

LEVEL 4 ASSESSMENT SPECIFICATION

Assessment 2

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Programme:			
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/qFAuaCTQOql?si=9KH_JcS4yNwZq_Yh

PRESENTATION SLIDES:



collective decision

- **Wicked Problems:** Complex, ever-changing issues that involve multiple stakeholders (e.g., single-use plastics).
- **Global Teams:** Bring together diverse perspectives, knowledge, and experiences.
- **Inclusive Solutions:** Collaboration across disciplines leads to well-rounded, practical solutions.

- **Balancing Interests:** Solutions must account for environmental concerns, consumer habits, and business interests.
- **Challenges:** Conflicting priorities and methods arise, but can be resolved through diplomacy, persuasion, and negotiation.
- **Outcome:** Collective decision-making results in sustainable, widely supported solutions.



Conclusion

- **"Global Teams":** Vital for solving complex problems
- **Diverse Perspectives:** Foster creativity and inclusive solutions.
- **Design Thinking & Decision-Making:** Encourage innovative approaches to wicked problems.
- **Emotional Intelligence:** Manages conflicts from individual differences.
- **Diplomacy & Negotiation:** Align diverse stakeholders around shared goals.
- **Outcome:** Sustainable, innovative, and equitable solutions.
- **Impact:** Global teams drive lasting positive change for complex global issues.

DISCUSSION

This discussion assesses a group work presentation on the theme: The Importance of the Global Team in solving problems, by evaluating the group formation, the organization of the presentation, the contributions of individual participants, and the final conclusion. In this section, an attempt to explain the integration of various ideas and relate every group member to one another through a summary of the individual work will be made. The performance of the content created by myself along with the correlation of the produced conclusion with the group's one, as well as the overall significance of the content promoting the fundamental points of the group's work will be discussed.

Work done by five students within our group was focused on indicating the ways that global teams can solve their problems; in this context, the concept of wicked problems was explored in detail, with an emphasis put on the problem of single-use plastic. The order of presentation started with information regarding the importance of the global team and its further division into sections such as wicked problems, design thinking, decision-making frameworks, emotional intelligence, ethics, and collective decision-making. These segments joined together to give a holistic discourse on problem-solving within the international dimension.

Larissa delivered the introduction, she underlined the importance of handling the issue by using the idea that solves it with the help of global teams considering the fact that using the talents and perspectives of different employees is a significant procedure in the contemporary world. She then put it in a positive perspective by explaining how global teams are paramount in solving global problems including single-use plastics. This brought her to a conclusion on some aspects, which paved the way for the following discussions on wicked problems and design thinking. Larissa also wrote the section on wicked problems, using the example of how today's society is almost entirely reliant on single-use plastics. Larissa talked about some effects of the one-use disposable plastics which include negative effects on the physical surroundings and the global climate.

Rishaila then was able to introduce design thinking as a perfect way of handling wicked problems. She explained how the process of practicing empathy, designing, and iterative testing allows the formation of teams of the global approach to utilize in solving multi-step problems. Her content was useful in supporting my presentation because it included steps on how to eradicate single-use plastics. Her ideas introduced to the 'design' phase of the group, in which they came up with ideas for environmentally friendly substitutes to plastics, were complementary to my input on the topic of plastics where I emphasized what makes the issue complex.

After that, Aressa discussed the aspect of emotional intelligence when it comes to conflicts to learn that acknowledging the differences between people is possible when finding a solution for global problems. Her discussion was particularly close to the materials on the social factors that affect the use of plastics that I came across during my research. Aressa shared how emotional intelligence deals with the issue of balancing conflicting tensions among the stakeholders.

including policymakers and businesses in a way that promotes sustainable solutions. This section of the show emphasized the significance of a multicultural perspective. We have seen this correlation throughout the design thinking process which Rishaila talked about.

