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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 1: Peace and Conflict Studies

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Overview

In this unit, we will be exploring the ethical issues that arise from conflict. This includes conflicts that may be encountered individually, in domestic politics and through international relations. We will consider when, if ever, it is justifiable to resort to violence. We will also explore the 'just war' theory and a range of peaceful, non-violent means of responding to conflict.

- **What is conflict? What do you do when you disagree with someone or someone disagrees with you? What do you think you should do?**
- **What is your understanding of war? What do you think causes war?**
- **Do you think there are any situations when war is the right thing to do? Why or why not?**
- **What do you know about non-violence traditions? What famous people can you think of who believed in non-violence?**

Lesson 1: What Is Conflict and How Can Conflicts Be Resolved?

- **How can we best resolve conflict?**



Key Vocabulary

conflict

resolution

low-scale conflict

high-scale conflict

escalation

de-escalation

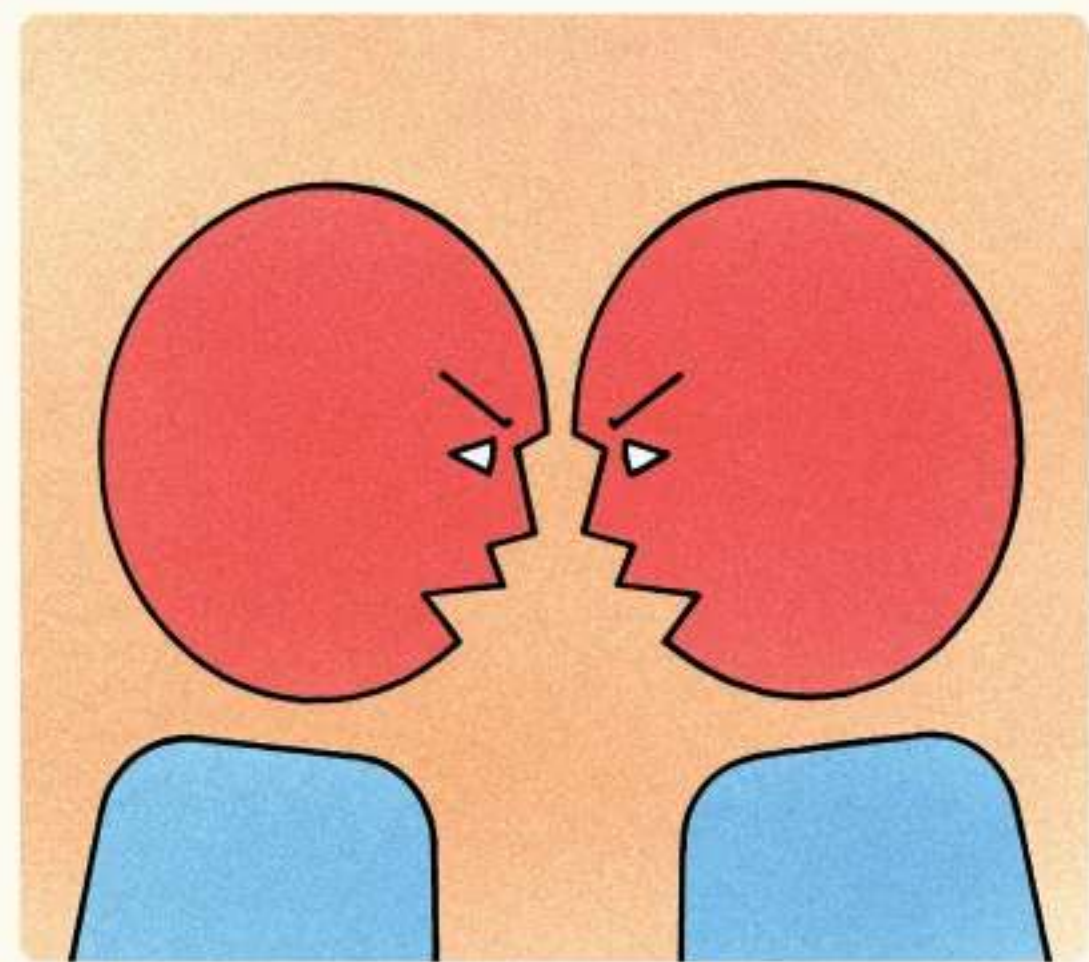
INTRODUCTION

Conflict is something that everybody will encounter in life. In this lesson, we will explore what conflict is, why it happens and what approaches we may take to resolve it without violence. In the next lesson, we will develop our understanding of how to peacefully resolve conflicts we are most likely to find ourselves involved in are: conflict between individuals and small groups. In later lessons, we will consider larger conflicts, including wars within and between countries. We will explore the causes of war and assess the ethics of war through 'just war theory'. We will conclude the unit by exploring approaches to maintaining peace and security in the world, through international organisations and traditions of peaceful, non-violent action.

What is Conflict?

A conflict involves a disagreement between individuals or groups of people, either about their beliefs or their actions. These actions may be ones already done or ones that are intended to be done. However, conflict is more than just the existence of a disagreement. It involves a state of considering the other's beliefs or actions to be unacceptable and in need of changing. It involves believing that something needs to happen, the conflict needs to be dealt with in some way. It would not be acceptable to leave things as they are.

It would be very difficult to go through life and not get into any conflict with anyone at all. Conflicts occur between individuals across



Some conflict between individuals is inevitable.

areas of life; between friends and family, neighbours, strangers in public, fellow students at school and colleagues at work. Conflicts also occur between groups, for example, different families, different groups within a country and even between countries themselves. Most people do not like or seek conflict and yet conflict seems to be an inevitable part of human life. This is a puzzling feature of human experience that needs explaining. Why is some amount of conflict between humans inevitable?

Reasons for Individual Conflict

There are many reasons why some conflict will always occur between people. Some of these reasons are 'factual', concerning facts about the world in which we live, and some reasons are 'psychological', concerning the ways that humans tend to think and feel. Examples may include:

- ♦ Sometimes, there are not enough resources for us to have as much as we would like without sharing.
- ♦ Different people can have different interests and preferences that clash with each other.
- ♦ Sometimes, we interpret the decisions of others as 'unfair'.
- ♦ We may disagree on what the 'right' thing to do is.
- ♦ We may disagree in our interpretation of the facts about what happened.
- ♦ Sometimes, strong emotions can influence people to act in an unkind way to others and act selfishly.
- ♦ It only takes a small number of people to create a conflict.
- ♦ It is easy to get drawn into a conflict that is started by other people, especially if we feel we have been 'wronged'.

Thinking Task

Personal Conflict 1

Can you think of any other reasons why conflict between individuals is so common?

Think of a conflict that you have had with someone. What were the reasons? (Consider both factual and psychological reasons.)

Describing Conflict

It seems that everyone will encounter conflict at some time or another. However, not all conflicts are as serious or as long lasting as others. Some conflicts are minor and are easy to resolve; a conflict with a friend might create a very small amount of discomfort and be resolved within minutes. Other conflicts may be very serious and difficult to solve. For example, a conflict between countries might lead to war and the conflict may go on for decades, or even hundreds of years, with no end in sight!

It can be useful to judge conflicts of any kind on a scale against a number of 'conflict descriptions' as illustrated in the table below. Note, these are not hard and fast descriptions – some low-scale conflicts could involve groups and vice-versa.

Table 1: Conflict Description

Conflict Description	Low-scale	High-scale
Scope:	Individuals	Groups
Severity (consequences):	Minor (e.g. uncomfortable feelings)	Serious (e.g. violence/murder)
Period:	Short (e.g. minutes)	Long (e.g. years / decades)
Resolution:	Easy	Difficult

Key Terms:

Low-scale conflict: a conflict that has minor consequences, usually involving individuals, of short duration and resolved easily

High-scale conflict: a conflict that has serious consequences, such as the use of violence, usually involving groups of people, of long duration and difficult to resolve

Overall, a conflict may be described as low-scale or high-scale depending on how the characteristics of the conflict are distributed across the conflict description table.

However, this is not always straightforward as a conflict might score high on some characteristics and low on others. For example, a conflict involving large groups of people might nevertheless be described as low-scale if it is easily resolved and does not carry serious consequences. For instance, a short-term dispute over the precise boundary of fishing rights between two friendly countries. On the other hand, a conflict might be described as high-scale even if it is very short in length, if the consequences are very serious. For example, one country shooting down a fighter plane belonging to another country in neutral airspace.

Despite not being very precise, the distinction between low-scale and high-scale can be a useful way to categorise conflicts.

A mother and daughter discuss what to eat for lunch. They both want different things, and this causes some tension. However, after a brief discussion they happily agree, recognising that there are plenty of other lunch opportunities coming. Is this a low-scale or high-scale conflict? Explain.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Acts of violence are always high-scale conflicts.

Thinking Task

Personal Conflict 2

Think again of the conflict that you have been personally involved in. How would you describe the conflict using Table 1?

The Scope-Severity Paradox

Joseph Stalin, one of the most murderous dictators in history, once claimed, 'A single death is a tragedy, but a million deaths is a statistic.' It has been observed that humans are more upset by less serious tragedies involving individuals, than they are by more serious tragedies involving many people. They are more likely to care and help if an individual is suffering than if lots of people are suffering. This tendency is called the scope-severity paradox.



Joseph Stalin (1878-1953)

This sounds odd, but the idea has received lots of support from studies in psychology looking at how people behave in these situations. The scope-severity paradox could have very important moral implications.

Discussion Point

The Scope-Severity Paradox

- ★ Why might people be more upset by individual cases than cases involving large numbers of people?
- ★ Would you be more motivated to donate 100 AED to help one upset friend or use the same money to help a dozen starving children in Africa?



Psychological Factors

It is worth noting that two conflicts may be very similar due to the 'factual' reasons causing them, but the scale of the conflict may be very different due to the other 'psychological' reasons involved.

For example, suppose Zahra and Mona have a conflict over exactly the same thing as Faten and Amira. Zahra and Mona may not get particularly upset, and speak to each other with calmness and respect. The conflict lasts for only a few minutes and they come to a straightforward solution that they are both comfortable with. However, Faten and Amira react very differently to the conflict. They shout at each other aggressively, the conflict goes on for several days and they find it very hard to agree on an acceptable solution to their conflict.

Discussion Point

What may explain the differences between how Zara and Mona have reacted compared to Faten and Amira?

“



Able individuals who do not use their intellectual and mental abilities, and do not harness them the way Allah Almighty intended for us, will only face disease, mental and social problems.

**Sheikh Zayed bin
Sultan Al Nahyan**

**(May Allah have mercy
upon his soul)**

”

Are Conflicts Always Bad?

Most people do not seek conflict. However, this does not necessarily mean that conflict is always a bad thing. This is important to remember, given that conflict is an inevitable part of life. Indeed, sometimes low-scale conflict, if managed well, could have some benefits.

Situations change from time to time. A friend may become an enemy and an enemy a friend. Life is inconsistent and ever changing. So are health and weather. We must therefore be prepared for the unexpected changes coming our way.

Action Task

The Possible Benefits of Conflict

Identify three reasons why conflict (low-scale) might have some benefits?

1. _____
2. _____
3. _____

Escalation and De-escalation

While it may not be possible or desirable to avoid all low-scale conflicts, high-scale conflicts are almost always bad and should be avoided. In these cases, it is far better for everyone involved if the conflict is resolved while it is still a low-scale conflict. This leads us to an important distinction about the way that a conflict might unfold. A conflict might start as a low-scale conflict and then, because of the way that it is being handled, it may worsen to become a high-scale conflict. This is called escalation. Conversely, a high-scale conflict, if handled well, may become a low-scale conflict. This is called de-escalation. A conflict may move up and down the conflict scale over time (although continuing over time is itself a form of escalation!).

A key goal in dealing with any conflict is to avoid escalation and to promote de-escalation.

 Checkpoint

Explain the relationship between escalation and scale when describing conflicts.

 Thinking Task

Personal Conflict 3

Think back to the personal conflict you identified previously. Did the conflict escalate or de-escalate? Why or why not?

Resolving conflicts

As we have seen, an immediate goal when faced with a conflict is to avoid escalation and to promote de-escalation. However, what is really needed is to achieve a resolution to the conflict. Resolution occurs when the conflict is 'solved' so that the people involved have no sense of conflict any more. The absence of conflict is a state of peace.

Being able to resolve conflicts is a vitally important skill. This is not just because conflict can lead to serious consequences. Even with low-scale conflicts, poor conflict management can lead to a higher production of the stress hormone cortisol, and cause hardening of the arteries, leading to increased risk of heart attacks and high blood pressure. Learning to take a constructive approach to dealing with conflict is therefore an important way to improve your well-being, your relationships and the quality of your studies and your work.



However, this is not a skill that everyone is equally good at and some people may find it harder to develop these skills than others. Developing these skills requires knowledge about conflict resolution techniques, self-awareness, practice and a thorough commitment to seeking peace.

Different people may adopt a different style of conflict resolution, based on where they tend to strike the balance between considering their own needs and the needs of others. These are called conflict resolution styles. It is useful to be aware of the style that you are prone to take when faced with a conflict and to recognise what styles other people tend to adopt. The table below describes the different conflict resolution styles, identifies typical outcomes that these produce and suggests a benefit and disadvantage of each style.



Getting angry can lead to more than just unnecessary conflict.
It can affect your long-term health.

Table 2: Conflict Resolution Style

Conflict resolution style	Description	Typical Outcome (Side1/Side2)
Competitive	Does not give way. Uses their power or authority to their advantage.	Win/Lose
Collaborative	Tries to find a solution that benefits everybody. Very cooperative.	Win/Win
Compromising	Everyone is expected to give up something to resolve the conflict.	Somewhere between Lose/Lose and Win/Win
Accommodating	One side gives in to the other side, sacrificing their own needs or preferences.	Lose/Win
Avoiding	Avoids conflict (even low-scale) whenever possible. Afraid to hurt other people's feelings at all costs.	Lose/Lose

Benefit	Disadvantage
May be useful when an urgent decision has to be made or when the other side is trying to be exploitative.	Can leave people feeling resentful and bullied Conflict may easily resurface later.
Can provide the best solution for everybody, bringing about lasting peace.	It can be very difficult to find a solution that everybody gains from.
Can provide the next best solution, so long as it is agreed that peace is better than conflict.	One side may be left feeling that they have compromised more than the other.
May be useful in circumstances where the conflict is trivial or where it matters much more to one side.	Can lead to one side being taken advantage of and feeling resentful.
May be appropriate if a proper solution is absolutely impossible or if the conflict is extremely trivial.	This is rarely a good strategy as it often leads to bigger conflicts in the long-term as issues are not dealt with.

Discussion Point

Conflict Resolution Styles

- ★ Which conflict style do you tend to adopt when faced with a conflict?
- ★ Can you think of someone you know who fits each style?
- ★ Which conflict style should people aim to operate in? Why?

Self-Assessment Task

1. In a restaurant, a man gets into an argument with a waiter and pushed him away, leading to the waiter falling over. Is this a low-scale or high-scale conflict? Why?
2. Why are the 'facts' about a conflict usually insufficient by themselves in explaining the scale of the conflict?
3. Majed has a conflict with Kadin. He thinks that the conflict is over something very small, so despite losing out, he lets Kadin get his way. What conflict resolution style is Majed adopting?



Lesson 2: How Can We Make Conflict Resolution Work?

- **What do you think is the best way to resolve conflict?**
- **Do you know what mediation or arbitration mean? Look them up in the dictionary and discuss your findings.**
- **What do you think might prevent people from resolving conflict?**



Key Vocabulary

interest-based relational approach (IBR)

mediation

attribution error

impatience

arbitration

Introduction

In the previous lesson, we explored what conflict is, why it happens, and approaches that can be taken when trying to resolve conflicts. In this lesson, we will look at specific steps that can be taken to resolve conflicts. We will also identify some common obstacles to the resolution of conflicts and suggest ways that these can be overcome. Included in this will be reference to organisations and structures within the UAE designed for this purpose.

The Interest-Based Relational Approach

Normally, the ideal conflict resolution style is the collaborative one, as this is the style of conflict resolution that is most likely to establish a lasting peace. However, this style can only be maintained if the participants of a conflict are committed to treating the other side with mutual understanding and respect.

To encourage each participant to adopt the collaborative style, The Interest-Based Relational (IBR) Approach suggests focusing on the 'interests' or 'wants' that each side has, rather than on any negative perception of the people involved. This helps to preserve good relationships and encourage collaboration. A number of rules to follow when resolving a conflict are suggested by this approach, which include:

- ♦ Make sure that good relationships are the first priority Always treat the other person with respect and expect this from them too. Remain calm and courteous throughout any discussion. Always try and be constructive.
- ♦ Keep people and problems separate Recognise that, in most conflicts, the other person is not trying to be difficult just to be annoying. There are usually genuine differences of view that have caused the conflict. The focus of any discussions should

be on the underlying problem, not on the people involved. By distinguishing the problem from the person involved, there is less chance of further harm being done to the relationship and the real underlying issue can be addressed.

- ◇ Listen carefully to the interests of the other side You must try to fully understand why the person is adopting their position and what their point of view really is. It usually helps to try and listen first to the other person, to make sure that you have understood them properly, before presenting your own point of view. (It is worth recalling the work done on listening in unit 3 in Grade 10).

The idea is that, by following these rules during a conflict, personal relationships will not deteriorate, and the conflict will not escalate or become aggressive. This will provide the best opportunity for a peaceful solution to the conflict to be found that benefits everybody collaboratively.

☒ **Checkpoint**

If someone asked you why the Interest-Based Relational Approach is called that, what would you say?

A Five-step Conflict Resolution Process

Drawing on these ideas, an effective five-step process for resolving conflicts has been developed. When a dispute arises, a choice needs to be made: either engage in continued conflict or resolve the dispute. By having a clear framework for resolving conflicts, it should be much easier to find resolution.

The resolution process is summarised in these five steps:

- 1) Both sides to agree to the rules of the IBR approach, adopting a collaborative conflict resolution style.
- 2) Each side explains their point of view to the other, with each side listening carefully to the other.
- 3) Both sides agree on exactly what the conflict is about and what the relevant observable facts are.
- 4) Options for resolving the conflict are explored together by both sides. It is important that both sides are open to considering new ideas.
- 5) A solution to the conflict is negotiated and agreed.



When a dispute arises, there is a choice between continued conflict and resolution.

Thinking Task

Personal Conflict 4

Thinking back to the personal conflict you identified during the previous lesson, did you complete any of the stages described here?

Action Task

The Sports Centre 1

Let's apply the five-step process to a very low-scale conflict to see how it might work in practice.

Maitha and Shamma are friends who want to go to the sports centre together. However, a dispute has arisen because Maitha wants to play table tennis, while Shamma wants to play badminton. Maitha is sure that last time it was Shamma who



decided what to play and thinks that it is unfair that Shamma is not letting her choose this time around. Shamma can't remember that being the case and thinks that Maitha is just trying to force her choice on them. They decide to use the five-step conflict resolution process to solve the dispute.

Write a dialogue between Maitha and Shamma. Show what might happen at each of the five stages in the dialogue.

stage 1

Maitha, "_____

Shamma, "_____

Stage 2

Maitha, "_____

Shamma, "_____

Stage 3

Maitha, "_____

Shamma, "_____

Stage 4

Maitha, " _____

Shamma, " _____

Stage 5

Maitha, " _____

Shamma, " _____

Mediation

Sometimes it is very useful for this process to be managed by a neutral, outside or 'third party' to the conflict. This is called mediation.

The neutral party managing the process is called the mediator.

A mediator is particularly useful when there are very negative feelings between the sides of a conflict or where there is a history of unsuccessfully resolved conflicts between them. A skilled mediator will support the five-step resolution process, prevent escalation of the conflict and encourage a solution to be found.

Mediators can also be very useful in helping to identify the reasons why a conflict occurred to prevent it in future. They can also help to create resolution procedures before any new conflicts arise, to ensure that they are resolved quickly when they do.

Thinking Task

Personal Conflict 5

Thinking back to the personal conflict you previously identified, was there someone who could have intervened as a mediator?



A mediator works between individuals or groups to help in the resolution of disputes.

Barriers to Resolving Conflicts

People are prone to thinking and feeling in ways that can act as barriers or obstacles to the resolution of conflicts or can cause conflicts to escalate. These are both problems of human psychology and weaknesses in critical thinking skills. Being aware of these tendencies and trying to avoid them is therefore very important in coming to peaceful resolutions of conflict. We will explore three of the key common barriers and suggest techniques for overcoming them.

Confirmation Bias This is the tendency to look for evidence that supports beliefs that you already hold, rather than look for evidence that goes against them. Also, when presented with evidence that could be interpreted in different ways, it is the tendency to interpret evidence in a way that supports pre-existing beliefs.

This tendency can be very damaging for conflict resolution as it encourages each side of the conflict to become more polarised in their views. They become less likely to agree on what the facts are and become more certain that they are right and that the opposing side is wrong. This strongly works against collaboration.

To overcome this, it is important to recognise that all human beings are likely to do this. This includes yourself, not just the people on the other side of the conflict!

- ◊ Firstly, actively try and find evidence that might go against your own view, rather than just collect evidence that supports your view.
- ◊ Then, when considering evidence that supports your own side, remind yourself that you may be over-exaggerating how much the evidence supports your side. Imagine that the opposing side was offering exactly the same evidence for their position. Would you accept their argument to the same degree?
- ◊ Finally, be prepared to publicly admit when you are wrong and see this not as a weakness but as a sign of strength, as it shows that you want to find the truth.

Research Task

One of the hopes for the Internet was that it would help people to overcome confirmation bias by having access to much more information. However, some people argue that the opposite has happened!

This is because we now have access to large networks of like-minded people online and so can spend all of our online time with people who share our views. Additionally, search engines use computer algorithms to return searches based on information about the user, such as location and previous searches. Examples of this include Google's personalised news-stream. This means that our exposure to different views is limited. This then makes us think that the majority of evidence online supports our own views. Research this further and what actions can be taken to overcome the problem. As part of this research, you could carry out an experiment with friends by entering the same search term into a search engine and comparing your results. (In one famous experiment of this type, the search term 'Egypt')





Comparing search results. Are there any differences between the results given by a search engine between you and your friends if you each type in the same search request? If so, why do you think this is the case?

The Attribution Error When we behave in a way that is not appropriate, we usually explain this as being due to outside circumstances, so it is not our fault. However, when others behave inappropriately, we usually interpret this as being caused by the bad character or bad motivation of the other person, so it is their fault. We 'attribute' the bad behaviour to the other person's character or motivation. For example, if someone is walking in a hurry and pushes past you in the shopping mall, you may think of them as a selfish person who is rude. However, if you did the same thing, you may explain it in a different way because you have a reason to be in a hurry.

This tendency to misinterpret the motivations of the people you are in conflict with, makes the conflict much harder to resolve. Relationships can quickly break down with an increasing sense of mistrust between both sides. People can then quickly shift from a collaborative style to a more competitive style, which can be counter-productive.

One of the best ways to overcome this barrier is to imagine that you were in the same position as the other person in the conflict. How would you behave? Also, before rushing to conclude that the other person has bad motives, try and find external factors that might explain why they are behaving like that. Most importantly, listen to them for their explanation as to why they are behaving in the way that they are. (Again, recall the work you did in unit 3 of Grade 10 on listening skills to help you.)

Action Task

The Sports Centre 2

Thinking back to the sports centre activity we looked at previously, what motives might Maitha and Shamma attach to each other at the start of the conflict?

Maitha might think Shamma _____

Shamma might think Maitha _____

Impatience Resolving conflicts often takes much longer than is desired or expected by either side. It is easy to be unrealistic in making predictions about how long a conflict should last. This is often based on an overconfidence about how 'obvious' it is that your own side is correct.

This can cause frustration with progress in resolving the conflict and can result in people using more aggressive tactics and a more competitive resolution style. The anger that results can create a circle of attack and counter-attack, escalating the conflict further.



At times progress will be made and at other times it will seem as though it isn't.

To overcome this, it is important to develop a particular mindset at the start of a conflict. Firstly, it is important to accept that the other side is very unlikely to be immediately convinced that they are in the wrong. It normally takes time to resolve conflicts and it is unlikely to be a totally smooth process. Expect it to be hard work. At times progress will be made and at other times it will seem as though it isn't. Secondly, you must be absolutely committed to a peaceful resolution. This will create a sense of resilience and perseverance with the IBR rules, even when progress is going much slower than desired or expected.

As mentioned previously, it can be very useful sometimes to get a third party involved in the resolution of conflict. A trusted mediator can help parties to avoid these barriers.

Checkpoint Imagine you are having a disagreement with somebody, and somebody else gets involved. They claim that the person you are disagreeing with is probably right, and they start to offer evidence as to why that is. You might get very frustrated by this, think that they are probably just trying to support their friend or to annoy you, and that their argument probably isn't very good anyway. How could confirmation bias, the attribution error and impatience, explain your reaction?

The UAE as a Peaceful Society

At its foundation, the UAE placed central importance on the value of peaceful conflict resolution. In the 2005 UAE Yearbook, in a special tribute to the founding president of the UAE, Sheikh Zayed Bin Sultan Al Nahyan (May Allah have mercy upon his soul), France's then President, Jacques Chirac, described Sheikh Zayed as, '*a man of peace and vision*'. In a message to His Highness, Sheikh Khalifa bin Zayed Al Nahyan (May Allah have mercy upon his soul), added:

'The work accomplished by Sheikh Zayed is huge .he kept promoting the virtues of compromise, reason and dialogue in a region troubled by crises and conflicts. His name will remain closely associated with the cause of peace and development in the Middle East to which he devoted his life.'

In peaceful societies, like the United Arab Emirates (UAE), there should be no reason why individual personal conflicts should ever escalate to violence. Most individual conflicts should be manageable through a collaborative conflict resolution process between the sides involved. Usually the sides involved in a conflict can manage this process themselves.

However, sometimes it will be preferable to involve a third-party mediator. In informal conflicts, this could be arranged by the individuals involved in the conflict. For example, at school you could ask for a teacher or another responsible student to mediate. In a family dispute, you could ask a family friend to help.

For more formal conflicts, the judicial system of the UAE provides a mechanism for conflict resolution and for securing justice through peaceful means. The UAE judicial system includes local courts within each Emirate, federal courts which can deal with issues across the Emirates and a Supreme Court based at Abu Dhabi.



The UAE legal system provides a mechanism for resolving domestic conflicts through peaceful means.

Outside of the court system, Alternative Dispute Resolution (ADR) processes are available. These provide a way for individuals and businesses in the UAE to resolve disputes without going through the court system. One of these processes is arbitration, where an independent organisation outside of the formal court system is asked by the parties involved in the dispute to provide a resolution. For example, the Dubai International Arbitration Centre provides arbitration services for regional and international business communities.

The Benefits of Arbitration

There are some important advantages of resolving conflicts through arbitration, rather than through the court system. Firstly, the arbitration process is normally faster, so the conflict is resolved sooner. Secondly, arbitration is often cheaper than the legal fees involved in court proceedings. Thirdly, arbitration helps to build and maintain improved relationships between the parties of a dispute.

Other organisations and services provide opportunities for mediation. Within the Family Court, The Family Guidance Department is where all divorce applications are first processed. Professional mediators will work to try and resolve the issues between couples and family members amicably. This is a compulsory first stage in divorce proceedings in the UAE.

A fair and active legal system contributes to the peaceful resolution of individual conflicts. The UAE is currently one of the safest countries in the world. The UAE 2021 National Agenda includes, as one of its stated aims, to make the UAE 'the safest place in the world, by implementing the rule of law and principles of equity and justice, where citizens, residents and visitors feel safe and encouraged to claim their rights and prosper in their lives.'

The Use of Violence

So far, we have seen how individual or small-scale conflicts can be resolved through peaceful means. This can be informally through conflict resolution processes or formally through the judicial system. Consequently, there is almost never a justification for the use of violence in the resolution of conflicts. There can be rare exceptions. According to UAE law, using violence for self-defence can sometimes be a legitimate right. However, this is only in extreme cases where an immediate danger is faced, there is no other reasonable option and the amount of force used is equal. For example, if someone was attacked by a thief during an attempted robbery and there was no other option than to use force to defend themselves, this could be allowed.

Research Task

Use a search engine to access the UAE Penal Code. It should be available as a PDF. Type in the words 'UAE Penal Code' into the search engine.

Find Article 56 in the Code and note down one example of lawful self-defence for each of the four conditions in the Article.

One of the complexities in using self-defence as a justification for violence is that it may depend on why you are being attacked in the first place.

"Raise your thoughts, not your fists."

- A' •uf/ ' 'Duww' fZ , •uft

Discussion point

An argument begins between two people in the street. One of the people starts being very aggressive. Under what circumstances, if any, would the other person be justified in using violence to defend themselves against this aggression.



-
- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 3: What Is War and What Are the Causes of War?

- **What do you think is the difference between an Inter-State and an Intra-State war?**
- **What do you think are the main causes of war?**

Key Vocabulary



Introduction

So far, we have been focusing on conflicts between individuals or between small numbers of individuals within a country. Of course, not all conflict is small in scope. Sometimes conflicts can be very large, such as civil conflicts within countries, conflicts between countries and even conflicts between groups of countries. At the most extreme end of this spectrum would be World Wars. In this lesson, we will examine the nature and causes of war.



