APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 1

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Programme:	BACHELOR OF BUSINESS ADMINISTRATION (HONOURS)		
Module:	**Contemporary Challenges: Making a Difference**		
Video Presentation:	GROUP 5 - PRESENTATION		
Module code:	**IUBA4006**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Emma Roberts**	**Internal Verifier:**	**Vic Saunders**
Assignment Title:	**Group Presentation with supporting material (max 4 in a group)**	**Word count (or equivalent):**	**5 mins each plus 1,500 words supporting material**
Submission deadline:	**Tuesday 19th August 2025 (23.55/ 11.55pm British Summer Time BST)**	**Return date of provisional marks & written feedback:**	**19th September 2025**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes **(from module syllabus)**
• Identify and evaluate historical and contemporary issues and their impact on today's global society. • Apply appropriate collaborative working practices to manage conflict and support effective decision making. • Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills **.**	**10**	
2. Knowledge and Understanding Skills	**30**	
3. Cognitive and Intellectual Skills	**15**	
4. Practical Application Skills	**15**	
5. Transferable Skills for Life and Professional Practice	**30**	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**	**%**

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained throug	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of	Exceptional engagement with an extensive range of relevant and credible literature. High-level

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	and non-authoritative. Referencing conventions used incoherently or largely absent.	contact. Inconsistent and weak use of referencing.	h class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	than other sources. Referencing may show minor inaccuracies or inconsistencies.	sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	referencing.	referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irreleva	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

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	nt material. Substantial inaccuracies.		be missing.	and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid argume	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise

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	evidence to back up views.	contradictory.	arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	nts and logical judgements.		evidence and make appropriate and valid judgements.	arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreci	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identificatio

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	application. Very weak evidence of different approaches to problem-solving in particular contexts.	approaches to problem-solving in particular contexts.	ation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	n of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional	Work is poorly structured, disorganised, inaccurate and/or confusi	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherentl y,	Mostly ordered presentation and structure in which relevant ideas	Mostly coherent, organised and accurate work, in a suitable structure and is	Work is accurate, coherent, fluent, well-structured and	Work is coherent, very fluent and is presented professionall	Work is accurate, exceptionally coherent, very fluent

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	ngly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	/ concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employ	for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of	organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor	y. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appeti	and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal

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			ment requiring the exercise of some personal responsibility, with some areas of minor weakness.	strength and some of minor weakness.	weakness.	te for further development.	responsibility with an appetite for further development.

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WICKED PROBLEMS (FARHANA ATIQ BINTI NORARNIZAR)

Wicked problems are some of the issues that are open ended and cannot be easily or rather probably impossible to resolve due to their reputation to have incomplete, contradictory and changing needs that we as individuals do not comprehend fully until as it goes along in the process. This term was created by Horst Rittel and Melvin Webber in 1973 to refer to poorly defined problems, i.e. in relation to goals pursued, a solution to the problem, or the methods to implement it. These include climate change, poverty and global health crises.

Most of these wicked problems interrelate, they interact with many. An example is the climate change it is related to energy use, economic growth and social justice. The test hence ironically puts forward an ability to review the interconnectedness of all things that possibly lead to potential wider dilemma that cannot necessarily be triggered without a great deal of difficulty by every solution everywhere.

Among the reasons why it is not easy to address wicked problems is found in the abundance of instances of the unknown or misunderstandings about the factors

powering them. Such uncertainty makes it hard to predict the effective interventions that can be made. In addition, based on the fact that wicked problems cut across various areas of issues and involve numerous stakeholders who differ in views and have different priorities this is likely to lead to a disagreement of the way such issues can be solved. Due to this reason, wicked problem resolutions can be referred to as good or bad solutions to a problem as opposed to right or wrong.

DESIGN THINKING (FARHANA ATIQ BINTI NORARNIZAR)

Design thinking is a novel, human-centred method of devising solutions to poorly-defined complex, so-called wicked problems. It has five phases; empathize, define, ideate, prototype, and test.

It attempts to know the needs and experiences of the victims of an issue in its empathy stage. There is a need to come up with solutions that are applicable and effective and this requires a very high level of comprehension. The define stage involves defining the problem, on the basis of what has been learned during empathy. Whether it is helpful depends on the situation, naturally: but it can

certainly be useful in ensuring that the problem is clearly stated (which is also important when designing any half-decent solution).