Aina's segment was on ethics and how it applies to decision-making. While evaluating the complexity of the plastic problem, she focused on the aspects of ethical justice and sustainable equity while addressing the situation. This was a perfect expansion of the discussion on the effects of plastics on the environment since Aina pointed out that every decision made should be taken with an ethical sense to avoid a backfire in marginalized groups of people. The ethical perspective that she had was very helpful as a basis for critiquing the solutions we would come up with since they had to be just and efficient.

Sheharyar finally talked about the use of diplomacy, persuasion, and negotiation in collaboration, especially in interdisciplinary and group decision-making. He highlighted the need to bring together all the stakeholders and ensure that populations in various fields work together in order to come up with a holistic approach. His content wrapped up all the previous sections and demonstrated why these soft skills are essential in the process of applying design thinking when solving wicked problems.

Lastly, my content helped to support the final conclusions of the group by presenting single-use plastics as a wicked problem that should involve professionals from different fields and on a global level. I contributed to establishing the background of the conversations about design thinking, conflict, ethics, and collaboration all of which are based on the complexity of the matter. Because of this focus on the environment specifically regarding the fate of plastics, I played an important role in the group's general problem-solving focus.

REFLECTION

In our group, we were tasked with addressing the problem of single-use plastics, a topic that we quickly realized was a complex and layered issue. Each of us was assigned different parts of the project, ranging from the environmental impacts to the ethical considerations. My main focus was on the environmental consequences, which I linked to wider social and economic factors. As a group, we collaborated closely, meeting regularly to discuss our findings and organize our presentation. Each of us contributed unique perspectives, and together we worked to integrate these ideas into one coherent whole.

Feelings

At the start, I felt a bit unsure about how we would all come together as a team, especially since we had different viewpoints and areas of expertise. But as we got deeper into the project, my confidence grew. It became clear that we were able to communicate well and build on each other's ideas. There were definitely moments of frustration, particularly when we had conflicting opinions on how to move forward. But those moments were balanced by a sense of accomplishment whenever we found solutions that everyone could agree on.

Evaluation

During our collaborative efforts, we encountered both opportunities and challenges. On the positive side, the diversity of perspectives within the group enriched our discussions, leading to a more thorough exploration of ideas. The decision-making tools we employed helped us stay objective, encouraging us to evaluate ideas pragmatically rather than emotionally, which led to better solutions. On the downside, differing opinions sometimes slowed down our decision-making process. However, the resulting tension proved beneficial, prompting more detailed analysis and ultimately contributing to strong outcomes.

Analysis

Using Gibbs' Reflective Cycle helped me recognize the value of both assertiveness and empathy in handling our group assignment. This approach made me realize that effective management of a diverse team requires not only listening to others but also understanding their perspectives. Conflict management was essential, especially when differing opinions arose. I learned the importance of being assertive without overpowering others and found that decision-making tools were key in keeping us focused. These skills allowed us to maintain efficiency and, most importantly, make sound decisions.

Everyone in the group brought something important to the table. For example, Larissa set the tone by introducing the idea of wicked problems, giving us a solid foundation to build on. Aina's focus on ethics kept our proposed solutions grounded in responsibility, ensuring that we were thinking about the broader social impact. This collaborative environment made sure that we could all play to our strengths, which ultimately made our work more effective.

Conclusion

Looking back on the entire experience, I've realized how important it is to be adaptable and communicative when working in a group. This project allowed me to apply critical thinking, conflict management, and decision-making skills in a real-world setting, which was incredibly valuable. Moving forward, I want to keep developing my ability to manage conflicts and make decisions more efficiently when working with others. This experience has shown me that collaboration isn't just about individual contributions—it's about how we work together toward a shared goal, and that's what made this project a success.

Action plans

For future projects, I plan to address conflicts early on and work to improve the decision-making process within the group. Additionally, I intend to further develop my critical thinking and influencing skills, as they were key to our success. With this experience in mind, I hope to achieve better outcomes in my next team project, making conflict resolution and decision-making more streamlined.