War is a disturbing feature of human history.

War

For almost all of human history there have been wars occurring somewhere in the world. In some ways, the world has been surprisingly peaceful since the end of the Second World War, as there have been fewer wars between countries (sometimes called Inter-State wars). However, there have been many wars within states (sometimes called Intra-State wars).

These Intra-State wars are the most common form of war in modern times. It is estimated that in World War II, the deadliest war of all, approximately 70 million people were killed. This does not take into account all of the other devastating and long-lasting consequences that war brings to families and to societies. Since World War II, most wars that have occurred have been civil wars, or civil wars with foreign interventions. However, there have also been some notable wars between countries. With the creation of nuclear missiles, arguably the risks involved for international wars are now even greater.

☒ **Checkpoint**

Was World War II an Inter-State or Intra-State war? Explain.

The Main Causes of War

As wars have occurred since the beginning of human history, it is important to understand some of the reasons why this may be. In very early human history, wars were usually tribal raids. One reason for these raids would be that a tribe wanted to take the resources of another (not just goods but also, for example, slaves). Another reason would be to make a 'pre-emptive' attack. This is when, because you fear being attacked by the other side, you attack them first. With the development of Nation-States (political countries), the main causes of war changed.

There are many different causes of war (both within and between countries); however, the main causes can largely be classified under the following ten headings:

1. **Land** Conflicts over the ownership of land have historically been common causes of war. Land is also sometimes wanted to create a protection zone between two countries.
2. **Economics/Resources** The resources and wealth of one country might be wanted by another. This is especially so if a country has been badly impacted by local or global economic problems. In the past, the resources most wanted were valuable materials such as gold, or animals. In the post-industrial age, the resources that are wanted are more likely to be those used in manufacturing, like oil or minerals. Within a country, economic problems can lead to civil unrest and potentially to civil war.
3. **Ideology, Politics and Power** If one group holds particularly strong beliefs about how society should be structured (ideologies) it may try and enforce those on other people or neighbouring countries. Revolutions within a country can be started when large sections of the population disagree with the way that their country is being run. Civil wars are often triggered by competition between groups for ruling power.

4. **Empire Building Countries** that want to expand their influence in the world may try and conquer or colonise other countries to build an empire.
5. **Cultural and Religious Differences** A lack of tolerance for different cultural and religious beliefs can result in tensions between groups that can escalate to violence.
6. **Nationalism and Ethnicity** Nationalists may want to prove the superiority of their country or race by invading others. Tensions between ethnic groups within a country, especially if there is an imbalance of power, can lead to civil wars. Sometimes ethnic groups may create civil wars to set up their own independent states.
7. **Defence/pre-emption** Conflict might be started to stop of a future attack from the other side or to limit their ability to cause damage in case they did attack.
8. **Proxy Wars** These are wars that are fought by a country indirectly by supporting a side in another conflict. This can be through financial or military aid. Countries do this because they believe it will benefit their own country or harm an enemy.
9. **Revenge** Conflict might be started as revenge for a past wrong committed by the other side. This can easily lead to countries engaging in a continuous and indefinite cycle of revenge attacks.
10. **Justice** Some wars are started to correct a perceived injustice or to secure freedom.



Conflicts over the ownership of land have historically been a common cause of war.

"Many countries go to war and then towards reconciliation. The history of mankind is full of stories of wars between people and states that have come together after fighting for long. Why can't Arabs be like them?"

-Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Thinking Task

Can you think of some examples of countries or people that were at war and have now peacefully resolved their conflict?

Checkpoint

Country A has an enemy, country B. Country C is at war with country D. Country C is an ally of country B; whereas, country D is not. Country A secretly provides financial assistance to country D to help them fight against country C. What kind of war is A engaged in?

Thinking Task

Think of a war that you know about. Which of the ten causes apply to that war?



Most conflicts and wars are caused by a combination of these factors. Sometimes it may be obvious what the cause of a war is, but often it is not. Sometimes the publicly stated aims of war might be hiding the true causes.

When considering wars from a long time ago, it is important to remember that often it was the winners of the war who wrote the history. This means that it is unlikely that the historical record of the causes and nature of the war is balanced. Even the high number of journalists and use of social media today does not mean that the public has access to the 'truth'. The different sides of a war often benefit from presenting the truth in a way that favours their side. A strong use of critical thinking skills is needed when assessing the 'facts' about any given war.

Research Task

Conduct research into the causes of other wars. Be careful in your use of sources to ensure that you are not using information that is unreliable. Try to be as objective as possible.

The first ever dropping of an aircraft bomb occurred during the Italo-Turkish War.

The Italo-Turkish War

From September 1911 to October 1912, Italy fought a war in Libya with the Ottoman Empire. As a result, Italy captured the northern coastal region of Libya, including the city of Tripoli. The war is famous for being the first instance of the dropping of a bomb by an aircraft, a major technological innovation.

Italy became a united country only in 1861. The Italians wanted an empire. They had conquered land in East Africa by 1890 and were competing with France in their colonial ambitions for North Africa. Italy believed that it had legitimate claims to Libya as a result of the Ottoman Empire's defeat during the Russo-Turkish War of 1877-1878. Additionally, Libya was thought of as a place rich in minerals.

The Ottoman government refused to comply with Italy's demands and Italy declared war in September 1911. After much fighting, a peace deal was signed in October 1912 and the Ottomans withdrew their military force from the area. There were approximately 20 000 casualties of war.

Action Task

Identify what the main causes of this war are likely to have been:

The Ragamuffin War

One of the southern states of Brazil, Rio Grande do Sul, operated a different economic model than the rest of the country. It traded its main produce, salted beef, mostly with other Brazilian states, rather than outside countries. However, the other states of Brazil charged high taxes on Rio Grande do Sul for this trade, despite not doing so with the outside countries that they traded with. The economy of Rio Grande do Sul was suffering greatly as a result.

Because they believed they were being treated unfairly, rebels in the state of Rio Grande do Sul began an uprising and captured the main city of the area, Porto Alegre in September 1835. The rebels were called 'ragamuffins' because of the ragged leather clothes that they wore. Their goal was to create an independent republic. 'The Ragamuffin War' between the rebels and the Brazilian military continued until March 1845. A peace agreement was reached on 1 March 1845, with Rio Grande do Sul continuing to be a state of Brazil. There were approximately 3000 casualties of the war.

Action Task

Identify what the main causes of this war are likely to have been:



Etrich II "Taube" of Igo Etrich, flying, circa 1912

Case Study

The Khmer Rouge

The Khmer Rouge was the ruling party in Cambodia from 1975 to 1979, led by Pol Pot. The Khmer Rouge believed in the ideology of an 'agrarian utopia' where there are no cities or the need for money and all people live self-sufficiently in rural farmland communities.

The Khmer Rouge fought a civil war to gain power over Cambodia, taking control of the country in 1975. Once in power, Pol Pot forcibly emptied the cities, abolished private property, money and religion, and sent people to work on farms. The Khmer Rouge executed anyone who they thought were potential opponents. They also committed genocide against minority ethnic groups and religious groups.

The Khmer Rouge's rule ended in 1979 when Vietnam invaded Cambodia. During the rule of the Khmer Rouge, up to two million people are thought to have died, either from execution, torture, starvation or exhaustion from force labour. This was approximately 25% of the total population.

Action Task

Identify what the main causes of this war are likely to have been:



Skulls of Khmer Rouge victims at killing fields memorial, Cambodia

Other Causes of War

It has been suggested that, in the future, climate change might be a cause of war due to its potential influence on available resources, particularly water and food.

Discussion Point

- ◇ How serious a threat is climate change as a potential cause of war?
- ◇ How could this threat be reduced?

In addition to the main causes of war, it is also important to remember that sometimes small events can escalate into serious conflicts.



Could climate change be a cause of future wars?

The War of the Stray Dog



A stray dog caused a war.

In 1925, a Greek soldier stationed on the border with Bulgaria was chasing his dog. Unfortunately, the dog ran across the borderline into Bulgaria. The Greek soldier ran after the dog across the border. A guard on the Bulgarian side of the border shot the Greek soldier. In response, the Greek army invaded Bulgaria, occupied several villages and prepared to attack the Bulgarian town of Petrich.

The League of Nations (as an early form of the United Nations) intervened and negotiated a ceasefire between the two nations. However, by that time over 50 people, mainly civilians, had been killed.

 Self-Assessment Task

1. Explain, with examples, the difference between Inter-State and Intra-State wars.
2. Identify a war where ideology was its main cause.
3. Explain two difficulties in identifying what the causes of war are.

Lesson 4: Is There Such a Thing as a 'Just War'?

- When do you think it is right to go to war? Do you think war is ever justified? Why or why not?
- What could be the drawbacks, if any, of waiting to justify a war before acting?



Key Vocabulary

lawfully declared

proportion

just cause

rightful intention

last resort

discrimination

Introduction

In the previous lesson, we considered some of the causes for war. The last of the ten main causes of war we identified was 'justice'. Wars are incredibly serious (high-scale), so it is very important that a proper moral justification is available before a country begins a war. This raises a couple of extremely important questions. Under what circumstances would a war be justified? If a war is justifiable, how should it be conducted? In this lesson, we will explore a framework for evaluating the morality, or justice, of war.

Thinking Task

What ideas do you have about when, if ever, wars are justified?

'Just War' Theory

People have been thinking about the moral justifications and rules of war since wars first started. Early written records of fighting show that warring parties have often thought about the morality of war and have limited the severity of a conflict or its escalation. Thought was often given to how to treat prisoners and people not directly involved in the combat, such as women and children. Some ways of fighting were thought to be more 'honourable' than others, though cultural influences often heavily influenced what was understood by 'honourable'.



The ethics of warfare have been discussed since early historical records.

This thinking about the ethics of war developed into a framework called, 'just war' theory. Within this framework, there are very specific conditions that must be met before it is justified for a country to go to war (this is often referred to using the Latin phrase 'Jus in bellum'). If all of these conditions are met, it does not mean that war is a 'good' thing, but only that the war may be morally permissible. Additionally, there are strict conditions as to how the war must be conducted to be a just war (referred to as 'Jus in bello').

The 'just war' theory conditions are as follows:

1. **Lawfully Declared** The war must be fought by a legally recognised authority, e.g. a government.
2. **Just Cause** The cause of the war must be just.
3. **Rightful Intention** The war must be fought with the intention of establishing good or correcting evil.
4. **Chance of Success** There must be a reasonable chance of success.
5. **Last Resort** The war must be the last resort (after all diplomatic negotiations have been tried and failed).
6. **Proportion Only** sufficient force must be used.
7. **Discrimination** Civilians and other non-combatants must not be targeted.



One of the arguments for a just war is that there must be a reasonable chance of success.

By setting out strict conditions under which using military force is justified, just war theory seeks to show that violence is, in fact, rarely justified. Because of this, countries should always look for other, non-violent ways to resolve their conflicts. Also, even if it is morally permissible to use force, wars will not be justified if they are conducted in an unethical way. Although these conditions are designed to apply at the level of the Country and not to individuals, an individual may use just war theory as a framework for discussing and assessing historical, current and potential wars.

Let us now consider each of the just war theory conditions in more detail.

Lawfully Declared This rule places a restriction on who or what groups can start a war. Only the legal government of a state has the authority to make declarations of war. For example, it would not be ethical for a group of rebels to try and overthrow their local government under this condition. Also, it would not normally be acceptable to take pre-emptive action before a war is declared.

Just Cause Before military force can be used, a country must have a just cause to do so. Normally, this is to correct a wrong that is happening

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Gulf nations shall not rest until Kuwait returns to its people as it used to.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

”

or has happened. Self-defence against an invasion might be a good example. The action does not have to be in defence of oneself, it could be to protect other innocent people who are being attacked or who are experiencing very serious human rights violations.

Rightful Intention The reason behind using force must be right. This links with the just cause condition. However, even if there is a just cause, the actual reason for using force must be for that reason. The just cause can't be used to defend military action if the true motive is something else, for example, a desire to expand territorial claims, revenge for past wrongs, hatred of the enemy or seeking national glory.

☒ **Checkpoint**

Can you think of an example where an individual might do something that seems to be good, but their motives are actually bad?

Chance of Success There needs to be a reasonable chance of the war being successful. This condition is important because the 'cost of war' in terms of the loss of human life and human suffering is so great. It would therefore be wrong for a country to sacrifice the lives of its people in a war if there was little chance of the war actually

being successful. One of the reasons for forming alliances with other countries during a war is to make the chance of success more likely. When using this condition, it is important to be clear about what it actually means for the war to be successful.

Last Resort Given the incredible cost of war on human lives, a war can only be justified if it is the very last resort. Every other non-violent alternative that could be taken needs to be fully explored before taking military action.



The threat of nuclear weapons makes the criterion of proportionality even more relevant today.

Proportion The aim of military force must be in proportion to the just cause. It would be wrong to have a military objective that is not necessary given the nature of the conflict. For example, it would be wrong to conquer an entire country on the basis that it invaded a very small area of another country's land. Any force used must be in proportion. For example, it would not be justified to kill a great many enemy soldiers, just because you could. Furthermore, overall the war has to be worthwhile. There is little point engaging in a war that will cause more long-term suffering than it would prevent.

Modern weapons technology has made this condition especially relevant today. One reason for this is because some countries are far

more developed than others in their military technology, so military conflicts are not necessarily fought evenly (this is called 'asymmetric warfare'). Also, in some cases modern weapons of mass destruction are available, such as biological, chemical and nuclear weapons.

Discrimination A discrimination needs to be made between combatants and non-combatants. The only legitimate targets are those who are directly involved in fighting, i.e. combatants. The fact that combatants are attacking you makes them a legitimate target. However, deliberately attacking non-combatants, like civilians, is a violation of their human rights. Also, any accidental harm to non-combatants should be minimal. If it is known that military action is likely to cause unintended harm to non-combatants, that harm must not be excessive. An alleged recent case of the failure to discriminate civilians from combatants, involves the response of security forces in a Southeast Asian country to local militant attacks. It is claimed that civilians in the country have been deliberately targeted in response, with villages being burned down and hundreds of thousands of civilian refugees forced to flee into a neighbouring country.

In modern conflicts, this condition has become especially important as civilians are now the main casualties of war, which is a major change from a century ago. It also carries significance in considering the types of weapons that can be used in modern warfare. For example, landmines are sometimes argued to be problematic as they are indiscriminate and often harm civilians. Very powerful weapons that destroy on a mass scale are also, by their nature, very indiscriminate.

Action Task

Simple Hypothetical Examples

Consider the following ten imaginary situations. Would the actions of 'B' be justified according to just war theory? If not, identify which of the criteria they do not meet.



1. Country A invades an unpopulated island belonging to country B. Without hesitation, country B sends a military force with instructions to engage country A's troops on the island.



2. Country A invades an unpopulated island belonging to country B. After exploring all non-violent options, country B launches a nuclear bomb to destroy the entire naval fleet of country A.



3. Country A invades a small area of country B. After exploring all non-violent diplomatic options without success, country B bombs the main civilian cities of country A.
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4. Country A invades country C. Country B has wanted to destroy as much of country A as possible, in revenge for battles lost centuries ago. It uses the invasion of country C by country A as a justification to wage war with country A.
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5. Country A invades a defenceless country B. Country A is a very large and powerful country with weapons of mass destruction. Country B has very few military resources, with virtually no chance of winning a war against country A. However, it goes to war with country A to protect its honour.



6. Within country A, a small group, B, is unhappy with the way that the government is running the country. They declare war against the government of country A.



7. Country A invades country C to steal its land. Country B tries to negotiate peace between country A and country C, but this does not work. Country B decides to send a small force to protect country C.



8. Country B invades country A because they fear that country A may attack them sometime in the future



9. Country A and country C are fighting. Country B enters the war because country C has offered to pay them to help out.



10. The main news channels in country B declare war on country A. Seeing this, country B's military leaders then attack country A.

"An unjust peace is better than a just war."

Marcus Tullius Cicero, Roman politician and lawyer

World War II

The Allied defence against Nazi Germany in World War II is often considered to be a good example of a war that meets the just war conditions. It may have met the conditions in the following way:

Lawfully Declared

The Allied countries were legal authorities. The governments of the Allied countries formally declared war on Germany.

Chance of Success

The Allies believed that they had a reasonable chance of success.

Proportion

Most of the fighting was based on what was thought to be militarily necessary.

Just Cause

Germany was being attacked for invading other countries and showed no signs of stopping their invasions. They were committing terrible acts in the process.

Rightful Intention

The intention was to protect innocent people

Last Resort

All forms of peaceful negotiation with Hitler had been tried but failed.

Discrimination

Most of the fighting was targeted at enemy forces.

Research Task

The Bosnian War 1992–1995

In 1995, governments from Europe and the United States agreed to instruct forces from the North Atlantic Treaty Organisation (NATO) to bomb targets of the Bosnian Serb Army, in a campaign called 'Operation Deliberate Force'. This formed part of a wider-scale intervention by the UN in the Bosnian War. Research the reasons for this operation and compare them against the just war criteria.



The war in Bosnia left many buildings, including hospitals and government buildings, as well as thousands of homes, damaged and destroyed. It was a divisive and damaging war.

Complications

Although just war theory provides a useful set of criteria for judging whether a war is ethical or not, there are complications with using the criteria. These complications show that there is a real complexity surrounding the moral issues of war. We can express these complications as questions relating to each of the just war criterion.

Lawfully declared What if the government is corrupt or is exploiting its people? Does it then lose the authority to declare war? What if a country is certain that it will be attacked but the risk of defeat will be greatly reduced by striking first? Could this justify a pre-emptive attack?

Research Task

Research some famous examples of pre-emptive attacks and identify the reason for the attack. Famous examples could include:

- ◇ The Japanese attack on Pearl Harbor in 1941
- ◇ The Peloponnesian War 431-404 B.C.
- ◇ The invasion of Grenada by the United States in 1983

Just Cause Although self-defence against military invasion may be justifiable, what about self-defence against very serious but non-military aggression, e.g. cyber warfare or economic attack? Could this ever be justified?

Rightful Intention Can you always separate a good intention from a bad one? For example, if you know that taking military action will harm civilians, can you really claim that you do not intend to harm civilians?

Chance of Success Isn't it sometimes right to stand up to aggressors even if the chance of winning is small? By never fighting back if the odds are against you, could you be inviting bullies to take advantage of you?

Last Resort What if there is no time to pursue other non-violent options? What if delaying war by pursuing other options will make the cost of war much greater, as the enemy will have built up a bigger force by then?

Proportion What if being proportionate means that your side will lose more lives than they would if you used more extreme force?

Discrimination Is it always clear who is a combatant and who is a noncombatant? What about civilians who are essential to the war effort, for example, they are supplying weapons or food to the soldiers? What about child soldiers who have been forced by the enemy to fight?



✓ Checkpoint

Suppose someone manages, without the use of any violence, to steal all of your family's money. Would it be justifiable to use some force to stop this from happening? If so, how might this be a complication for just war theory?

Hypothetical Example: A Hard Case

Country A has, for a long time, declared that it wants to invade country B to take its resources. Country A is much larger than country B, with a huge ground army. Country B has a tiny army and would very likely lose in a ground war with country A. However, country B has well-developed missile technology, unlike country A.

Country B learns, through its spy network, that country A has a factory that is building chemical and biological weapons. Intelligence suggests that they are planning on using these weapons very soon against country B. When challenged, country A denies this, but the evidence suggests that the threat of attack is real and will happen very soon.

The weapons factory of country A has been built in the basement of a large civilian hospital. It was built there for three reasons. Firstly, the hospital technology is useful for developing the weapons. Secondly, the hospital provides a good disguise for the factory. Thirdly, if the factory ever got discovered and the hospital was attacked by country B, country A could claim that country B has committed a war crime against them and use this as an excuse to attack them in return.

Country B believes that if it gives warning that it will strike the hospital then the weapons factory will be moved to another location or they will be attacked with the weapons straight away. Country B fires a missile that destroys the hospital (and hence the factory). Hundreds of civilians who were in the hospital die as a result.

Discussion Point

For this hypothetical example, discuss whether the actions of country B constitute a 'just war'.

Events Within a War

A final complication is that, even if it is judged overall that a war is just, there may be specific events within the war that are unjust. It may be necessary to separately apply just war theory to these specific events.

Dresden

During World War II, the British bombed the mainly civilian but industrialised German city of Dresden. Although there were some military targets involved, the general aim of the bombing was to cause mass destruction, confusion and terror. It was hoped this would shorten the war, and therefore, saved Allied lives. Over a two-day period, 90% of the city was destroyed through aerial fire-bombing raids, killing 25 000 civilians and refugees.

Soon afterwards, the ethics of this action were debated, and the British changed their policy on aerial bombardment to be against this kind of operation. However, the incident became one of the most controversial operations of the war.

Despite these complexities, just war theory provides a very useful moral framework for thinking about the ethics of war and conflict, and continues to be used in international discussions about war.



The city of Dresden was destroyed during the Second World War.

Post-war Ethics

In more recent times, it has been noted that more attention needs to be given to what should be done after conflicts have ended, and that just war theory should be extended to cover this. This aspect of just war theory is called 'Jus post bellum'.

This is because of the significant humanitarian crises that have happened after many modern conflicts, and other negative long-term consequences of war. Some of the specific just war theory criteria might be applied to the end of war in the following ways.

Lawfully Declared The terms of peace must be made and accepted by a legitimate authority.

Just Cause The war can be ended if the aggressor is willing to surrender and to properly address the wrong that has been committed.

Rightful Intention Revenge cannot be sought after the conflict. All sides must agree to fair investigation and punishment for any wrongdoing during the conflict.

Proportion The terms of surrender must be proportionate to the wrongs committed. The people of the defeated side must have their Human Rights protected.

Discrimination In the aftermath of the conflict a distinction must be made between political leaders, combatants and civilians. Punishment must only be given to the people directly responsible for the conflict.

More generally, a process needs to be established for after the conflict has ended, for reconstruction and rehabilitation, to ensure that there is a transition to a long-lasting and sustainable peace.

Self-Assessment Task

1. Identify a condition that must be met before a just war can be started, a condition for how it must be conducted, and a condition for how it must be ended.
2. Explain a complication with the concept of 'civilian' for just war theory.
3. Explain the difference between 'jus in bellum', 'jus in bello' and 'jus post bellum'.



Lesson 5: What Is the Role of International Organisations in Peacekeeping?

- **What do you think the United Nations and the International Criminal Court do? How do you think they might promote peace?**
- **Make your predictions and check them against research.**



Key Vocabulary

The United Nations

The UN Security Council

The International Criminal Court

peace operations

security

Introduction

The principles of just war theory, examined in the previous lesson, have been very influential in the development of international laws governing the use of military force. In this lesson, we will be exploring some of the international organisations involved in the formation of these laws. We will also consider the wider role that these organisations play, examining a range of peacekeeping strategies that are used in an attempt to maintain peace and security in the world.

The United Nations

The largest and most well-known of these international organisations is the United Nations (UN).

The UN was founded after the Second World War to prevent another such conflict. It currently has 193 members including the UAE. According to its founding Charter, the mission of the UN is to maintain international peace and security, to promote friendly relations between countries, affirm human rights and to promote social progress.



The flag of the United Nations

The UN General Assembly provides a place for all of its members to debate international issues. These may cover a range of global issues, not just issues of war and peace, for example, climate change, refugees and human trafficking. UN Resolutions (formal proposals for action) are passed by being voted on by the member states (though they are not always compulsory).



The United Nations General Assembly provides a place for all of its members to debate international issues.

UN resolution: A formal proposal of action of the United Nations



The International Court of Justice is in the Peace Palace, The Hague, Netherlands.

The Charter of the United Nations states that one of its roles is to help in the development of international laws. The principle behind this is that if everyone is subject to fair and just rules of law, not just individuals but also countries themselves, then this will promote peace and prosperity throughout the world.

Another key role of the UN is to settle, peacefully, international disputes. This can be through arbitration and also through an international judicial system. International disputes can be settled at the UN's International Court of Justice (ICJ), sometimes known as the World Court. It is located in the Peace Palace, which is in a city called The Hague, in the Netherlands. The ICJ helps to settle disputes, such as disagreements over territories, and avoid the escalation of conflicts; therefore, maintaining peace.

Abu Musa and the Tunbs

The islands of Abu Musa and Greater and Lesser Tunbs are currently occupied by Iran. There is a territorial dispute between Iran and the UAE over ownership of these islands. The UAE believes that it has a strong legal and historic claim of sovereignty to the islands. A key piece of evidence for this is historic use and ownership. The Qawāsim tribe has owned and used the land since the 18th century. This matters because the Qawāsim are the direct tribal predecessors of the current rulers of Sharjah and Ras al Khaimah. Until Iran made a claim to the islands in 1887, the Qawāsim ownership of the islands was not disputed.

Since that time Iran has escalated the conflict by, for example, rejecting requests for arbitration, and making threats to use force. On 30th November 1971, two days before the establishment of the UAE as a state, the three islands were invaded and occupied by Iranian military forces. On the 9th December 1971, the UAE lodged a protest against the Iranian action at a UN Security Council meeting,

condemning the action as an infringement of the sovereignty of the UAE and a violation of the UN Charter.

The UAE has, several times, tried to initiate negotiations with Iran to resolve the dispute, but this has been unsuccessful. The options of negotiation and arbitration are still being offered. The UAE has also offered to submit the dispute to the International Court of Justice for final resolution in accordance with international law. The UAE continues to protest the occupation of the islands through international institutions such as the League of Arab States and the Gulf Cooperation Council.

(Source: United Arab Emirates Ministry of Foreign Affairs and International Cooperation.)

The UN and Just War Theory

The UN has been instrumental in the development of international humanitarian law. These are international laws that govern the use of war. Just war theory has been influential in the development of these laws. The Geneva Conventions and Protocols provide standards for humanitarian treatment in war, particularly the treatment of prisoners of war, wounded soldiers and non-combatants, and ban the use of biological and chemical weapons. The UAE is party to the Geneva Conventions and Protocols.

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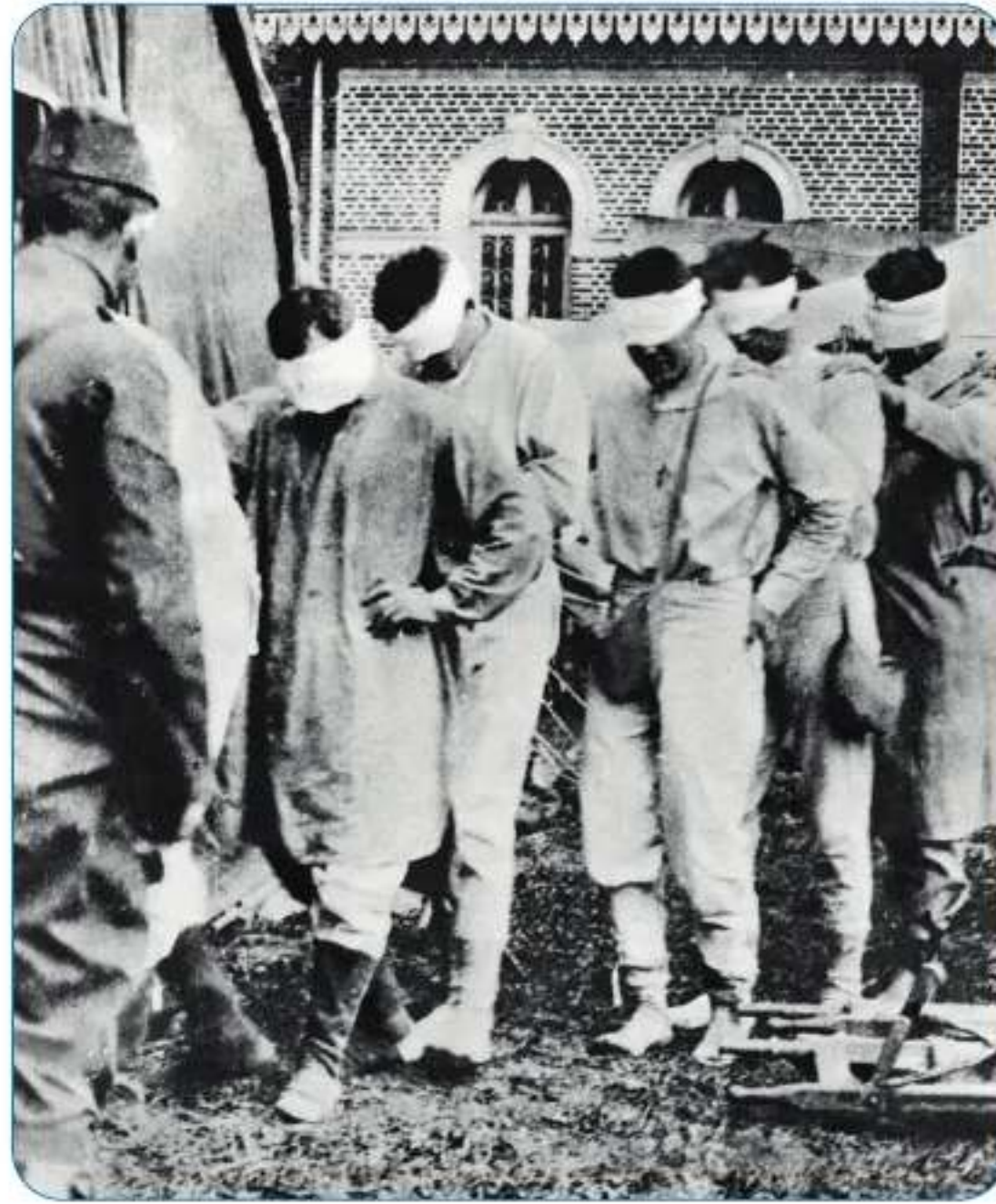


We shall not give up a grain of sand from our land to Iran. The land belongs to the people and not to any family.

