

Section 1

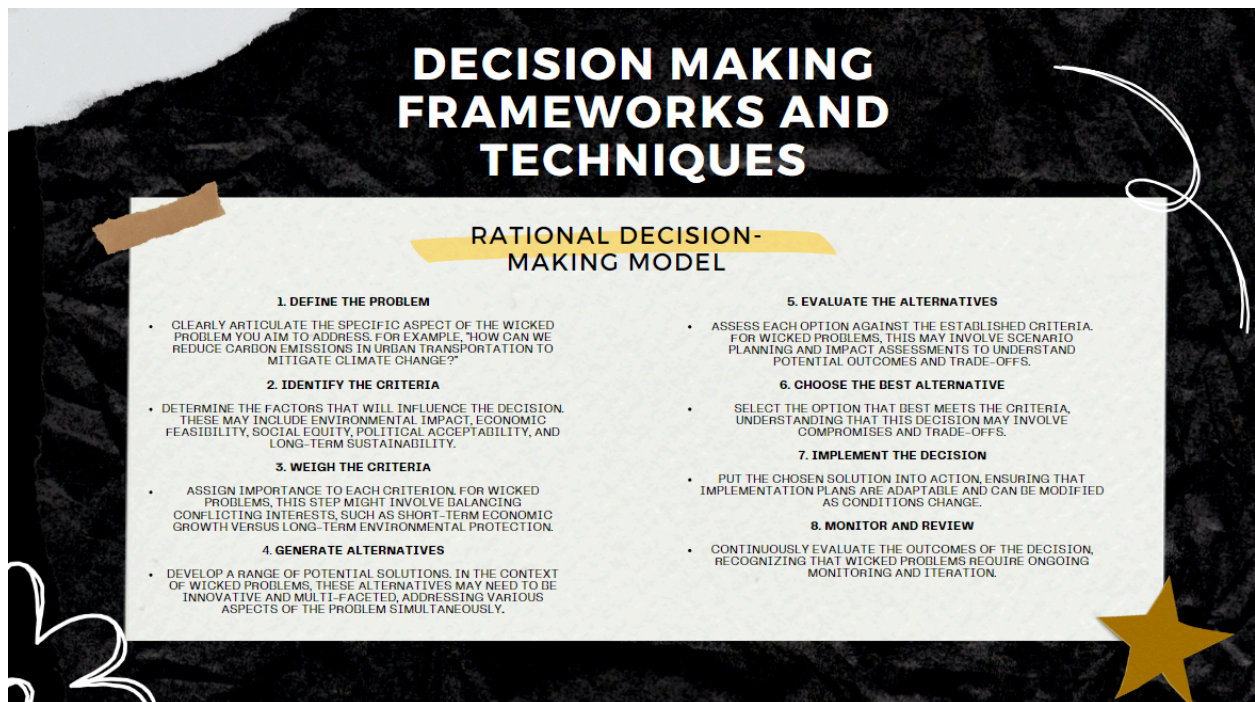
INTRODUCTION

- **Definition of a Global Team:** A set of people of having different cultural setting, geographical setting, and even working setting to achieve a common goal.
- **Importance of Problem-Solving:** Some of the organizational success factors; include engaging in issue identification, evaluating the potential solutions and the selection of the best approach.

WICKED PROBLEMS

Uncertain and Long-Term Impacts

- **Predictive Challenges:** The impacts of climate change are difficult to predict with precision due to the complexity of the Earth's climate systems. This uncertainty makes it challenging to plan and implement effective policies.
- **Delayed Consequences:** The effects of actions taken today may not be fully realized for decades, making it difficult to motivate immediate action. The long-term nature of the problem often leads to short-term thinking, where immediate economic and political concerns take precedence over long-term sustainability



Video presentation's link: https://youtu.be/Cyo-PL_FDv8?si=U_70NtoEhIkJSAJV

Section 2

The group consists of three students, and the presentation is structured so that each part logically builds on the importance of global teams in terms of successful problem-solving. The presentation developed by the group logically flows: from the general overview of global teams and their role in solving complex problems, through specific frameworks and approaches, to concluding remarks on ethics, emotional intelligence, and an interdisciplinary approach. It then introduces design thinking as a structured methodology to address these problems, emphasizing key stages like gaining an understanding of the needs of affected communities, accurately defining the problem statement, and creating prototypes for possible solutions. Slides three through six are wrapped up with the specific methodologies and frameworks necessary to solve the problems found in heterogeneous teams, as summarized by the presenter in this two-minute talk.

