



AY2026 Co-Curricular Webinar Student Source Guide

Emotional Intelligence in Teamwork: Strengthening Workplace Relationships

Shannon Rae Wilson, PhD

Hello Everyone,

The research presented in this webinar shows that emotional intelligence begins with understanding emotions and intentionally developing the skills needed for effective teamwork. Emotions are not automatic reactions; they are a reaction or response to a stimulus. Our brains interpret physical sensations using past experiences, context, culture, and relationships (Barrett, 2016). The good news is that these interpretations can change. As we become more aware of our emotions and reflect on our experiences, we can choose more effective responses.

The Emotion Wheel reinforces this idea by showing that emotions are more nuanced than simply "happy," "sad," or "angry." Expanding our emotional vocabulary improves self-awareness, emotional regulation, communication, and decision-making. Emotional intelligence begins by pausing, identifying what we're feeling, and choosing our response rather than reacting automatically. Effectively, we can consider our own and others' emotions in between *stimulus* and *response*, making (S_R) into *stimulus emotions response* (SER).

The literature consistently shows that emotional intelligence is both a personal and interpersonal skill. Mayer and Salovey (1990), Bar-On (2006), Bradberry and Greaves (2009), and Smith et al. (2018) describe EI as the ability to recognize, understand, regulate, and use emotions to guide thinking, behavior, and relationships. The space between stimulus and response is the perfect time to pay attention to emotional content.

EI includes self-awareness, self-management, empathy, social awareness, and relationship management. The research also shows that EI is not fixed, it can be developed through practice, reflection, feedback, and learning (Goldsworthy, 2000; Held et al., 2023; Chung et al., 2022). As these skills improve, so do communication, adaptability, and relationships.

Research also makes a clear connection between emotional intelligence and teamwork. Emotionally intelligent teams communicate better, build trust, manage conflict more effectively, and create environments where collaboration and creativity thrive (Barczak et al., 2010; Cole et al., 2016; Cox, 2011; Bannikov et al., 2024; Nasim & Vaidheeswaran, 2025; Chin, 2021). Merlin and Soubramanian (2024) further show that self-awareness and emotional regulation are the foundation for empathy and strong interpersonal relationships. Together, the literature demonstrates that emotional intelligence is not just an individual's strength; it is a team's strength. As we intentionally develop these skills, we become better collaborators, better communicators, and more effective team members.

In closing, I encourage the practice of using the space between stimulus and response to notice the emotional content of a situation before reacting. The more we intentionally practice pausing in that space, the more it expands, giving us greater opportunity to understand what we and others are feeling before choosing our response. In today's fast-paced, *rush-rush* environment,



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slowing down is not a weakness—it is a strength. It allows us to communicate more thoughtfully, build stronger teams, deepen our understanding of one another, and create more meaningful and effective collaboration. Happy practicing.

Best Regards,
Dr. Rae



Continue Your Emotional Intelligence Journey

Developing emotional intelligence is an ongoing process. The following resources can help you continue building self-awareness, emotional regulation, empathy, communication, and leadership skills.

Recommended Reading

- **Emotional Intelligence** — *Daniel Goleman*
- **The Emotionally Intelligent Manager** — *David R. Caruso & Peter Salovey*
- **Emotional Intelligence 2.0** — *Travis Bradberry & Jean Greaves*
- The included **Annotated Bibliography** (pp. 4-9) by Dr. Wilson

Podcasts

Listen while you commute, exercise, or take a break.

- **Living and Leading with Emotional Intelligence** (*Available on Spotify & Apple Podcasts*)
- **The Science of Success** (*Available on Apple Podcasts*)

Self-Assessments

Measure your current emotional intelligence and identify areas for growth.

- **Workplace Strategies for Mental Health**
 - Emotional Intelligence Assessment
 - <https://www.workplacestrategiesformentalhealth.com/resources/emotional-intelligence-assessment>
- **Total Brain**
 - Emotional Intelligence Test
 - <https://www.totalbrain.com/mental-health-assessment/emotional-intelligence-test/>

Online Learning

Build your skills through self-paced courses and professional development.