**Sheikh Zayed bin
Sultan Al Nahyan**

**(May Allah have mercy
upon his soul)**

”



The Geneva Conventions provide standards for the treatment of prisoners of war

After some major conflicts, the UN has set up temporary courts to investigate and punish people for war crimes and violations of international law committed during those conflicts, similar to the Nuremberg Trials set up after the Second World War. An example is the International Criminal Tribunal for Rwanda, established to investigate and punish people involved in the genocide that took place in Rwanda in 1994.

The UN Security Council

The UN Security Council is the main body of the UN that is responsible for peace and security in the world. The council is made up of only 15 members, five of whom are permanent (China, France, Russia, the United Kingdom and the United States) and ten are non-permanent (other members take turns being on the Council). Unlike General Assembly resolutions, all member states must comply with Security Council resolutions. The Security Council responds to potential conflicts or threats to peace by working to settle disputes through

diplomacy and by recommending specific solutions. If this fails, the Security Council can impose sanctions (see below), or even authorise the use of force to restore peace.

Many people now argue that to satisfy the first condition of just war theory, 'lawfully declared', a declaration of war must be authorised through a resolution of the UN Security

Council. Article 2.4 of the UN Charter states that, 'all members shall refrain in their international relations from the threat or use of force'. UN resolutions have approved the use of military force, for example, to remove Iraq from Kuwait when they invaded in 1990. However, some individual states have engaged in wars without clear UN approval.

The UN Charter does, in fact, allow member states to use force without a specific resolution, when acting in self-defence. Article 51 of the Charter allows states to use self-defence in the event of an 'armed attack' and 'until the Security Council has taken measures necessary to maintain international peace and security'. However, the use of Article 51 to provide a legal basis for war can be extremely controversial (consider, for example, the US invasion of Afghanistan in 2001 in response to the 9/11 terrorist attacks).

Source: United Nations Charter. www.un.org/en/about-us/un-charter



All member states must comply with Security Council resolutions.

✓ Checkpoint

Two (normally friendly) countries have a dispute about the area of sea over which they have fishing rights. Should this be dealt with by the UN General Assembly, the International Court of Justice or the UN Security Council?

🔍 Research Task

One of the more controversial arrangements of the UN Security Council is the power that each of the permanent member states has to veto (block) resolutions. Research the use of this power and the effects it may have had on the maintenance of peace and security in the world.

Action Task

Imagine that you are in charge of the United Nations and have been asked to create three rules that all countries must follow. What would those rules be?

Rule 1:

Rule 2:

Rule 3:

How do your rules compare with what others have chosen?

The International Criminal Court

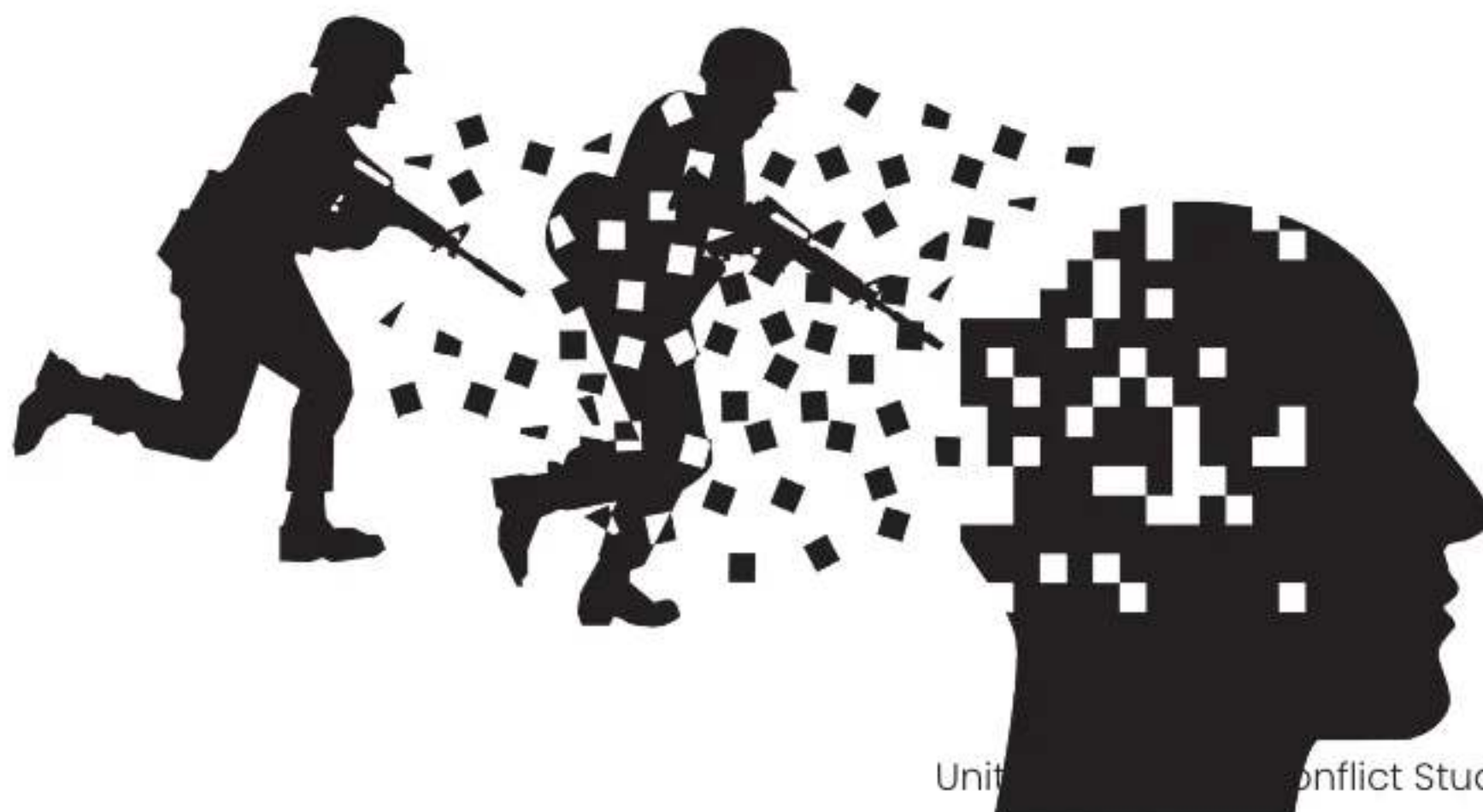
The International Court of Justice (ICJ) is different from the International Criminal Court (ICC). Confusingly, they are both located in The Hague. However, the ICC is an independent entity to the UN, although they work in partnership together. For example, the UN Security Council can refer specific cases to the ICC. The ICC was founded on a treaty called the Rome Statute. The UAE is a signatory to the Rome Statute. The ICC is a permanent international court for the prosecution of individuals for crimes that come out of conflict. These crimes are explained in more detail below.

Genocide Destroying a national, ethnic, racial or religious group by killing or other means. This can include causing bodily or mental harm, preventing births within the group and transferring children outside of the group.

Crimes Against Humanity Serious violations committed as part of a largescale attack against any civilian population. This covers many possible actions including murder, rape, imprisonment, enslavement (particularly of women and children), and torture.

War Crimes These are serious breaches of the Geneva Convention. For example, the use of child soldiers, killing or torturing civilians or prisoners of war, and directing attacks against hospitals or religious buildings.

The Crime of Aggression A state's use of armed force against another state to threaten its sovereignty or political independence.



Research Task

Go to the website for the ICC (www.icc-cpi.int/about). Research one case that is currently being dealt with by the ICC. How effective do you think the ICC has been in managing this case?



The use of child soldiers is considered a war crime under international law.

Peaceful Alternatives to Military Force

When diplomacy fails in international conflicts, the UN Security Council will always look for non-violent alternatives to military action. It can take a broad range of actions against countries, called sanctions, to maintain international peace and security. Normally sanctions do not operate alone but are part of a much wider peacekeeping strategy. Examples of the types of sanctions that could be imposed on countries include:

- ♦ A ban on the import of weapons and other military goods (called 'an arms embargo').
- ♦ A ban on the import of goods or technologies that, although not themselves military, could be used for military purposes (for example, equipment needed to develop missiles or nuclear weapons).
- ♦ A ban on the import/export of goods that generate money for a country's leaders, like oil or timber.
- ♦ Travel bans for certain people.
- ♦ Financial restrictions, such as freezing the assets of people or companies.

Although sanctions are often associated with the UN, they can be imposed individually by any one country against another or by other international organisations, such as the European Union and the League of Arab States.

Discussion Point

Although sanctions are imposed on countries because of the actions of the country's leaders, the sanctions can have very negative effects on the people of that country. For example, economic sanctions could help to create conditions of poverty.

Is this fair? Is it better than the alternative of military action?

Peace Operations and Activities

The United Nations does a number of things to maintain international peace and security throughout the world. These activities fall under the following headings:

- ♦ Conflict prevention and mediation
- ♦ Peacemaking
- ♦ Peace enforcement
- ♦ Peacebuilding
- ♦ Peacekeeping

Although it is important to distinguish these activities, they are often used together. The difference between these activities is as follows. **Conflict Prevention** This involves using diplomacy to try and prevent a dispute from escalating into violence. Special envoys (diplomatic messengers) will be sent to crisis areas to encourage dialogue, compromise and a peaceful resolution. Expert mediators are also

provided to support negotiations and to provide advice.

Peacemaking These are activities similar to those for conflict prevention but are taken once a violent conflict has already started. The key aim is to establish a peaceful negotiated agreement between the parties in conflict.

Peace Enforcement This is the use of military force to end a conflict after it has started, often against the will of at least one side of the combatants. It usually requires a substantial military force. The UN Security Council can authorise such force to enforce its resolutions. An example is the use of force to remove Iraq from Kuwait during the Gulf War.

Peacebuilding These activities usually occur after a conflict has ended (though they can be preventative also) and are designed to make sure that conflict does not reoccur. They aim to create a sustainable peace into the long-term. Peacebuilding activities are often focused on the root structural problems that may have led to conflict and promote a change to these structures. This could include economic, social, legal and political structures as well as underlying cultural beliefs and attitudes. Another aspect of peacebuilding can include the managing of a process of reconciliation between the conflicted parties.

Peacekeeping The United Nations operates peacekeeping missions around the world that aim to help countries affected by conflict to create conditions for lasting peace. The missions are often used to support a ceasefire, protect civilians, assist in the disarming of combatants, support the organisation of elections, protect human rights and restore the rule



We are a nation that seeks peace, respects the right of good-neighbourliness and cares for its friends, yet reserves the right for a strong and capable army that protects its land. We build the army, not out of a desire to invade or fight other nations, but to defend ourselves

Sheikh Zayed bin Sultan Al Nahyan
(May Allah have mercy upon his soul)

of law. They can play an active role in supporting both peacemaking and peacebuilding activities.



The United Nations operates peacekeeping missions around the world.

Peacekeeping missions involve using military troops from several countries that serve under the authority of the UN Security Council. Some of these previous missions, for example in Kosovo and Afghanistan, have involved UAE troops. The UN peacekeeping troops are sometimes called 'blue helmets' because of the colour of their helmets. In 1988 the UN Peacekeeping Forces were awarded the Nobel Prize for Peace. The key principles underlying UN peacekeeping missions are:

1. **Consent of the Parties** The main parties involved in the conflict have to consent to the peacekeeping operation, to ensure that the peacekeeping operation does not itself become a part of the conflict.
2. **Impartiality** The peacekeeping mission must act like an impartial referee, taking action fairly in relation to all sides of the conflict.
3. **Non-use of Force** Not using force except in self-defence and defence of the mandate (the mission). In extreme circumstances, force can be used to protect civilians under imminent threat of physical attack or to assist authorities in maintaining law and order. If it must be used, force must be minimal.

✓ Checkpoint

What is the difference between peacemaking and peacebuilding?

Women, Peace and Security

In 2000, the UN Security Council passed resolution 1325. This resolution was the first to emphasise the need to consider conflict, peacekeeping and security from the perspective of women and girls. This is critical because women and girls are disproportionately impacted by war and armed conflict. Also, the role of women is crucial for securing effective peace negotiations and for maintaining post-conflict peace. The resolution requires the protection of women and girls from gender-related violence in situations of armed conflict, particularly any form of sexual abuse.

The UAE believes that empowering women in times of peace as well as conflict is key to building sustainable peace and security in societies. As part of its commitment to contributing to the Global Study on the implementation of resolution 1325, in 2014–15 the UAE hosted a series of panel discussions on Women, Peace and Security in partnership with UN Women and the Georgetown Institute for Women, Peace and Security.

The panels addressed topics such as the role of women in working against violent extremism; how to best use modern technologies in peacekeeping operations to improve security for women and girls;

an exploration of the women, peace and security agenda within the context of climate change, and gender-responsive humanitarian intervention.

Source: https://www.un.int/uae/sites/www.un.int/files/United%20Arab%20Emirates/uae_giwps_publication_2015.pdf

Additionally, a global summit, 'Gender Dimensions of International Peace and Security: Key to Peace and Prosperity', was hosted in December 2017 in Abu Dhabi. During a keynote speech at that summit, Ambassador Lana Zaki Nusseibeh, Permanent Representative of the UAE to the United Nations, spoke about the continued legacy of the leaders of the UAE's commitment to gender equality and women's empowerment as a key component of its agenda both at home and abroad as well as a cornerstone of peace and security.

Source: https://www.un.int/uae/statements_speeches/keynote-genderdimensions-international-peace-andsecurity-keys-prosperity-and

✓ Checkpoint

Briefly explain how the current leaders of the UAE are fulfilling the legacy of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) with regards to the role of women.

The UAE and Peacekeeping

In 1976, the Federal Supreme Council issued a decree which merged all the armed forces under one command. From that point onwards, the armed forces in the UAE have been active in peacekeeping roles in various parts of the world. In part, this was in response to the vision of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) in promoting global peace.

In 1992, the UAE joined other forces in supplying humanitarian aid to Somalia. In 1996, the UAE sent forces to assist in the UN peacekeeping operation in Kosovo. Work carried out by UAE forces included setting up camps to shelter refugees. UAE service personnel also helped in the search for the missing Malaysian Airlines plane MH370 disappeared in 2014 and were involved in operations in Afghanistan.

Following the work carried out in Kosovo in the late 1990s, the UAE helped fund the construction of the Sheikh Zayed bin Sultan Al Nahyan Hospital in Vushtrri in the northern part of Kosovo. The hospital includes a maternity unit, radiology and laboratory departments, a dental clinic, an intensive care unit, and an emergency room and incorporates state-of-the-art medical equipment. The hospital was funded by the Khalifa bin Zayed Al Nahyan Foundation.



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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 6: What Is the Nature of Peace and Non-Violent Traditions?

- **What is an NGO? What do you think an NGO does?**
- **What do you think a non-violent action is?**
- **What do you know about pacifism?**



Key Vocabulary

**non-governmental
organisation (NGO)**

non-violent action

pacifism

Introduction

In the previous lesson, we examined how international organisations play an important role in promoting peace in the world, through the making and enforcement of international laws, and through various peacekeeping operations. Large organisations, like the United Nations, are government-based; they are set up and run by the governments of countries. However, there are many ways that peace and the non-violent resolution of conflict have been promoted throughout the world, by groups and by individuals. In this lesson, we will explore some of these traditions.

Non-governmental Organisations

A non-governmental organisation (NGO) is an organisation, often a charity, that operates independently from government. They can be local or international organisations. NGOs carry out many functions, but some have become involved in activities to resolve violent conflict and to promote and sustain peace around the world.

An example of NGO involvement to promote peace is in the use of unarmed civilian protection (UCP). This is where groups of unarmed civilians act as peacekeepers. The use of unarmed peacekeepers is not unique to NGOs.

In fact, the first international peacekeeping interventions by the United Nations were also unarmed 'observer missions', using military officers but without weapons. However, some of the most successful peacekeeping operations in recent years have been carried out by unarmed civilians working for an NGO.

Many activities can be used in UCP, based on the idea of applying pressure to influence and change behaviour. Often this can be in the form of simply observing, for example, monitoring voting booths, demonstrations or military checkpoints, to make sure that proper

procedures are being carried out and to report any abuses. It can also involve the use of discussion, mediation, training, providing expert advice, data collection or just providing moral support to afflicted communities.



Approximately ten people are killed every day by landmines, and many more are maimed.

Other NGOs can be involved in solving specific conflict-related problems. A good example is the use of NGOs with specialist staff, to clear mines from civilian areas and to train civilians about the risk of mines. This sort of peacekeeping effort is extremely important in the modern world.

✓ Checkpoint

Your friend claims that it is only government actions that can be effective in bringing about and securing peace. What evidence could you use to challenge that view?

Research Task

Research the work of specific NGOs, particularly in areas that have been affected by conflict.

Non-violent Action

There are well established historical traditions of non-violent action, particularly in response to political oppression or in countries where there are no effective mechanisms for the resolution of disputes. These traditions demonstrate how non-violent action can be a persuasive form of conflict resolution and can bring about change, even under conditions where violence might seem to be the only option.

The Goal of Non-violent Action The goal of non-violent action is to change the mind of the opponent, to persuade them that your point of view is right, rather than just to get them to do what you want. The action requires negotiating and understanding to bring about a change in attitude in the opponent. It is not necessarily an easy option; it may take more courage and resilience than it would to engage in violent conflict.

A key benefit of non-violent action is that it can break the cycle of retaliatory violence that tends to occur when violent conflict is used. The peace that is established as a result then has a better chance of being long-lasting.

Discussion Point

1. Which of these non-violent actions is the most extreme? Which is the least extreme?
2. Under what circumstances, if any, would it be acceptable to engage in any of these activities?

Pacifism

Pacifism is a non-violent ethical tradition, specifically concerned with the ethics of war. Generally, pacifists believe that war is wrong, although there are different versions of pacifism that hold this view to different extents. People may be pacifists for several reasons, and these differences can be reflected in the different types of pacifism. Usually, the basis of pacifist beliefs is a strong moral belief that the lives of human beings have an extremely high value.

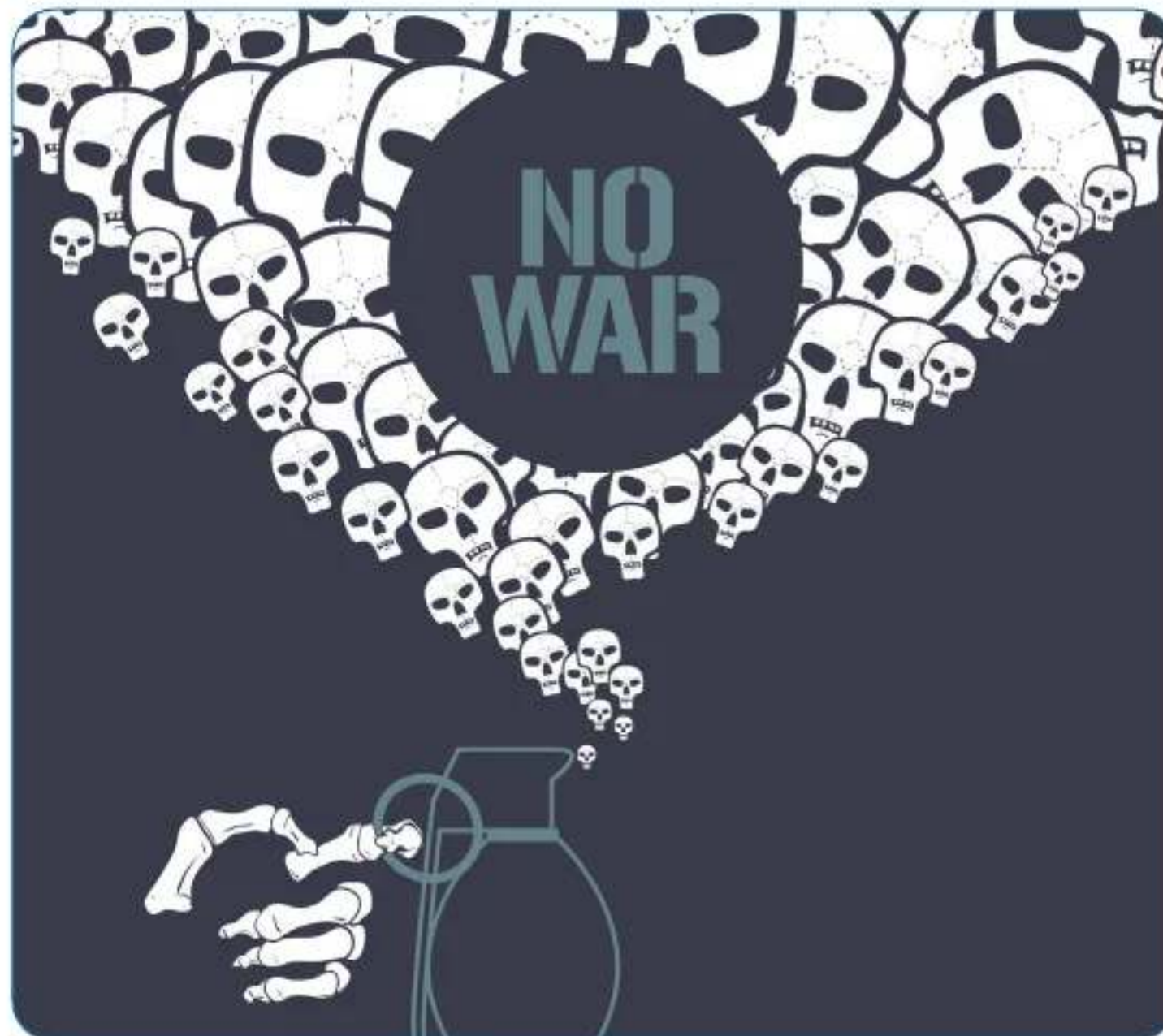
In addition, some pacifists argue that war is ineffective and counter-productive, and therefore, it makes no practical sense to go to war.

The main types of pacifism are:

- ♦ Absolute Pacifism
- ♦ Conditional Pacifism
- ♦ Selective Pacifism
- ♦ Active Pacifism

Absolute, conditional and selective pacifism are concerned with the extent to which war is wrong. Active pacifism is a view about how pacifists should act if they find themselves in a situation of war.

Absolute Pacifism Absolute pacifism is the strongest version of pacifism with the view that killing is never justified. This means that it is never right to go to war, even in self-defence. Sometimes this can be based on beliefs about moral rules against taking life, perhaps based on religious considerations or respect for human life. At other times it could be based on a practical belief that the long-term consequences of taking life are always more likely to be worse than by not taking life.



Absolute pacifism claims that war is always wrong.

Mohandas (Mahatma) Gandhi

Mohandas Gandhi (1869–1948), known by his followers as ‘Mahatma’, led a protest movement in India during the 20th century. He campaigned against British colonial rule, seeking the full independence of India. Unlike many other independence leaders, Gandhi’s movement was based on non-violent conflict. This approach was influenced by his commitment to the religious principle of ‘ahimsa’ (doing no harm). He also believed that non-violent action would be more effective in the long term because it would change opponents’ point of view.

Gandhi insisted that non-violent action was not a weapon of the weak, but a weapon of the strong. The rules that Gandhi gave to his followers are as follows:

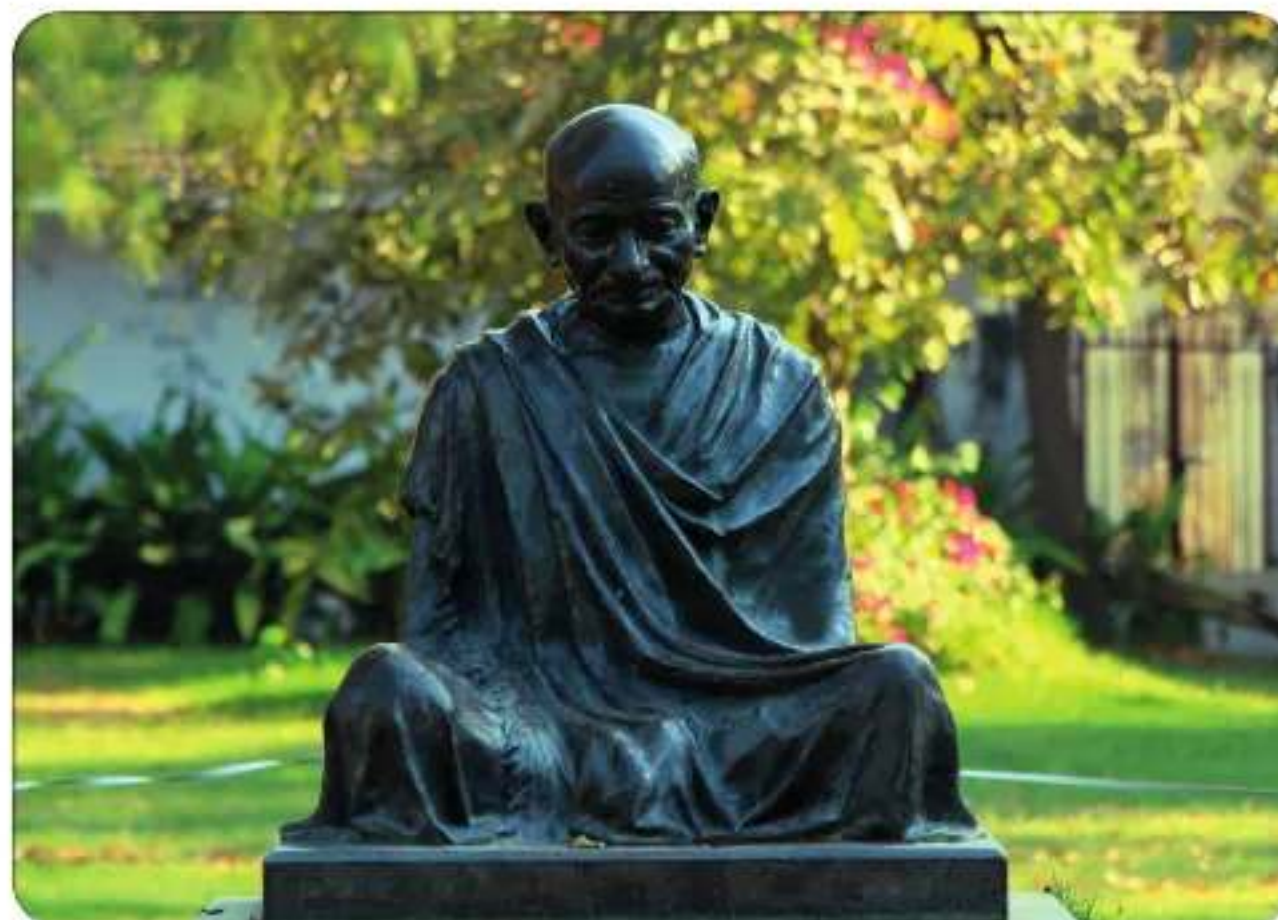
- ◊ Have no anger
- ◊ Tolerate the anger of your opponent without retaliation
- ◊ Non-retaliation also means not swearing or cursing
- ◊ Do not insult your opponent
- ◊ Do not resist arrest from an official
- ◊ Protesters should, even if it places their own lives in danger, protect officials from attack by other protesters.

Gandhi's protest movement used a range of non-violent actions. One of these actions was the 'salt march'. The British had banned the Indians from collecting their own salt, so that they would have to buy British salt and pay heavy taxes. Gandhi led a march of protesters to the beach and encouraged them to collect salt, in defiance of the law.

The non-violent movement of Gandhi had considerable influence, not just in India, but through inspiring other non-violent movements across the world.

"There are many causes I would die for. There is not a single cause I would kill for."

Mohandas Gandhi



Gandhi insisted that non-violent action was a weapon of the strong.

Conditional Pacifism Conditional pacifism is the belief that, in principle, war and violence are wrong. However, there may be extreme circumstances when, of all the available options, war might be the 'least wrong' option. This would be because the cost of not going to war is so great that war is the best option. Examples might include cases of self-defence or where war is needed to protect innocent people. Conditional pacifists are likely to appeal to just war theory to help to decide when war is justified.



Conditional pacifism allows war in extreme cases only.

Selective Pacifism Selective pacifism is the belief that there are particular kinds of war or warfare that are never justifiable. This could include wars involving weapons of mass destruction, such as nuclear weapons and chemical and biological weapons. This is often because of the lack of discrimination with the use of such weapons and the scale of their destructive capacity. By their nature, these weapons can leave lasting effects on populations and the environment for many years into the future once the conflict has ended. Selective pacifists are likely to focus primarily on the conditions of 'proportion' and 'discrimination' within just war theory.



Selective pacifism is against certain kinds of violence.

Active Pacifism Some pacifists believe that they should have no active involvement at all in a war situation. On the other hand, active pacifists believe that participatory roles should be taken during a war, but that these roles should be ones that are peaceful. For example, they could work in a medical capacity, helping the injured.