This in a way, generates all potential solutions in the ideation phase. This is actually a point where the crazy silly ideas would come in handy to think out of the box. The prototype stage would imply that we supposed to have come up with the best solutions and are now working on a physical object that is easily demonstrated as to how it would work. They also can give us an opportunity to test and find any possible problems before we go out on a grand scale. Un the last one is prototyping those to real humans and getting some feedback so you can fix it up, build on it.

These steps keep re-occurring as far as it is necessary as design thinking is said to be iterative in nature. That vicinity to changes through small steps implies that it can be changed and modified continuously as the incoming information flows or as conditions change. Design thinking assists in combating this sometimes and assists the design team when issues become intricate, and ill-defined by the mere fact that it focuses in on what empathy can provide as critical part. Adding to that, consumers eventually lay at any end of these networks linked relationships.

DECISION MAKING FRAMEWORKS (TIRUMUGAN SUSEELAN)

Applying decision-making models provides a logical and structured method of dealing with hard decisions in either personal or work-related circumstances. Such frameworks offer a step-by-step approach to viewing options, analyzing risks,

and giving consideration to the possible implications of choices, and this simplifies the process and makes it more efficacious. Typically, one estimates five major components of a decision-making process which are defining the problem and the individuals, factor in the relevant details as in the rules and regulations, the actions that may be taken, selecting the most appropriate measure and, lastly, implementing the solution.

As an illustration, a common familiar model is the rational decision-making model. This process learns logically in a strategy in which it starts with the identification of the problem or the decision made, gathering appropriate data, making decisions on what are the substitutes, gathering evidence, picking the alternatives and analysing the options made and all of its implications. Moving on to the second which is usually called the SWOT analysis. It assists firms on decision making. shifting their internal and external opportunities and threats as well as their strengths weaknesses. Firms are more likely to lean on strengths, right weaknesses, securing opportunities, etc. Neutralizing threats through the collection of these four parts of the SWOT. It is a framework of methods This method framework illustrates an appropriate, organized way of arriving at justifiable insights and developing tactics which are supportive of organizational goals and thus useful in strategic planning, market research and business development.

In conclusion, it is possible to say that a rather simple way of making the right decisions is the SWOT analysis. It presents a better form of assessing the environments of the company, which allows it. well-furnished choices which facilitates growth and prosperity. It is possible to improve organizations with the help of the following characteristics. their competitive standing in the market through understanding and taking advantage of these factors.

RECOGNISING INDIVIDUAL DIFFERENCES (LEOW ZHAN FOONG)

Nowadays, recognizing individual differences is crucial in education, society, and the workplace. It deals with elucidating and valuing traits, abilities, backgrounds and learning methods, rendering each individual unique. This idea is specifically significant in international leadership and group dynamics whereby different views result in increased problem-solving and innovativeness. This allows performance and comprehensiveness of systems to break the boundaries by recognizing the distinctiveness of different individuals.

The significance of appreciating the differences among individuals comes out in various aspects. To begin with, it increases learning and development because it supports various learning styles and speed of learning. There are audio-visual users and on the other hand there are the audio learners and still some are kinaesthetic learners. As an effect, the customization of educational or training methods will trigger increased engagement and better results. Secondly, it encourages inclusiveness and diversity through respect of different cultural, gender and ability differences. This particularly necessitates the participation of such practices in global teams, where cultural understanding and free communication could assist in decreasing the distance and forming cohesive working settings.

Additionally, appreciation of differences among individuals increases productivity in workplaces. Employees are likely to outperform when their different strengths and work styles are valued and capitalized to meet their performance. Individual rewards and measures providing maximum flexibility in work situations can be very effective in motivating and boosting productivity. Studies have shown that a variety of teams that are managed well tend to have more creative solutions. Moreover, this is used to endorse emotional and psychological wellbeing recognitions since they validate some life experiences, de-stress, and improve esteem. In the team setting, psychological safety where team members will not fear

the chance of sharing ideas that they know will not trigger judgment is important in ensuring creativity and engagement.

Moreover, there are several approaches that can be advanced to ensure that individual differences are identified and accommodated. Regular assessments in terms of surveys, observations, and discussions can give one an idea of what the needs of individuals are. Flexible styles of leadership and communication guarantee a variety of members within a team, to feel both appreciated and comprehended. It will encourage self-expression so that everyone contributed their lives and inclination thus enhancing the communal journey. Notably, the need to avoid stereotyping, as well as considering every individual and not a cultural or demographic group, is a national basis of the process.

