

## LEVEL 4 ASSESSMENT SPECIFICATION

### Assessment 1

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| <b>Programme:</b>           | <b>BBA FINANCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                 |                                                         |
| <b>Module:</b>              | <b>Contemporary Challenges: Making a Difference</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                 |                                                         |
| <b>Module code:</b>         | <b>MWBA4000</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Contribution to Overall Module Assessment (%):</b>           | <b>100%</b>                                             |
| <b>Lecturer:</b>            | <b>Emma Roberts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Internal Verifier:</b>                                       | <b>Vic Saunders</b>                                     |
| <b>Assignment Title:</b>    | <b>Group Presentation with supporting material (max 4 in a group)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Word count (or equivalent):</b>                              | <b>5 mins each plus 1,500 words supporting material</b> |
| <b>Submission deadline:</b> | <b>Monday 24<sup>th</sup> August 2026 (23.55/ 11.55pm British Summer Time BST)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Return date of provisional marks &amp; written feedback:</b> | <b>21<sup>st</sup> September 2026</b>                   |
| <b>Submission method:</b>   | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>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.</p> <p>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.</p> |                                                                 |                                                         |

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## SECTION 1 : PRESENTATION EVIDENCE

# CULTURALLY DIVERSE VIRTUAL TEAMS

*"Communication style shapes how people interpret teamwork"*

- Direct VS Indirect communication can change how feedback is received.
- High-context cultures rely more on shared meaning, low-context cultures expect explicit messages.
- Effective leaders makes expectations clear without forcing one cultures style on everyone.
- Practical move : agree on meeting rules ,response times, decisions methods and escalation routes.

**KEY MESSAGE :** Cultural diversity becomes useful when communication norms are made visible

**SOURCES :** Meyer (2014);Eisenberg et al.(2021)

*Human Dynamics in global teams*



# EMOTIONAL INTELLIGENCE (EQ) IN LEADERSHIP

*"EQ helps leaders turn distance into trust."*

## Why it matters ?

EQ support empathy,psychological and conflict prevention in remote teams

*EQ and Leadership*

**Sources :** Goleman (1995) ; Edmondson (1999) ; Davaei et al. (2022)



- **Self-awareness** know your own reactions
- **Self-management** Stay calm under pressure
- **Social awareness** Notice other's emotions
- **Relationship management** Build trust and safety



# MANAGING TASK VS INTERPERSONAL CONFLICT

*"Good debates improve ideas ; personal friction damages trust."*

## Conflict continuum

### Task debate

### Process tension

### Personal conflict

- Encourage disagreement about ideas,evidence and assumptions.
- Clarify roles and deadlines before process conflict grows.
- Stop personal blame early through respectful negotiation.

**Leadership role** : channel tension into learning,not hostility.

Sources : De Dreu & Weingart (2003) ; Fisher et al. (2011); Davoei et al.(2022)



## **SECTION 2 : DISCUSSION**

### **2.1 OVERVIEW OF THE GROUP PRESENTATION**

The group presentation entitled "The Significance of a Global Team in Resolving Complex Problems" illustrated the importance of a global team's ability to address complex global issues. Each individual contributed to the overall presentation, albeit in a different way. Ezra discussed wicked problems and global teams, Amirah described design thinking, Gavin illustrated interdisciplinary collaboration and PEST analysis, my portion of the presentation addressed cultural diversity, emotional intelligence, and conflict resolution and Harits addressed emerging technologies, ethical leadership, and strategic recommendations. Collectively, these five elements illustrate that resolving complex global problems requires a variety of perspectives, organized methodologies, effective interpersonal communication, and appropriate use of technology.

### **2.2 WICKED PROBLEMS AND DESIGN THINKING**

Ezra's description of wicked problems illustrated the inherent uncertainty and multiple interconnected elements associated with complex global issues. Wicked problems do not have single correct answers (Rittel & Webber, 1973; Head, 2019). A global team can respond to wicked problems by combining various regional and cultural perspectives. However, diversity can also result in variations in communication, feedback, and decision-making.

Therefore, cultural sensitivity and effective leadership are required to ensure that diversity serves as a positive factor in problem-solving. Amirah's segment provided an introduction to design thinking through four phases investigation, definition, proposal, and evaluation. Design thinking provides global teams with a structured methodology for identifying problems and generating potential solutions. However, cultural differences, time zones, and communication barriers can impact the efficacy of the design thinking process. Consequently, trust, psychological safety, and effective communication are also required for team members to freely share their thoughts and question others' assumptions.

## **2.3 INTERDISCIPLINARY COLLABORATION**

Gavin's segment demonstrated the utility of interdisciplinary collaboration by integrating information from business, economics, law, and technology. A PEST analysis assists global teams in identifying political, economic, social, and technological factors that may influence their decisions. Interdisciplinary collaboration allows for multiple viewpoints and eliminates blind spots when resolving complex problems. However, team members will likely prioritize different aspects of the same issue.