In this connection, the design thinking process was outlined in the slides provided, which involves the following stages: empathizing with the affected community, defining the problem, generating ideas, prototyping, and testing the solution for validation of the proposed solution. The first member introduces the concept of global teams by establishing the scene to demonstrate how problem-solving in such collaborative teams is necessary. Setting this in a framework, the introductory presentation allows the individual to explain specific methodologies, namely design thinking and rational choice decision-making, that global teams can follow in solving the complex problems presented in this initial discussion.

After the individual's segment, the next team member covers emotional intelligence and then ethical considerations in managing conflicts within international teams.

This section takes the individual's exploration of problem-solving strategies one step further to cover the human and ethical dimensions of working in international teams.

To this end, emotional intelligence and ethical considerations have to be combined in an effective application of the rational processes involved in decision-making and design thinking in such a way as to respect the diversity of viewpoints of team members.

This conclusion relates to the participant's discussion of design thinking and systematic decision-making because it provides structured approaches that interdisciplinary teams could use to capitalize on their diverse knowledge.

Eventually, his view on design thinking and rational decision will lift the group presentation and offer a more high-brow array of actionable strategies that can be deemed valuable by international teams while trying to solve complex problems.

The contribution is necessary in that it supports the group's claim, regarding the solving of problems in international teams; it is necessary to support both methodological correctness and ethical and collaborative commitment.

Section 3

As the group leader, I found a unique mix of responsibility and privilege. My role was to assess the contribution of each member, while providing an environment that is non-oppressive, allowing the resolution of problems efficiently. This allowed me to put into practice some of the skills explored in Unit 2, such as critical thinking, influence, conflict management, and decision-making. All of these skills played to creating a collaborative atmosphere that ultimately culminated in our success. This reflection paper aims to discuss the importance of working in an international team, lessons learned from the experience, and conclusions to be carried forward into my future collaboration. One of the salient lessons learned from this experience was that critical thinking is necessitated when collaboration occurs to solve a problem.

Thinking critically also helped us to measure the problem from different perspectives and define the search for different types of solutions. For instance, when we had a problem in the course of the project implementation, I urged the group members to say out loud what they thought the problem implied and they were able to come up with several solutions to it. By making it this way not only did it help in a better understanding of the problem but also making massive inputs by every individual. The first is a valuable asset of the given company, which enables the essential critical-thinking environment for innovative solutions; the second is that different opinions are extremely critical in any international team.

The other crucial factor of successful team dynamics is the ability to persuade and mobilize colleagues. As a leader I understood that my role went beyond assigning tasks to also promoting motivation and hence teamwork. In the influencing skills strategy, I ensure that the vision and goals are made to fit so that the team would be having a 'one management' understanding and work towards the realization of the team's collective goal. For instance, at one point in the execution of our project, I was more involved in reminding the group of success stories of other projects that had been accomplished thus boosting morale in the group. I learnt that persuasion can indeed help in enhancing the unity and create cooperativeness that is needed in cooperating with a global team facing various issues.

Trying to overcome stereotype perception of conflict, I understood that it might be something quite constructive and helpful if used properly. This became a major issue because differences encountered in any project created conflict of opinions among the participants. Instead of attempting to prevent this occurrence, I saw these situations as the chances for debate and the attainment of consensus. Using knowledge from Unit 2 about conflict management, I introduced free-for-all discussion in the midst of which every member could express his concerns. It was not only beneficial in addressing the emergent issues but also improved the social interactions and built up trust among all the members of the group.

Lastly, I came to the conclusion that the conflict faced directly may lead to better understanding and more efficient solutions, which proves the relevance of conflict management in the context of the international team. Reflecting back on my role as a team leader, I can single out definite lessons learned in relation to working in a team setting especially in a global context. Things which were important in our team during the problem solving process were critical

thinking, influence, and conflict management. What really came out of this experience was an important lesson: in other words, one has to establish a climate for creative participation that encourages people and recognises their right to dissent. Looking into the future, I am eager to use these lessons for new positions because every cooperation opens new aspects of development. Since we have different global problems, the skills in working in teams will undoubtedly become one of the top priorities to address in terms of desired outcomes.