Active pacifists may take on non-combat roles during a conflict.

✓ Checkpoint

Someone argues that stores of chlorine gas should be destroyed, because their use in warfare would always be morally wrong. What kind of pacifist are they likely to be?



Some pacifists take active roles during wars.

Desmond Doss

Desmond Doss was a United States soldier during World War II. Due to his pacifist beliefs, he refused to kill an enemy soldier or even to carry a weapon into combat. However, he was posted to the front line during the 'Battle of Okinawa'. Although he was in great danger and injured, he saved the lives of seventy-five other soldiers by carrying them to safety. He was the only active pacifist in the war to receive the Medal of Honour, the highest military medal available for acts of courage.

Action Task

For each version of pacifism, identify an argument in support and an argument against their position:

Absolute pacifism

For:

Against:

Conditional pacifism

For:

Against:

Selective pacifism

For:

Against:

Active pacifism

For:

Against:

Thinking Task

Would you consider yourself to be a pacifist? If so, what type?

Countries are likely to always reserve the right to self-defence and to participate in a just war. Nevertheless, the pacifist ideal, of seeking a nonviolent solution to disputes, continues to have significant influence in international politics, domestic issues and the everyday interactions of individual people.

Self-Assessment Task

1. Explain the role of NGOs in the maintenance of peace and security in the world.
2. Explain why non-violent action might be more effective than violent action.
3. Identify two reasons why someone might be a pacifist.

Domain Social



Unit 2: Reflection and Transition

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Overview

In this unit, we will reflect on our achievements and challenges, explore goals and ambitions and study key employability skills. We will practise techniques to develop interview and presentation skills and consider how our experiences can prepare us for the next stage of our career.

- **What do you know about self-evaluation? Do you know your own strengths and weaknesses?**
- **What are your goals and ambitions? How do you hope to achieve them?**
- **What career path are you interested in? Do you know how you plan to move towards it?**
- **How can you best prepare for an interview? How can you deliver an engaging presentation?**
- **What skills, knowledge and experience do you have? How are they reflected in your personal achievements?**

Lesson 1: What Is Meant by the Term 'Reflection'?

- **What do you think is involved in reflection? Do you think you do it? How?**
- **What are your strengths, weaknesses, skills and achievements?**
- **Do you keep a journal or diary? Why or why not?**



Key Vocabulary

reflection

altered consciousness

awareness

Introduction

In this lesson, we are going to look at the meaning of reflection and explore how examining our experiences and achievements enables us to realise our self-worth. Understanding and practising reflection techniques helps us to see our achievements and have more pride and professionalism while we move towards to the next stage of our lives.

What is reflection?

Describing what you see when you look in a mirror is self-reflection. If we go beyond the physical description and think about how we feel, what we do, how we do things and where we do them, this draws out many thoughts and ideas about our experiences. This is called active reflection. This does not come naturally to everyone but is a normal activity.

Many people reflect on their daily activities, their relationships, jobs, their successes and failures. This reflective process can happen any where and anytime such as when you are walking, relaxing, having a bath or even trying to sleep. However, many people view their experiences in life as single and isolated events. By linking and constructing meaning from these experiences, you can increase opportunities for further learning such as:

- ♦ increased confidence and motivation
- ♦ greater self-awareness
- ♦ improved performance in your studies
- ♦ progression of professional skills and in turn your career



The present we are witnessing on this land is a victory over the suffering and the cruelty of the past.

**Sheikh Zayed bin
Sultan Al Nahyan**

**(May Allah have mercy
upon his soul)**

”

Altered Consciousness

Have you ever been in the middle of a conversation when someone asks you a question and you realise you were thinking of something else? Scientists have been researching this situation for many years. Some people refer to this as daydreaming, which is associated with negative behaviour as it means you are not paying attention. Scientists believe that this altered state of consciousness, which is when the mind is aware of the surrounding activities but thinks about something else, is related directly to a person's goals.

However, these goals are often short term and not very important. For example, imagine you remember to return a book you borrowed from the library and then you think about how you must buy some headphones, so you can listen to a recorded lecture on the library computer; then you think, it would be better if you had your own computer, etc. Before you know it, you can't remember the first goal and wonder how you started thinking about buying a computer. As you can see from the example there is a link between these thoughts even though the plans and desires are isolated, but the link is easily broken as the thinking is not purposeful.

Thinking Task

Think about when your mind wanders. See if you can identify when this usually happens and why you think it happens.

Where / when / with who	At home / in the morning / in the dining room / with my brother
Action / event / occurrence	My brother wanted help with his homework at breakfast time / I told him it was too late, and we would be late for school
Thoughts	looked at my phone to check the time / my phone case is cracked / I don't want to repair it as I want to buy a new phone / all my friends have the latest smartphone / I must persuade my parents that I need a Smartphone for school / If I had a part time job I could buy my own phone ...



The Different Aspects of Reflection

Reflection has many aspects. For example, reflecting on your work may improve its quality, reflecting on your experiences encourages understanding and higher order learning, and reflecting on your achievements allows you to build on past accomplishments and think of future challenges. Reflection also involves drawing on intelligence and emotional information from visual (sight), auditory (hearing) and kinaesthetic (movement) sources. Therefore, to reflect, you must process a variety of different forms of information and act upon it by combining and evaluating the data. For example, if you were reflecting on something that happened at work this may include you thinking about someone's body language, whether he or she sounded confident or angry and whether the surrounding environment was calming or involved distractions.

Linking the Past, the Present and the Future

- ◇ From present to past – We can link present experiences to our past learning by noticing similarities, differences and connections. By doing this, we can review our previous learning and make it stronger.
- ◇ From past to future – We can use our past experiences to support our current learning and understanding of new events. By reflecting like this, we can remember, notice and evaluate our experiences.



Reflecting on our personal experiences can be thought of as an individual process; however, reflection is better when we think about our experiences with others.

"He who does not know his past cannot make the best of his present and future, for it is from the past that we learn."

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Discussion Point

Discuss the meaning of Sheikh Zayed bin Sultan Al Nahyan's quote (May Allah have mercy upon his soul) and think about how reflection can link the past, the present and the future.

Why is Reflection Important?

Reflection is important because it helps you understand all the different events in your life and learn from them. Reflection deepens learning and develops your skills, so you can review the effectiveness of what you learned. In life, it is easy to continue with a routine even if that routine is not the best way to do something. However, reflection can help you understand your actions and activities and make you question whether there is a better way of doing things in the future.

☒ Checkpoint

When you have finished learning about something, do you think about and evaluate your learning process? Explain.

Considering Other Options Whether it is at home or at school, reflection is very important to learning as it can make you rethink your routine and consider other options. For example, you wouldn't want to go to the same shop again if you found that the service was not good, or choose an educational subject to study at university if you did not like the topic at school. You may instead reflect on your experience and apply past learning to settings beyond the original situations and adjust your present actions accordingly.

Reflection can help you understand what may have gone wrong in a situation, how you may avoid those mistakes in the future, and consider other options. However, if you do not actively reflect on your experiences it is far too easy to just continue doing things the way you have always done them. Therefore, it is essential to reflect and think about your learning.



Discussion Point

Why is it important to think about your past learning? How can it change the way you learn in the future? Discuss.

Reflection is Valued The ability to reflect is now recognised as an advanced skill of guiding your thinking, emotions and actions and is valued in education, employment and in everyday life. In fact, many educational institutes now require students to document their reflection as they believe reflection supports students' transition to professionalism. Employers see reflection as a transferable skill where the organisation can benefit from the reflective practitioner. A reflective practitioner uses their ability to reflect in their decision making and in other important skills needed to work in an organisation.

BECOMING A REFLECTIVE PRACTITIONER

To become a reflective practitioner, you need to reflect on your experiences to develop effective practices in learning. This includes thinking about what you are learning, how you are learning, your strengths and weaknesses, how far you are achieving your aims and how you may improve on the learning process.



Spending time reflecting on your experience after an event or an activity can help review the effectiveness of what you learned.

Action Task

Ask yourself the following reflective questions:

1. Achievements – What are my achievements?
2. Skills – What skills do I have and what am I good at?
3. Strengths – What are my strengths? For example, am I a good leader?
4. Weaknesses – What are my weaknesses? For example, do I lose focus?
5. Disappointment – Are there things that I am not happy with or disappointed about?
6. Problems – What problems do I have, and do they affect my studies?
7. Solutions – What could I do to improve in these areas? Document the answers in a journal so you can refer to them in the future.

Raising Awareness

With the number of events that we experience in our lives, it is important to record them and their importance or we are likely to forget about them.



Past thoughts must resurface to consolidate learning and create links to the present and future.

People will reflect in different ways, but if you are to reflect with purpose you should record your thoughts in a diary or journal, on a computer or even use an audio voice recorder. The main aim is to document your reflective practice. How can you produce evidence of your skills of reflection? A good place to start is by raising awareness of your skills, as you did in the previous action task. You are now in a position to consider any changes you may need to make.

Different Focuses when Reflecting

Reflecting on work, experiences or achievements can give us more meaning, encourage us to understand ourselves and our processes of learning and develop ourselves for the future.

The following three forms of reflection demonstrate focusing on an action, focusing on an incident and focusing on a personal reaction. All three aspects require you to assign five minutes after the occurrence in order to document the points of interest. The first one has been completed as an example for you to follow.

1 Reflecting on Events

Event – class lecture	Notes
What was good	I understood the argument and counterargument of the topic.
What was not so good	I didn't understand how I could either agree or disagree with the different perspectives when I agreed with both points of view.
What I learned	There isn't necessarily a right or wrong answer.
What I would change next time	Ask the teacher for an example.

2 Reflecting on Incidents

Incidents often involve strong emotions and feelings. The analysis of incidents is an aspect of reflection that could benefit you by understanding your own and different people's perspective, especially if the emotions involved are of a negative nature. For example, you may have had to work with a student that you do not get on with, which resulted in major problems, or you worked on an assignment that you just could not understand. The following questions can be used to direct the reflective process.

Incident	Notes
Describe the incident, what, where, when, etc.	
What contributed to the circumstances?	
What was my role in creating this situation?	
What should I do differently in the future?	

3 Reflecting on Personal Reactions

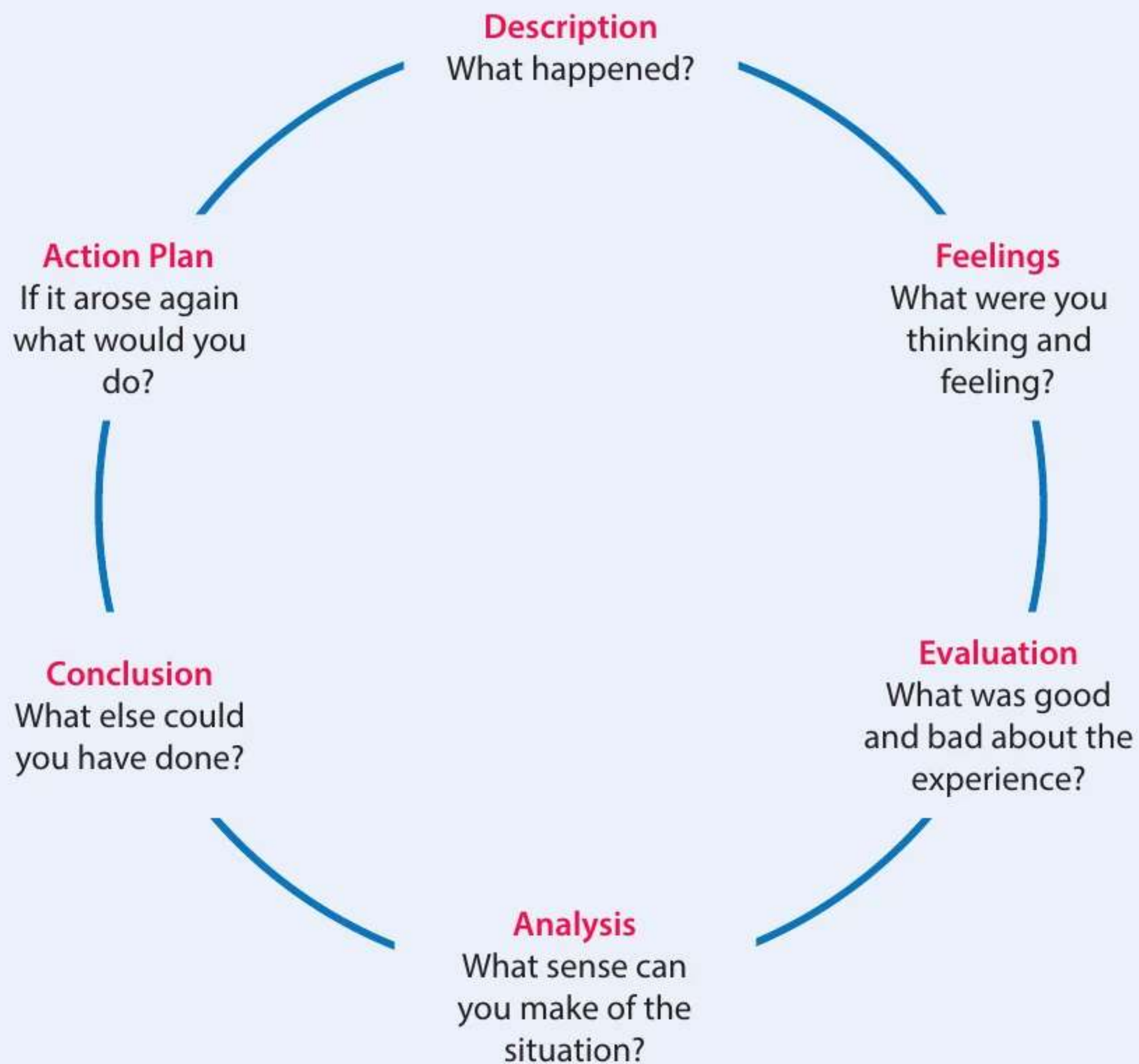
Analysing your reaction to a situation can be a useful form of reflection and help you to confirm the benefits of an event, a task or method of interaction such as teamwork. You may conclude that on reflection you should have controlled your actions better. The following questions may be used to direct the reflection process.

Personal Reaction	Notes
How do you feel about this event, task or interaction?	
What did you like about your responses?	
What did you dislike about your responses?	
What would you do differently?	

A Model of Reflection

Learning through reflection is more powerful if you use a framework to guide the process of reflection. Documenting your thoughts allows you to demonstrate an increase in your knowledge, a change in perspective and to challenge how you make sense of the information. The aim is not only to see more through reflecting but to see differently from a range of perspectives. This different way of viewing a situation is reflected in your documentation and can show your commitment to action. These developments in learning will prepare you for the next stage of your career.

The reflective cycle (Gibbs 1988)



Gibbs' (1988) reflective cycle recommends you think systematically of the situation, analyse your feelings, evaluate the experience or activity, make sense of the experience, consider what other options existed at the time and what you would do if the same situation occurred again.

Source: Gibbs G (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

Action Task

Gibbs' (1988) reflective cycle encourages you to question more widely and go deeper into your understanding of an event or an incident. Choose an event, activity or occurrence and use your diary or journal to demonstrate the use of Gibbs' (1988) reflective cycle.

Research Task

Do some research to find out about other models of reflection. Having carried out your research, explain to the class which would be your preferred method of reflection and why.

1. Going beyond the physical description
2. Linking the past, the present and the future
3. Raising awareness

[illegible]

Lesson 2: How Do We Define Goals and Ambitions?

- **What are goals and ambitions? Is there a difference between them?**
- **Do you have any goals? What are they?**
- **When you set yourself a goal, how detailed is it? Do you think about what you want to achieve, and when and how you are going to achieve it?**



Key Vocabulary

goal

ambition

motivation

vision

long term

short term

time management

Introduction

In this lesson, we are going to look at the meaning of goals and how your ambitions can drive them. Goals can change with the different stages of your life. For example, while you are at school one of your main goals may be to pass your exams, but later it could be to get a good job or buy a house.

The strength of your professional and personal desires to do or achieve something is linked to your determination and forms your ambitions. If you wish to achieve your ambitions, it is important to outline them and define how you hope to achieve them.



WHAT ARE GOALS AND AMBITIONS?

A goal is the result that you want to achieve and the target that you want to reach, whereas ambition is the desire and determination that drives a person's goals. Goals are created out of people's professional and personal ideas and desires which they plan and make a commitment to achieve. It is common for people to complete their goals within a time limit by setting a deadline. Goals and their deadlines help you think about what you want to do, where you want to go and what you want to be in your life within a timeframe. You can measure your achievements and progress by setting clearly defined goals which can be updated if your circumstances change. Redefining your goals according to your needs is a powerful method of motivating yourself to reach your full potential in life. Having goals can encourage you to use your knowledge and manage your time and resources, so that you can concentrate on making the most of your life.



In order to get motivated it helps to clearly define your goals by writing them down.

Long term and Short term Goals

Long term goals usually require time, planning, and purposeful thinking and are important to accomplish in your life. You would aim to achieve long term goals sometime in the future, whereas short term goals are goals that you want to complete sooner. Short term goals often involve meeting immediate needs and may be of little importance such as remembering to return a book you borrowed. However, even though some goals are short term they might have a high level of importance.

For example, if you do not achieve your goal of returning the book to the library, you can decide to return it at another time. However, if you had to return the book to your head teacher, you would be more committed to achieving the goal. Therefore, the length of time of long term and short term goals may be linked to the amount of effort and complexity involved in achieving them, a short term goal that is important may also involve purposeful thinking and a strong commitment towards its completion.

Thinking Task

Think about the goals you have planned for your future. What are you doing to achieve them now?

The Difference Between Plans and Goals Some people may confuse plans with goals. In their mind, these two ideas are similar or, have the same meaning. A plan can be thought of as part of a goal. A plan may be a series of actions that you would do to achieve the goal. A goal on the other hand is the target or the end result. For people who do not formally set goals, a goal may be a mental target which exists in their mind. Although a plan can also be stored in the mind, if there are too many actions involved it might be more effective to write plans down so they can be followed in a mechanical way and are not forgotten.

The Benefits of Setting Goals Motivation and Vision, Reflection and Time Management

Identifying a person's goals has a beneficial impact on their studies, their professional development and their ability to function at work. Setting goals increases people's motivation, gives them a vision, encourages them to reflect with purpose and helps them to manage their time. Without setting goals they may be reliant on others to direct them which may limit their responsibilities and progress at work.

☒ Checkpoint

Why might you be reliant on or need direction from others if you do not set yourself goals? Explain.

Motivation and Vision Students who set goals know where they want to go in school and what they want to achieve. Knowing what you want to accomplish means you will understand what you must focus on now and in the future. Therefore, setting goals produces short term motivation and long-term vision.



A goal is similar to a purpose or aim where the planned result guides the actions of the person trying to accomplish the goal.

Reflection Reflection is an important part of achieving goals. For example, this may involve using previous experience to direct decision-making on a new situation. Goals cannot be achieved unless they are built on learning from the past, impact the present and work towards the future. One way to reflect in a purposeful manner is to start by goal-setting which is concerned with where you want to go, then think about planning which is linked to how you actually get there and finally reflect on where you are at the moment, how you got there and how this experience can direct your approach to achieving your goals. Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) believed that the goal of the Union was to learn from lessons in the past and link this to the present and future, which would bring happiness to its people and would allow them to build a modern state.

"From the beginning, we realised that the goal of the Union is the means to our strength and progress and the way to make people happy, provide a decent life for them and for future generations with Allah's will. We also realised that we cannot achieve this goal except under a well rooted and firmly founded federal state that realises the past with all its lessons, lives the present with all its achievements and prosperity and moves towards a future, taking Islam as the methodology of its internal and external policy to establish the state, root its pillars and reach a decent life that we all look forward to and seek."

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

✓ Checkpoint

Look at Sheikh Zayed bin Sultan Al Nahyan's (May Allah have mercy upon his soul) quote and decide how the goal of the Union is achieved.



On the 2nd of December 1971 history witnessed the birth of a modern state – The United Arab Emirates.

Questioning Task

Ask your parents about what their short term and long-term goals are for themselves. Ask them to reflect on how their goals have changed from when they were younger to the present.

[illegible]



Knowledge increases power, and if individuals have the power to think and reason they shall gain strength, as a result of heightened knowledge and experience.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Time Management

Time management or self-management in relation to time can only be achieved successfully by people setting goals for their life, career and work and allocating time towards those goals. Any form of planning should incorporate goals, but should also include details on what, where and when a person needs to do the action and the amount of time it should take.

Thinking about Goals

‘Never put off until tomorrow what you can do today’ is a well-used expression, meaning you should not delay doing something if you can do it immediately. However, for many of us, we use work and personal commitments as excuses to delay things that take a little effort. We convince ourselves that there is never a good time to stop and think about what we want to achieve in life, but perhaps for something as important as planning our future, there is never a bad time!

It is very important to say what your goals and ambitions are, and how you hope to achieve them, to a range of audiences as this confirms your intentions and maintains your motivation. Therefore, it is beneficial to be able to describe your goals to your classmates, your teachers, your work colleagues and family.

- [illegible]

Planning Some people are not comfortable with making plans and prefer to just let life follow its natural path. These people are likely to be happy with accepting and dealing with events and occurrences without being prompted by any pre-planned action. However, on some level we all plan, reflect on the past and create goals even if those goals remain as thoughts. In fact, with all the actions we complete and ideas we have, we must organise and plan to some level. Therefore, people spontaneously organise all the activities and occurrences that they are involved in, which in fact is a form of planning. Although it is all in their head, once they begin thinking about what they have to do, they are unconsciously managing their time, planning and creating goals.

Turning Plans into Goals If people accept that planning is spontaneous, and they do a lot of planning to get through their day, they may see the advantages of turning plans into formal goals. This can result in being prepared for events that may not think are likely to happen. For example, they may wish to think about possible changes in how things are done at work or at home, but their imagination and creativity may lessen if they just make mental notes.

Avoiding Long-Term Goals The more people rely on their memory the more likely it is that they will have to write down parts of a plan. This can include completing lists of jobs to be done at school or work and then checking them off as they complete them throughout the day or week, which may not take much effort. These plans are likely to be approached as isolated events and occurrences, which lack the support of reflection and future vision.

Short term plans are often about getting through busy periods of time where the main aim is not forgetting actions or plans that need immediate attention, and therefore they are not formalised into any kind of goal. It is therefore understandable that people who are very busy may avoid planning long term goals, especially if they involve a lot of effort and time. However, if people want to make changes in their

life or gain new experiences, they need long term goals that include action plans. Of course, this involves a higher level of commitment, which usually takes more time and determination.

Long term goals are different from short term goals as the focus of long-term goals is usually wider and includes a vision of where you want to be at some point in the future.

Action Plans A personal action plan helps a person to identify short- and long-term goals that take into account their needs, desires and personal circumstances. Creating an action plan motivates and guides a person in achieving their goals and helps people to work at their best. Action planning should also include identifying potential problems and how a person might overcome them. It is important to understand the distinction between an aim and an action. If a person is unable to carry out an activity because it is beyond the scope of the plan, it is not an action that should be included in the present action plan.

THE MNEMONIC ACRONYM 'SMART'

A good approach to creating an action plan is to make sure that each part of the plan is directed by criteria that guide your actions. The criteria often used in action plans are referred to as the mnemonic acronym SMART.

Although different writers and teachers may use different words to discuss SMART goals, the words are usually the same five concepts:

S a goal that is **specific** and detailed

M a goal that is **measurable** and meaningful

A a goal that is **attainable** or possible

R a goal that is **realistic** but reflects ambition

T a goal that is **timely** and includes deadlines

Developing as an Individual

It is important to set yourself goals which build your character and help you to be a better person and act in an honourable way. Character building involves behaving in a virtuous manner, which is not only good for you, but also the people around you and your community.

Research Task

Do some research to find out about someone you admire in the UAE. This person may be contributing to society now or has had an impact on the UAE's success in its history. You need to focus on what core qualities they have or had and give evidence of their virtuous life by writing notes about their honourable actions. Make sure you document your research in your notebook and make a record of all the sources you have used to obtain the information. You will need this information for your final assessment of this lesson.

Setting Positive Goals

To increase your ability to deal with the challenges life brings, it is a good idea to set positive goals in a SMART way. A goal has a target and is something that should make a difference when it is achieved. It should be ambitious, require effort and be challenging but not impossible to achieve. It should be realistic. Goals need to be timely with, deadlines in place so you can measure your actions, keep track of progress and make necessary adjustments.

Learning how to frame SMART goals is a skill that would help you make a good start at school, at work and will prepare you for the future. Here is an example of a goal that is not very SMART in the left column of the table and how it should be written to make it SMARTer in the right column of the table.

Goal	Comment	SMART
I am going to get a better grade in Maths.	This goal is not SMART. It doesn't express which area of Maths, which grade you aim to get, how you are going to get it, and when you will achieve the grade.	By week six of this term, I will have completed five support classes in algebra and achieved at least a grade C in one core module of Maths.

Research Task

1. Look at qualities one to four in the table and match them to the definitions A to D.
2. In groups, compare your answers with each other and then check the answers with your teacher.
3. In groups, decide on two more qualities to add to the table.
4. In groups, discuss these questions and tell your class:
5. Which quality is the most important to you?
6. Which quality would you like to work on to improve your life and why?
7. Create a SMART goal to represent the quality you chose in step 4b.

Quality (Virtue)	Definition
Caring	Acting and making decisions independently; to deal with something and take control over a situation
Confidence	A feeling of being sure of your own abilities or qualities
Responsibility	The ability to accept delays or problems that other may cause without becoming annoyed or anxious
Patience	A person who gives emotional support to others; looking after those unable to support themselves for example, due to old age or illness
Add two more qualities and their definitions	

Self-Assessment Task

You should now be in a position to write up your research notes on a person you admire. Write at least 100 words on the core qualities of this person giving evidence of their honourable actions.

Lesson 3: What are the Key Employability Skills?

- **What do you think are employability skills?**
- **What employability skills do you think you have already? Which ones do you think you need to develop?**



Key Vocabulary

employability

portfolio

teamwork

negotiation

Introduction

In this lesson, we are going to look at the meaning of employability skills. The lesson will first look at the benefits of creating a portfolio to demonstrate and record your work, then the lesson will further explore employability skills in terms of organisation, teamwork and negotiation. Learning about these skills is valued in education, employment and everyday life. It will allow you to further develop your ability to make informed decisions about your future and increase your chances of future employment.



WHAT ARE EMPLOYABILITY SKILLS?

Employability skills are transferrable skills that an employer believes a person needs to do their job to a level that would benefit the organisation. Employability depends on how you use your skills, knowledge and attitude and how you present these skills and experiences to employers. There are several skills that employers say are essential and desirable. In fact, many of these skills, such as organisation and teamwork, you are already practising in your everyday life at school and interactions with friends and family. The key is to raise awareness of your existing skills and explore areas where you require more knowledge.



Online
consultation



Leadership



Employee
wages



Abilities



Workforce



Productivity



Partnership



Workgroup



Training
seminar



Office
workplace



Personal
development



Conference



Brain
storming



Key person



Achieving
goals



Team skills

Action Task

Practise essential employability skills by listening, showing respect, exercising interpersonal skills and communicating in the following pair work activity:

One person talks about a topic of interest or relays their past activities over the last few days while the other person listens without speaking. The listener must focus on their partner's words and not let their mind wander or think about how they are going to respond. The listener then recaps what their partner said. Finally, you switch roles.

Portfolios

A portfolio is a collection of materials that shows a person's skills, education, qualifications, training and experiences. It shows a person's learning style, organisation and work ethic, and can therefore reflect their personality. Portfolios are often used in higher education to assess a variety of skills and document evidence of students' learning. The use of portfolios encourages students to reflect on their experiences and increases their focus on organisation and personal development planning.

Independence in Learning To independently manage, direct and make decisions about your career and future, you need to develop behaviour and attitudes that support learning. For example, students who learn to motivate themselves, set their own goals and manage their time demonstrate the characteristics of independence in

learning.

Portfolios of work usually demonstrate independence in learning as many tasks and activities require the student to explore, investigate and act independently. In addition, portfolios are not only used as a record of work, but the content of the portfolio could also be used for assessing your professional strengths, weaknesses and opportunities for further study. This enables self-assessment and personal development planning which can lead to professional growth.

Action Task

1. Copy the table below onto a Word document.
2. Look at the employer's skills in the table and their definitions. Think of a time when you have demonstrated each of the skills or part of each skill and write the example in the evidence column. Note – your evidence can come from your everyday life at school or interaction with your friends and family.
3. In groups, compare your examples with other group members.
4. Add the document to your portfolio.

Employability Skill	Definition	Evidence
Organisational Skills	Planning work and monitoring progress to meet deadlines and targets; being organized and systematic.	
Team working	Working with others with different abilities and backgrounds to complete an activity or task	

Negotiation skills	Accepting other people's feelings, while putting forward your own requirements in a professional manner, to achieve a positive outcome for everyone involved.	
Communication and interpersonal skills	Communicating in writing or speaking in a clear and concise manner. Responding to people by listening to their point of view and acting upon key information and instructions.	
Using your initiative and being self-motivated	Ability to act on a situation without waiting to be told what to do, if appropriate. Expressing new ideas of your own and sharing them to benefit the people around you or the situation.	