## **2.4 CULTURALLY DIVERSE VIRTUAL TEAMS**

Therefore, it is critical for our teams to communicate respectfully and clearly so that all forms of expertise can be effectively incorporated into the problem-solving effort. My segment initially focused on culturally diverse virtual teams. Communication styles vary significantly among individuals, especially between those utilizing direct versus indirect communication. High-context cultures typically rely upon common understandings, whereas low-context cultures typically rely upon more explicit communication (Meyer, 2014).

Nevertheless, leaders should avoid assuming that one communication style will function equally well for every team member. Rather, teams should establish clearly defined guidelines for conducting meetings, providing timely responses to inquiries, establishing decision-making processes, and implementing escalation procedures (Eisenberg et al., 2021). Ultimately, cultural diversity becomes more advantageous when teams are willing to explicitly define communication expectations rather than relying upon assumptions concerning how other team members will communicate.

## **2.5 EMOTIONAL INTELLIGENCE AND CONFLICT MANAGEMENT**

My second point focus involved emotional intelligence (EQ) and conflict resolution. As defined by Goleman (1995), EQ consists of self-awareness, self-regulation, social awareness, and relationship management. These competencies enable leaders to identify their reactions to situations, maintain composure during stressful periods, recognize other people's emotional states, and build trust among team members.

Additionally, EQ can foster empathy and psychological safety in teams composed of remote workers or members representing multiple cultures (Edmondson, 1999; Davaei et al., 2022). Conflicts must also be managed appropriately since not all disagreements are detrimental. Debates concerning ideas, evidence, and assumptions can ultimately lead to improved decision-making , however, process tension and interpersonal conflict can negatively affect teamwork. Establishing responsibility and deadlines can prevent process-related issues from escalating further (De Dreu & Weingart, 2003), conversely, negotiating constructively can assist team members in focusing on resolving the issue at hand rather than blaming each other (Fisher et al., 2011).

## **2.6 TECHNOLOGY,ETHICS AND OVERALL CONCLUSION**

Finally, my segment relates to Harits' discussion concerning emerging technologies and ethical leadership. Technologies such as artificial intelligence, virtual collaboration tools, and data analytics can enhance the efficiency of global collaborations; however, they should support human judgment rather than replace it.

Overall, global teams are most effective when culturally aware emotional intelligence and constructive conflict resolution are integrated into structured problem-solving methodologies, interdisciplinary knowledge, and responsible technology usage. These components allow diverse team members to collaborate more effectively in developing solutions for complex global challenges.

## **SECTION 3**

### **3.0 CRITIQUE**

#### **3.1 LIMITATIONS OF CULTURAL FRAMEWORK**

Global leaders may use cultural frameworks to identify possible differences in communication. However, such frameworks have some limitations. Using high-context and low-context classifications to define individuals can result in stereotyping if they are used too rigidly. While Meyer (2014) provides an excellent framework for understanding cross-cultural differences, using national identity as the sole basis for interpreting individual behavior is inadequate. Other factors such as individual personality, career history, corporate environment, linguistic ability and previous international experience also contribute to individual communicative style.

Therefore, it should be recognized that cultural frameworks serve primarily as a guide to assist in navigating diversity rather than as rigid rules governing how each individual from a particular background will behave. Emotional intelligence is important; however, it does not provide a complete solution to address group conflict. While empathy, self-reflection and effective interpersonal management can prevent conflict escalation, these skills alone cannot resolve systemic problems such as ambiguity of roles, unequal distribution of work, unreasonable deadlines or power imbalance. Similarly, creating psychologically safe environments does not mean that teammates must always agree with each other or avoid difficult conversations. As stated by Edmondson (1999), psychological safety enables individuals to accept interpersonal vulnerability, including dissenting from accepted ideas.

#### **3.2 LIMITATIONS OF EMOTIONAL INTELLIGENCE AND CONFLICT MANAGEMENT**

Dissension can be productive if it remains focused on achieving the objective. De Dreu and Weingart (2003) also demonstrate that the relationship between team performance and conflict depends on the type of conflict. In order for international leaders to succeed, they need a combination of strong social skills and clear structural processes.

### **3.3 APPLICATION TO THE GROUP EXPERIENCE**

A significant logistical challenge during our group project was integrating all of the individual parts into one cohesive presentation. While each member had specific responsibilities, all of the visual components needed to represent a common theme. Therefore, we had to come to a consensus about the order of the presentation and ensure that there was a seamless transition between the different topics. This demonstrated that simply dividing labor is insufficient. It is critical for us to actively communicate and coordinate their efforts. Ultimately, the concepts presented in our presentation were most effective when we considered them to be flexible tools for collaborating in the real world rather than rigid formulas that would automatically apply