Furthermore, differentiated instruction is the provision of education based on the diverse learning needs of students, in a way that would make every student flourish in the teaching environment. More effective professional development in a work setting can be achieved through custom designed training programs considering the level of skills and cultural background of employees that will ensure greater effectiveness of the same. The advantage of global teams is that the insights generated using the varied perspective helps in addressing challenging issues, combining different minds to come up with a richer solution.

In conclusion, respecting individual differences is not only an ethical thing to do but a competitive differentiation. The companies and leaders that follow such an approach generate not only more diverse and inclusive environments but also a more productive and innovative one. Through identification and catering to an individual-on-individual basis, it will open a door towards future prosperity in diverse environments.

ROLE OF DIPLOMACY (LEOW ZHAN FOONG)

Diplomacy serves as the foundation of international relations, which is the major tool by which countries establish unification in maintaining peace and resolving conflicts as well as encouraging collaboration. In contrast to the use of coercion or armed conflict, diplomacy must rely on constructive dialogue, the art of negotiation, and compromise on behalf of the parties as a way of achieving a win-win to all the parties involved. The role of effective diplomacy can hardly be underestimated in the modern global environment that grows increasingly interconnected, and such globalized challenges as climate change, transnational terrorism, and economic fluctuations can be fully considered transnational issues. This review investigates the nature of diplomacy, its key functions, instruments and practical tools that are used to influence world affairs.

Conflict prevention and conflict resolution is among the most significant roles of diplomacy. Diplomatic relations help the countries settle disputes prior to their escalation into violent conflicts. Designed to promote the discussion of conflict parties and to establish a dialogue based on tensions, diplomats act as mediators who negotiate conflicts. A good example is Camp David Accords of 1978, which was largely due to the American involvement in regard to brokering peace between Israel

and Egypt. In situations when the tension between two parties was too high, as in the case of the Cuban Missile Crisis in 1962, subtle diplomatic dialogs and negotiations were vital in avoiding a possible nuclear war between the United States and the Soviet Union. In the absence of these diplomatic actions, many differences in politics would have ended up being armed wars, which could destabilize the whole region and bring insecurity to the whole world.

In addition to preventing immediate conflict resolution, diplomacy plays an important role in achieving long term peace or stability through the development of trust and institutionalizing national cooperation. Such diplomacy has developed permanent alliances such as NATO which have ensured collective security in Europe since 1949. Global settings like the G7, G20 summit and ASEAN summits are avenues through which global leaders hold discussions on mutual issues and link up policies to curb shared problems. Preventive diplomacy is also concerned with plugging the possible sources of upset and even conflicts like economic disparity and political repression, hence minimizing the need to experience another episode of conflict in the future. These ongoing levels of diplomacy illustrate the possible ways forward in which persistence in international collaboration can produce a more predictable and peaceful international order.

Furthermore, international response is organized by diplomacy in the case of humanitarian crises such as wars, pandemics, and natural disasters. The aspect of sharing responsibility in the resettlement of refugees is dictated by diplomatic bargaining as it emerged during the Syrian refugee crisis. International health institutions such as the World Health Organization need diplomatic collaboration to establish effective responses to pandemic outbreaks, which were observed in the case of COVID-19. In the aftermath of disastrous events like the 2004 Indian Ocean tsunami, there was quick response of international assistance because of the action of diplomatic channels. Proper crisis diplomacy not only saves life but also reduces suffering during emergent situations in the global environment by making it multinational and coordinated in responding to the crisis.

In conclusion, diplomacy remains the most effective tool for maintaining global stability, preventing conflicts and promoting international cooperation. When the geopolitical world is constrained by tensions, economic interdependence, and transnational threats, strong diplomatic institutions and practices are increasingly in demand. Military and economic power certainly play a role in the relationships between nations, but history teaches us that long-term peace is only possible when there is a consistent dialogue, trade-off, and interactive measures between states. The aim of international institutions was not to build a utopia, told by former UN Secretary-General Dag Hammarskjold, but rather to avert disaster. This is a key role which diplomacy in all its varieties still plays today, since it offers a peaceful means of solving conflicts and propagating collective global interests.

