

LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 2

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Programme:	BACHELOR IN ACCOUNTING (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:	5th 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.		

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

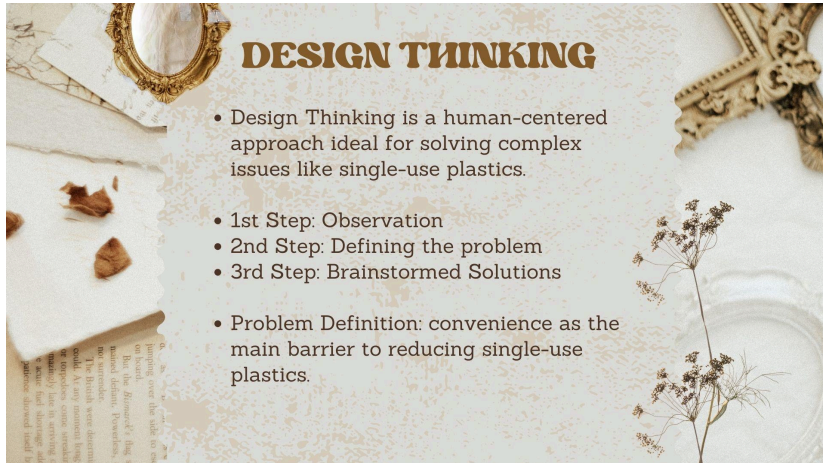
Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

PRESENTATION VIDEO:

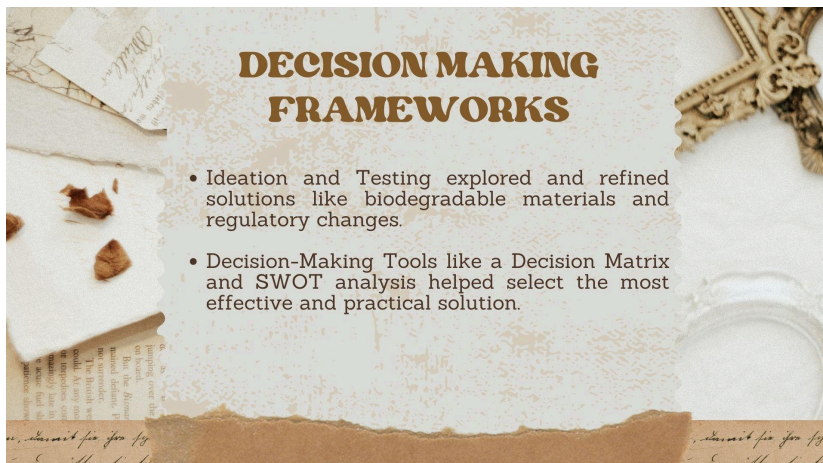
https://youtu.be/qFAuaCTQOqI?si=9KH_JcS4yNwZq_Yh

PRESENTATION SLIDES:



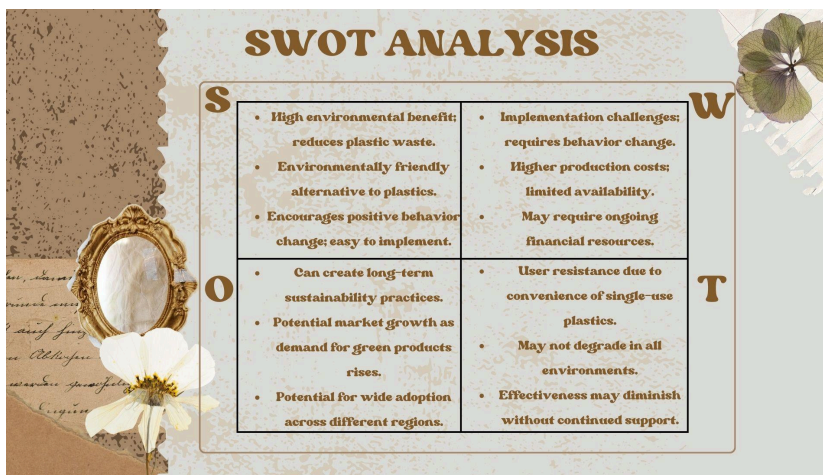
DESIGN THINKING

- Design Thinking is a human-centered approach ideal for solving complex issues like single-use plastics.
- 1st Step: Observation
- 2nd Step: Defining the problem
- 3rd Step: Brainstormed Solutions
- Problem Definition: convenience as the main barrier to reducing single-use plastics.



DECISION MAKING FRAMEWORKS

- Ideation and Testing explored and refined solutions like biodegradable materials and regulatory changes.
- Decision-Making Tools like a Decision Matrix and SWOT analysis helped select the most effective and practical solution.



SWOT ANALYSIS

S • High environmental benefit; reduces plastic waste. • Environmentally friendly alternative to plastics. • Encourages positive behavior change; easy to implement.	W • Implementation challenges; requires behavior change. • Higher production costs; limited availability. • May require ongoing financial resources.
O • Can create long-term sustainability practices. • Potential market growth as demand for green products rises. • Potential for wide adoption across different regions.	T • User resistance due to convenience of single-use plastics. • May not degrade in all environments. • Effectiveness may diminish without continued support.