## SECTION 4 : GIBB'S REFLECTIVE CYCLE

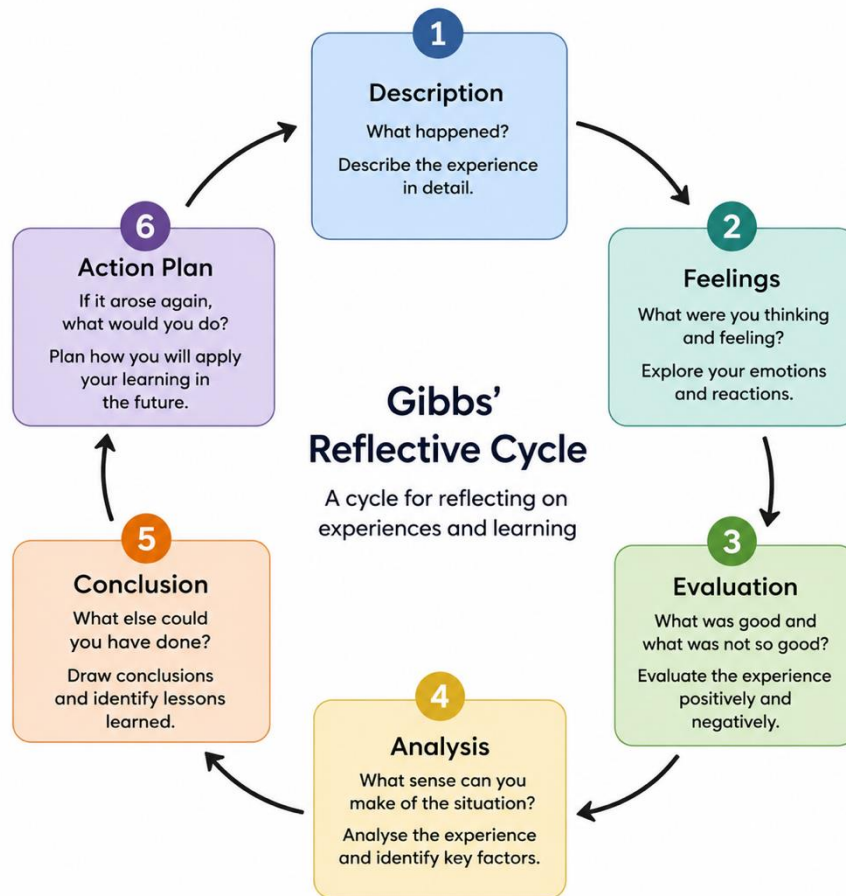


*Figure 1. Gibbs' Reflective Cycle (adapted from Gibbs, 1988).*

### 4.1 DESCRIPTION AND FEELINGS

I will use Gibbs' reflective model (1988) to reflect on my experience in developing a collaborative presentation. We had 5 team members. Each team member worked on a different part of the presentation. My job was to prepare and present slides 10-12, which focused on emotional intelligence, culturally diverse virtual teams and managing task-based versus interpersonal conflict. Although our jobs were individual, we needed to work together to create a smooth transition between each team member's sections so that our presentation was unified and supported

our overall theme. At first, having a clear set of responsibilities gave me confidence that I could focus my energy on one area.

However, I worried about whether I would be able to clearly communicate the complexity of some of the information I wanted to share within the time limits of the presentation. My confidence grew as I prepared my visual aids and learned more about the topic. It became clear during my preparation that emotional intelligence, cultural sensitivity, and conflict resolution are not just abstract ideas but are essential to how teams work together, assign tasks, and cooperate.

## **4.2 EVALUATION**

There were several positive aspects of our collaborative effort. We divided up the presentation so that everyone had an opportunity to contribute without confusion regarding who was responsible for what. Additionally, we incorporated a wide range of perspectives into our presentation including Design Thinking, cross-disciplinary collaboration, technology integration, cultural awareness, and emotional intelligence adding value to our end product. However, combining the independently prepared pieces of the presentation created challenges in maintaining stylistic and thematic coherence. Time management was another challenge. We had to find a balance between providing sufficient detail for each person's section and adhering to the overall time allowed for the presentation. These examples demonstrate that effective teamwork requires combining individual accountability with collective synchronization.

## **4.3 ANALYSIS**

We can also examine our collaborative process using the lens of psychological safety and emotional intelligence. According to Goleman (1995), self-regulation and self-awareness allow individuals to monitor and manage their own responses. This ability proved to be critical as we struggled with meeting deadlines and dealing with the pressure of presenting. According to Edmondson (1999), psychological safety creates an atmosphere where individuals feel comfortable suggesting new ideas or asking questions for clarification. Conflicts among team members based on differing opinions do not always lead to destructive conflict rather, when disputes arise over concepts rather than personalities, they can improve the quality of decision-making. According to Fisher et al. (2011), principled negotiations allow a team to focus on

resolving problems rather than blaming others. Therefore, our project demonstrates that team success is dependent upon both formal protocols and positive social interactions.

#### **4.4 CONCLUSION**

Through this experience, I learned that high-performing teams require more than simply dividing up the workload. Creating a cohesive synthesis of individual contributions requires clear expectations, attentive listening, polite discussions and active coordination.

#### **4.5 ACTION PLAN**

If I participate in another collaborative project in the future, I plan to establish clearer timelines and role definitions earlier in the process. I plan to use one single communication channel for all team members. I will schedule frequent short updates to keep everyone informed about progress.

Finally, I will make an effort to solicit input from quieter team members and address intellectual differences professionally before they develop into personal conflicts. Moving forward, I plan to combine better organizational practices with empathy and cultural competency to enhance my ability to contribute positively to team environments.

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