



***Significance of the global team in effective
problem solving***

Contemporary Challenges: Making a Difference

Assignment 2

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The role of emotional intelligence and empathy in conflict management

Emotional intelligence refers to the ability to identify, comprehend, control, and capitalise on one's own emotions as well as the emotions of others is known as emotional intelligence, or EQ “Emotional Quotient”. It involves a variety of emotional and social abilities that help people handle the difficulties of daily life, manage the intricacies of interpersonal relationships, and make educated judgments. There are several essential elements that make up emotional intelligence.

First of all, self-awareness. Self-awareness is an ability to identify and comprehend one's own feelings, abilities, flaws, values and motivations. Secondly, self-regulation is the ability to manage and restrain one's own emotional reactions and impulsive behaviours, including the capacity to remain composed under duress, adjust to changing conditions, and refrain from rash actions. Next, social awareness is a part of the emotional intelligence's elements that needs to be understood and practised. Social awareness refers to the capacity for empathic perception and comprehension of the needs, feelings, and viewpoints of others as well as the capacity to recognise nonverbal clues. This skill is very important in order to have emotional stability by controlling, managing, understanding and perceiving the emotions and twisting the negative perceptions into positive ones. Lastly, relationship management. It is all about the ability or capability to establish and maintain a healthy and positive relationship between or among others which involves effective communication, respect, understanding, professionalism, rational, conflict resolution and exchanging of ideas and opinions.

Emotional intelligence is seen as an important aspect in both personal and professional success. It can lead to greater communication, interpersonal interactions, and decision-making ability. People with high emotional intelligence are frequently better suited to deal with stress, collaborate effectively in groups, and display leadership abilities. Furthermore, via self-awareness, self-reflection, and practise, emotional intelligence may be cultivated and increased over time.

Empathy is the ability to understand and share another person's feelings, thoughts, and viewpoints; it is frequently characterised by the ability to emotionally connect with and comprehend someone else's experiences. It entails being able to put yourself in someone else's shoes, experience the world through their eyes, and genuinely recognise and empathise with their emotions, whether positive or bad. Empathy is a key part of human social interaction, and

it is critical in developing connections, cultivating compassion, and creating understanding and support for others. It can be both a cognitive and an emotional skill, involving the ability to understand someone's point of view cognitively as well as emotionally respond to their sentiments.

When managing a worldwide team, design thinking can be a solution and also an effective way for reducing unsafe levels of traffic and poor parking surrounding a primary school. Here's a step-by-step method for using design thinking techniques to solve this challenge.

Firstly, what a global team leader should do is empathise. They can begin with assembling a broad team of people with multi-racial and multi-cultural from all around the world who have creative and varied ideas and experiences with traffic and parking challenges. This action drives them to work together, to discuss, to exchange ideas and to brainstorm and automatically, a chemistry among them will rise. It will be easier for them to come up with new, effective and creative ideas when more than one brain is used. After that, Conduct interviews, questionnaires, and observations to learn about the unique issues and pain points that parents, kids, teachers, and the local community are experiencing. Surveying is a wise move which they listen to all the complaints about the issues from people involved in the situation. They can also conduct an observation to understand specific challenges faced by parents, kids, and local community. Then, to distil your findings and identify key stakeholders, create empathy maps or personas. By conducting this activity, the members of the team will easily understand their role and character and easier for them to perform the actions of empathy maps which includes say, think, feel and do.

Besides, they must define the problem. To commence this activity, they need to use the insights gained during the empathise phase to properly identify and characterise the issue. For instance, "Unsafe traffic conditions and bad parking practises around a primary school pose a risk to the safety of students and the community." When the problem is clearly defined, team members will have a clear vision and objectives for solving it. Next, ideate. Encourage your global team to come up with innovative solutions to the challenge at hand. Utilise tools such as brainstorming, mind mapping, and group discussions. With the full support and responsibility of the team, the issue can be resolved quicker and better. This action will teach them teamwork, bonding among one another, being more open-minded in discussion, etc. they also need to consider both short-term and long-term solutions while keeping the global context and diverse cultural conventions regarding traffic and parking in mind.

On top of that, prototype. Based on the most promising ideas created during the ideation phase, create prototypes or pilot projects. This is for confirmation of whether the idea used is suitable and relevant to solve the problem or not. In making sure of something, they need to use the “try and error” method. With this, they can identify mistakes and errors and make improvements. Changes to road infrastructure, traffic management systems, or educational initiatives to promote responsible parking and safer driving could be included in these prototypes. When an issue comes up, there may be more than one factor that causes the challenge. So, when they make the changes one by one, the root cause will definitely be detected. Furthermore, the test. As mentioned before, implement the prototypes but put on small scales to see the effectiveness. This could involve selecting a specific location near the primary school to pilot the resolutions. The local community will give some feedback about the prototypes implemented to the stakeholders whether the method is effective, ineffective, or needs some improvement.

