

## LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 1

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                                         |
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| <b>Student name:</b>                   | <b>MADEEHA BINTI MOHAMUDIAH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student ID number:</b>                                       | <b>2527788</b>                                          |
| <b>Programme:</b>                      | <b>BACHELORS IN INTERNATIONAL BUSINESS</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> |                                                                 |                                                         |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                                                         |

**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.

### Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.       | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROGRAMMING  | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

## SECTION 1: SLIDES (5 MINUTES CONTRIBUTION)

PRESENTATION

LINK:

 **MWBA4000 CONTEMPORARY CHALLENGES.mp4**



# UNDERSTANDING THE BURNOUT MECHANISM

## *The JD-R Model*

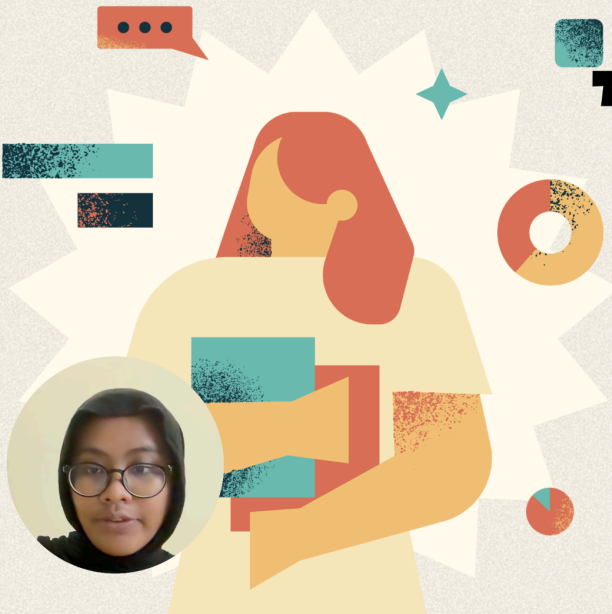
- Job Demands (The Strain):
  - Late-night meetings disrupting rest.
  - Constant pressure to be available online.
  - Tight deadlines with limited overlap time.
- Job Resources (The Buffer):
  - Flexible working hours.
  - Autonomy over how and when to work.
  - Supportive leadership that understands the challenge.
- The Tipping Point:
  - When Demands > Resources, sustained stress leads to burnout.



## TRUST IN A VIRTUAL WORLD

**Swift Trust Theory**

- The Challenge:
  - Virtual teams rarely meet face-to-face.
  - Traditional relationship-building is limited.
- The Solution (Swift Trust):
  - Trust is established quickly, based on actions, not personal relationships.
- Key Drivers of Swift Trust:
  - Reliability: Consistently delivering on commitments.
  - Communication: Clear, timely, and proactive updates.
  - Competence: Meeting deadlines and quality standards.





## SECTION 2: DISCUSSION

### Group Overview and Content Summary

The group presentation, delivered by four members, addressed the contemporary challenge of leading asynchronous and cross-cultural global teams from Malaysia. The presentation was structured to progressively build understanding, beginning with cultural challenges, moving through psychological safety, examining time-zone related burnout, and culminating in a practical e-leadership framework. Sarah Johan (2527783) opened by introducing Hofstede's Cultural Dimensions and the communication challenges faced by Malaysian employees in global teams. Nur Sabrina (2527782) examined psychological safety and the reasons employees remain silent in cross-cultural virtual environments. Madeeha Mohamudiah (2527788) explored practical interventions for fostering voice and participation. My own contribution focused on the 12-hour time gap, the Job Demands-Resources (JD-R) model, Swift Trust theory, and practical asynchronous solutions. Mya Syahindah (2538270) concluded with a synthesis of e-leadership strategies and metrics for measuring virtual leadership success. The overall conclusion emphasised that modern leaders must move beyond traditional supervision to embrace technology-mediated influence processes that

build trust, foster inclusive communication, and demonstrate emotional intelligence across geographical and cultural distances.

### **Summary of Personal Contribution**

My five-minute contribution addressed the operational challenges created by extreme time-zone differences, specifically the 12-hour gap between Malaysia and the United States. I introduced the JD-R model (Bakker & Demerouti, 2007) to explain how sustained job demands including late night meetings, constant availability pressure, and tight deadlines lead to burnout when resources such as flexibility, anatomy, and supportive leadership are insufficient. I then introduced Swift Trust theory (Meyerson, Weick, & Kramer, 1996), explaining that in virtual teams where face-to-face interaction is limited, trust must develop rapidly through demonstrated reliability, communication, and competence rather than through personal relationship. Finally, I proposed practical leadership solutions including asynchronous communication tools (Loom, Notion, Microsoft Teams), reduced meeting frequency, protected “no-call” hours, and flexible scheduling.

