

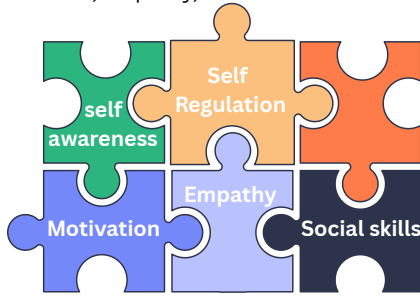
Poster Title: Leading Group Projects with Emotional Intelligence

Subtitle: Applying self awareness, empathy, and regulation to transform teamwork challenges into successful outcomes

1. Introduction

What is emotional Intelligence (EI)

Emotional Intelligence is the ability to perceive, understand, manage, and utilise emotions effectively in ourselves and others (Mayer & Salovey, 1997). Daniel Goleman (1995) popularised a framework of five core components: self awareness, self regulation, motivation, empathy, and social skills



Why EI Matters In University Group Projects

Group projects are a common source of stress for students, often due to unfair workload distribution, conflicting communication styles, and deadline pressures. These challenges trigger emotional responses such as frustration and anxiety, which can derail progress. Applying EI provides a practical toolkit to navigate these interpersonal challenges, transforming potential conflict into constructive collaboration and shared success.

2. Section 1: EI In Teamwork

How EI tackles common teamwork challenges

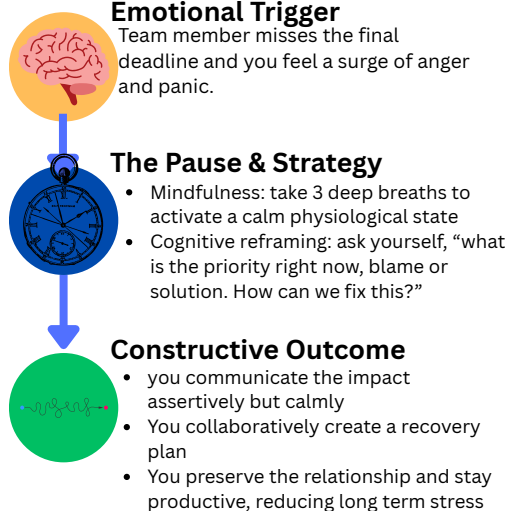
EI provides a framework for understanding team dynamics. Success depends not just on the task, but on managing the emotional climate of the group. Here's how each skill applies to real life scenarios:

- **Self awareness:** a student recognises they feel defensive when receiving feedback and understands this trigger. Instead of shutting down, they acknowledge the feeling and can still listen.
- **Self Regulation:** During a tense meeting about missed deadlines, a student feels anger rising but chooses to pause, take a breath, and respond calmly, de-escalating potential conflict.
- **Motivation:** An intrinsically motivated student reframes a boring part of the project as a skill to building opportunity, and their positive energy inspires peers to re-engage with their tasks.
- **Empathy:** A member notices a usually active teammate has gone quiet. Instead of assuming laziness, they ask if everything is okay, discovering they are overwhelmed with personal issues.
- **Social Skills:** A leader facilitates a safe space where a quiet member shares a brilliant idea that resolves a major project hurdle, ensuring all voices are heard.

3. Section 2: Managing your own emotions

A strategy for staying productive and reducing stress

Managing your own emotional state is the foundation of EI. It prevents personal stress from spilling over and poisoning team morale. The key is to move from an automatic reaction to conscious response.



4. Section 3: Understanding other emotions

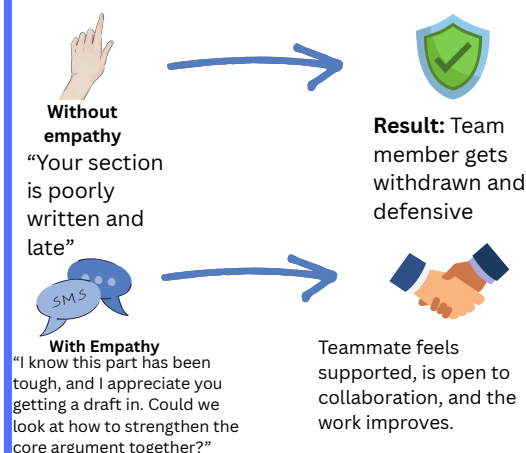
The Power of Empathy in

Communication and Collaboration

Empathy is the 'social glue' that transforms a group of individuals into a cohesive team. It's not just about being nice; it's a strategic tool for understanding motivations and removing barriers to performance.

KEY EMPATHETIC BEHAVIOURS:

- **Active listening:** Not just waiting for your turn to talk, but fully concentrating on what is said. Example: Saying, "So, what I'm hearing is you're worried the research isn't strong enough. Is that right?"
- **Perspective-Taking:** Intentionally trying to see the situation from the other person's point of view. Example: A native speaker adjusts their pace and checks for understanding with their international teammate, rather than getting impatient.



5. METHOD / REFLECTION

- **Personal Experience:** Reflected on past group projects where miscommunication led to conflict, noting the absence of empathetic listening.
- **Observation:** Watched high-performing student teams; they openly discussed feelings about workload and gave each other supportive, specific praise.
- **Research:** Applied Goleman's (1995) and Mayer & Salovey's (1997) models to deconstruct a recent team disagreement, identifying a failure of self-regulation and empathy as root causes.

6. CONCLUSION & RECOMMENDATIONS

Summary & Your Practical EI Toolkit

Emotional intelligence is not a fixed personality trait; it's a set of learnable skills that are critical for navigating the emotional landscape of group work. By shifting focus from purely the task to the team's process and emotional needs, students build trust, manage conflict constructively, and achieve more resilient outcomes.

Quick Tips for Students:

- **Before Meetings:** Do a 1-minute self-check. "What emotional state am I bringing into this room?"
- **During Conflict:** Pause. Listen first to understand, not to reply. Ask, "What's your ideal outcome?"
- **After Meetings:** Send one specific piece of positive feedback to a teammate about their contribution.
- **End of Project:** Reflect not just on the grade, but on what you learned about working with people.

7. REFERENCES

Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
Mayer, J.D. and Salovey, P. (1997). What is emotional intelligence? In P. Salovey and D.J. Sluyter (eds.), Emotional Development and Emotional Intelligence: Educational Implications. Basic Books, pp. 3-31.