



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

Contemporary Challenges: Making a Difference

Assignment 2

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Section 1 – Notes on the Presentation

The role of ethics in identifying solutions

Global leadership is more than just making high-stakes decisions on a global scale; it is essentially anchored in the ethical responsibility to improve the lives and well-being of individuals, particularly those who are vulnerable. One such issue that requires immediate attention is the unsafe levels of traffic and poor parking around primary schools. This essay goes deeply into the ethical implications of this dilemma, highlighting the fundamental role ethics plays in creating effective solutions and emphasising the moral duty of world leaders to ensure the safety and welfare of children.

The safety and well-being of children is an absolute priority in any ethical examination of traffic and parking issues around primary schools. These bright young minds are the future of our global society. They are entitled to our utmost care and protection, and as world leaders, we must recognise the ethical imperative of protecting their lives. Children's safety is jeopardised by dangerous traffic conditions and chaotic parking scenarios near primary schools. It is at this point that ethical leadership must be steadfast, because the implications of inaction or inadequate answers can be severe. Preventable accidents can shatter lives, tear families apart, and ruin communities. We cannot let this happen as ethical leaders.

In order to find solutions that are equitable and fair, ethical leaders must consider equality and fairness. Global leaders must guarantee that proposed solutions to traffic and parking issues around primary schools are just and equitable. Fairness requires that the responsibility of fixing this problem not be disproportionately placed on any one group or community. Parents, school employees, nearby residents, and the broader community are all stakeholders in this problem, each with legitimate interests and concerns. Ethical leaders must seek to find a balance that respects the rights and needs of all stakeholders. Solutions must be inclusive, sensitive to local context, and minimise unanticipated negative implications for any party engaged.

The resolve to minimise harm is inextricably linked to ethical decision-making. The existing traffic and parking concerns around primary schools are not minor annoyances, but rather pose significant hazards and repercussions. Accidents that can result in injury or even death, increased stress levels among children and parents, and irritation among residents and drivers are just a few examples. We must strive hard to decrease these harms in order to act ethically

as global leaders. This entails putting in place comprehensive solutions that go beyond simple traffic control. Traffic slowdown, designated safe drop-off zones, and improved signage are critical components of a strategy aimed at reducing injury and creating a safer environment for all. Ethical leadership requires the active participation of the local community in decision-making. This participation is more than a formality; it is a genuinely ethical value based on respect for the viewpoints and concerns of people directly affected by the issue. Top-down solutions are frequently imposed, neglecting the unique dynamics and challenges of local communities. Global leaders who are ethical must avoid this temptation. Instead, they should encourage genuine participation from parents, residents, school administrators, and other stakeholders. Leaders not only ensure that solutions are more likely to be effective, but they also exhibit a deep regard for the opinions and experiences of those who live with the issue on a daily basis.

Ethical leadership is distinguished by a commitment to long-term sustainability. The solutions developed to alleviate traffic and parking issues around primary schools should not be myopic, but should take into account their long-term viability. A sustainable strategy entails investments in infrastructure and policies that promote long-term safety and well-being. Long-term, sustainable strategies include creating safe walking and cycling paths, enhancing public transport options, and implementing green infrastructure that reduces environmental consequences. These expenditures not only improve safety but also contribute to the larger ethical goals of environmental stewardship and community wellness. An ethical approach to dealing with traffic and parking issues around primary schools takes into account the environmental impact of potential solutions. As part of their strategy, global leaders should prioritise environmentally sustainable transportation solutions. Walking, cycling, and carpooling can cut carbon emissions and enhance environmental sustainability. Ethical leaders understand the interdependence between environmental and social well-being. A filthy and environmentally deteriorated community is harmful to children's health and well-being. As a result, ethical leaders advocate for solutions that reduce environmental harm while also contributing to a healthier, more sustainable future for everybody.