### **Inter Relationship with Other Group Members Content**

My content was strategically positioned to build upon and reinforce the ideas presented by preceding group members. Sarah’s analysis of cultural dimensions established why Malaysian employees might hesitate to speak up in meetings, while Sabrina’s examination of psychological safety explained the underlying fear of interpersonal risk that perpetuates silence. My contribution provided the operational context of the 12-hour time gap that exacerbates these cultural and psychological challenges. The late-night meetings I describe represent precisely the scenario where cultural hesitancy and lack of psychological safety become most acute; an exhausted employee attending a 10 PM meeting is even less likely to challenge a dominant speaker or voice a concern. My practical interventions, including silent brainstorming and round-robin check-ins, directly address the communication barriers I identified, while Mya’s e-leadership framework incorporated both Swift Trust and asynchronous strategies as core components of effective virtual leadership. Thus, my content served as a bridge between the cultural-psychological analysis and the leadership solutions, demonstrating how time-zone pressures intensify existing challenges and require specific structural responses.

## **Contribution to Overall Group Conclusions**

My content made three important contributions to the group's ultimate conclusions. In order to illustrate the urgency of the suggested solutions, I first introduced the JD-R model, which offers a theoretical mechanism explaining why time-zone issues lead to burnout. Second, I refuted the notion that trust necessitates synchronous oversight by outlining Swift Trust, so endorsing the group's suggestion to abandon micromanagement. Third, Mya's e-leadership architecture was directly influenced by my useful suggestions for asynchronous workflows and protected time, especially the focus on asynchronous efficiency and trust-based communication. Together, my input supported the group's main contention that, rather than just cultural sensitivity training, effective global leadership necessitates structural modifications to account for time zone differences.

## **Conclusion: Personal Contribution to Key Ideas**

My main contribution to the talk was explaining how time zone variations cause stress and undermine trust while offering workable, technologically enabled remedies. I enhanced the academic rigour of the presentation and offered a rational basis for the subsequent leadership tactics by firmly establishing these arguments in well-established theoretical frameworks. The integration of Swift Trust theory and the JD-R model showed that managing time-zone issues is a strategic necessity for maintaining team productivity and employee well-being in multinational corporations, not only a convenience issue.

## **SECTION 3: CRITIQUE**

### **Critical Evaluation of Key Ideas**

Although the presentation provided a thorough foundation for managing asynchronous teams, there are a few areas that need closer inspection. The idea that asynchronous communication tools always improve wellbeing and productivity is the main point of contention. According to research by Leonardi, Husyman, and Steinfeild (2013), employees who are expected to monitor numerous platforms at once may experience "digital overwhelm" and fragmented attention as a result of technology mediated communication.

Another criticism concerns the viability of implementing flexible scheduling and “no call” hours. Since important decisions frequently take place during US working hours, such procedures may actually harm Malaysian personnel who are expected to adapt Western time zones. Although the presentation promoted autonomy, it did not sufficiently address power dynamics that could jeopardise these rules; employees can worry that being flexible will indicate a lack of commitment or hinder their ability to develop in their careers (Mazmanian, Orlikowski, Yates, 2013). In my experience, even in seemingly adaptable businesses, cultural norms surrounding presenteeism endure.

### **Alternatives Perspective and Critical Thinking**

Alvesson and Sveningsson (2003) provide an opposing viewpoint, contending that an overemphasis on leadership framework may mask the routine, interpersonal behaviours that genuinely foster trust. According to their research, regular, everyday contacts that show concern and respect are more important for effective virtual leadership than formal institutions. I promoted the inclusion of this relational viewpoint during group discussions, contending that real interpersonal connection cannot be replaced by technology alone. Additionally, I used critical thinking to consider whether the suggested remedies would unintentionally contribute to the creation of new disparities, such as senior leaders maintaining traditional schedules while more junior employees endure the burden of asynchronous work.