- **University of the People (UoPeople)**
- **Coursera**
- **Udemy**

Search for courses on topics such as:

- Emotional Intelligence
- Emotional Intelligence at Work
- Leadership & Emotional Intelligence
- Communication Skills
- Conflict Resolution
- Teamwork & Collaboration



Annotated Bibliography

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl.), 13–25. <https://reunido.uniovi.es/index.php/PST/article/view/8415>

Bar-On (2006) presents emotional intelligence through the Emotional-Social Intelligence (ESI) model, defining EI as a combination of emotional and social competencies, skills, and facilitators that influence an individual's ability to understand and manage emotions, establish relationships, and effectively cope with environmental demands. The model identifies components such as intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood as essential elements of emotional and social functioning. This framework is important for collaboration and teamwork because effective teams require individuals who can understand themselves, relate to others, manage stress, and adapt to changing group dynamics.

Barczak, G., Lassk, F., & Mulki, J. (2010). Antecedents of team creativity: An examination of team emotional intelligence, team trust and collaborative culture. *Creativity and Innovation Management*, 19(4), 332–345. <https://doi.org/10.1111/j.1467-8691.2010.00574.x>

Barczak et al. (2010) examine EI at the team level by investigating how team emotional intelligence, trust, and collaborative culture influence creativity. The authors define team emotional intelligence as the collective ability of team members to recognize, understand, and manage emotions in ways that support group functioning and shared outcomes. The study's key findings indicate that teams with higher levels of emotional intelligence demonstrate stronger trust, more effective collaboration, and increased creativity. The authors found that EI contributes to a collaborative culture by encouraging open communication, supportive relationships, and the exchange of ideas among team members. These findings are important because innovation and problem-solving require teams to create environments where members feel valued, understood, and comfortable contributing to different perspectives.

Barrett L. F. (2017). The theory of constructed emotion: an active inference account of interoception and categorization. *Social cognitive and affective neuroscience*, 12(1), 1–23. <https://pmc.ncbi.nlm.nih.gov/articles/PMC5390700/>

Barrett (2017) challenges the traditional view that emotions are biologically hardwired, automatic responses, proposing instead that emotions are actively constructed by the brain through predictive processes that integrate physiological sensations (interoception), past experiences, context, and learned emotional concepts. The author argues that the brain continuously generates predictions to interpret internal bodily signals and external environmental information, using categorization to create emotional experiences rather than simply reacting to stimuli. From this perspective, emotions are shaped by culture, language, relationships, and lived experiences, making them flexible rather than fixed. A key finding of the article is that emotional intelligence involves recognizing internal physiological signals, evaluating the contextual factors influencing those sensations, and



intentionally updating emotional predictions to produce more adaptive responses. These findings are important for collaboration and teamwork because individuals who can accurately interpret and regulate their emotional experiences are better equipped to communicate effectively, understand diverse perspectives, manage interpersonal conflict, and make thoughtful decisions.

Bannikov, V., Horchakov, K., & Baidyk, V. (2024). The role of emotional intelligence in the formation of team efficiency. *Економіка. Фінанси. Право*, 10. DOI: <https://lib.iitta.gov.ua/id/eprint/744966/1/BANNIKOV%20V.%2C%20HORCHAKOV%20K.%2C%20BAIDYK%20V.%20The%20role%20of%20emotional%20intelligence%20in%20the%20formation%20of%20team%20efficiency.pdf>

Bannikov et al. (2024) investigates the role of EI in creating efficient and effective teams, defining EI as the ability to understand, regulate, and apply emotional information to improve interpersonal interactions and group performance. The authors' findings indicate that EI significantly contributes to team efficiency by strengthening communication, improving conflict management, increasing cooperation, and supporting positive team relationships. The study emphasizes that teams with emotionally intelligent members are better able to coordinate activities, resolve challenges, and maintain productive working relationships. These findings are important to collaboration because team effectiveness depends on more than task completion; it requires individuals who can manage emotions, understand colleagues, and adapt to group needs.

Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. TalentSmart.

Bradberry and Greaves (2009) conceptualize emotional intelligence (EI) as the ability to recognize, understand, and manage one's own emotions while also recognizing, understanding, and influencing the emotions of others. The authors present EI as a practical, developable skill set organized into four core competencies: self-awareness, self-management, social awareness, and relationship management. Unlike approaches that view EI primarily as a fixed personal characteristic, the authors emphasize that EI can be strengthened through intentional practice, feedback, and skill development. A key finding from the authors' framework is that individuals with stronger EI skills are better able to manage emotional responses, communicate effectively, build stronger relationships, and adapt to interpersonal challenges. These findings are important for collaboration and teamwork because effective teams require members who can understand their own emotional responses, recognize the perspectives of others, regulate reactions during challenging situations, and maintain productive relationships.