In addition, iterate. Refine your prototypes and make appropriate changes based on the input received after testing. To confirm the best solution or method, there are two things that need to be done which are adjustments and improvements. Then, they must continue to iterate until they have the right and most effective resolution that could perfectly address the traffic and parking issues. After iterating, they need to implement the most effective and well-tested solution discussed. What they need is the support, collaboration and teamwork from the local community, school administrators, traffic officers and also parents to implement it on a larger scale. After that, a detailed plan of implementation needs to be developed that considers the global team’s recommendations and local regulations. Moreover, global team leaders must evaluate and monitor performance of the team members using KPI or known as Key Performance Indicators to measure the success of the resolution. In this case, they can see it via accidents reduction, improvement of traffic flow, and reduction of illegal parking incidents. Other than that, they need to continuously monitor and evaluate the impact and the result of their resolution for a long term.

Additionally, scaling. Once the team found out about the success of the solution, they can consider scaling it to other primary schools out there facing similar issues. Proves arise trust and when other schools witness it, they will see the relevance of the solution and it encourages them to apply the same resolution for their problems. Then, sharing, once it is approved as an official solution for the challenge, they can share it to other schools about their findings, best practices, and the procedure or the design thinking process with other global teams facing similar issues or working on the same case. Last but not least, sustainability and long-term planning. They must create and develop a sustainable plan that could last longer to ensure the continued success of the resolution. The problems around the primary school area is not a one-time thing, it could be happening every day and to prevent that or to even put an end to it, a last long sustainable plan must be developed and practised and improvised over time to maintain the positivity and peace. Finally, planning on a long-term maintenance and adaptation of the resolution as traffic and parking needs to be evolved and upgraded so that less accidents or tragedies can happen within the area and it also assures safety for the students, local community, parents, school administrators and traffic officers.

In conclusion, remember that dealing with traffic and parking difficulties near a primary school necessitates collaboration and participation with the local community, authorities, and worldwide team members. Design thinking can assist you in approaching the topic systematically while considering the particular problems and viewpoints of different locations.

Link: <https://1drv.ms/v/s!AiBoHsPG5OjThwKb56g39BcgJcAe?e=SOJdMt>

Section 2 – Reflection

Description:

Our community became divided as a result of the dangerous traffic conditions and reckless parking practises surrounding our primary school. As we attempted to address this issue together, it was clear that competing perspectives, feelings, and emotions were surfacing.

Feelings:

In negotiating this complex topic, I felt a range of emotions, including annoyance at the problem's persistence, empathy for parents experiencing challenges, and concern for the safety of children. Recognising the significance of emotional intelligence and empathy was critical in productively regulating these emotions.

Evaluation:

The positive part of this experience was the recognition that emotions and empathy are important in conflict resolution. They enable us to connect with others, comprehend their points of view, and establish common ground. The drawback was the difficulty in maintaining emotional control and empathy in the face of opposing viewpoints and rising tensions.

Analysis:

When I examined this circumstance through the perspective of emotional intelligence and empathy, I realised that these skills are critical in conflict resolution. Emotional intelligence allows us to properly control our own emotions as well as recognise the emotions of others. Empathy, in turn, enables us to truly comprehend and validate the emotions and viewpoints of individuals involved.

Conclusion:

Finally, the importance of emotional intelligence and empathy in conflict resolution cannot be emphasised. Addressing complicated challenges such as unsafe traffic and inadequate parking near a primary school necessitates not just practical answers but also a thorough grasp of all parties' feelings and viewpoints. We can negotiate disagreements more effectively and work towards long-term solutions that prioritise the safety and well-being of our children if we cultivate emotional intelligence and empathy in our community.

Action plan:

Moving forward, we must maintain a focus on emotional intelligence and empathy in our dispute resolution efforts. This entails actively listening to other points of view, validating feelings, and creating communal togetherness. Individuals who are suffering with these issues should be given resources and support.

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Appendix

● Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable. ● Design Thinking to investigate, define, propose and evaluate problem solutions.	Aina Amal (2226201)
● Decision making frameworks and techniques.	Roshny Kaur (2226200)
● Recognising individual differences and the role of emotional intelligence in the management of conflict.	Muhammad Irfaan (2227187)
● The role of diplomacy, persuasion and negotiation in effective collaboration. ● The significance of interdisciplinary thinking in finding effective solutions to problems.	Muhammad Arfaan (2226202)
● The role of ethics in identifying solutions.	Lam Poh Yee (2226198)
● Collective decision-making ● Conclusion	Muhammad Harith (2226197)