Organisation

Organisational skills are important from very early on in life and throughout your educational and professional life. Therefore, you will already have experience and knowledge of these skills, which are important to show. Having a sense of organisation shows employers that you can focus and that you have the ability to fulfil a variety of tasks successfully. Interestingly, many would agree that the foundation of organisation skills is time management.

Time Management The major issues with time management are planning, procrastination and spending too much time on tasks. Overcoming these issues could be achieved by completing a time log, which is invaluable as it shows a person's present use of time and the difference in how they think they spend their time.

In addition, for students and people who work, being aware of their strengths and weaknesses in their management of time helps to develop strategies to overcome any mismanagement.

By managing time successfully, you will be able to:

- ♦ balance your studies, work, family and social life
- ♦ know your priorities
- ♦ make time for the important things in your life get your studies or work handed in on time

It is important to analyse your time management regularly to ensure that you are making the best use of your time.

Key Terms:

procrastination: the action of delaying or postponing something

Action Task

The survey below will help you to understand your strengths and weaknesses in time management. To get the best results, be honest.

1. Copy the table below onto a Word document and complete the True/False statements. Then add the document to your portfolio.

	How do you work?	True ✓	False ✗
1	I know what I want to achieve each day (Time Management)		
2	I assign time to my priorities (Time Management)		
3	I waste my time (Procrastination)		
4	I prefer to do things later (Procrastination)		
5	I plan my time successfully in the short term (Setting Goals)		
6	I plan my time successfully in the long term (Setting Goals)		
7	I set deadlines (Time Management)		
8	I meet deadlines (Time Management)		
9	I spend too much time on some activities (Procrastination)		
10	I work on activities that are not a priority (Procrastination)		

2. Read the self-evaluation comments below. Use the statements 1-10 to guide your understanding of how well you work.

Self-Evaluation	
True – 1, 2, 5, 7, 8	False – 1, 2, 5, 7, 8
If you have answered 'True' to these statements, you have started to decide on your long-term priorities.	If you have answered 'False' to these statements, then you have not decided on any priorities or strategies.
True – 5 / False – 6	True – 3, 4, 9, 10
If you have answered 'True' to statement 5, but 'False' to statement 6, you have some understanding of your priorities. You are able to manage your time, but only for a few daily or weekly activities.	If you answered 'True' to these statements, you procrastinate and need to explore techniques to avoid the things that are distracting you from your work.

3. In groups, compare your answers and consider possible strategies that may help to improve the time management of yourself and the others in your group.

Thinking Task

After completing the survey, think about when you will start to plan your goals. What factors will take into account in your planning?

Solution to Procrastination Wasting time and putting things off are the result of engaging in something you do not want to do. When this happens, people are more likely to procrastinate. Procrastination can increase negative behaviour such as self-doubt, anxiety, avoidance of tasks and delay decision-making. Procrastination occurs when your brain tries to stop negative stimulation and encourages you to think about something more pleasant.

However, procrastination can have benefits if you use this time on tasks, which are still essential but not of the highest priority, so the pleasant feeling of procrastination is at least put to good use. For example, choose smaller more manageable tasks such as planning how to achieve your goal and the action required in the next few hours or days. If possible, break down the tasks into smaller chunks, for example you need to complete an essay so start by writing out a brief plan or create a quick mind-map of the structure of the essay. Take something that challenges you, but not something so challenging that you procrastinate and avoid doing it. Give yourself permission to do it therefore converting the time spent on procrastinating to something that is productive or that contributes to your goal even though it may not be a priority.

In order for you to strengthen your resolve to study, reduce

interruptions and avoid procrastination, the Pomodoro technique (Cirillo, 2007) is very effective. This involves studying or working for 25 minutes under timed conditions, which may increase your motivation, your determination to meet your goals and generally reduces your engagement in procrastination. The Pomodoro technique also defines the time available for a given task.



The Pomodoro timer is a time management tool that gives you 25 minutes of work followed by a 5-minute break. After 4 work intervals, there is a 15-minute break.

✓ **Checkpoint**

If you meet your deadlines, it is likely that you procrastinate? Explain your response.

TEAMWORK

Most employers view the ability to work effectively in teams as an essential skill, and the ability to lead a team as a desirable skill. Teamwork provides opportunities for you to develop and showcase your transferable skills such as negotiation, compromise, decision-making, communication and participation.



Effective Teamwork

Effective teamwork often shows the following characteristics:

- ♦ Well organised – team meetings are informative; team members record their activities, agree actions, and monitor their progress against deadlines.
- ♦ Good management of the work process – team members support each other, include everyone, check that everyone understands the tasks.
- ♦ Communication – team members listen to each other and give everyone a chance to speak and contribute their ideas.

Discussion Task

-
- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Negotiation

Negotiation is a method by which people reach compromise or agreement while avoiding arguments and conflicts, both within and across teams. There are different forms of negotiation which are used in a variety of situations such as in business, international affairs, government politics, personal relationships and teamwork. The common goal is to achieve the best possible outcome between the people or teams involved or the organisation they represent. Good negotiation skills can have a huge impact on your career and increase your chances of future employment.

Negotiation and Teamwork Teamwork is now a necessity in educational and professional environments. Teams involve a variety of people who have different personalities. Therefore, the chances that different people will put different amounts of effort into their work may cause frustration and conflict among the team members. The following table outlines some common problems in teamwork, with strategies for resolving conflict, including different negotiating techniques and strategies for compromise. Learning how to deal with these situations in an educational environment will help you to develop negotiating and leadership skills for your future career.



Officials should encourage teamwork, unlock the creative energies of young people and guide them to the benefit of society.

**Sheikh Zayed bin
Sultan Al Nahyan**
(May Allah have mercy
upon his soul)

”

Common Problems in Teamwork

Strategies for Addressing Teamwork Problems

Problem/Conflict	Strategies for Resolution
A team member doesn't attend meetings	• Check that that the person is receiving the invite and understands, for example, that attendance is not optional. • Inform your teacher or supervisor if the absence continues. • Circulate meeting notes identifying who attended, along with any comments made at the meeting.
Conflict between team members	If you are not the team leader, you can still suggest: • having a cooling off period. • discussing the situation and ways of resolving it. • building on common ground and agreement • asking a neutral person to mediate
Some team members have a dominating, controlling approach and are less accepting of compromise	Strategies for managing this situation may include: • rotating leadership and coordination roles among team members. • discussing with team members the best ways of sharing the tasks and working together.

Using the information in this lesson, complete the activities below:



Lesson 1: What is meant by the term 'reflection'?

Lesson 2: What is meant by the terms 'goals and ambitions'

Copy or transfer your work onto a document and file it in your portfolio in the correct order.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 4: What is Meant by the Terms 'Leadership' and 'Management'?

- How would you define the terms leadership and management?
- What do you think is the difference between leadership and management?



Key Vocabulary

leadership

management

communication

structure

streamline

hierarchy

authority

Introduction

In this lesson, we are going to look at the meaning of leadership and management in a multicultural environment. In the present world of globalisation, many organisations employ people from all walks of life, of different ages, nationalities and religious backgrounds, working alongside each other. Therefore, today's diverse workforce can often require a different style of leadership.



This lesson will first define leadership and management, its similarities and differences, and how these positions must include and embrace the skills and attitudes required to lead a diverse workforce. The lesson will then focus further on team management as an introduction to the skills required of managers in a multicultural society such as the UAE.

LEADERSHIP AND MANAGEMENT

Leadership involves influencing the actions and attitudes of others to achieve certain results. The role of leadership is to produce change through motivating and inspiring people, giving direction, and encouraging people to think about things in the same way as the leader. However, in a multicultural society a leader's awareness of different perspectives and world views is essential if his or her vision is to be inspiring, and accepted honestly and honourably by all. A team, a community or a society decides whether the leadership of

an individual is effective, based on their goals being pursued and on the methods they use.

While leadership and management overlap by sharing common tasks, such as working with people and goal achievement, the main purpose of management is to produce order and consistency. As with leadership the goals of management are more easily achieved if the manager has a clear understanding of the different backgrounds of the people involved, and the skills to manage them. In the words of His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Ruler of Dubai, on the need for planning:

“



*Our destiny is one...
No emirate has a
separate destiny, and
no individual has a
separate destiny. We
are united by destiny,
concern and interest.*

**Sheikh Zayed bin
Sultan Al Nahyan**
(May Allah have mercy
upon his soul)

”

Having vision is not enough, there must be planning to prepare for the future and achieve this vision.

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

It is my duty as the leader of the young people of this country to encourage them to work and to exert themselves in order to raise their own standards and to be of service to the country.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Discussion Point

Why is having vision not enough?

Leaders Need Managers and Managers Need Leaders

Both leadership and management are required within an organisation, a community or a society for it to succeed. If an organisation has a powerful leadership without management, the outcome can be meaningless due to a lack of planning. To achieve ideas and the vision, an organisation is usually overseen by management. On the other hand, if an organisation has strong management without leadership the result can be overly slow and difficult due to a lack of direction. To be effective, organisations need to develop both skilled leadership and competent management. Therefore, to ensure that clearly defined goals are leading employees in the right direction, managers need leaders, and for essential help in reaching those goals, leaders need managers. This situation is even more important in a multicultural setting if leaders and managers wish to succeed in their vision and planning, but also learn from ideas and methods from people with different world views.

Discussion Point

Look at the quote from Bennis and Nanus (1985). In groups, discuss its meaning.

‘Leaders are people who do the right thing; managers are people who do things right’. Bennis and Nanus (1985)

Action Task

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) is widely recognised as having a wide range of leadership skills. These covered not only the leadership of the development of the UAE domestically but also representing and leading global opinion.

Produce a mind map of the skills and qualities that you think a great leader such as Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) needs to be recognised as an 'international leader'.



Image reproduced by kind permission of the National Archives of the United Arab Emirates.

TEAM MANAGEMENT SKILLS IN A MULTICULTURAL SOCIETY

With its diverse multicultural society, the UAE has developed its own unique cultural identity. Leading a team in most situations can be complicated. Being prepared to lead a multicultural community, whether it be a small or large organisation, builds both your leadership and management skills increases your employment opportunities in the future. Team members may come from a variety of backgrounds and therefore have different communication styles and different ideas of leadership and management. However, in order to be an effective leader, you need more than a good attitude and an awareness that people are different, you need good management skills.

Challenges to Communication in the Workplace

Employees coming from different cultures will communicate and interact in different ways. This has an impact on how they express themselves, deal with others, and approach conflict. Poor or lack of communication caused by diversity in the workplace can lead a business to suffer because of division among employees.

However, diversity in the workplace should be the source for teamwork on a global level. There are different strategies that can be employed to deal with and prevent the issues that can occur in a diverse working context.

Structure the Team for Success

Creating conditions that increase a team's chances of success is very important. In a diverse workplace, that means making sure the team has a clear understanding of the vision and their mission, that all members have access to the information and resources they need to successfully carry out the work, and that there is buy-in with the

team's goals. Choosing staff carefully is also key, an ideal team will be have people who possess the necessary skills, as well as cultural intelligence and global awareness.

Understand the Profile of your Team The leader of any cross-cultural working group needs to understand and appreciate the different cultures, language differences, and 'gaps' within the team, as well as possible causes for misunderstandings or miscommunication. For example, communication styles in 'Western' cultures may be different to those in Asian or Latin American cultures.

How employees from different cultures respond to different communication styles determines how well the group will work and how productive it will be. Being aware of these potential pitfalls can help foresee challenges and resolve them before they become an issue.

In addition, effective leaders also must understand individual personalities. What if the people mentioned in the previous example had all worked in an international environment for years and were atypical in their cultural style. The predictions about group dynamics might be very different.

Discussion Point

Discuss the last sentence of the paragraph above.
'The predictions about **group dynamics** might be very different'.
Explain why these predictions might change.



Being aware of cultural differences within a team can help you foresee challenges and resolve them before they become a serious issue.

Set Clear Norms

Multicultural team members will likely have a wide variety of different communication styles. It is therefore essential to establish behaviour that is standard and expected as team norms that everyone follows, regardless of their background or personal beliefs. However, to increase the chances of buy-in, the most successful way of choosing and setting rules is to think about what will work best for the team as a whole, including practices from other cultures that could be useful. For instance, if the team members have a preference for finding and proposing ideas as a group instead of individually, you could assign small work groups the task of presenting solutions to a given issue as a team.

Thinking Task

Think about whether you prefer working individually or in a team. What do you think are the reason for your preference?

Further Strategies to Streamline Team Management

It may be necessary to provide additional communication for team members who find it difficult to follow the norms set. For example, if team members must arrive at meetings promptly, the importance of punctuality will have to be reinforced consistently. The same applies for styles and methods of communication. Establishing a regular pattern of information, for example how often and who they receive the information from, and regularly scheduled meetings and conferences, will create a working pattern that all the team members can learn to expect and work with. Keeping a consistent, clear structure regarding work styles is key to creating a uniform team culture.

Understand Different Attitudes towards Hierarchy and Authority

Although teamwork is essential to success in any workplace, in some cultures, employees receive different treatment or behave differently based on their rank within the organisation. For example, multicultural employees may have different ways of presenting an idea to their manager. In some work cultures, employees must follow a hierarchical organisation structure and present to higher level team members before reaching the executive level. On the other hand, other organisations have a relatively flat organisation structure where employees and leaders work side by side as one team. Understanding cultural diversity in the workplace can result in a more connected workforce and avoid the risk of some employees feeling left out or undervalued. Examples of how you could increase your understanding of different attitudes towards hierarchy and authority is to learn about different cultural traditions and approaches to work, keep up to date with global politics and international events and get to know your colleagues from different countries and backgrounds.

Discussion Point

Discuss the norms you should set as priorities in a multicultural team.

Build Personal Bonds

One of the best ways to avoid potential conflict in a team is establishing personal connections. However, different people have different views when it comes to relationship building in the workplace. In some cultures, it takes longer to build a friendship; in others, hierarchy is very important and people at different levels within an organisation will rarely mix in social situations. Although this means that it may not be possible to have personal relationships at work, there is always a way to establish a positive rapport (a close relationship in which people understand each other) and individual connections. For example, a common interest or similarities in people's personal circumstances, for example where they live or where their children go to school, can help to establish personal bonds, especially in a multicultural team.

Address Conflict Immediately

As you saw in Unit 1 in Grade 11, human beings often have conflict. Therefore, conflict can and will happen in any team. In such cases, it must be dealt with quickly to stop it becoming difficult to manage and an obstacle to the team's progress and wellbeing. Solving conflict may require an understanding of indirect as well as direct communication styles, and being open to discussion, as well as the ability to keep an open mind and consider all viewpoints. You should use what you learned in Unit 1, Grade 11 about the nature of conflict and conflict resolution in thinking about how to manage conflict in teams.

Diversity Training Successful organisations create a working environment that encourages employees to respect one another through diversity training. This cultural awareness creates mutual understanding among managers and employees and encourages new ideas. Accepting and even seeing different perspectives as an

added value to the team leads to more fruitful collaboration and a more profitable organisation.

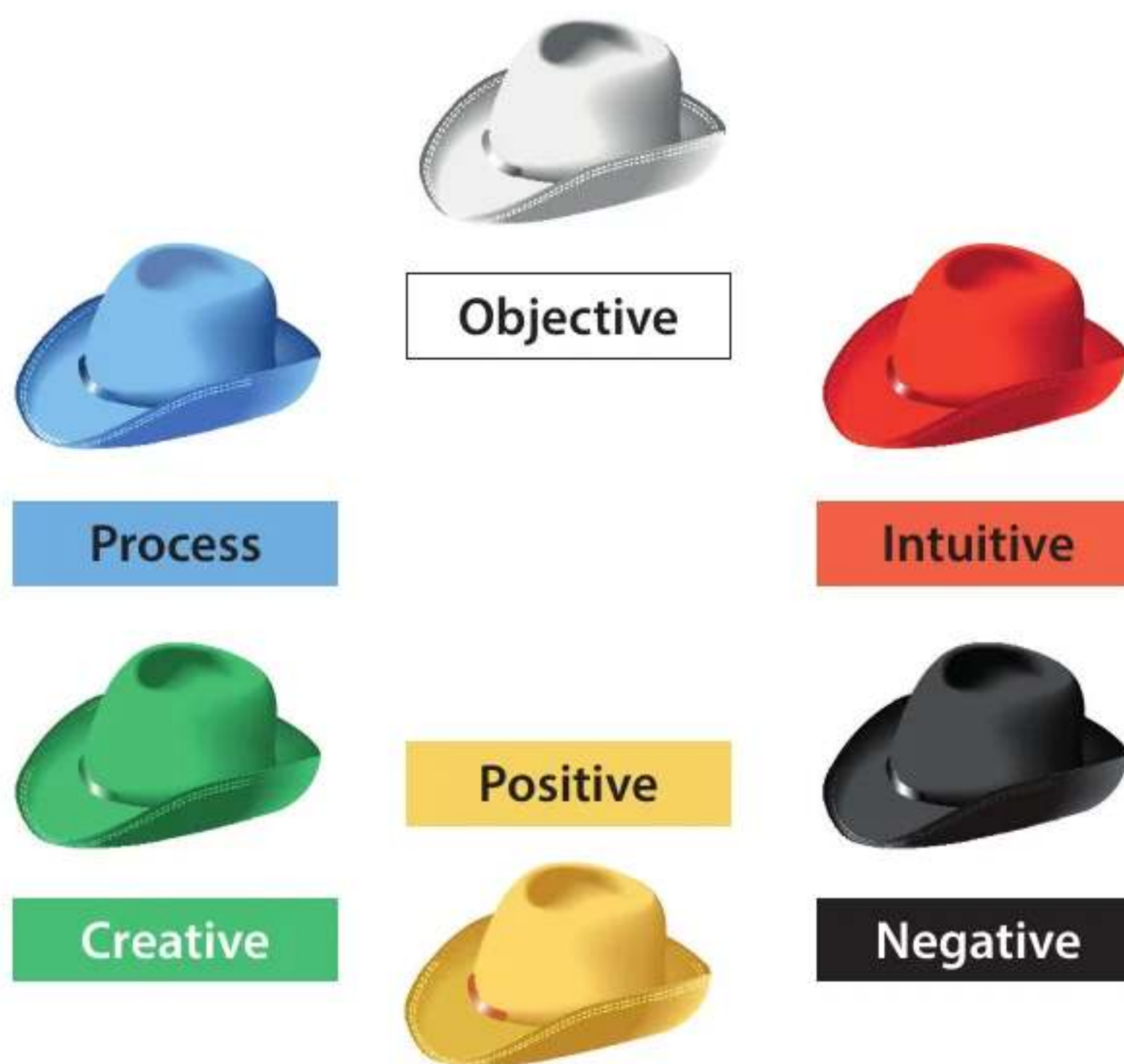
An Example of Diversity Training The Six Thinking Hats (De Bono, 2000) method is a tool that helps people look at problems from different perspectives. In most team or group contexts people tend to assume a character, or can be associated and expected to behave in a certain way because of their culture or communication style. This can limit the person's thinking and suppress their creativity. Therefore, seeing things from another person's point of view, which may be different to your views, can be a good strategy to overcome feelings of conflict and raise your awareness of the benefits of exploring alternative possibilities.

The benefits of the Six Thinking Hats:

- ♦ Creates awareness that multiple perspectives exist.
- ♦ Demonstrates how other people feel by putting yourself in their position.
- ♦ Improves communication.
- ♦ Focuses your thinking.

Using the Six Thinking Hats

Each hat or approach has a different colour and viewpoint. For example, the white hat encourages ideas based on objective facts, what is needed and how to obtain it; the red hat is more intuitive and would approach an issue or topic with more emotion and feeling; whereas when you wear the black hat you are allowed to be critical and find why something is wrong by stating negative points. As the method encourages a problem to be examined from different perspectives, no individual view or person is allowed to dominate the process. One perspective is not necessarily better than another.



Exploring the same issue through different perspectives.

Action Task

1. In groups of six, think of a problem or an issue. For example, children should not have to wear school uniform; you should be allowed to go home during school free periods; the school should consider running classes at the weekend etc. Decide on a topic that is relevant to the whole group.
2. Sit in a circle. Each member of the group chooses a colour from the Six Thinking Hats in the table below. You do not need coloured hats, you could just write each colour on a piece of paper.
3. Adopt the Six Thinking Hats' approach which represents your colour and discuss the problem or issue using your adopted approach. Set a five-minute time limit for the first round of discussion. See the following instructions:

Coloured Hat	Approach
White hat	Present the facts of the issue. You have a neutral balanced view.
Red hat	Ask for everyone's feelings about possible alternatives. Your view is based on emotions without any evidence or justification, just your feelings.
Black hat	Evaluate the issue and list the drawbacks. Your outlook is critical and you always see the negative aspects in a situation.
Yellow hat	Evaluate the issue and list the benefits. Your outlook is always positive.
Green hat	Generate ideas on how the issue could be handled.
Blue hat	Sum up the points of the meeting.

Self-Assessment Task

1. What is leadership?
2. How different is leadership from management?
3. What are the main differences?

Lesson 5: What is a Good Way to Prepare for an Interview?

- **What different types of interviews are there? Think of some examples.**
- **Have you ever had an interview before? How was it?**



Key Vocabulary

interview

screening

selection

body language

closed question

open question

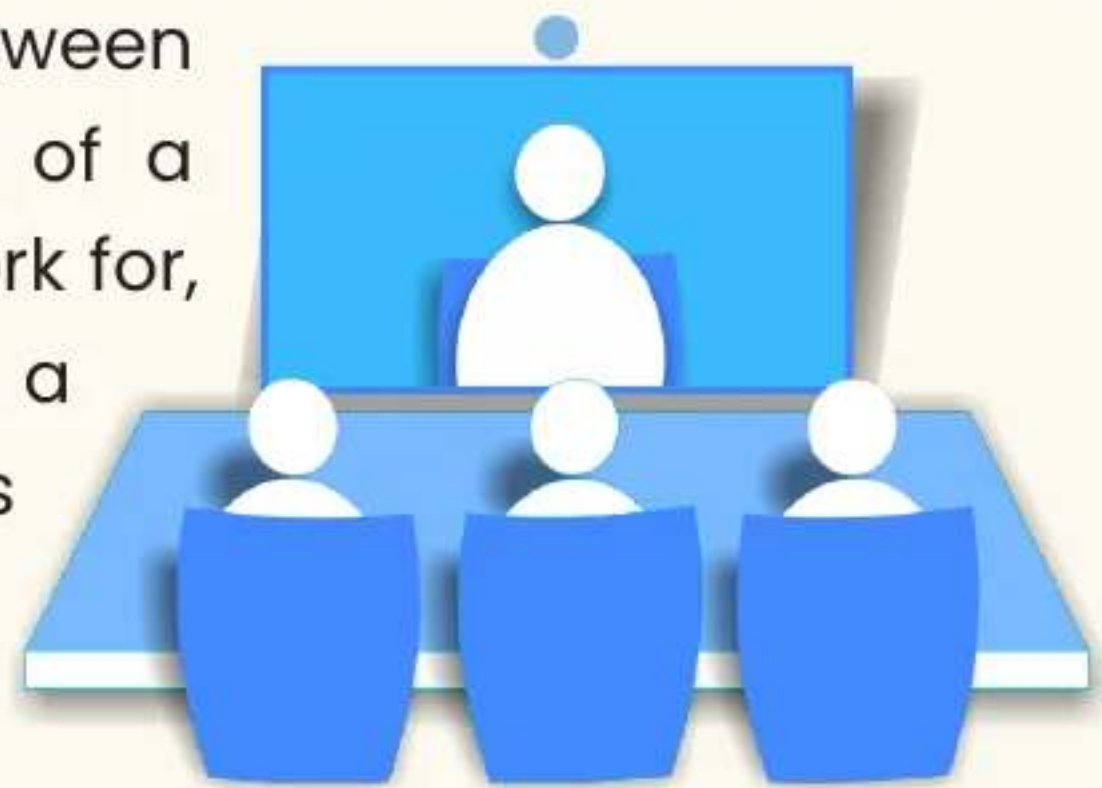
Introduction

In this lesson, we are going to look at how to perform well in an interview. We will look at the purpose of interviews, the different kinds of interviews, and the various aspects involved for the interviewee and interviewer. Attention to aspects such as body language for the interviewee, question formation and the order of question types for the interviewer will be explored in detail. Studying the different aspects involved in interviews allows us to build knowledge and confidence, so that we are prepared for these important roles in life, whether it be as an interviewee or interviewer.

INTERVIEWS

An interview is usually a meeting between an applicant and a representative of a company the applicant wishes to work for, or an educational institute such as a university where the applicant wants to study. A meeting is organised because a company has a vacancy for a job or an institute has a place to offer a student to study. During an interview, questions are asked by the interviewer and answers are given by the interviewee. This information transfer can happen in both directions where participants take turns talking if the interviewee also wishes to ask questions.

With the advancement of technology, interviews can also take place over the Internet. Video conferencing between two or more participants and telephone interviews allow interviews to take place at a distance, meaning the participants are not located in the same place.



What Is the Purpose of the Interview?

The purpose of the interview for the company is:

- ♦ to get an overall first impression of the interviewee
- ♦ to ask the interviewee questions about their life and work experience
- ♦ to see if the interviewee would fit in with the other employees

The interview is also an opportunity for the interviewee:

- ♦ to make a good first impression
- ♦ to ask questions about the company and its business
- ♦ to see if he or she would like to work for this company

Thinking Task

Do you think companies interview every job applicant? Why or why not?

Do you think there are any jobs where you would not need an interview, for example, delivery staff or factory workers?

Screening and Selection

There are two basic types of interviews, screening and selection. The screening interview determines whether the interviewee fits the job profile and has the skills for the job. The questions asked during the screening interview are designed to collect this information.

This information is usually detailed on the applicants' résumés (or curriculum vitae) but sometimes screening will be done through video conferencing or over the telephone.

The selection interview is usually carried out by a manager with the authority to employ people. It decides if you can do the job, if you are motivated and if you will fit in with the people, the style of company and the environment. Selection interviews can be carried out on a one-to-one basis or by a panel of people.

A one-to-one interview means you are being interviewed by one person. This could be the manager, the human resources representative, or the owner of the business.

A panel interview means that you will be interviewed by more than one person at the same time. It could be three or more people. Each person asks you a question. The other individuals are told to observe you and listen carefully to your response.

Discussion Point

Which type of interview would you feel more comfortable with? Why?

Different Kinds of Interviews

In addition to job and university interviews, there are several other kinds of interviews that take place in the business and entertainment world.

Action Task

1. Look at the list of different interviews below. In groups decide which type of interview they are, write 1. Education or 2. Business next to the interview type. Consider what you think is involved in each interview.
2. Choose two that you could take part in and tell your group why.
 - ♦ Marketing interview.
 - ♦ Scholarship interview.
 - ♦ Research interview.

A Marketing Interview A job in the marketing field involves being creative and being able to communicate well to an audience. Marketing involves many different skills; therefore, to show that you are an ideal applicant, you should show your ability to understand consumer preferences and needs.

A Scholarship Interview A scholarship is awarded to a student who has achieved a high level of academic success. Sometimes students have to be interviewed for scholarships. In the UAE, scholarships have been awarded by ADNOC (Abu Dhabi National Oil Company), ENEC (Emirates Nuclear Energy Corporation), and many other industries. It is important to promote yourself successfully. To show that you are an ideal applicant, you would discuss your academic achievements at school or college, volunteer work, extracurricular activities, competency in English or a foreign language, and any past work experience.

A Research Interview A research interview is a conversation usually between two people. The main purpose of this kind of interview is to collect information to support a research question. The research question may require you to investigate individuals' beliefs and thoughts about a topic. For example, if the research question is about how life in the UAE is different from the past, the research may focus on collecting data on different elements of that topic such as changes in the age of marriage, the kind of jobs men and women perform, or how housing has changed.

Key Terms:

extracurricular: an activity at a school or college in addition to the normal course of study

competency: the ability to do something successfully or efficiently

participant: a person who takes part in something

A Successful and Unsuccessful Interview

We have discussed different kinds of interviews including scholarship and research interviews. The success of these interviews depends on how prepared you are, whether you are the interviewer or the interviewee.

Interviews and Body Language

In a multicultural society, it is important that your mannerisms, posture and general movements are in line with what is acceptable when interacting with others. Body language shows much about your character and personality, and it is important to make sure that your body language reflects the image you want to portray. However, defining good body language may not be so simple. For example, crossing your legs may seem appropriate in some settings, but would be impolite in a Japanese work environment. Therefore, if you know beforehand that the interviewer for a job you applied for is Japanese, it would probably be best not to sit through the interview with crossed legs. Some interviewers like applicants who speak with their hands, while others prefer that you speak with words and not make too many gestures. In some countries, you should never hide your hands by putting them in your pockets or behind your back. Some believe that these positions show that you are being defensive or guarded. Without an international accepted standard for body language, it can be difficult to know which movements and positions are best.

Mirroring



Mirroring the posture and mannerisms of your interviewer will improve the interaction and your appearance of openness and honesty

Thinking Task

What does this photograph show?
Why do you think these two men are displaying a similar posture?
Is one of them copying (mirroring) the other?
Why do you think this is happening?
Who do you think is mirroring whom?