SIGNIFICANCE OF INTERDISCIPLINARY THINKING

(NURIN FARAHIYAH BINTI MOHD RAFIDI)

The essential paradigm shifts in problem-solving occurs through interdisciplinary thinking which combines knowledge from multiple academic and professional fields. Modern complex challenges require this approach because they exceed the capabilities of single disciplinary solutions. Global teams who combine knowledge from engineering sociology and biology can develop sustainable solutions through their ability to understand problems from multiple perspectives. The ability to think flexibly enables teams to recognize fresh relationships and patterns which traditional isolated approaches would miss.

Interdisciplinary collaboration functions as an effective driver that stimulates both innovation and creativity. Different problem-solving approaches and knowledge bases from various individuals create a powerful force that challenges established beliefs and produces fresh perspectives. The exchange of ideas between different perspectives results in discoveries which would remain impossible without this interaction. A smart city solution needs the combination of urban planning with data science and behavioural psychology and civil engineering expertise. A global team can develop solutions that combine technological excellence with social and economic feasibility through the creation of an environment that promotes interaction between different disciplines.

THE ROLE OF ETHICS IN GLOBAL TEAM PROBLEM SOLVING

(NURIN FARAHIYAH BINTI MOHD RAFIDI)

The success and sustainability of a global team depends on ethical considerations which serve as essential guidelines for behavior and decision-making. The core principle of ethical conduct establishes a transparent system of accountability which becomes essential when team members work from different locations across various cultural backgrounds. Leaders need to create specific ethical standards which guarantee equal treatment and respect for all team members beyond their nationality and cultural traditions. The fundamental trust between team members enables them to exchange information freely and work together productively while avoiding discrimination or exploitation.

The management of inevitable conflicts and dilemmas in global settings falls under the responsibility of ethical practices. Different cultural groups maintain distinct perspectives regarding proper conduct and intellectual property rights and data privacy standards. An ethical framework establishes shared principles and terminology which help teams resolve cultural differences before they disrupt their work progress. A global team built on honesty and integrity and mutual respect develops a strong base which enables open communication and successful conflict management leading to responsible solutions that benefit all stakeholders.

COLLECTIVE DECISION MAKING (TIRUMUGAN SUSEELAN)

Collective decision-making refers to a situation where a group of individuals form a collective decision process on the choices that would end up being made on behalf of the entire team or organization. As opposed to the individual decisions, where only a single person opinion and judgment are valid sources of information upon which a decision can be made, the collective decision-making involves the ideas, experience, and views of different individuals that are used to come up with a conclusion. It is a highly significant process in global teams, whose members are heterogeneous and are widely likely to encounter tough issues. Inclusion is one of the main aspects of collective decision-making. The process should involve every team member in order to have a multiplicity of voices heard and taken into account. It is critical in international teams in particular, as individuals originated in other countries and cultures. The inclusion process introduces would otherwise have been single-minded decision making thus emerging with a more robust final decision and making the team feel the sense of ownership and commitment (Nishii, L. H. 2020).

Open communication is another instrumental component. Communication within global teams should be open, effective, and understood by members irrespective of the cultural backgrounds of the members and the geographical locations. Communication can eliminate misunderstandings and make sure that

everybody has the same knowledge to make a good and solid decision. The lack of effective communication will bring confusion and poor results in the group.

The last two essential ingredients include consensus building. During collective decision making, everyone cannot always entirely agree and making consensus is the only way to make all the members well aware and agree with the decision. The results are more equitable and balanced and represent the requirements of the entire team. This way, by seeking a common decision, decisions will be more robust, approachable, and agreeable to all involved parties (Kumar, V., & Kumar, U. 2020).

REFLECTION

Farhana Atiq Binti Norarnizar

Self-reflectively analysing the group process with a reflective model proposed by Gibbs, I can observe a series of very important moments marking my experiences and academic achievements when working in the team. At the initial phase, I was also nervous and excited to cooperate with people as every one of them introduces some new perspectives and expertise in various areas. The cultural mix of the individuals provided us with weaknesses as well as strengths because we had to contend with multiple styles of communication and problem solving. Using the talents learnt during Unit 2, we made efforts to make the environment inclusive such that everybody could comfortably express his or her thoughts. Critical thinking enables us to effectively criticize by encouraging each other to build on our ideas, hence making constructive criticisms of the various views raised. This did not only improve on the discussion but also made the entire team more confident as well as willing to collaborate.

