

1. Introduction

Goleman (1998) frames emotional intelligence (EI) as our capacity to notice and steer our own feelings while also reading what other people are going through.

In a university group project, that matters because teammates rarely arrive with the same habits: a Gen Z student might expect quick, informal check-ins over chat, while an older or more experienced peer might lean toward scheduled meetings and clearer role division.

This poster looks at how EI gives students a practical way to work across those differences instead of clashing over them.

2. EI in Team Work

Self-Awareness

- Noticing when a deadline is getting to you, or when you're the one dismissing an idea too quickly

Self-Regulation

- Choosing a measured response over a snappy one when a meeting overruns or feedback stings

Empathy & Social Skills

- Reading why a teammate works the way they do — including habits tied to their generation — and adjusting how you raise concerns

Why generation matters: a quick DM lands fine with one teammate and reads as careless with another — spotting that early saves a project.

3. Managing Own Emotions

- Give yourself a beat before firing back a reply
- Ask what's actually behind the frustration — the deadline, or the feeling of being unheard?
- Break tasks down early so panic doesn't build up the night before
- Talk to yourself the way you'd talk to a teammate who's struggling

A SIMPLE REPAIR LOOP



4. Understanding Others

- Active Listening — hearing someone out fully before jumping in with a fix
- Perspective-Taking — asking why a teammate sees the task differently rather than assuming they're wrong
- Constructive Feedback — pointing at the work, not the person
- Supportive Communication — checking in when someone's gone quiet, whatever their age or background

Benefits of Empathy

- ✓ Better communication
- ✓ Stronger relationships
- ✓ Less conflict
- ✓ Greater trust

5. Method / Reflection

- This poster draws on published research on EI and generational differences, alongside what I've noticed first-hand while working in group projects at university — who speaks up, who goes quiet, and what tends to defuse tension.

6. Conclusion & Recommendations

- The teams that handle group projects well usually aren't the ones without disagreements — they're the ones where someone notices the friction early and adjusts, especially when that friction comes from working across different generations and habits.

- Check in with yourself before you check in with the group
- Let a tense moment pass before you respond to it
- Match your communication style to who you're talking to
- Say what's not working, not who's not working



- References:** Goleman, D. (1998) Working with Emotional Intelligence. New York: Bantam Books. | Mayer, J.D., Salovey, P. and Caruso, D.R. (2016) 'The Ability Model of Emotional Intelligence: Principles and Updates', Emotion Review, 8(4), pp. 290–300. | Islam, T. et al. (2025) 'Emotional Intelligence Across Generational Cohorts: A Comparative Review', Journal WJARR.