Posture According to experts, many of us copy the body language or mannerisms of a person we are trying to impress. One of the most asked questions is about body language and how to move and act during an interview. Experts now recommend that you do not need to practice your body language for an interview, all you need to do is

copy the posture of the interviewer. This is known as mirroring.

Mirroring and Police Strategies It is thought that mirroring shows openness and honesty which is why the police practise this skill by copying a suspect's spoken style and non-verbal behaviour to gain his or her trust. This includes copying the suspect's behaviour of crossing legs, shifting postures, folding arms and leaning back or forward. These actions are subtle strategies used to send sub-conscious messages to the suspect, which make them believe the police officer is similar to them in character and can therefore be trusted. However, after mirroring, police officers will then act out their own non-verbal behaviour to see if the suspect starts to unconsciously copy them. If the suspect mirrors the police officer, it shows that the suspect now trusts the police officer and will answer their questions more honestly.

Key Terms:

subtle: an action or behavior that is difficult to notice or describe

sub-conscious: concerning the part of the mind which influences a person's actions and feelings without their full awareness

Mirroring and Job Interviews

Does mirroring really work or is it too difficult to mirror posture and mannerisms during a job interview? According to research, it works. If you copy every single movement, this is just mimicking, which means that your actions will not look natural. Mirroring is not mimicking. Mirroring is a skill that requires you to copy another person's behaviour, not at the same time but shortly after that person has leaned forward, touched their face or moved their arms etc. Remember, experts are

convinced that if you do not know how to position your body during an interview, mirroring the posture and mannerisms of your interviewer will improve your interaction and your appearance of openness and honesty.

Action Task

1. In pairs, have a short conversation about what you will do this evening and take turns to mimic everything your partner says and does. At first, this might be amusing, but after some time, you may find this behaviour annoying.
2. In pairs, take turns to interview each other for the job of class leader. While the interviewer (student number 1) is talking, the interviewee (student number 2) should mirror the interviewer's movements and posture. Remember, this involves copying your partner's movements without him or her noticing.
3. When you have completed steps one and two, discuss how you both felt during each activity and the difference between mimicking and mirroring.

Discussion Point

Research mirroring and find some examples of good advice.
What are highly negative postures in mirroring?

Closed and Open Questions

Closed and open questions allow an interviewer to ask for factual information requiring short answers or ask for more detailed information requiring longer answers.

Closed Questions Closed questions are used for a number of purposes. They allow the interviewer to make the interviewee feel comfortable by having him or her answer short easy questions. In addition, the interviewer can confirm simple but important facts while keeping control of the meeting. Another strategy the interviewer can use if they just wish for a yes or no response is to add a question tag at the end of the sentence. This way the interviewer retains control of the conversation but can still get information which requires a longer question but a conclusive short response.

The table illustrates the different kinds of closed questions and the expected responses.

Key Terms:

retain: continue to have something such as control

conclusive: information that is understood by all without any doubt

Closed Questions	Response
Do you live in the area?	Yes/No
Have you applied for a job with this company before?	
How old are you?	Short factual answers
Where did you study?	
You understand that you may have to work evenings, don't you?	Yes/No
You can get your references to Human Resources before the start date of the contract, can't you?	

Open Questions Open questions can also be used to make the interviewee feel comfortable at the beginning of an interview. For example, a question like "Can you tell me about yourself?" allows the interviewee to relax into the meeting. However, open questions are mostly used to probe for information that requires more details from the interviewee. This can result in the interviewer having less control, but he or she can still guide the interviewee by starting the questions with question words such as What, Where, Why, When etc.

Open questions invite the interviewee to think about their experiences, give their opinions and allows the interviewer to test how well the interviewee responds when they have the control of the conversation. All this information can be used by the interviewer to evaluate the interviewee's knowledge, confidence and skills.

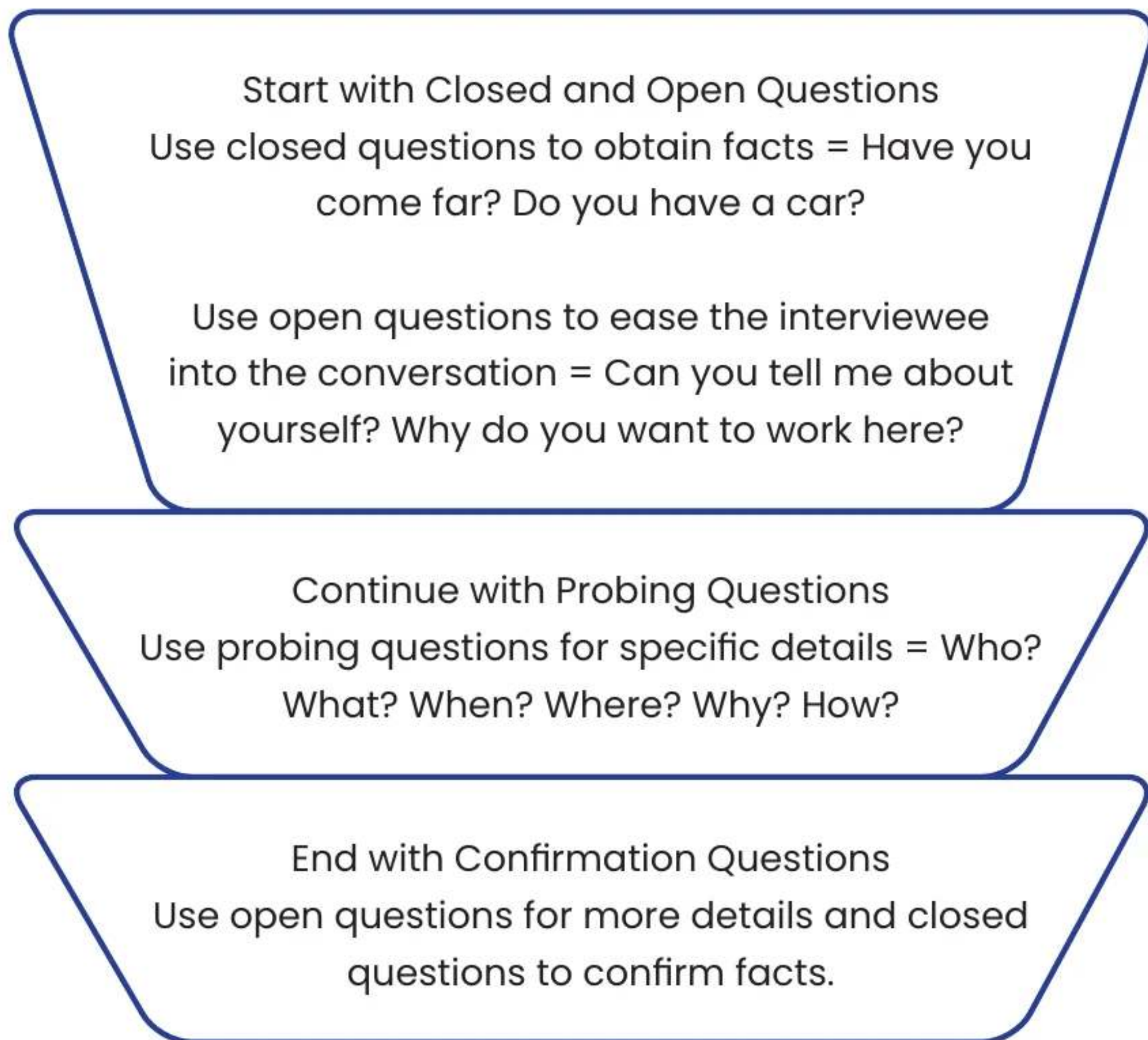


An interviewer can guide the interview by starting questions with question words such as What, Where, Why, When etc.

Question Order

The upside-down pyramid system of questioning can be used as a guide to order and structure questions.

Figure 1: The Upside-down Pyramid System of Questioning



Action Task

1. Think of a topic you would like to ask your partner about. This could be about what they plan to do in the future and why they think they can achieve this goal.
2. Write some questions, following the upside-down pyramid system.

3. Now practice asking and answering these questions with your partner. Imagine that you are in an interview setting, so you will need to use formal language. Be aware of your body language and make eye contact while asking and answering questions.

Self-Assessment Task

Now that you know a little more about interviews, try to answer the following questions.

1. What is the difference between mimicking and mirroring?

2. What is the difference between open and closed questions?

3. interviews.

Action Task

In the next few days make a note of when your mind wanders. Try and track from your first thought to your last thought. Look at the example below and note the circumstances around the time that your mind drifted.

Lesson 6: What is the Best Way to Present Your Knowledge, Skills and Experience?

- **Why do we do presentations? Think of different situations where you would need to present.**
- **How do you structure a presentation?**



Key Vocabulary

presentation

confidence

attention span

Introduction

In this lesson, we are going to look at how to prepare and give a presentation. We will look at the purpose of presentations, the different parts of a presentation and how to deliver a presentation to an audience. Studying the different aspects involved in presentations and how to showcase your achievements allows others to evaluate your skills and prepares you for your future career.

PRESENTATIONS

A presentation presents the content of a topic to an audience. It can be communicated to different kinds of audiences and adapted to different speaking situations, from classmates about a school project to a large audience at a conference. Like most forms of communication, presentations have a structure. For example, it has an introduction, main points, more specific or sub-points and a conclusion. A presentation is a process that needs explaining as it progresses.

To begin with, you need to communicate what you will talk about to the audience. As you progress, you need to tell the audience that you are moving on, finally, you must close the presentation by repeating the key points. Presentations have several purposes which include: to inform, to instruct, to persuade and to present new ideas.



Using visuals as a tool to display your ideas can help your presentation capture the audience's attention.

The Purpose of Presentations

It is important to give a presentation in a clear, organised and effective manner. This involves preparing the content of the presentation and planning how you will engage and interact with your audience. As mentioned earlier, there are several purposes for presentations. However, the overall aim and main purpose should be clear to the presenter and the audience.

To Inform The purpose of this kind of presentation is to circulate information or update the audience of facts, procedures or general information that does not require deep analysis. The presenter tells the audience about something they wish or need to know. The address should be short so that the audience can fully understand by just listening to the presenter speak about the topic.

To Instruct When the purpose of the presentation is to instruct, the presenter will aim to teach the audience about how something works. Instructing involves explaining a process or how to achieve a result and is different from informing the audience of facts and general information. However, informing and then instructing often go together.

To Persuade A persuasive presentation aims to get the audience to believe the presenter's message by changing or influencing the audience's opinions and beliefs. It is better to present a limited number of points and keep the audience's attention, rather than talk about several ideas which may distract or confuse them. However, if you are not very persuasive, and your ideas are challenged by the audience, a good strategy is to listen to any opposing views. This shows that you are open to different opinions and allows you to repeat your main points and how they may offer a solution or help towards meeting overall goals.

To Inspire and Motivate When the purpose of the presentation is to inspire and motivate, the presenter must appeal to the emotions and

feelings of the audience. A good strategy is to convince the audience that anything is possible by referring to previous success stories as examples of how something can be achieved.

Thinking Task

Think carefully of a time when you were inspired by information that you received through a presentation. Who delivered the presentation? Why were you inspired?

Strategies to Build Confidence

Giving a presentation can be overwhelming. To overcome feelings of nervousness, it is a good idea to practise speaking to an audience. Although practising the content of the presentation is helpful, the non-verbal parts of presenting are also important. It is very important to use your body language to show that you are interested in and enthusiastic about your presentation. In addition, it is a good idea to maintain eye contact with members of the audience to check you have their attention. By maintaining eye contact, it will look like you are speaking to each person in the audience and it will help you to see their reaction to what you are saying.

Practice You could practise your presentation delivery in front of a mirror and imagine you are facing the audience, this allows you to check your own facial expressions and posture. When you have completed the Action Task below, try practising in a room with just a few other students, who should act as the audience.

Key Terms:

overwhelm: to have a strong emotional effects

conference: to succeed in dealing with a problem difficulty

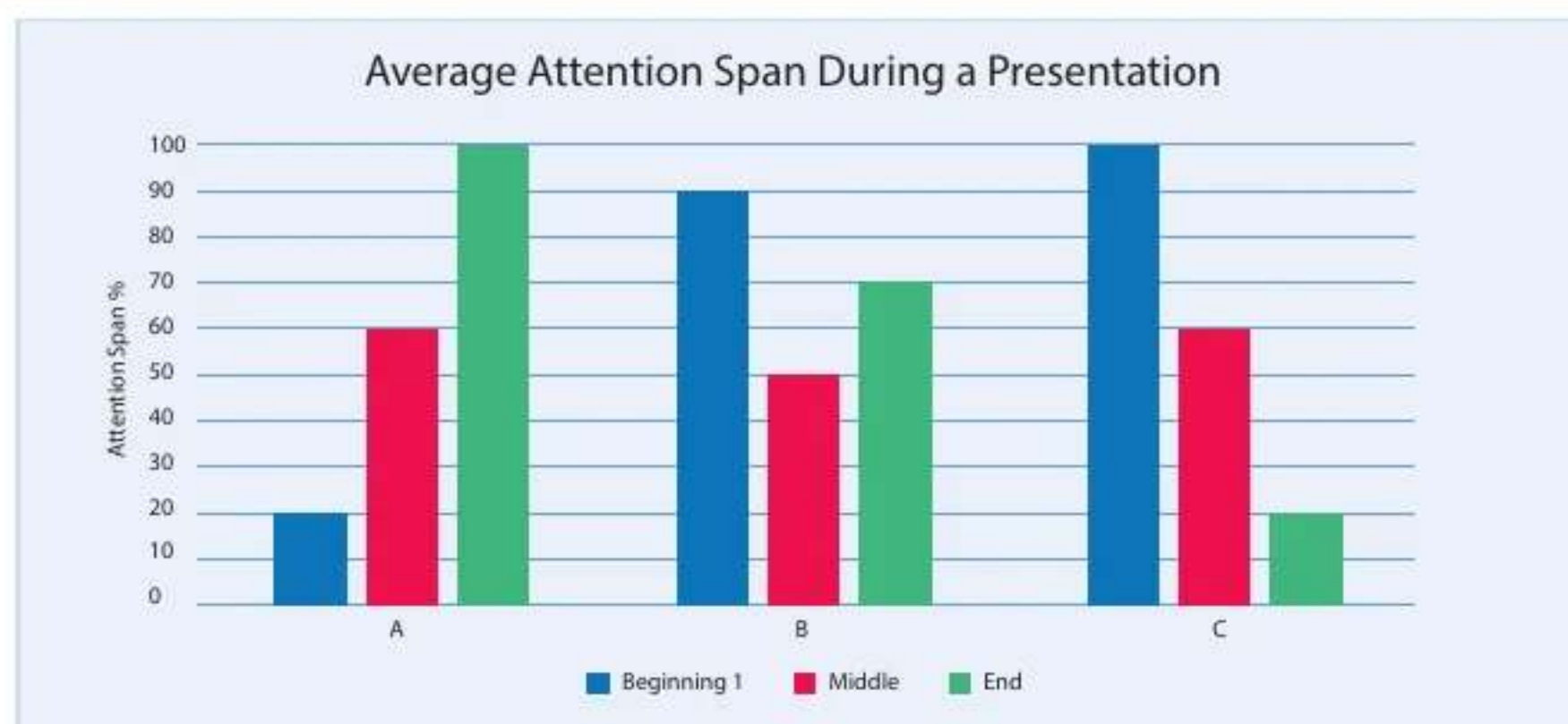
nervousness: being concerned or worried

Action Task

1. Look in a mirror and practice looking in the distance to the right, the left and then the middle by moving your eyes and turning your head.
2. Repeat step 1 but this time pause at each position for a few seconds. Do this several times and increase the amount of time you pause at each stage.
3. Now, do the exercise again while you introduce yourself and tell the audience the purpose of your presentation. For example:
'Hello everyone, let me introduce myself. My name is My purpose today is...'
Check your facial expressions and make sure you smile when it is appropriate and that your posture is correct.
4. When you feel confident enough, ask some other students to join you in an empty room. Ask them to position themselves on the right, the left and in the middle of the room so you can practise your presentation without being in front of a mirror.

Attention Span

Attention span means the amount of time someone can spend focused on something without becoming distracted. Most experts agree that the ability to focus and maintain attention on a task is important for achieving your goals. The following charts show three different imaginary scenarios of the attention span of an audience during an average time of a presentation. The vertical axis shows the level of attention of the audience as a percentage, and the horizontal axis refers to the stages of a presentation.



Thinking Task

Discuss which chart, A, B or C you believe best reflects the typical pattern of the attention span of an audience during an average presentation.

In groups explain why you chose A, B or C.



Most audiences are more attentive at the beginning and end of a presentation, which is referred to as the serial position effect. This means a person will remember the first and last items in a series of information more clearly than the middle items. According to experts, this occurs in all kinds of learning and presentations. Therefore, if the beginning and end of your presentation are where you have the highest level of audience attention, you should use these stages as opportunities to state and repeat the key points.

TED Talks is a non-profit media organisation which aims to discuss and spread new ideas about all sorts of different subjects. One of the key elements of TED Talks is that any presentation or talk is kept to a maximum of 18 minutes. This is because the average human being can only concentrate fully for a limited amount of time. If a presentation takes too

long, you can lose your audience and your message does not get across. Keeping any presentation to less than 18 minutes is a useful rule as it helps to ensure your message is clear and to the point, prevents you from speaking too much or going off topic, and helps your audience to focus on you and what you're saying.

Before your presentation

In addition to revising the content of your presentation, you should also consider what your audience might be thinking. We have seen how important the beginning and end parts of a presentation are in terms of the audience's attention. Therefore, to maximise your success in initiating and retaining their interest, you need to think about some of the answers to questions the audience may have before the presentation begins. Answering Who? Why? What? and How? by predicting what you think your audience is thinking will increase your chance of achieving a high level of audience attention. The following sections will explore answering questions that your audience may have, followed by examples of language that will help you to answer those questions.

Who is the Presenter? The amount of information you give about yourself depends on the audience and conditions that you are presenting under. For example, if your presentation is an informal address to other students, the level of formality will be low, and you may not have to give your full name and position as the audience knows who you are. However, if you are doing a presentation as part of a school assessment, your teacher or examiner may require you to introduce yourself in a formal manner, so they can evaluate your performance against exam criteria.

Even though we learned earlier that the beginning of a presentation is a critical stage, it should not be too long. Your listeners will form a first impression of you in the first minute. Therefore, a short accurate start with confident body language, accurate language and a clear voice will help to create a good first impression.

Examples of language to introduce yourself

Good afternoon, everyone, thank you for coming. My name is ... and I work ...

Let me introduce myself. My name is ...

For those who don't know me, my name is ... and I'm in charge of ...

Before I continue, let me tell you something about myself... I have worked in many different countries ... I have a Master's degree in ...

Why Are we Here? You need to inform your audience of the reason they are present and the purpose of your presentation. If the audience don't know why they must be present, they will not have a strong reason to listen. If it is in a work environment, perhaps management require them to be informed of the content of your presentation for professional development or for training purposes. If it is at school, you could point out the benefits of their attendance and what they may achieve from your presentation.

Examples of language to express purpose

The reason we are here today is to ...

Today, I would like to give you a general outline of ...

Today, I'm going to tell you about

My purpose/object today is to

What is the Presenter Going to Talk About? This is where you outline the main points that you're going to present, and the order in which you will discuss them. Experts say that your audience will listen more if your presentation has a clear structure. In addition, it shows that you have planned the management of the presentation. The language you require for this stage is referred to as sequencing, which means stating information in a particular order using language such as one,

two, three, or firstly, secondly, next.

Examples of language to express structure

The main points I'm going to discuss are first, ... second, ... third, ...

The presentation has three main points. I would like to begin with ...

The discussion will focus on three points and the first one is ... The second point will be ... And finally, the last point is ...

I would like to start with ... And then, ... Finally, I'll finish with ...

How is the Presentation Going to Progress and be Organised?

As we learned earlier, the attention span of the audience can drop in the middle of the presentation, so it is important to try and keep them alert by addressing their needs at the start and during the presentation. For example, as you go into the main part of your presentation, they may be thinking: Is it okay to ask questions now or do I have to wait until the end? How long is this going to go on for? Do we get a break? It would be useful to answer these questions when you begin the presentation so that your audience are ready to listen when your talk progresses on to the main points. However, occasionally you should give information that address their needs if you feel it will keep the audience listening.

Examples of language to express organisation

The presentation should last about ten minutes

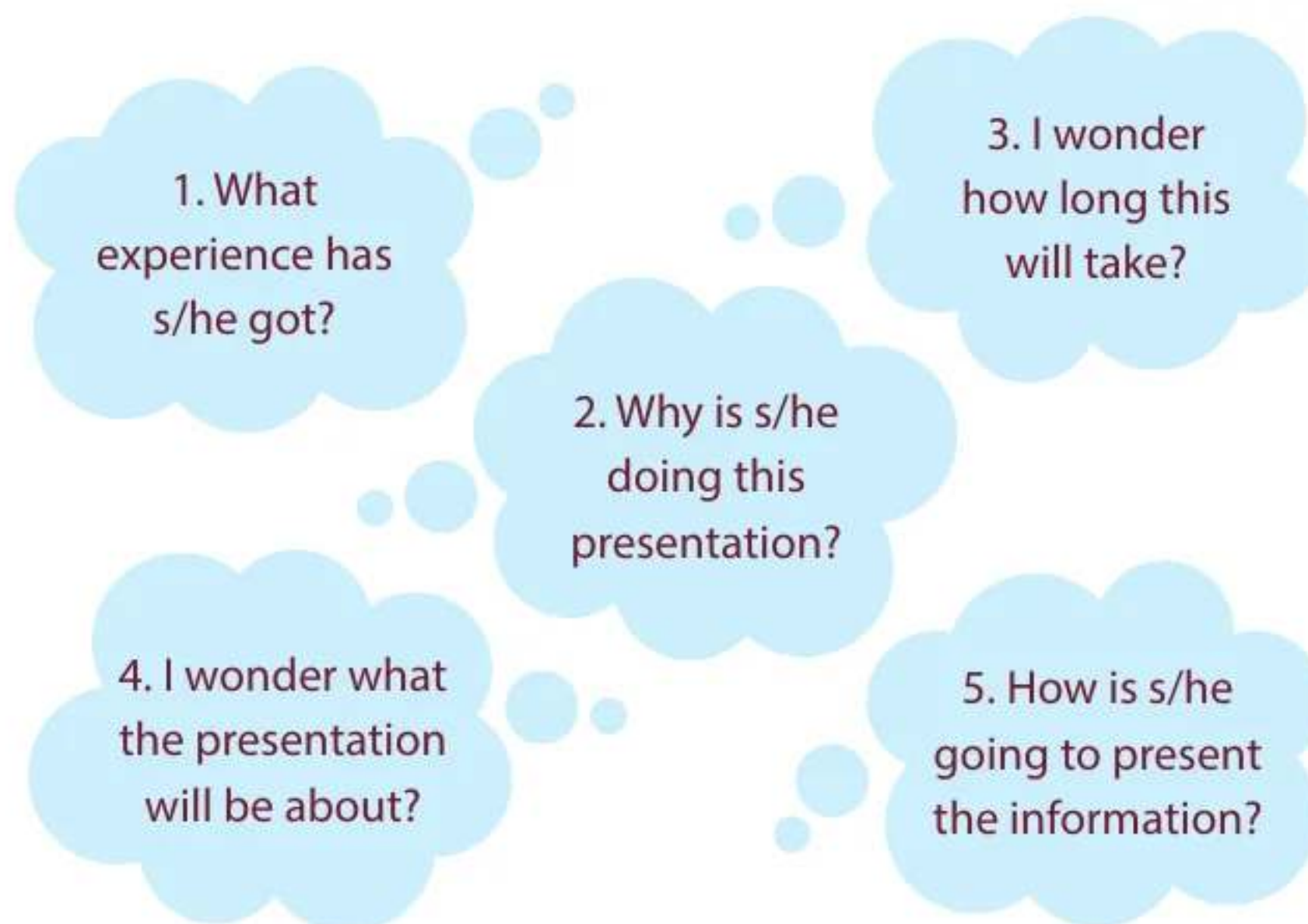
If you have any questions, I'm happy to take them at the end.

Please feel free to interrupt me at any time if you have a question.

There will be a short coffee break straight after the presentation.

Action Task

Predict your audience's questions. Imagine you will give a presentation in a few days on why you should be chosen to be head girl or head boy. Write the answers to the audience's questions one to five, as if you are the presenter trying to persuade the audience that you are the best person for the job. Use the example language in the previous paragraphs to help you.

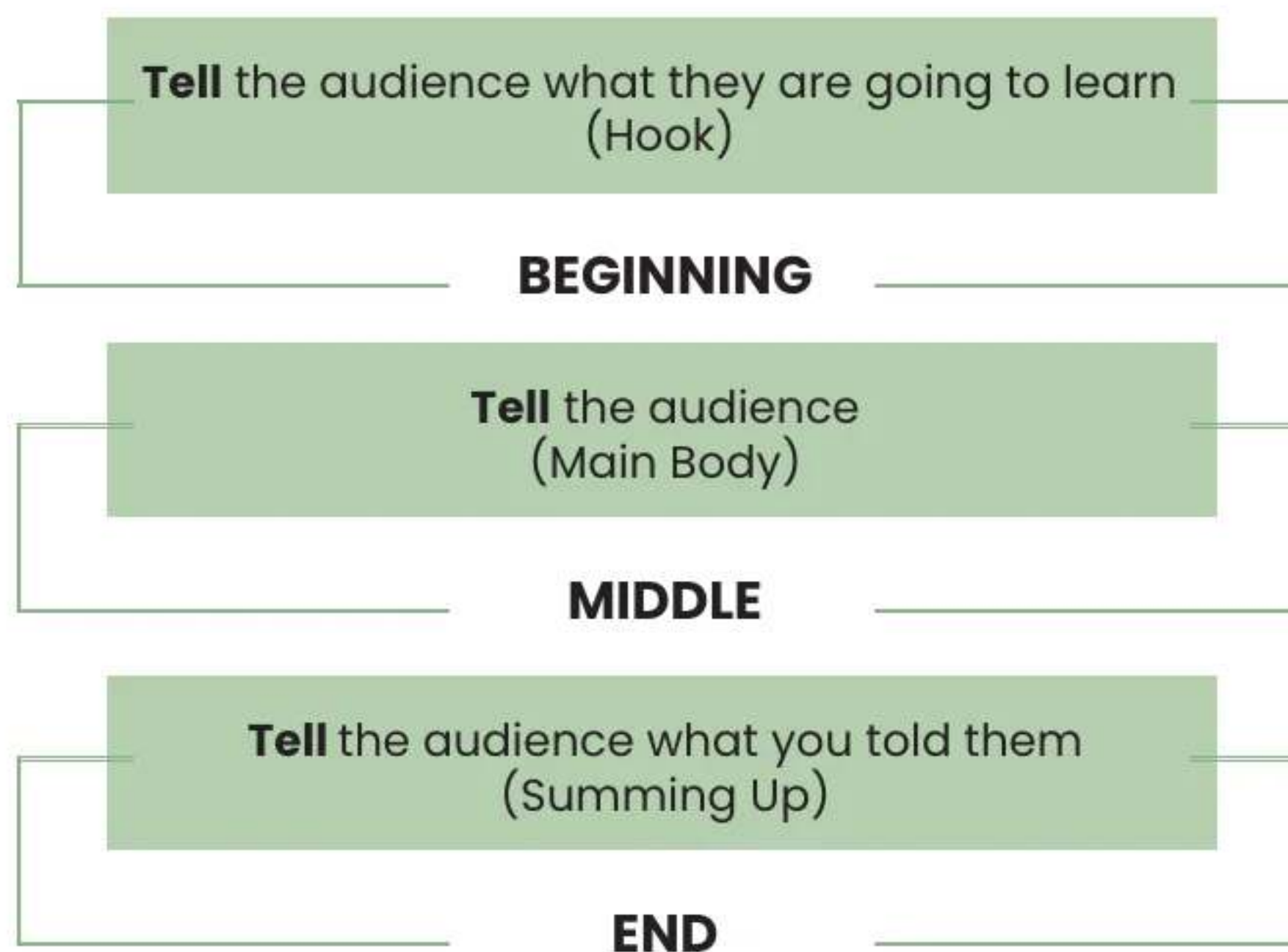


1. Before I continue, let me tell you something about myself. I have been involved in many different school projects. My experience includes ...
2. _____
3. _____
4. _____
5. _____

The Structure of your Presentation

Like most forms of communication, the progression of presentations from start to finish is guided by a structure which allows the audience to clearly understand your message. The beginning should act as a hook to capture the audience's attention followed, by some basic information to outline the content. Then, the focus shifts to the main body, which includes the supporting evidence, and finally a clear conclusion or summing up of the information. Preparing for a presentation can become challenging if you do not use strategies to break down its delivery into smaller, manageable tasks.

An essential guide to creating your presentation is the three T's:



Thinking Task

Think about what kinds of presentations you have delivered and what you used to inform, instruct, persuade, or inspire the audience?

Action Task

You must give a presentation on your skills, knowledge and experience to become head girl or head boy at your school. Therefore, the purpose of your presentation is to persuade the audience that you are the best person for the job.

