emotional Intelligence can enable students to manage these scenarios effectively and upkeep productivity.

## Recommendation

I would recommend students to regularly practise reflection. Alongside this, mindfulness techniques are also important such as meditation or yoga. Additionally, being able to provide constructive feedback respectfully is also essential to lead group projects with emotional intelligence.

## References

Association for Project Management (2023) How does emotional intelligence contribute to project management success? Available at: <https://www.apm.org.uk/blog/how-does-emotional-intelligence-contribute-to-project-management-success/> (Accessed: 5th July 2026).

Chang, J.W., Sy, T. and Choi, J.N. (2012) Team emotional intelligence and performance: Interactive dynamics between leaders and members. *Small Group Research*, 43(1), pp. 75-104.

Deliu, M.M. and García Pérez, J.R. (2024) Emotional intelligence and project management: A bibliometric analysis. *INFAD Revista de Psicología*, Barcelona.

## EI in Teamwork

Emotional intelligence (EI) plays a significant role in enhancing teamwork by influencing various team dynamics and outcomes. EI enables students to corroborate effectively through understanding their own emotions and appropriately respond to others' emotions (Chang, Jin Wook et al., 2012).

One way EI can help students work effectively in groups and teamwork challenges is through motivation. When students are motivated, commitment through challenges such as unequal participation may encourage others to contribute to the project.

Another example, of using EI in teamwork is empathy. This allows students to understand perspectives of team members. For example, a team members may be struggling with workload due to personal stress, team members may take on some workload to support.

## Managing Own Emotions

Emotional self-regulation is identified as a core skill for personal and interpersonal well-being, particularly relevant for challenges faced by youths such as social media pressures and peer conflicts (Deliu, Madalin M. et al. 2024).

Through recognising emotional triggers and stress management strategies, students can improve group performance rates.

One tool to reduce stress during group projects is self-awareness. For example, students that can recognise their own emotions and can recognise how it affects their behaviour and interactions with the members of their teams.

Additionally, reflection on emotional behaviour helps students to identify patterns and triggers and then develop this into better coping strategies.

## Emotional Trigger



Response

Reflection

Coping Method



## Understanding Others Emotions

Empathetic Behaviour can be reflected through listening actively. For example, giving the speaker full attention and understanding what they are saying through verbal and non-verbal responses.

The ability to understand others' perspective is also essential to enable students to consider their situations before making any judgements.