

LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 2

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Programme:	BACHELOR OF BUSINESS ADMINISTRATION IN INTERNATIONAL BUSINESS (HONOURS)		
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.		

PRESENTATION:

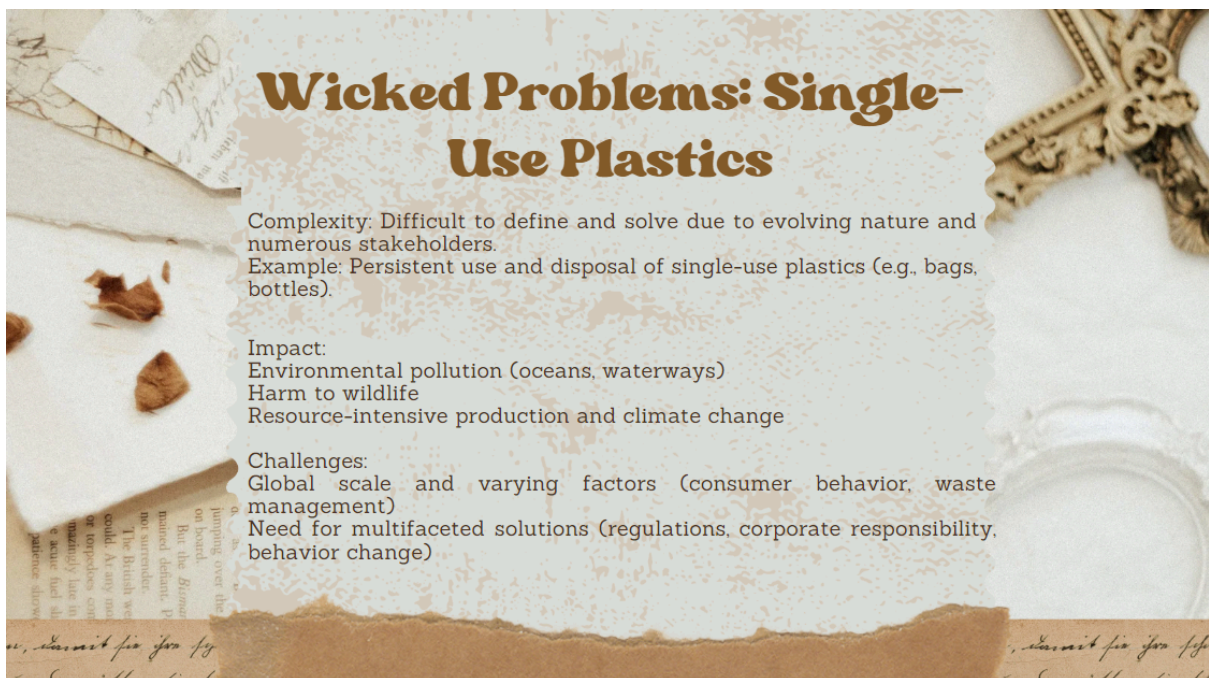
https://youtu.be/qFAuaCTQOqI?si=9KH_JcS4yNwZq_Yh

PRESENTATION SLIDES:



Introduction

A global team leverages diverse perspectives and expertise to tackle complex issues creatively and innovatively. By integrating cultural, geographical, and professional backgrounds, global teams enhance understanding and collaboration, leading to more effective and inclusive solutions. In a rapidly evolving world, harnessing global insights and skills is crucial for addressing multifaceted challenges and achieving sustainable, equitable outcomes.



Wicked Problems: Single-Use Plastics

Complexity: Difficult to define and solve due to evolving nature and numerous stakeholders.
Example: Persistent use and disposal of single-use plastics (e.g., bags, bottles).

Impact:
Environmental pollution (oceans, waterways)
Harm to wildlife
Resource-intensive production and climate change

Challenges:
Global scale and varying factors (consumer behavior, waste management)
Need for multifaceted solutions (regulations, corporate responsibility, behavior change)

DISCUSSION

Six of us were present for the group presentation, and we discussed one of the most pressing concerns recently – single-used plastics and their control on the international level. It was presented in a way that each member presents a logically connected thought on how concerted effort can address this issue.

To start, I introduced the concept of a ‘wicked problem’. In this first part, I explained why it is better to utilise global teams to address challenging issues by underlining the advantages of cultural, geographical, and work experience variety in brainstorming. This provided the basis for understanding why our group or any other global team is capable of providing a solution to the single-use plastics problem.