DISCUSSION

Given the current trends in globalisation, it is imperative that people and organisations learn how to leverage differences in addressing global issues. For this discussion, the reference group is a six-member team that has to work on addressing society's problem of single-use plastics. With now a more organised approach to presenting information, we considered various aspects of problem solving paying special attention to decision making tools.

Our team consisted of six people all of whom participated in the presentation in a manner that each reported to a specific assigned role. The main content was divided into key areas: the importance of the global teams in addressing the problem, the definition and explanation of the wicked problems, Design Thinking as a method, decision-making tools, conflict management with focus on emotional intelligence, and aspects of ethics and diplomacy. It was rational to take the audience through the problem identification process up to the point of presenting and assessing solutions.

The presentation also focused on global teams to solve wicked issues – issues without a right solution, such as single-use plastics. In response, we highlighted the importance of the fact that, addressing such issues, it is important to employ a combined set of skills and viewpoints. Our conclusions highlighted the importance of innovation, integration and equity in solving problems while emphasising the importance of inter & intrapresential cooperation.

Focusing on my contribution, I presented on two critical aspects: The two concepts were “Design Thinking to investigate, define, propose and evaluate problem solutions” and “Decision making frameworks and techniques”. The two minute presentation of our group showed how the group utilised Design Thinking to tackle the problem of single use plastics. Initially, convenience was established as a central aspect of plastic use in everyday situations and contexts. This insight led to our problem statement: thinking of sustainable solutions that will offer equal convenience to what single-use plastics have to offer. In the ideation stage, we ideated on solutions and looked for feedback to improve on the solutions, in order to come up with new and workable ideas.

In addition, during the decision-making phase, I talked about the Decision Matrix and SWOT analysis that was used to assess options. The Decision Matrix helped make a more accurate comparison according to the feasibility of the projects, cost, impact on the environment, and the public. After that, the further analysis of the SWOT model provided more information about the advantages and disadvantages of the particular solution as well as potential opportunities and threats related to its implementation.

Each member's content was interconnected, with my focus on Design Thinking and decision-making frameworks aligning closely with discussions on ethics, emotional intelligence, and collective decision-making. While I concentrated on the practical aspects of developing and evaluating solutions, others emphasised ethical considerations and the importance of emotional intelligence in managing stakeholder conflicts. This integration ensured our presentation provided a comprehensive overview of how global teams can effectively address wicked problems.

In conclusion, my contribution demonstrated how Design Thinking and structured decision-making frameworks can develop innovative and sustainable solutions to complex global challenges. Our group provided the effective solution in responding to the problem of single use plastics and concerning other ethical and emotional aspects mentioned by the group members. This approach indicated that having a global team is perhaps essential when approaching some of the global problems.

REFLECTION

The task was to focus on the experience of working in a group as well as on the use of skills learned in Unit 2 in efforts to consider the issue of society's dependence on single-use plastics. Our goal was to construct an organised format with multiple approaches toward solving problems while stressing cooperation as a primary aspect.

Gibbs' Reflective Cycle

It consists of six stages: They include Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. Every step also implies reflection on certain experiences as well as emphasises the further enhancement of the learning process.

Description

For the project, we had a team consisting of six individuals and each of them can bring something different in terms of ideas and experience. I agree that in our co-operating approach, there were clear assignments of the roles in relation to problem analysis, potential solutions suggestions as well as decision making tools. There were frequent meetings to ensure all of the team members' inputs were incorporated, thus, focusing on the inclusiveness concept.

Feelings

At first, I was looking forward to the task but at the same time a little bit nervous when it came to having to work with other people. It becomes difficult to work in a group because each person may have different ideas and ways of doing things. But as we went on, I understood the importance of all these different approaches, which helped expand the scope of the conversation and make it more valuable in terms of covering all angles of the issue.

Evaluation

As for the demonstrated strengths of our group, we have remained very communicative and have been focused on coming up with sustainable resolutions. However, we faced challenges in aligning our ideas at times, which required conflict management. I always used active listening and empathy to understand differing viewpoints, which helped ease tensions and foster a collaborative atmosphere.

Analysis

Applying Gibbs' Reflective Cycle model, I was able to acknowledge the necessity of critical thinking and decisions made during the project. I facilitated discussions around Design Thinking, guiding the group in evaluating potential solutions. This process helped us identify convenience as a core issue with single-use plastics, prompting innovative ideation. Our use of the Decision Matrix and SWOT analysis further enhanced our decision-making, ensuring we selected practical and sustainable solutions.

Conclusion

Reflecting on this experience, It can therefore be deduced that communication and understanding among the team members are key to ensure team work. By the use of critical thinking, influencing and conflict management skills, one can be in a position to overcome the above challenges and make right decisions. In general, this assignment has contributed to improve my view on group tasks as well as emphasised the necessity of approaching problem solving systematically. This perspective came into question due to the collaborative approach taken in our project where we illustrated how global teams are capable of solving some of the worlds most challenging problems such as that of single-use plastics.

Action Plan

In the future, I plan to use the knowledge obtained from this experience for other collaborations. I will ensure that people feel free to express themselves while at the same time being able to respect and appreciate different views. This is why I am determined to strengthen my conflict management and decision making skills in the hope of being a positive addition to whatever team I would join.