Include: An introduction, a main body and a conclusion:

1. **Introduction: Tell** the audience who you are and how the presentation will be organized.
2. **Main body:** Choose two or three main reasons why you should get the job of head boy or head girl. Include: 1) information about your qualifications, 2) your extracurricular activities and 3) what you will do for the students and the school if you are chosen. Under each main point create sub-points to support your claims.
3. **Conclusion:** Remind the audience of what they have learned during your presentation by restating your main points.
4. Think about how you will deliver your presentation. You could use pictures and write your main points and supporting points on a whiteboard or create a PowerPoint presentation. Think also about how much time your presentation will take.

[illegible]

Self-Assessment Task

Now that you know a little more about presentations, try to answer the following questions.

1. What does the serial position effect mean?
2. Write a short description of two different purposes of presentations

3. After doing a presentation, complete the following self-evaluation form.

Presentation Self-Evaluation Form

- a. Describe one thing that went well in the presentation.
- b. Describe one thing that you would change about the presentation.
- c. Comment on your eye contact: was it sufficient? If not, how could you improve your eye contact for your next presentation?
- d. Comment on your body language: was it effective? If not, how could improve your gestures and movement for your next presentation?

What is your overall assessment of your presentation:

Not very good/Acceptable/Very good

Unit 3: Markets in the UAE

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Overview

This term you will learn about economics. You will learn how economics affects every part of your life. By the end of the term, you will understand how you can use economics to make good decisions in your life.

Lesson 1: Introducing Markets

- Do you know the difference between goods and services?
- What do you know about supply and demand? How do you think changes in price can affect each?



Key Vocabulary

good
durable and non-durable
service
consumer
consumption
value
utility

marginal and diminishing marginal
utility
demand
demand schedule and curve
supply
supply schedule and curve
equilibrium

WARM UP: MAKING A LIST

With a partner, list ten things your families had to pay for in the last week. Think about things you needed to buy, but also think about payment for work someone did, such as a gardener or doctor.

	This week we had to pay for...
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Put N next to Needs and W next to Wants. Did you have more needs or wants?

GOODS AND SERVICES

A good is an economic product that is people want and has economic use. Shoes, shirts, desks, coffee - anything you can buy is a good. Goods are classified into two types: durable goods that typically last over three years, like a desk, and non-durable goods that normally need replacing, like food, clothes and writing paper.



A service is an economic product consisting of work done by someone, usually in exchange for money.

Doctors, mechanics, and teachers perform services and normally do not produce goods. You can touch a good, not a service. A good is a thing. A service is an action.



Activity 2:

Look at the list you made of your family expenses. Which of these are goods and which are services? Write G next to goods and S next to services.

What is the relationship between goods and services?

CONSUMERS, VALUE AND UTILITY

Consumers use goods and services to satisfy needs and wants. The process of using up goods and services is consumption.

Value represents the economic worth of a



product, in actual money – dirhams and fils. We might assume that products that we need more will have a higher value than things we do not need, but this is not always true.

THE VALUE PARADOX AND UTILITY

A paradox is a statement that does not seem to make sense. Sometimes the value of goods depends on the circumstances of the consumer and does not make obvious sense. Let's explore more.

Consider the cost of 500 grams of rice and 500 grams of gold. The rice is food we need to live, it is a basic necessity. Although we can buy food with gold, it is not a basic necessity. You have to pay much more for 500 grams of gold than you would for 500 grams of rice. Why is that? Who sets the prices? How are prices set?

This is partially explained by lack of supply: gold is less plentiful than rice. But this is not the only reason.

Utility describes a product's capacity to provide satisfaction and to be useful. Utility varies from person to person. Some people like eating rice more than others. Some people do not enjoy wearing gold.

Value is determined by a combination of supply and utility. Rice is useful, but it is common and it is renewable meaning it can be replaced as it is consumed. Gold is not renewable. The gold on earth is the only gold we will ever have. Gold has high utility. It is useful in jewellery and essential to building electronics, so gold has a higher value than rice.

Activity 3: Discuss and Explain

If you were on a desert island, which would you rather have, 500 grams of gold or 500 grams of rice? If you were the person with the rice, would you want to exchange gold for it? Explain your answer.

UTILITY VS CONSUMPTION

Imagine you are hungry, and you have a bowl of dates. The first date you eat is delicious, and because you are hungry, you really enjoy it. You then have another, and another, then you start to feel full. This is an example of marginal utility.



Marginal utility is the amount of enjoyment and satisfaction experienced from consuming a good or service. Each additional unit decreases the amount of enjoyment or satisfaction.

If you continue consuming a good or service after you are satisfied, you will experience diminishing marginal utility, a decrease in satisfaction with each additional unit consumed. In the example of consuming dates, if you continue eating past the point of becoming full, you may even become ill.

Activity 4: Comprehension Check

List three goods or services that give you less satisfaction as you consume more.

Activity 5: Think and Discuss

Imagine that you are outside on a summer day and begin to feel thirsty. You want to buy a 500 ml bottle of water. The shop clerk tells you the bottle of water is 50 fils. Normally, the same bottle costs 1 dirham.



Answer and count.

Who in the class is willing to pay 50 fils for the bottle? Count the number of students. _____

What if the shop clerk wanted 2 dirhams for the bottle of water? Who would be willing to pay? It's more expensive, but it is a hot day, and the water is cold... Count the students. _____

What if the clerk told you 5 dirhams for the bottle of water? How many students would be willing to pay 5 dirhams for the water? Count the students. _____

What if the clerk told you 10 dirhams for the bottle of water? How many students would pay 10 dirhams the bottle of water? Count the students. _____

Discuss with a partner:

1. What happened to the number of students willing to buy the water as the price increased?

2. Did some students decide they did not want the water at the higher price?

3. Are there some products or services that people buy without thinking about the price? What are they, and why do you think price is not important for them?

DEMAND

Demand is the amount of a good or service that consumers are willing and able to purchase at a particular price.

Demand for a product is not just people wanting to own it. To count as demand, three conditions must be met: 1) people need to want the product, 2) they need to be able to buy it, and 3) they must be willing to pay the price.



A Boeing 747-400. Price: 1 billion dirhams. If you think that is expensive, you do not want to know the fuel costs!

You might want to own a Boeing 747 jumbo jet, so you can fly your friends and family around the world privately. But to count as economic “demand”, you also would need to be able and willing to pay the airplane’s price, which is about one billion (1,000,000,000) dirhams.

You might generally like 747s and have the billion dirhams required to buy the jet, but might prefer to buy a super yacht with that money instead. Because you are not willing to spend the money on the 747, it is not considered demand.



UNDERSTANDING DEMAND

Understanding demand is key to successful planning for businesses.

Imagine you would like to open a pizzeria. Because you want to have many customers, you will want to

choose a suitable location for the restaurant:

- 1) It should be in an area where people really like pizza.
- 2) There should not be many other pizza places nearby.



Meet the Al Shehhi family. Sometimes they like pizza as a special meal. This table indicates the number of pizzas the Al Shehhi family would be willing to buy in a year at a particular price.

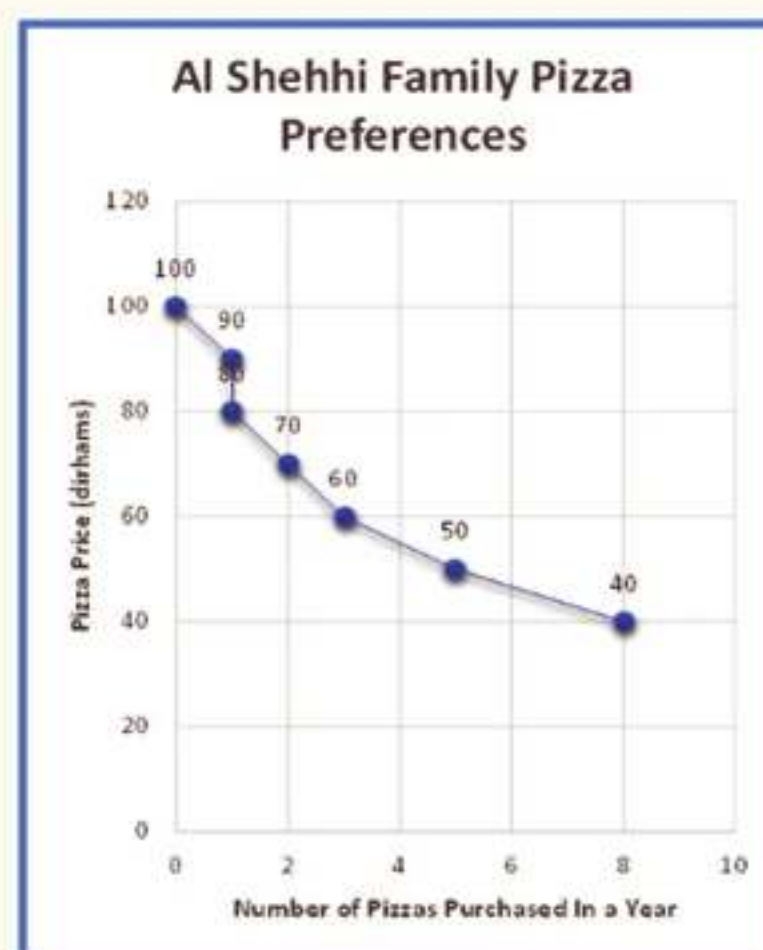
# of pizzas per year	Price
0	100 dhs
1	90 dhs
1	80 dhs
2	70 dhs
3	60 dhs
5	50 dhs
8	40 dhs

The table is a demand schedule. According to the table, the Al Shehhi family would not be willing to buy any pizzas in a year at 100 dirhams per pizza. But if the price is lowered to 90 dirhams each, they would buy one, and if lowered to 40 dirhams, they would buy eight pizzas a year.

The lower the price, the more pizzas they would be willing to buy in a year.

LAW OF DEMAND

The Al Shehhi family is demonstrating the Law of Demand. In general, people are willing to buy less of something when the price increases. Similarly, people are more willing to buy something when the price decreases.



Demand curve

This chart is a demand curve. It shows the quantity of a product that the consumer will demand (purchase) at each price.

The chart indicates an individual demand curve only for the Al Shehhi family. For our restaurant to be successful, we will want to know the total demand for lots of people in the area, not just one family. Look at the table below and plot the data in a new chart. We do this by adding several individual demand tables together.

For simplicity, we will add only one family, the Al Mansoori family, who also like pizza. We will call this total the Market Demand Curve.

Earlier we looked at marginal utility, the amount of satisfaction a consumer gets from one unit of a product, and the principle of diminishing marginal utility which shows that we get less satisfaction from each unit as we consume more.

Look at the table below and plot the data in a new chart.

Price (dhs)	# of pizzas per year (Al Shehhi)	# of pizzas per year (Al Mansoori)	Market (Total)
100	0	3	3
90	1	3	4
80	1	5	6
70	2	6	8
60	3	7	10
50	5	8	13
40	8	10	18

Market Demand Schedule

Activity 6: Comprehension check

Read and answer.

1. Think of the last two items you purchased. List them and write down the price you paid.

2. Then multiply the price you paid by two. Would you have been willing to make the same purchase at double the price?

3. Then, imagine the price was half of what you paid. Would you have made the same purchase?

4. Create a demand schedule for a product you regularly purchase. Next, plot a demand curve.

5. Look at some magazine ads. Identify and analyse advertisements that reflect the law of diminishing marginal utility.

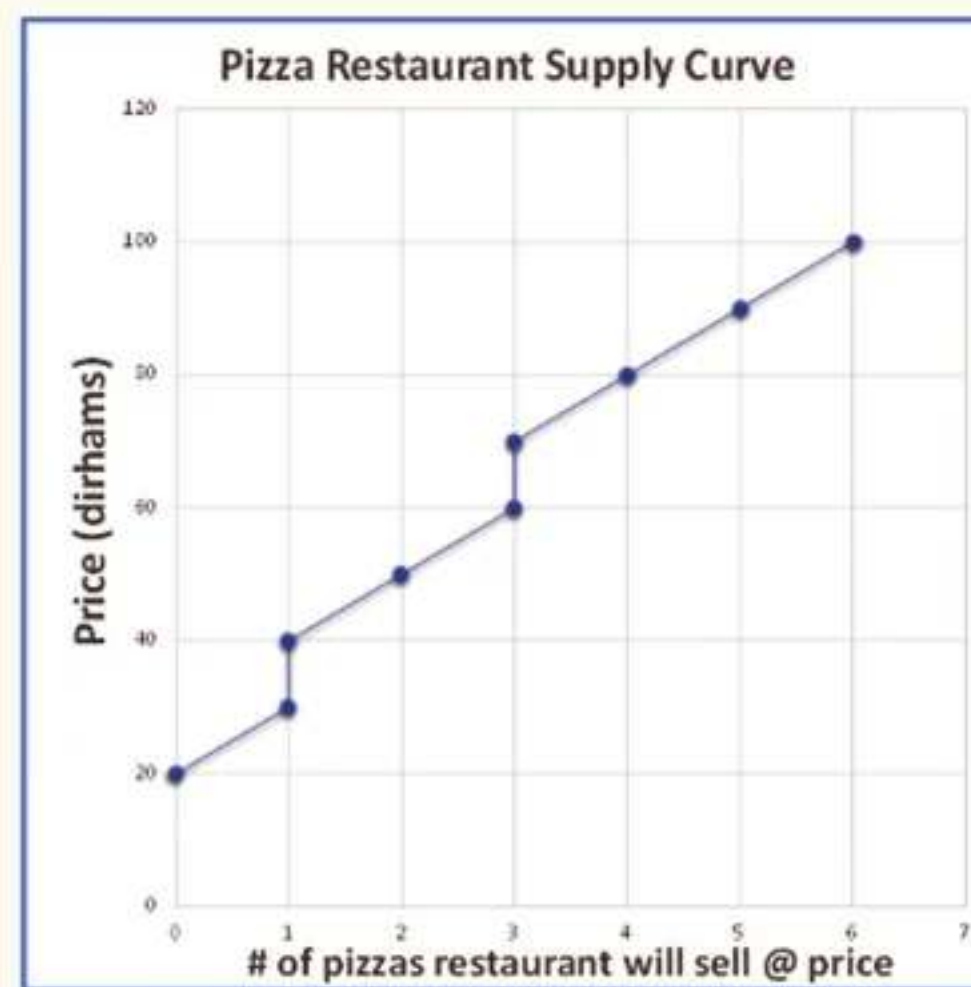
SUPPLY

We saw that demand describes how much of a good or service that consumers are willing and able to buy at a given price. Supply is the opposite side of the deal. It is how much of a product or service that suppliers are willing to sell to consumers at a given price.

The law of demand showed us that consumers are willing to buy less at higher prices, and more at lower. However, suppliers are willing to provide more of a product at higher prices, and less of a product at lower prices.

For example, if you have a job making pizzas at 40 dirhams per hour, you might be willing to make 5 pizzas per hour. If your employer doubles your salary, you might be willing to work harder and faster to produce 7 pizzas per hour. If your employer cuts your salary, you

might be less motivated and produce only 4 pizzas per hour. The supply schedule shows the number of pizzas the restaurant will sell at a particular price. It is similar to the demand schedule earlier, with the main difference being the quantities and prices move in the opposite direction: higher price gets a bigger quantity (the demand schedule we saw earlier showed demand decreased with higher prices).

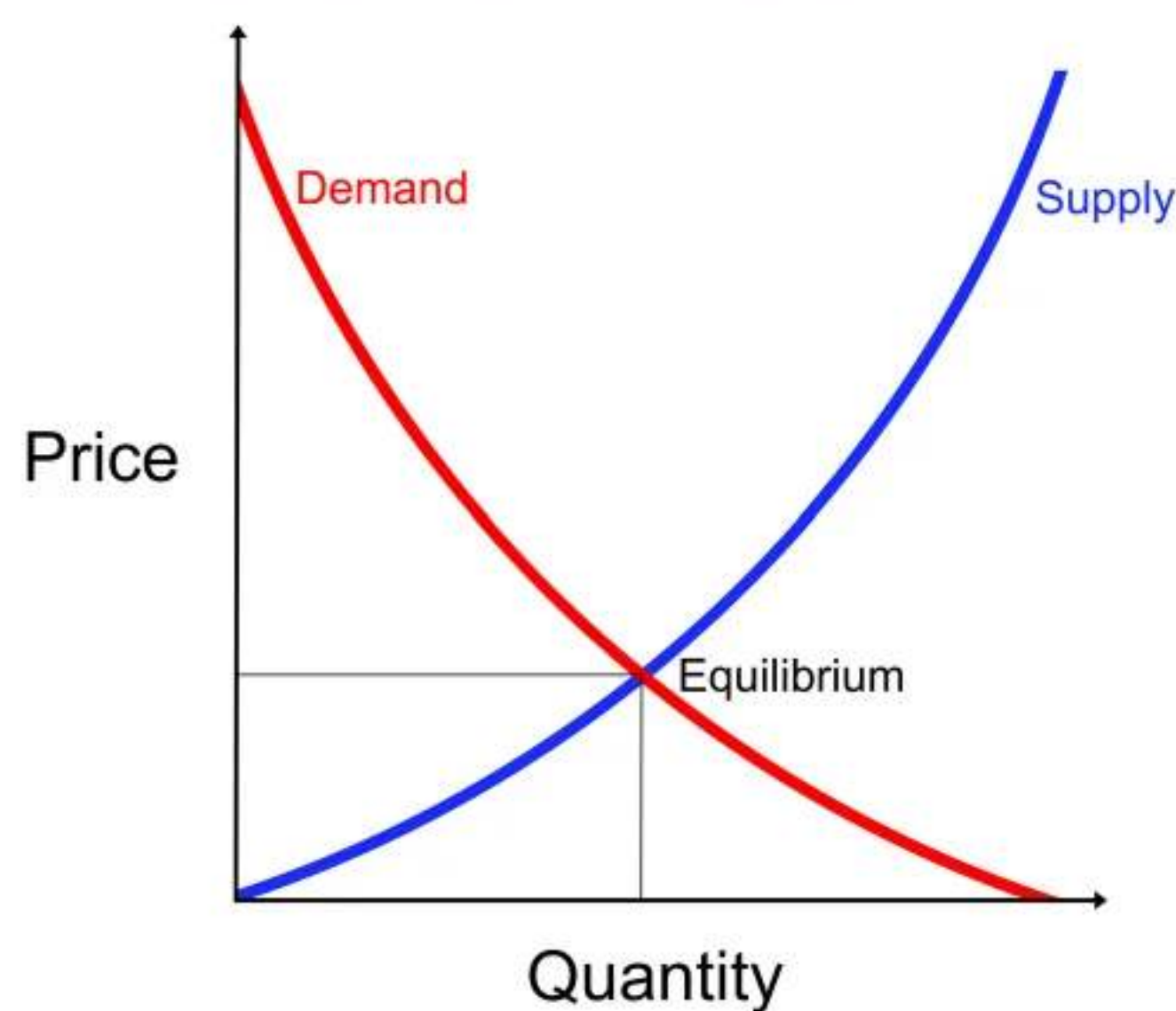


Supply Curve

The supply curve shows the table data: the restaurant does not want to sell any pizzas for 20 dirhams, but would sell one for 30, two for 50, and three for 60 and so on.

MARKET EQUILIBRIUM

Equilibrium is the situation where the price has reached the level where quantity demand is equal to the quantity supplied. It is price balance between supply and demand and is represented by the intersection of a demand and supply curve.



Equilibrium is balance – it is where the supply curve crosses the demand curve. At that point, the quantity demanded is equal to the quantity supplied.

Activity 7: Comprehension check

Visit your nearest supermarket. Go to the aisle where they sell bags of rice, or sugar, or flour. You should see the same brand of the product in different bag quantities: you might see bags of 500g, 1kg, 2kg, 5kg or 10kg (or more!).

Make a table like this (you will need to list the actual size of the bag on the left – below are examples) going from largest bag at the top to smallest bag at the bottom. Then show the price of that product in the right column.

Finally, divide the price by size to get the price per kg. Does the price per kg go down as the size increases?

Size	Price	Price per kg
10kg		
5kg		
2kg		
1kg		



Lesson 2: Everything Changes

- What things, other than price, can affect the demand of a product?
- What effect do you think advertising can have on demand?



Key Vocabulary

non-price demand shifts
income
effect
change in income
inferior and superior goods
trends

substitutions
complements
expectations
advertising
elastic
inelastic

WARM UP: THINK ABOUT PRICES

Think about how price affects your purchases.

Does the brand matter to you? If so, why?



- ★ Is there anything in the world that could happen - apart from price changes - to make you want to buy more of that product you bought, or fewer?

Discuss and write notes.

NOTHING STAYS THE SAME

Everything changes all the time. Demand and supply can change for reasons other than price. When the COVID-19 pandemic first emerged in early 2020, the demand for many products suddenly shifted. With people staying home, the demand for



petrol decreased around the world. Meanwhile, medical supplies became difficult to find, with hospitals everywhere needing masks, gloves, and other protective gear. This shortage affected their price, with potential buyers chasing after limited resources and offering extreme amounts of money.



A medical worker in protective gear. The rapid growth of the COVID-19 pandemic caused a massive increase in demand for this gear in early 2020.

Obtaining that equipment was a matter of life and death for the doctors and nurses who worked in the hospitals. Another item that experienced a dramatic shift was hand sanitizer, which many people wanted to have to protect themselves from the virus while away from soap. In 2019, a 60ml bottle of hand sanitizer cost 4 dirhams. After

March 2020, that same bottle sold in many parts of the world for 70 dirhams, which is 17 times the old price.



Hand sanitiser

Because demand was so high, producers and distributors increased the price to match, and desperate buyers were willing to pay because of the emergency. The cost of production had not changed, but the sellers' opportunity to make more profit changed because of the huge demand caused by the disease.

Activity 1: Think and Discuss

Think of another product that recently changed price.

What was the product?

Did the price increase or decrease?

Why do you think the price changed?

Do you think the price will change back? Why?

INCOME EFFECT

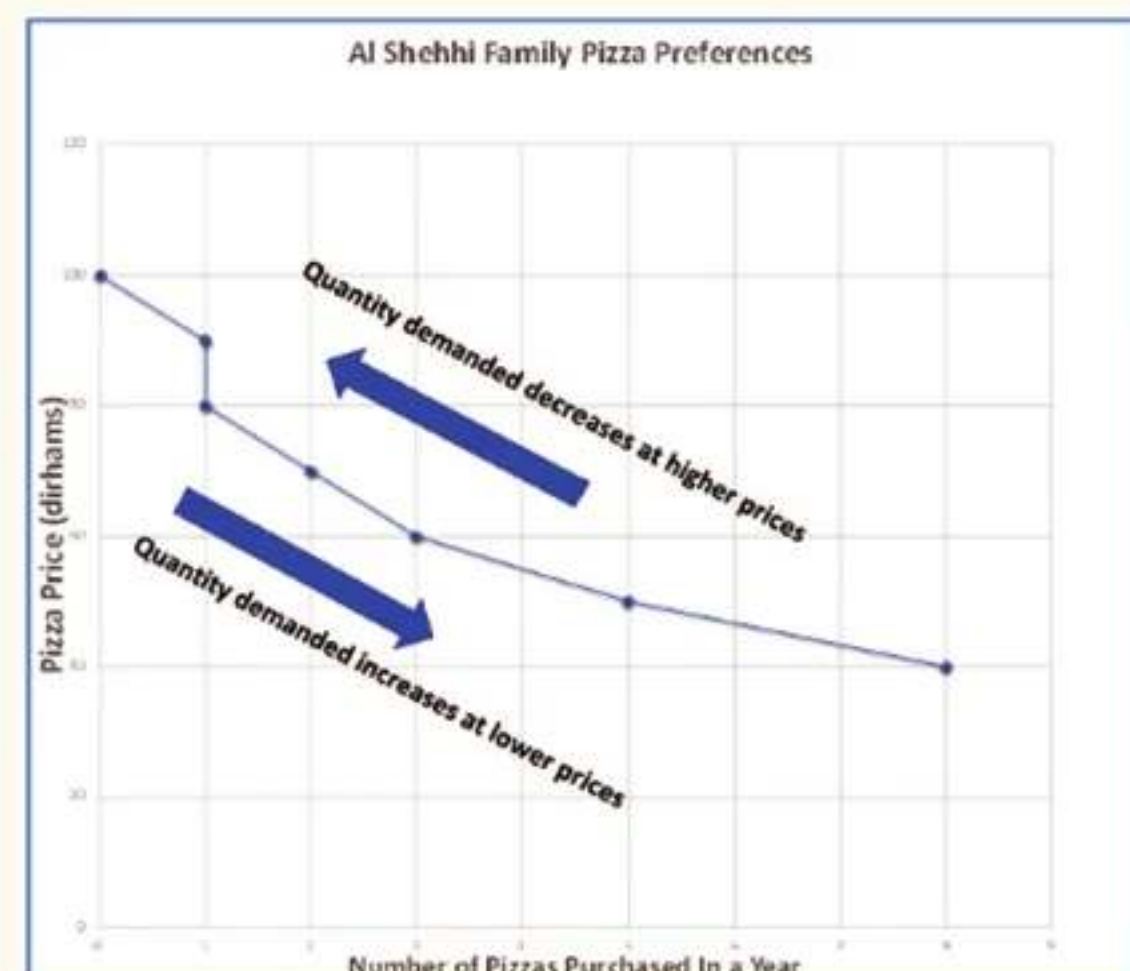
The Income Effect describes the change in demand resulting from a price change that affects the consumer's real income. If the price of a product drops significantly, the consumer may be willing to buy even more of a product because they will feel like they have more money due to the savings.

This works in the opposite way too: when the price of petrol increases substantially, many people are more reluctant to drive long distances because the higher cost has left them with less money in their wallets.

CHANGE IN QUANTITY DEMANDED

We saw this table earlier, showing the Al Shehhi family's demand for pizzas. The graph shows the change in quantity demanded at each price point, assuming everything else stays the same.

However, if circumstances change beyond price adjustments, a new curve needs to be created to reflect



the new market environment. The previous curve would be no longer valid.

SHIFTS TO DEMAND CURVE

Changes that discourage consumption shift the curve to the left, while changes that encourage consumption shift the curve to the right.

Activity 2: Ice Cream Shop

In the following table, D1 shows the original market demand for ice cream cones.

If the Ice Cream Cafe increases its advertising for ice cream cones, this would cause consumers to desire more ice cream cones at each price.

Now assume that very cold weather sets in. This cold weather causes you and others to desire less ice cream cones at each price.



Price of Ice Cream Cones (dhs)	Quantity of Cones Demanded (D1) (original demand curve)	Quantity of Cones Demanded (D2) (increase advertising)	Quantity of Cones Demanded (D3) (very cold weather)
2dhs	10	20	5
3dhs	8	16	4
4dhs	6	12	3
5dhs	4	8	2
6dhs	2	4	1
7dhs	0	0	0

CHANGES IN INCOME

A change in income can result in a change in consumption. Imagine a consumer received a raise at work. With more money to spend, the entire demand curve would shift to the right, reflecting the greater quantities of product that consumer would be willing to buy at each price point. The opposite would happen if the consumer's salary was cut, or the consumer lost a job. The demand curve would shift to the left.

INFERIOR AND SUPERIOR GOODS



Luxury cars

We saw earlier that in general, when the price of a product increases, demand goes down. However, one factor that can affect this is the consumer's individual income. Some goods are associated with consumers with lower incomes, while other goods are associated with consumers with higher incomes.

inferior goods:

demand decreases as consumer income rises

superior goods:

demand increases as consumer income rises

Normally, consumers buy more if their income goes up, or less if their income goes down. However, a change in income may affect the

type of goods the consumer wants: with a higher income a consumer may choose to buy more superior goods, like fresh salmon, and fewer inferior goods like cheap instant noodles.



Activity 3: Comprehension Check

1. List five products you believe count as superior goods, where the demand goes up with higher consumer income.

2. Explain why you believe this is the case.

TASTES AND TRENDS

Consumer wants change with the times. Companies spend billions of dirhams each year to persuade customers to buy more of their products, or switch from their competitor's products. The popularity of brands rises and falls with time, as trends. Many consumers are highly brand conscious and will only buy a particular brand of a product. Recent years have seen the rise of influencers": paid personalities with millions of followers on YouTube, Instagram and TikTok – who endorse products. The companies hope that the influencers will cause an increase in demand.



"Let me take a selfie" – the rise of "influencers" who affect demand for products they endorse

Activity 4: Discuss and Take Notes

1. Do you know anyone who has been 'influenced' in buying decisions by online personalities? If so, why do you think the personalities were influential?

2. Which brands are particularly popular with your friends and family? If there was another brand's product of equal quality available for cheaper, would you be willing to buy it or would you insist on the popular brand? Explain your decision.

SUBSTITUTIONS

The substitution effect describes the reduction in sales for one product because consumers switched to an alternative, cheaper product.

A smartphone maker might use LCD display screens from Korea; if the Korean manufacturer raises the price, the smartphone company might choose to use cheaper display screens from Thailand.



Smartphone components

If the price of beef increases, consumers may not just buy less beef, they may completely switch to chicken if it is cheaper.



Chicken in a UAE supermarket cart

Activity 5: Comprehension Check

1. With a partner, list four examples of the substitution effect that you have experienced or know about: did you ever buy something as a cheaper alternative to another product?