In my second section, I aimed to define ‘wicked problems’ using single-use plastic as the case. Wicked problems are often complicated and involve different people and interests, which makes them hard to describe and solve. I went on to show how with awareness of the impacts of plastics on the environment, society still maintains its use. This established the rationale for solving the issue from a holistic perspective.

Rishaila followed by explaining that the next step was to apply design thinking to the problem. She described the aspects of the methodology as empathy, creativity and iteration, and how we recorded people’s uses of plastics and found that convenience is a major aspect. Her actions such as creating a prototype and testing it gave me an understanding of how people behave and how this poses a challenge to problem-solving, which explains the concept of wicked problems.

Subsequently, Aressa talked about the aspects such as the levels of emotional intelligence and conflict management showing how various attitudes shall be addressed when it comes to the use of plastics. Her case also highlighted how stakeholder interest can be met through assertiveness, understanding of emotion, and conflict, which are in congruence with wicked problems.

Aina then went to the problem's ethical angle in the next step. She stressed the fact that any solution must also address the issues of the poor and also at the same time combine the issue of environmental conservation. Her attention to the ethical aspects complemented the technical and theoretical aspects of the solutions that we proposed, making me follow up on her insights by thinking about the social impact of such problems.

Shery spoke about diplomacy, persuasion and negotiation, and these are crucial in dealing with different stakeholders. He stressed the importance of employing multiple views and integration of various specialists, which correlates with my introduction and makes it clear that there are a lot of approaches to address such issues.

Lara then discussed how we make decisions collectively stating the importance of different opinions and multiple approaches when inventing and seeking lasting and effective results. She highlighted the conclusions of the group's discussion and stressed that such problems should be solved by global teams, which I have mentioned above.

My sections provided the framework by defining global teamwork and wicked problems before moving to the other sections of the presentation. It was paramount to establish this background to facilitate comprehending the issues at stake and prepare for unravelling design thinking, ethical aspects, emotional intelligence, and teamwork. Therefore, my input contributed to establishing a coherent structure that linked with the further parts of the presentation quite successfully.

REFLECTION

The task involved working collaboratively to tackle a wicked problem, defined as society's reliance on single-use plastics. In this section, I will adopt Gibbs' Reflective Cycle in evaluating my experience, the hardship encountered as well as some insight gained upon completion of the process. Gibbs' cycle provides six stages of reflection: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan that makes it provides a deeper insight into the experience.

FEELINGS

When I started this task, I had some anticipation and apprehensions at the same time. I was glad I was assigned to work on an issue such as this, but I was not sure how we would be able to accommodate everybody's view in the group. Engagement was beneficial as we were all in a single agreement at some point, but there were times when it was rather frustrating. Whenever there were conflicts of interest, I had to struggle to hold the ground with my ideas and respect the opinions of my group members. Although there were some difficulties, I was satisfied with the effort that was made to come up with the best solution which could satisfy all the parties.

EVALUATION

In our collaborative work, various opportunities and challenges were observed. On the positive side, it allowed our group to come up with several perspectives, which improved the discussions we had. The decision-making tools used ensured that we did not bring emotions into the equation by making us look at our ideas from a very practical perspective to arrive at a solution. On the negative side, the variations of opinions would sometimes take us a long time to make the right decisions. However, the tension was productive and contributed to more careful analysis and eventual positive results as well.

ANALYSIS

Implementing Gibbs' Reflective Cycle has now made me understand the importance of assertiveness as well as empathy when dealing with the group assignment. Through this intervention, I discovered that for effective management of a diverse team, one needs to listen as well as relate to the fate of the team members. There was a need to manage conflict; this became necessary whenever people had different opinions on issues. I discovered that I had to assert myself without dominance and that decision-making tools were crucial to staying on

track. These skills enabled us to ensure that we remained efficient and more importantly made the right decisions.

CONCLUSION

As for this particular task, I've learned how much it is possible to achieve when working in a team and how helpful formal procedures are, which we discussed in Unit 2. I have also been able to learn my strengths as well as my weaknesses in dealing with conflicts and facilitating healthy communication in the group. Though at times it was not as smooth, it made the final solution we reached more effective as a team.

ACTION PLAN

In the subsequent projects, I should also try to resolve the conflict at the initial stages and try to facilitate a better decision-making process in a group. I will also need to develop my critical thinking and influencing skills as they were also important to our performance. With this experience in mind, I aim to be more successful in my next team project – things like conflict resolution and decision-making would hopefully go smoother.