Chin, S. T. S. (2021). Influence of emotional intelligence on the workforce for Industry 5.0. *Journal of Human Resources Management Research*, 2021. DOI: 10.5171/2021.882278 <http://ibimapublishing.com/articles/JHRMR/2021/882278/>

Chin (2021) examines EI within the context of Industry 5.0, where collaboration between humans, technology, and intelligent systems requires employees to demonstrate advanced interpersonal and adaptive capabilities. The author defines EI as the capacity to



recognize, understand, manage, and apply emotions effectively to improve personal performance and interactions with others. The article's key findings indicate that EI is increasingly important in modern workplaces because employees must balance technological advancement with human-centered collaboration, communication, creativity, and adaptability. Chin emphasizes that emotionally intelligent employees are better prepared to manage workplace changes, collaborate effectively, and maintain productive relationships in complex environments. These findings are important to teamwork because Industry 5.0 requires individuals to work across diverse teams while managing uncertainty and interpersonal challenges.

Chung, S. R., Cichocki, M. N., & Chung, K. C. (2022). Building emotional intelligence. American Society of Plastic Surgeons. DOI: 10.1097/PRS.00000000000009756
<https://journals.lww.com/plasreconsurg/abstract/10.1097/prs.00000000000009756~building-emotional-intelligence?redirectionsource=fulltextview>

Chung et al. (2022) examine EI as a developable competency that can be strengthened through awareness, education, and intentional practice. The authors describe EI as involving the recognition and management of emotions, empathy, interpersonal awareness, and the ability to use emotional information to guide interactions and decisions. The key findings of the article indicate that EI development improves communication, self-regulation, leadership capacity, and interpersonal effectiveness. The authors emphasize that individuals who develop stronger EI skills are better equipped to understand others, manage challenges, and create more productive relationships. These findings are important to collaboration and teamwork because team success depends on members who can regulate emotions, communicate respectfully, and respond effectively to different perspectives and challenges.

Cole, M. L., Cox, J. D., & Stavros, J. M. (2016). Building collaboration in teams through emotional intelligence: Mediation by SOAR (strengths, opportunities, aspirations, and results). *Journal of Management Development*, 35(8), 974–994.
<https://doi.org/10.1108/JMD-10-2015-0152>

Cole et al. (2016) examines the relationship between EI and team collaboration through the SOAR framework, which emphasizes strengths, opportunities, aspirations, and results as a foundation for positive team development. The authors conceptualize EI as the capacity to recognize and manage emotions while using emotional awareness to strengthen relationships, communication, and collective performance. The study's key findings demonstrate that EI contributes to improved collaboration by supporting trust, positive communication, shared understanding, and the ability of teams to focus on strengths and opportunities rather than limitations. The authors found that emotionally intelligent approaches to teamwork enhance engagement and create conditions where individuals are more willing to contribute ideas, support colleagues, and work toward shared outcomes. These findings are important for collaboration because successful teams depend on psychological safety, mutual respect, and the ability to recognize and respond to the emotions of others.



Cox, J. D. (2011). Emotional intelligence and its role in collaboration. ASBBS Conference Proceedings.

Cox (2011) examines EI specifically in relation to collaboration and defines EI as the ability to recognize, understand, and manage emotions in ways that improve communication, relationships, and cooperative efforts. The article highlights the role of emotional awareness, empathy, and emotional regulation in creating productive, collaborative environments. Cox's key findings indicate that EI contributes to stronger teamwork by improving trust, reducing interpersonal conflict, and helping individuals navigate differences in perspectives and communication styles. The article emphasizes that collaboration is not solely dependent on technical knowledge or shared goals but also requires emotional competencies that allow individuals to work effectively with others.

Goldsworthy, R. (2000). Designing Instruction for Emotional Intelligence. *Educational Technology*, 40(5), 43–48. <http://www.jstor.org/stable/44428612>

Goldsworthy (2000) explores EI from an instructional perspective, focusing on how emotional intelligence concepts can be intentionally taught and incorporated into learning environments. The author approaches EI as a set of emotional and interpersonal competencies that include self-awareness, emotional management, empathy, and effective interaction with others. The key finding of the article is that EI development requires purposeful instructional design that provides opportunities for individuals to practice emotional skills rather than simply understand EI concepts theoretically. Goldsworthy's work is important to collaboration and teamwork because effective team participation requires learned behaviors such as active listening, conflict management, empathy, and constructive communication.