At certain occasions, the research was challenging to us, more so when we had to make decisions on the direction to take in and how to do it. I applied my conflict resolution skills that I learnt in Unit 2 including active listening and reinterpreting the conversation to demonstrate that we all shared the same goals during this period. Because we considered other opinions, and through our openness to receive different points of views, discussion, which was intended to result in an agreement, we could find answers that fulfilled everyone needs and wants. This experiment taught me the significance of making sound decisions concerning other people as I needed to balance between being outgoing and considerate to ensure that all the members of the group get addressed. Lastly, the process of thought did not only make me understand how to work with people within a group but also made me understand that it is very crucial in thinking critically 18, solving problems, and making decisions when it comes to having a successful group.

REFLECTION

Tirumugan Suseelan

Having worked as a project manager in a multi-national company, I had a global team of people with whom we worked on the development of a new product and an ethical dilemma arose because of the marketing strategy which could have misled consumers. It was upon this experience that the significance of ethics in decision-making within global distributed teams was established. There also arose differences among the members on the marketing strategies as some considered it as justifiable whereas others were worried on the effects on the reputation of the company. Based on this scenario, I got to understand that ethical behaviour is essential because it cultivates trust, promotes teamwork and problem-solving

capabilities. I was also able to understand that cultural sensitivity induces a great impact on solving an ethical quandary as cultural norms and values caused each team member to ascertain what was right or wrong. Living together with these distinctions and understanding each other by communicating in an open manner eventually resulted in producing a more ethical and transparent marketing approach.

Other than this work experience, I also was a member of a community task force on environmental questions, and this further confirmed the relevance of decision-making at group level as a method of problem solving. Activists, local people and public officials collaborated to achieve consensus solutions in lowering the pollution within our neighbourhood. This process revealed how important it is to work with different points of view to draw up balanced conclusions. It also demonstrated the fact that open communication, mutual respect and common goals are the keystones of the effective group decision-making, irrespective of the complexity level of the problem to be solved.

Participants who took part in the task force had varying levels of knowledge about the issue: including environmental scholars and community leaders with lived experience. Through the development of the comfortable environment, in which people could exchange and share their ideas and ask questions, the discussion was more profound and holistic. This participatory style helped the group to get the true picture of causes of pollution and develop collective perception of the issue. Not only did this process enhance the decision-making process but it also set out trust among members and it was revealed that, effective collaboration is based on ethical behaviour, respect of diversity, as well as sharing of knowledge.

REFLECTION

Nurin Farahiyah Binti Mohd Rafidi

The team-based project required us to handle opposing viewpoints especially when it came to presentation methods. Most of the team members wanted to use traditional text-based presentation methods yet I pushed for an engaging visual presentation with minimal content. My leadership skills were put to the test during this disagreement while I applied conflict management skills which I learned in Unit 2. I used Gibbs' reflective cycle to manage the escalating tension by taking actions. I started by describing the situation while recognizing both perspectives which included their need for clarity and my drive for engagement.

The reflection process showed me that my first strategy focused solely on making them accept my viewpoint instead of developing a mutual solution. I practiced active listening to fully grasp their worries about losing important details during the presentation. The team chose to develop a combined approach which combined simple yet captivating visual elements in the presentation slides with detailed complete information in the supporting materials. The compromise achieved two goals: it settled the disagreement and proved that combining all team members' suggestions produces better results. The experience taught me to put team goals ahead of personal preferences because leaders should guide teams toward consensus rather than force their own decisions.

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Leow Zhan Foong

This assignment essentially changed not only my conceptual but real appreciation of the nature of what makes such teams so powerful. At the beginning of the course, I viewed the concept of recognizing individual differences as a very basic document of different nationalities and languages; now I started understanding that this part is the most crucial because it is the foundation of the need to acknowledge the underlying cultural constructs, different ways of communication, and different cognitive patterns, each of the participants has to offer. This heterogeneity is the origin of not only the innovative possibilities of a team, but also the cause of friction within it, hence the point where the role of diplomacy became the career-saving connective in a team.

During this work experience, I understood that diplomacy is not a way of pleasingly skirting around such disagreements but in a mindful, respectful and strategical way of negotiating such differences to ascertain a consensus and get diverse opinions directed towards one purpose. What this aggregation of ideas demonstrated, is that the power of a global group of people is not only in the diversity of ideas available, but to understand the diplomacy strategy as the means of drawing on that diversity, converting the likely conflict into a stronger creative outcome than any homogeneous group could ever hope of achieving. This point is critical because it addresses the fact that one does not solve their global problems effectively by being technically gifted but rather by the human capacity of empathy, respect, and strategic communications.

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