2. Was it as satisfying as the original product? Explain.

COMPLEMENTARY GOODS

Complementary goods are related products. The use of one product causes an increase in demand of another because consumers tend to buy them together.

Think of a donut shop: people like to have donuts with coffee, so if they sell more donuts, they are likely to sell more coffee too.

Producers often take advantage of complements to increase profits. Companies that make computer printers sell the printers at a low



Coffee with donut – Consumers often purchase one with the other.

price – sometimes below the cost of making the printers – and charge soaring prices for the ink. The profit for these companies is from the ink sales, not the printers.

The companies make it difficult for owners to refill the ink cartridges with cheaper ink from other companies for this reason.



Replacing a printer ink cartridge. Printer manufacturers set the price of printers low, and the price of the cartridges high

EXPECTATIONS

Demand can be affected by consumers expecting changes soon.

In spring 2020, before COVID-19 cases peaked, many supermarkets around the world were filled with panicked consumers stocking up on groceries, anticipating possible shortages and disruption of supply. In many places, this panic shopping resulted in shortages, even though there was no real problem with supplies. Demand from panic overwhelmed the normal supply.

Demand can drop based on expected changes, as well. Just as the 2020 pandemic caused an increase in demand for food and other



Queue at a supermarket, spring 2020. When consumers expect market changes are coming in the future, this may affect demand now.

necessities, demand for luggage dropped, as consumers predicted they were less likely to travel.



Luggage store

ADVERTISING

Advertising stimulates demand. It is intended to increase consumption of a product, as with the shift in demand in the ice cream shop example earlier. Ads often focus on raising brand awareness and on temporary sales promotions.

Advertising may try to convince consumers to switch from one brand to another by promoting the product's special qualities. It may also try to persuade consumers the product solves a problem.



Billboard ad in Dubai

Activity 6: Sales

Read and answer

1. What change can you predict for the quantity and price of goods sold during a major sale, like the Dubai Shopping Festival?

2. Why do stores have sales?

3. Why do stores offer their products at the lower sale price all the time?

ELASTICITY

Elastic bands, also called rubber bands, stretch in size. Economists borrow the word “elastic” to describe a demand change that also “stretches”: when a change in price causes a larger change in demand.



Elastic band

elastic:

% change in demand is greater than the % change in price

inelastic:

% change in demand is less than the % change in price

Put another way, elasticity is a measure of how sensitive a product's demand is to a price change. That sensitivity varies.

Necessity goods like food and medicine are more inelastic because people need to buy them, and the price is less of a consideration in the purchase decision. Purchases of luxuries however can be delayed or substituted if the price increases.

Another possibility is that the change in price might cause an exactly equal percentage change in demand: not elastic, and not inelastic. In this case, the product's demand has **unit elasticity**.



Gold Souq in Dubai

A range of factors contribute to elasticity:

- Is it a luxury or necessity? Luxuries are more elastic.
- Are substitutes available? If yes, demand for the product is more elastic.
- Is the purchase urgent, or can it wait? If it can wait, the product is more elastic.
- Would the purchase take up a major part of the consumer's income? If it is not a big purchase, it is more inelastic. If it is a lot of money, the consumer is likely to be more cautious, and reluctant to buy if price increases.
- Is the product a specific item, or a general type? If it is specific, it tends to be more elastic.

Here are some examples:

Determinants of Elasticity	Prescription medicine	Baking flour	Car insurance	Cruise ship ticket	Fresh carrots	Fresh vegetables
Are suitable substitutes available?	No	No	No	Yes	Yes	No
Could the consumer delay the purchase?	No	No	No	Yes	Yes	No
Would the purchase be a major part of the consumer's income?	Maybe	No	Yes	Yes	No	No
	Inelastic	Inelastic	Inelastic	Elastic	Elastic	Inelastic

Note that 'yes' is not always required in all categories, but 'yes' is two or three categories points to the product being elastic.

Activity 7: Comprehension Check

1. Why would the availability of substitutes affect the elasticity of demand for a product?

2. Why are stores unlikely to offer sales on school supplies in August, just before the beginning of the school year? Explain.

Lesson 3: Market Structures

- **What is a market?**
- **How does competition affect market share?**



Key Vocabulary

competition

market share

product

differentiation

monopoly

oligopoly

merger

acquisition

WARM UP: THINK AND DISCUSS

Imagine you and your partner open a mandi restaurant. There are four other mandi restaurants nearby.

List three ways the other restaurants could affect your success.

List three actions you could do to increase your chances of success over the other restaurants.

COMPETITION

As a mandi restaurant owner, you would be aware that customers are not required to visit your restaurant. They may not want mandi, and even if they do, they could choose other mandi restaurants instead of yours. You would need to work hard to make sure your restaurant is efficient and high quality. Otherwise, your business would fail to your competitors.



A meal of mandi



Competitors all take a share of the market

Competition is a result of scarcity because human wants can never be completely satisfied. It has many beneficial effects for society. It tends to move products to where demand is greatest or where they will be used most efficiently. It also forces producers to be efficient, eliminating waste of resources. In a market with competition, companies try to increase their market share, their percentage of sales in the overall market.

Competition also encourages product differentiation. Producers want to make their products better than the competition and stand out somehow to attract consumers.

At the mandi restaurant, the owner might try to improve the quality of the mandi product, offering more chicken or a better tasting recipe. However, that increase in quality could add to cost, and force an increase of the price of the mandi. That could scare consumers away to cheaper competitors unless customers are willing to pay extra for the better product.

Activity 1: Differentiation

Visit the shampoo aisle of the supermarket. If you read the list of ingredients on the back of the bottles of different shampoo brands, you will notice the basic ingredients are nearly the same for every brand.



1. How do producers make their product different so customers will choose their type of shampoo among all the others? List five of the biggest differences you can spot.

2. Locate the most expensive shampoo bottle in the aisle. Which one is it? Why do you think a consumer would select that shampoo?

ANTI-COMPETITION



Competition is good for consumers, and good for the economy.

Businesses might be tempted to coordinate with each other to set higher prices for their products, forcing consumers to pay more. They might also try to agree to temporarily set their prices extremely low, to drive other competitors out of the market.

Many countries, including the UAE, have laws in place to prevent this anti-competitive behaviour. These governments recognize

the beneficial effect of competition on overall efficiency and fairness for consumers.

MERGERS

Two or more competitors may choose to join their companies together as a merger, or one business might purchase a competing firm as an acquisition.

The resulting company would be larger, and would enjoy a greater market share, but the effect on the market would be fewer competitors.

These practices often require government approval to protect competition.



Mergers are two companies joining into one.

OLIGOPOLY

Some markets are oligopolies: made up of a small number of large producers. Think of the large coffee shop chains in the UAE: Costa, Tim Hortons, Caribou, Café Bateel, Gloria Jeans, Dunkin' Donuts, Starbucks and Café Nero. There are other, smaller shops but these large chains control most of the coffee shop market in the UAE.



Café Nero in Dubai

In an oligopoly, these large firms compete against each other, and are affected by changes in each other's price or output.

Oligopolies compete through product differentiation and advertising to create brand loyalty.

However, the control of production between a small number of firms raises the risk of potential anticompetitive behaviour, requiring governments to monitor and regulate their practices closely.

MONOPOLY

A monopoly is a market with just one producer. There is no competition. Some monopolies are natural monopolies. Think of a tiny airport near a small town. Because the population is so small, only one airline may be able to serve it profitably.

Monopolies can occur for a range of reasons:

- ♦ A government may decide to permit only one company to produce a good or service.
- ♦ One company might control a valuable resource and prevent competitors from entering the market. This control allows the company to set the product's price.
- ♦ There may be no substitute product.

- ♦ One company may legally own the licenses or patents to produce the product.



DEWA power facility

In most countries, government utilities that provide water and power are monopolies. Competitors are not allowed to set up private supplies of these resources, and the government utilities set the price for the product.

Activity 2: Comprehension Check

1. What is the usual effect of more competition on a product's price?

2. If companies succeeded in running a competitor out of the market by temporarily lowering the price of their product, what do you expect would be the resulting change in product price?

3. The text mentioned UAE coffee shops as oligopolies. List two other examples of oligopolies in the UAE.

4. Why do governments protect competition?

Activity 3: Think and Discuss

Analyse these UAE organisations. Are they monopolies or do they have many competitors? How difficult would it be to start a company to compete with them?

- ◇ Etihad Airways
- ◇ ADNOC
- ◇ DEWA
- ◇ Du
- ◇ LuLu Hypermarket
- ◇ Emirates Post

Summarise the discussion.

Lesson 4: The UAE and Emiratisation

- **What do you know about the UAE's policy of Emiratisation?**
- **What do you know about the UAE's Vision 2021?**



Key Vocabulary

emiratisation

private sector

vision 2021

education system

educational technology

entrepreneurship

WARM UP: BRAINSTORM

What do you think the term Emiratisation means?

What is Vision 2021?

Why is education so important?

EMIRATISATION AND EDUCATION

Emiratisation (Tawteen in Arabic) is an initiative by the UAE government to assure employment opportunities for Emiratis in the private sector of the economy.

New initiatives encourage Emiratis to start their own business, not only employing themselves, but creating jobs for others.



Emiratisation is a central element of achieving the Vision 2021 initiative. The UAE government reserves jobs and provides training for its citizens. The UAE Vision 2021 was launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) in 2010. The Vision has the goal to make the UAE among the most advanced countries in the world.

There are six main pillars that have been mapped into national priorities:

- ♦ A first-rate education system
- ♦ Sustainable environment and infrastructure
- ♦ Competitive knowledge economy
- ♦ Safe public and fair judiciary
- ♦ Cohesive society and preserved Identity
- ♦ World-class healthcare



FIRST RATE EDUCATION SYSTEM

A first-rate education system is a central pillar of Vision 2021 requiring a complete transformation of the education system.

As part of Vision 2021 universities and schools will be equipped with the latest educational technology such as smart systems and teaching methods upgraded to reflect a first-rate education system. Furthermore, Vision 2021 has the aim of making the UAE a world leader in education in the sectors of mathematics, science and the Arabic language.



Education is a pillar of the UAE's planning

SUSTAINABLE ENVIRONMENT AND INFRASTRUCTURE

As part of the UAE Vision 2021 national agenda, increasing clean energy and promoting the UAE's green footprint is a key element of the Vision. In addition, the promotion of world class infrastructure embedded with e-services in airports, roads and ports is highlighted as part of the 2021 Vision.



Promoting clean energy and reducing the UAE's carbon footprint are key parts of national planning.

HEALTHCARE

World class healthcare is an important pillar of the Vision 2021 emphasizing the importance of preventative medicine reducing cancer, diabetes and cardiovascular diseases across the UAE. The national agenda also has the ambition of reducing the prevalence of people who have dangerous health habits in the UAE by initiating health awareness campaigns.



COMPETITIVE KNOWLEDGE-BASED ECONOMY

The national agenda has the aims of making the UAE a leading country for entrepreneurship and to become a touristic and commercial hub in the world. It also has the objective of promoting UAE nationals into entrepreneurship programmes and training through schools and universities. The agenda underlines the importance of research and development, leadership and creativity in the economy of the UAE.



SAFE PUBLIC AND FAIR JUDICIARY

A further aim of the national agenda is to make the UAE one of the safest countries in the world. Moreover, it intends to improve the reliability of police services, road safety and emergency



preparedness across the country. Furthermore, the importance of an active and fair judicial system, making it the most efficient in the world, is highlighted in Vision 2021.

Activity 1: Comprehension Check

Answer the questions.

1. Describe Emiratisation (Tawteen in Arabic) in your own words.

2. In your own words, why does the UAE government feel Emiratisation is a priority?

3. The UAE's Vision 2021 refers to what kind of initiative launched by the government of the UAE? What does it include?

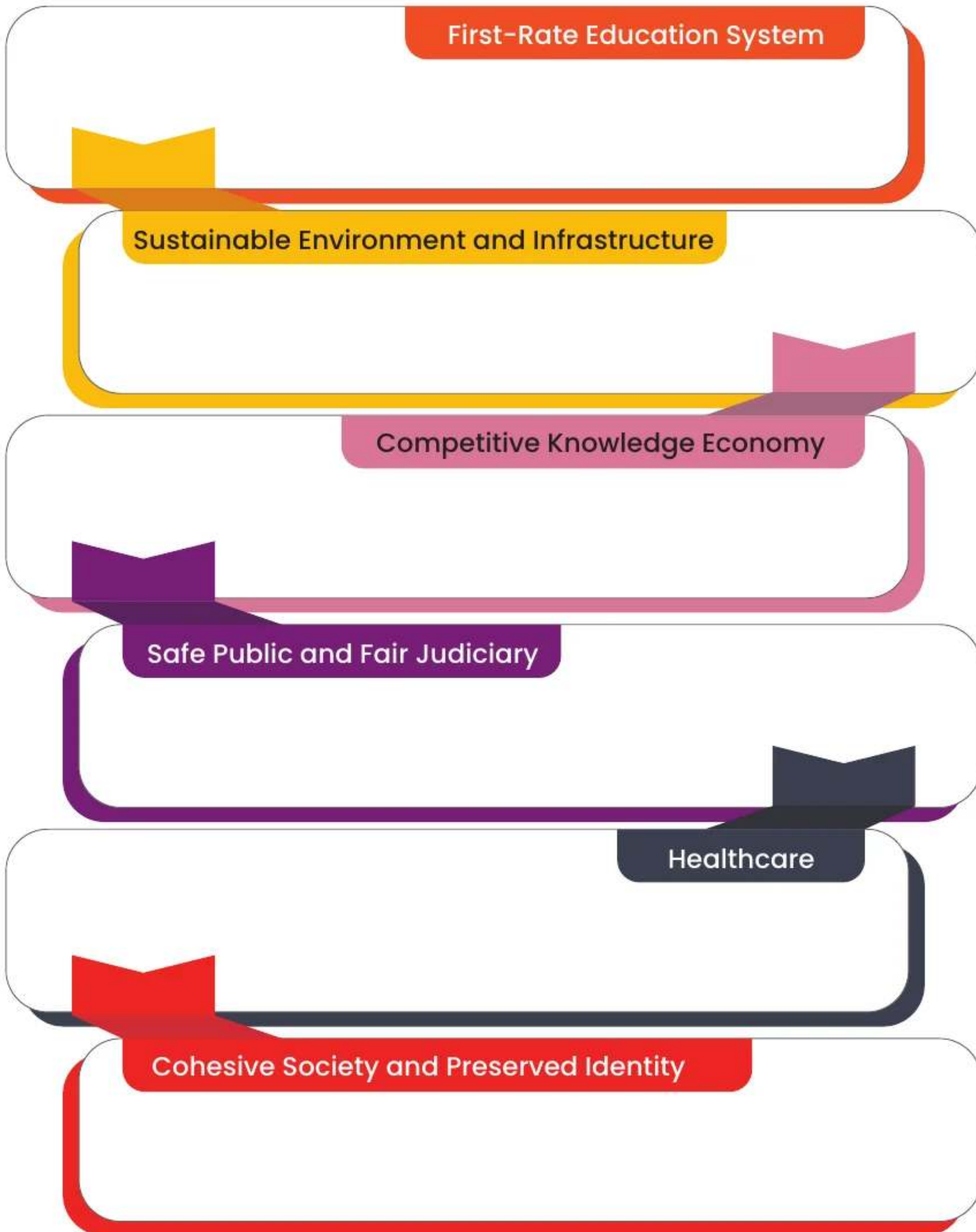
Activity 2: Vision 2021

Map out below in the outer circles the six elements of Vision 2021.



Activity 3:

Search for information about examples of the Vision 2021 initiatives. Write your answers in the corresponding spaces provided.



First-Rate Education System

Sustainable Environment and Infrastructure

Competitive Knowledge Economy

Safe Public and Fair Judiciary

Healthcare

Cohesive Society and Preserved Identity

Activity 4:

1. Tick the appropriate box to indicate whether the statement is true or false. If false, re-write it in the space provided after the table.

Statements	True	False
Emiratisation is an initiative by the UAE government which encourages Emiratis to work in the private sector.		
If Emiratis become entrepreneurs, they will not only employ themselves, they will create jobs for others.		
Entrepreneurs do not contribute to the economy of a country by creating jobs and providing new products.		
Emiratisation is a central element of achieving the Vision 2021 initiative.		
The Vision 2021 has the goal of placing the UAE among the most advanced countries in the world.		
A first-rate education system is not a central pillar of Vision 2021 as education is not necessary in a knowledge economy.		

2. Re-write the incorrect statements.

[illegible]

Lesson 5: Business Structures

- Do you know the difference between public and private sector organisations? Can you name any examples of each?
- Can you think of any other examples of different business structures?



Key Vocabulary

conglomerates
independent entities
diversified
multinational
MENA region

large organisations
chaebol
semi-government
private sector
public sector

WARM UP: PAIR WORK



Working with a partner, brainstorm some examples of public sector organisations and private sector organisations.

Public Sector Organisations	Private Sector Organisations

★ Challenge: Are there some organisations you are not sure of? Why?

PRIVATE, PUBLIC AND SEMI-GOVERNMENT ORGANISATIONS

The private sector of the economy includes corporations, individual business owners and non-government agencies. For example, the type of jobs in the private sector include hospitality, manufacturing and retail.



Some key factors related to the private sector include:

- ◆ Employees are paid a salary from the company's profit.
- ◆ Salaries and bonuses tend to be based on performance.
- ◆ Career advancement opportunities are varied and are usually performance based.
- ◆ Private sector jobs tend to be less secure especially during a recession.
- ◆ Working hours and holiday leave varies per company as per labour laws.

The public sector employs workers in the military, police, teaching and emergency service sectors of the economy. Public sector employees are paid by the government and tend to have more benefit schemes and overall job security.

Some key points about the public sector include:

- ◆ Public sector employees work for the government.
- ◆ Common jobs in the public sector include civil service jobs such as in education, healthcare, police and the military.
- ◆ Public sector employees are paid through the government budget.
- ◆ Public sector employees tend to have established benefits such as sick leave and holiday entitlements.



In some countries including the UAE, some organisations are semi-government companies. This means that the company operates as a private company but it is subsidised by the government or it has the government as one of its shareholders. Examples include development companies, real estate companies, construction companies, and others. As a result, semi-government organisations have elements of both public and private organisations, depending on the specific organisational structure and operating strategy.

KEY POINTS OF PUBLIC, PRIVATE AND SEMI-GOVERNMENT ORGANISATIONS

- ♦ Public and private sector organisations have an important role to play in the economic sustainability of a country.
- ♦ Private sector organisations are more likely to create new and interesting jobs.
- ♦ Public sector organisations often provide vital economic infrastructure such as education and healthcare, roads and railways.
- ♦ During an economic recession, the government can intervene more in public sector organisations to protect jobs as we have seen with COVID 19.
- ♦ Semi-government organisations can be subsidised by the government or have the government as a shareholder.
- ♦ Most semi-government organisations in the UAE are operated as private sector organisations.

Activity 1: Compare

List two advantages of each sector.

Public	Private	Semi-Government

Activity 2: Concept Check

Answer the questions.

1. The public sector employs people in which kind of jobs?

2. Why do private sector businesses/companies tend to create more jobs than the public sector?

3. What kind of jobs form parts of the private sector?

4. In your own words, describe semi-private companies.

 Activity 3: Reflection

If you could choose which job sector you could work in, which one would you choose? Give reasons for your answer.

FURTHER EXPLORING THE PRIVATE SECTOR

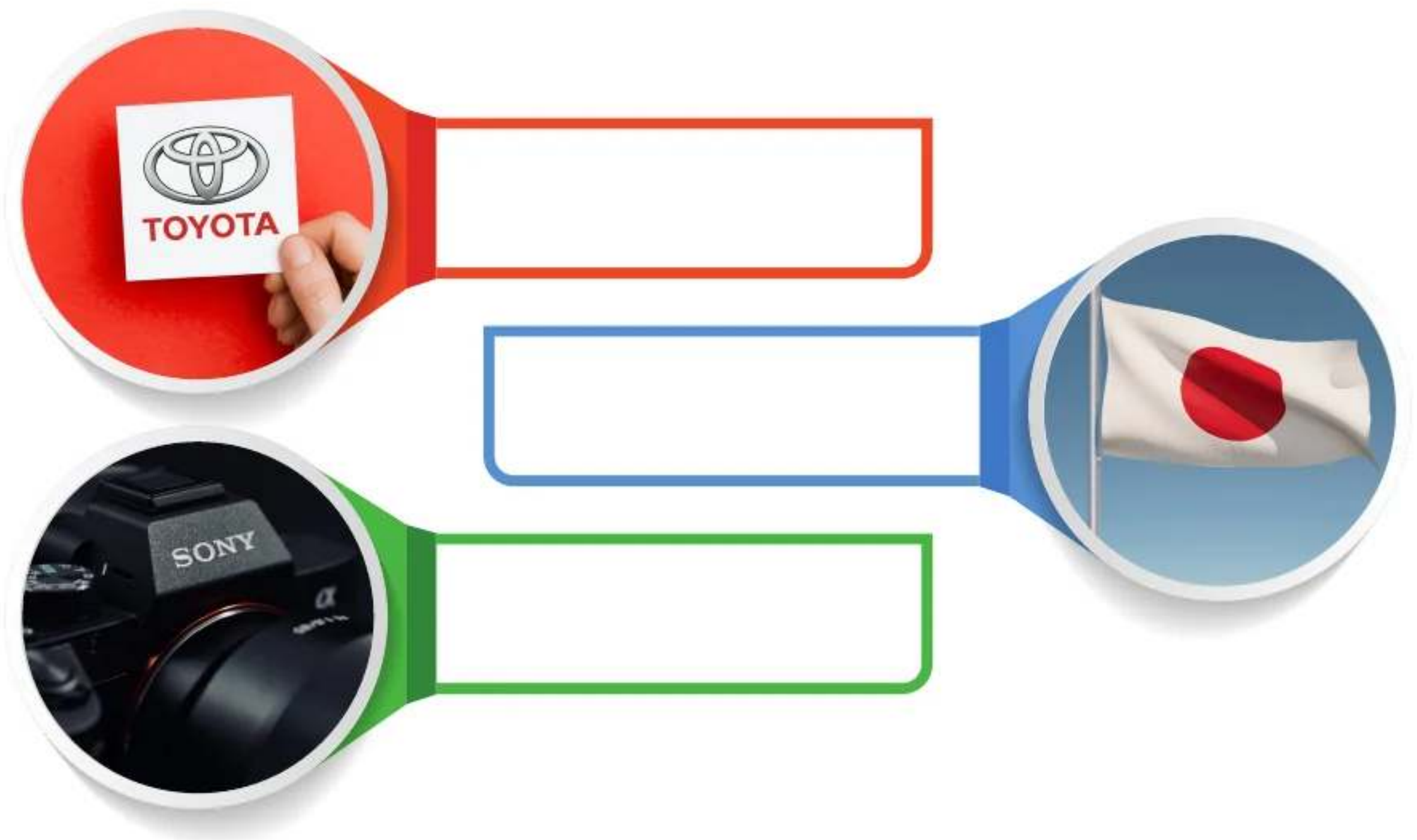
The private sector is the backbone of the economy. It is the place where growth and development occur and the place where most people are employed.

Activity 4: Brainstorm

Examine the products pictured with the flag of a country. What products are pictured? What country is pictured?

Write your answers in the corresponding boxes. You can discuss in small groups. Once you have completed the first set of products move on to the next set.





CONGLOMERATES



Conglomerates are large organisations that consist of several independent entities. Key features of conglomerates are their diversified nature. For example, conglomerates are different companies that are mixed together that perform differing business operations.

They are diversified in nature meaning that for example while one company may produce electronics, another may produce ships and apartments. However, they operate and function as one entity or as one large group.

Conglomerates are often multinational, based in another country. For example, Majid Al Futtaim, a UAE-based conglomerate, has diversified into the Middle East North Africa (MENA) region with businesses in Egypt and Oman.

Some conglomerates are owned by families. This is particularly the case with South Korea and the United Arab Emirates. Some prominent South Korean conglomerates include Samsung, Hyundai and the LG group. On the other hand, some of the most influential conglomerates in the UAE include Majid Al Futtaim and the Al Ghurair Group.



In today's world, there are many types of conglomerates. For example, South Korea has more than two dozen conglomerates which contribute substantially to its economic output. In South Korea, conglomerates are called 'chaebols' which are often family controlled and run. The word chaebol in Hangul (Korean language) refers to business family.

Some of these chaebols include the automobile maker Hyundai and the electronic makers Samsung and LG. These chaebols have been credited with fuelling the country's exponential economic growth since the 1970s. Transforming it from a largely land-based economy to an advanced technological power in the 20th century. The influence that chaebols have over the economic output of South Korea is demonstrated with the fact that they represent approximately half of the entire stock market.

Activity 5: Section Review

1. Name at least eight conglomerates mentioned in the text.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. Tick the appropriate box to indicate whether each statement is true or false.

Statements	True	False
One key feature of conglomerates is their diversified nature.		
One key feature of conglomerates is their diversified nature.		
Conglomerates are large organisations that consist of several independent entities.		

Statements	True	False
There are no family-owned conglomerates in South Korea.		
Conglomerates have contributed to the economic growth of South Korea and Japan and a lot of the products they produce have become household names.		

3. Re-write any false statements.

4. In small groups, discuss the questions below and write your answers in the boxes.

How would you describe conglomerates?

How important are conglomerates for the economy of a country? Try to give examples with your answers

Student's notes

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Student's notes

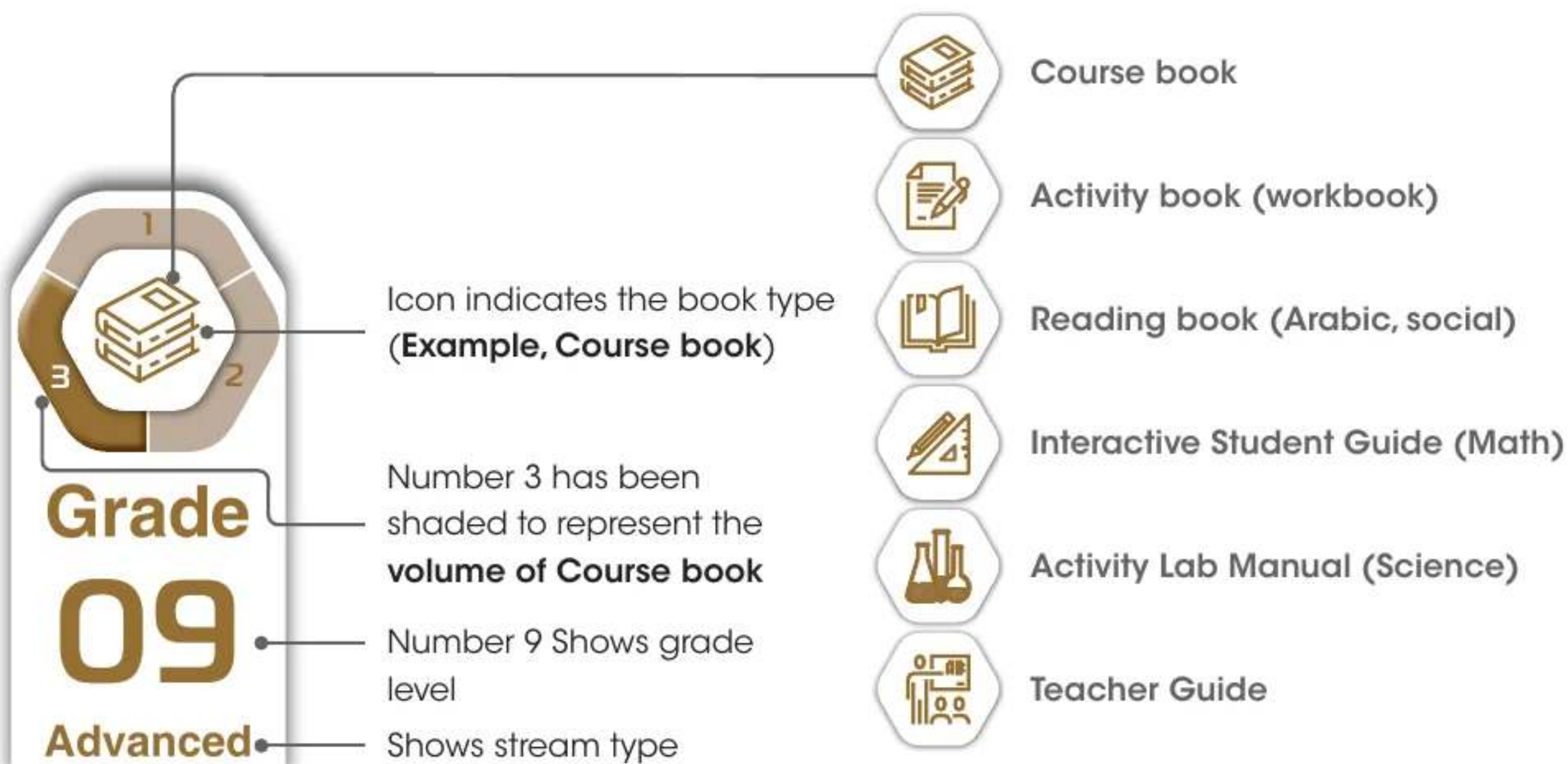
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