Held, M. J., Fehn, T., Gauglitz, I. K., & Schütz, A. (2023). Training emotional intelligence online: An evaluation of WEIT 2.0. *Journal of Intelligence*, 11(6), Article 122. <https://doi.org/10.3390/jintelligence11060122>

Held et al. (2023) examines EI as a trainable competency by evaluating the effectiveness of the Web-based Emotional Intelligence Training (WEIT 2.0) program. The authors approach EI as a collection of emotional competencies that can be strengthened through structured learning experiences, including emotional awareness, emotion regulation, empathy, and interpersonal skills. The study's key findings indicate that online EI training can improve participants' emotional competencies, demonstrating that EI is not simply an inherent trait, but a skill set that can be intentionally developed. These findings are significant for collaboration and teamwork because teams require members who can adapt emotionally, communicate effectively, and respond constructively to interpersonal challenges.

Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>



Mayer and Salovey (1990) define EI as the ability to monitor one's own and others' feelings and emotions, discriminate among them, and use emotional information to guide thinking and actions. Their ability-based model established EI as a cognitive capacity involving emotional perception, emotional understanding, and emotional management. The authors' key contribution was identifying emotions as information that can improve reasoning, problem-solving, and interpersonal relationships rather than viewing emotions as separate from effective decision-making. The findings from this foundational work are important for collaboration and teamwork because successful teams rely on members who can interpret emotional information, understand different perspectives, and manage emotional responses during communication and conflict.

Nasim, M., & Vaidheeswaran, S. (2025). Assessing the impact of emotional intelligence on team collaboration and effectiveness: A study at Kewaunee Labway.
https://www.researchgate.net/publication/392129259_Assessing_The_Impact_of_Emotional_Intelligence_on_Team_Collaboration_and_Effectiveness_A_Study_at_Kewaunee_Labway

Nasim and Vaidheeswaran (2025) examine EI as a factor influencing team collaboration and effectiveness within an organizational setting. The authors describe EI as the ability to recognize, understand, and manage emotions in oneself and others in ways that enhance workplace interactions and relationships. The study's key findings indicate that higher levels of EI contribute to improved teamwork, stronger communication, greater trust, and increased team effectiveness. The findings emphasize that emotionally intelligent employees are better equipped to manage differences, support colleagues, and maintain positive collaborative environments. These results are important for teamwork because collaboration depends not only on technical skills but also on the ability to navigate interpersonal relationships and emotional challenges.

Smith, R., Killgore, W. D. S., Alkozei, A., & Lane, R. D. (2018). A neuro-cognitive process model of emotional intelligence. *Biological Psychology*, 139, 131–151.
https://www.researchgate.net/publication/328574662_A_Neuro-Cognitive_Process_Model_of_Emotional_Intelligence

Smith et al. (2018) conceptualize emotional intelligence (EI) through a neuro-cognitive process model that views EI as the ability to identify, interpret, regulate, and utilize emotional information through interactions between cognitive and affective brain systems. Rather than defining EI solely as a personality characteristic, the authors describe it as a set of neurocognitive processes that allow individuals to recognize emotional states in themselves and others and use that information to guide adaptive behavior. The article's key finding is that EI emerges from coordinated interactions among emotional awareness, cognitive control, and social functioning systems, demonstrating that effective emotional processing supports interpersonal decision-making and behavior regulation. This finding is important for collaboration and teamwork because team members must recognize emotional cues, regulate reactions, and respond appropriately to colleagues to maintain productive relationships.



Merlin, J. I., & Soubramanian, P. (2024). From self-awareness to social savvy: How intrapersonal skills shape interpersonal competence in university students. *Frontiers in Psychology, 15*, Article 1469746. <https://doi.org/10.3389/fpsyg.2024.1469746>

Merlin and Soubramanian (2024) examine emotional intelligence through the relationship between intrapersonal and interpersonal competencies, emphasizing that self-awareness, self-regulation, and self-motivation influence an individual's ability to develop effective social skills. The authors describe EI as the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others, with particular attention to how internal emotional processes shape external interactions. The study investigated whether intrapersonal EI competencies influence interpersonal EI competencies among university students. Using a standardized EI scale and structural analysis methods, the researchers found significant relationships among EI dimensions, demonstrating that personal emotional awareness and regulation contribute to the development of social awareness and interpersonal competence. These findings are important for collaboration and teamwork because individuals must first understand and manage their own emotions before effectively interpreting and responding to the emotions of others.