### **Conflict Management and Decision Making**

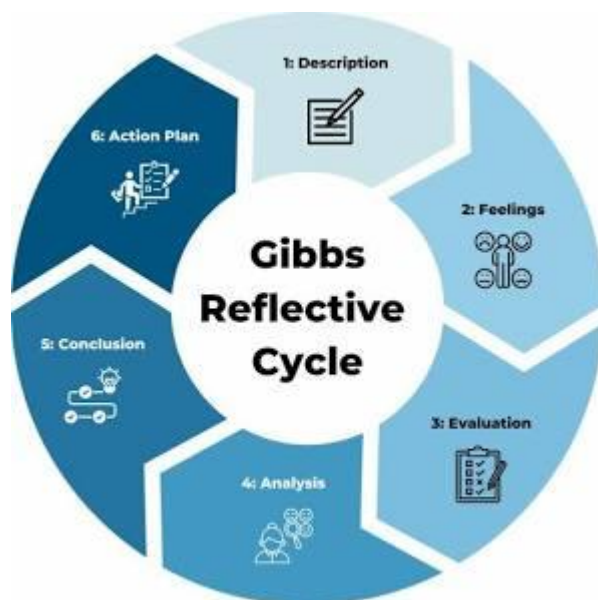
My recommendation that the presentation should include possible disadvantages of asynchronous work was met with opposition during the group process since some members wanted to offer an unqualifiedly favourable solution. By suggesting that we present the advice as conditional rather than universal, I was able to resolve the dispute while still upholding our major point of contention. Each member voted on the updated framework in order to reach this compromise through democratic decision making. In order to produce a more nuanced and convincing presentation, the experience showed that critical thought within a group work necessitates striking a balance between advocacy for one’s stance and receptivity to various viewpoints.

## Critical Reflection

I learned from this experience that productive group work involves both subject matter competence and the capacity to resolve conflicts amicably. I helped create a more thorough final presentation that recognises the difficulties involved in managing international teams by questioning group presumptions and adding different viewpoints.

## SECTION 4: REFLECTION

### Gibbs Reflective Cycle



### Description

The group assignment required us to collaboratively develop and deliver a 15 minute presentation on leading asynchronous and cross cultural global teams from Malaysia. Our group comprised four members who collaborated through Whatsapp and Calls. I was responsible for the five minute segment on time zone challenges and burnout, which required both theoretical grounding and practical recommendations. The process involved initial brainstorming, division of content, independent research, review sessions and final rehearsal.

## **Feelings**

Initially, I felt anxious about coordinating across different schedules, as group members had varying availability. This anxiety was compounded by the irony that we were experiencing the very time zone challenges we were researching. However, I also felt motivated by the relevance of the topic to my professional experience, which gave me confidence in my contribution.

## **Evaluation**

The positive aspects of the experience included effective division of labour, with each member contributing distinct expertise. Our use of Google Docs enabled seamless collaboration, and the final presentation demonstrated clear thematic coherence. However, the process was challenging in terms of synchronisation, as feedback loops were sometimes delayed. Some discussions required multiple iterations before reaching consensus, which was time-consuming but ultimately productive. I would rate the overall experience as 7/10, recognising significant learning despite logistical difficulties.

## **Analysis**

The collaborative skills introduced in Unit 2 were directly applicable to this task. We employed structured communication protocols, including agreed response times and meeting agendas, to manage our own asynchronous collaboration. Conflict management skills were tested when debating the presentation's conclusion; I applied influencing skills by presenting evidence-based arguments while remaining open to compromise. The decision-making process was democratic, with all members voting on substantive changes. However, I recognise that we could have benefited from more explicit role definition to avoid duplication of effort.

## **Conclusion**

From this experience, I learned that effective virtual teamwork requires not only technical tools but also relational effort. The irony of researching asynchronous leadership while practising it taught me that theory and practice are deeply interconnected. I also learned that critical reflection both individual and collective enhances the quality of group outputs by surfacing assumptions and alternative perspectives.

## Action Plan

In future group assignments, I will propose clear communication protocols at the outset, including response time expectations and meeting frequency. I will also advocate for a pre-mortem exercise to anticipate potential challenges before they arise. Additionally, I will seek to balance advocacy for my own views with active listening, recognising that the best solutions often emerge from constructive disagreement.

## Key reflections on the Group Task

This group assignment provided valuable insights into the complexities of virtual collaboration. The experience demonstrated that while theoretical frameworks such as the JD-R model and Swift Trust theory offer important guidance, their successful application depends on sustained relational effort and structural support. My own learning extended beyond the content to encompass practical skills in conflict management, influencing, and critical thinking that will serve me well in future professional contexts. The group's collective ability to navigate cultural and logistical challenges while producing a coherent presentation was itself a testament to the principles we espoused.

## References

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