

LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 2

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Programme:			
Module:	Contemporary Challenges: Making a Difference		
Module code:	IUBA4000	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Emma Roberts	Internal Verifier:	Vic Saunders
Assignment Title:	Significance of the global team in effective problem solving"	Word count (or equivalent):	2 min to presentation & 1,000 words per student
Submission deadline:	5 th September 2024 (23.55/ 11.55pm British Summer Time BST)	Return date of provisional marks & written feedback:	
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.		

Assessment 2 – Supporting Guidance for Individual Assignment

Section 1 – 2 mins of the group presentation

PRESENTATION VIDEO:

https://youtu.be/qFAuaCTQOqI?si=9KH_JcS4yNwZq_Yh

PRESENTATION SLIDE



The role of ethics in identifying solutions.

1. Ethics Overview:
 - Guide decisions for fairness and social acceptance.
2. Environmental Impact:
 - Address pollution and global warming ethically.
3. Equity:
 - Ensure fair impact across all social groups.
4. Transparency & Accountability:
 - Involve all stakeholders in decisions.
5. Balancing Interests:
 - Align business, consumer, and environmental goals.
6. Conclusion:
 - Ethics is key to sustainable, fair solutions.

Section 2 – 500-word discussion

In this hyperconnected world, it is impossible to address today's problems by relying on one's resources alone, and it is important to form a team with people from different and complementary perspectives, experiences, and skills. We have identified the wicked problem of society's dependency on single-use plastics and our six-member team followed design thinking and decision-making matrices to arrive at implementable solutions. This summary focuses more on our group presentation, especially on the importance of ethics in producing the desired solutions.

Our presentation was divided into six key areas: global teams, wicked problems, design thinking, decision tools, conflict, and ethics. They are exactly what the term 'wicked problems' suggests: problems for which there is no easy solution, and if there is one, then we pointed out the problem and proposed two solutions. I concentrated on the ethical dimension to give a brief description of how ethical concepts are supposed to inform approaches to sustainable solutions. I looked at single-use plastics as socially and environmentally unjust products and presented fairly and ethically viable replacements.

Larissa began the same way and mentioned that the problem falls under wicked problems, within this aspect pollution and consumer behaviour make the issue of single-use plastic difficult to solve. It was in this context that I later understood the ethical issues about sustainable solutions.

Rishaila stated at the beginning that design thinking would be the approach used to solve the problem, she explained how convenience contributes to plastic usage and proposed that sustainability must replace convenience. Her ideas were consistent with my ethical approach, in any solution that would be suggested, it should not negatively affect some groups more than others. She also explained some of the decision-making aids such as the Decision Matrix and SWOT where feasibility, cost, and environmental impacts of the given solutions were evaluated; this also aided my ethical reasons.

In Aressa's presentation about conflict management, she also pointed out the significance of emotional intelligence in managing global teams. This ran parallel with ethics, which I underscored, as emotionally intelligent leaders can guarantee ethical issues are not dismissed during goal realization.

Sheharyar's discussion about diplomacy and engagement stressed the issues that headquarters of global teams offered and required a certain level of consensus. This relates to my ethical point of view since any solution can only be both effective and appropriate to the company and its stakeholders, as it respects equity.

My input focused on the fact that ethical solutions must seek equal goals of environmental endeavours and social equity that safeguard small businesses from enormous burdens or the provision of social equal opportunity or education to marginalized communities.

Overall, thanks to my ethical standpoint, the possibilities that we produced during the design thinking process remained sensible and equitable. From this onset, we worked as a team, exhibited emotional intelligence, and learned how to think inter and trans-disciplinary, ready to address wicked problems such as single-use plastics.

Section 3 – 500-word reflection

It has become almost standard in the present world that sophisticated issues call for cooperation among people with different perceptions and skills. The challenge we had to undertake was to focus on the problem of society's dependence on disposable plastic products. The Six of us also used design thinking and decision-making tools to design sustainable solutions. Using Gibbs' Reflective Cycle, this reflection studies our group experience, with special points of interest put on the instances from Unit 2, when it came to critical thinking, influencing, conflict, and decision-making.

For the issue of single-use plastics, our team had six members, and we divided the work into different posts. Concerning the division of roles, we distributed work concerning problem framing, solutions offered, and tools for decision-making. Scheduling daily, weekly and monthly meetings made it possible for the ideas of every team member to be incorporated hence improving on the inclusiveness. Being responsible for the ethics of the solutions, I was responsible for checking whether they were sustainable and fair at the same time.

At first, I felt some thrill and at the same time pressure of having to be in a group. Job politics and adjustment to different people's minds and working strategies were worrying. However, as the project has gone on, I could start to see the benefits of having such a diverse point of view. The great thing about having diverse people on the team is that it made us consider more angles when coming up with possible solutions to the problem and the discussions we had. This was in some ways challenging for the group because managing differing viewpoints helped improve the overall group knowledge and in the process of coming up with solutions.

My teammates and I proved to be very good at sharing ideas as well as demonstrating responsibility towards sustainable practices. Design thinking and the Decision Matrix as well as SWOT analysis were incorporated well to analyse our solutions. There was a challenge with how we managed ideas and how we resolved conflicts of interest. To address such issues, I followed the communication technique of active listening and respect for the other party to enhance the effectiveness of the conflict resolution. This proved useful, as everyone was able to harmonize their opinions and fine-tune ideas and approaches.

Applying Gibbs' Reflective Cycle also helped me to appreciate aspects such as critical thinking and decision-making through the project planning process. That was when I deliberately made a point of evaluating our solutions about their ethical implications, as well as their feasibility. This entailed assessing the applicability of our proposed solutions about the adverse effects they could have on any group in society. The use of decision-making tools

also aided our manner, by helping to determine which of the feasible and ethical solutions was best.

In this case, this group task has helped me to learn the best ways to develop group work as well as how to ensure that there is a systematic approach to problem-solving. It was a reality check in terms of communication, critical thinking, and even an ethical approach towards subjects such as single-use plastics. With the help of implementing the skills described in Unit 2, our team demonstrated the possibilities of the proper approach, as well as the role of different opinions and the structure of applying knowledge in overcoming the Wicked problems.