Transparency and accountability are fundamental ethical values that global leaders must adhere to when dealing with this issue. Transparency entails communicating clearly with the public, explaining the reasoning behind chosen solutions, and being upfront about the obstacles encountered. Ethical leaders understand that honesty and transparency foster trust and strengthen the validity of their activities. Accountability is also essential. Ethical leaders accept responsibility for their decisions and actions and are willing to change course if their chosen

solutions prove unsuccessful, unfair, or harmful. Accountability mechanisms should be put in place to hold leaders accountable for their pledges and obligations to the community.

Ethical solutions must follow local traffic and parking laws. While advocating for required legal reforms, world leaders should ensure that suggested changes are consistent with existing legislation. Ethical leadership upholds the rule of law while seeking to strengthen it for the sake of children's protection. When addressing similar traffic and safety issues near schools, global leaders can draw on worldwide best practices. Learning from successful techniques used in other locations and sharing knowledge to assist decision-making are examples of ethical leadership. Because of this global viewpoint, solutions are informed by a wealth of knowledge and expertise.

In conclusion, fixing unsafe traffic and inadequate parking near primary schools is more than just an administrative issue for global leaders; it is a serious moral duty anchored in ethical values. The ethical framework upon which solutions must be built includes children's safety and well-being, fairness and equity, minimising harm, community engagement, long-term sustainability, transparency and accountability, environmental responsibility, legal compliance, global best practices, and education and awareness. As global leaders, we must recognise that our actions have long-term consequences for children and communities, and it is our ethical responsibility to ensure that these consequences are positive, just, and safe.

Link to the presentation

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

Section 2 – Reflection

Description:

The scenario I would want to discuss is the hectic and dangerous traffic circumstances, as well as the irresponsible parking practises near a primary school. As my route travels by the school, I am frequently confronted with this problem on my daily journey. During drop-off and pick-up times, the streets surrounding the school get congested with automobiles and buses. Parking recklessly frequently results in obstructed walkways, crosswalks and even fire hydrants.

Feelings:

My initial reactions to this situation varied from frustration to fury. The unsafe scenario outside the school endangers the children's safety, which is profoundly disturbing. I was astonished and disappointed to see parents and guardians parking carelessly and endangering the safety of their children. Something ought to be done immediately to remedy this issue, in my opinion.

Evaluation:

As I reflected more deeply, I began to explore the variables that were contributing to this problem. The lack of defined drop-off zones and inadequate parking space were clear problems. However, I realised that this issue goes beyond the physical problems of traffic congestion and inadequate parking. It demonstrates a lack of community understanding and accountability regarding the issue of child protection and responsible behaviour.

Analysis:

After analysing the scenario using Gibbs' Reflective Cycle, I realised that dealing with this problem needed a diverse strategy. Local governments must improve traffic management near the school, including the establishment of designated drop-off and pick-up zones, better traffic flow management, and increased parking enforcement. Furthermore, it is critical to create awareness among parents and the community about the possible dangers that their actions bring to the safety of children. Education and community involvement can be crucial in altering behaviour and creating a safer atmosphere surrounding the school.

Conclusion:

In conclusion, thinking about the unsafe levels of traffic and poor parking near the elementary school has deepened my knowledge of the problem and the need for a complete solution. This situation is clearly more than just an annoyance; it endangers the lives of young kids and reflects a bigger cultural issue of knowledge and accountability. Local governments, schools, parents, and the community must all work together. Implementing traffic management

solutions, educating the community, and instilling a feeling of responsibility in parents and guardians are all important steps towards assuring our children's safety and well-being. This contemplative approach has strengthened my resolve to be a part of the solution and advocate for positive change in our community.

Action plan:

I propose a simple action plan to address the dangerous traffic and irresponsible parking issues surrounding our elementary school. To begin, a School Traffic Safety Committee composed of school representatives, parents, local authorities, and law enforcement will be formed. This committee will undertake a traffic analysis to determine peak traffic periods and accident-prone regions. Infrastructure upgrades, such as designated drop-off zones and crosswalks, will be made. Responsible parking and safe practices will be promoted through educational initiatives. A safer school environment will be achieved by increased traffic enforcement, alternate transportation incentives, continuous monitoring, and community involvement. This targeted plan aims to reduce dangers and protect our children on their way to and from school.

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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)