AN ETHIC OF RISK

Developing a Moral System for

Tackling Risk

WORKSHOP: 5 & 6 FEBRUARY 2020

VENUE: CLLR TRAINING CENTRE

CANBERRA

MODULE 17 - A SOCIAL PSYCHOLOGY OF RISK MASTERCLASS

THE CENTRE FOR LEADERSHIP
AND LEARNING IN RISK

SOCIAL
PSYCHOLOGY
OF RISK

human
dymensions

Introduction

An Ethic is a moral system. When one declares an ethical position, one is making a statement about how a moral position is systematized. A Code of Ethics is not necessarily an Ethic but its mechanisms hide an ethic (ideology). Most Codes of Ethics are statements of rules and standards not the guiding philosophy (moral ethic) that underpins the code.

One is only likely to understand the difference between 'values' with 'what is valued' through a study of Ethics.

An Ethic of risk is determined by one's anthropology in the face of uncertainty. How one makes a decision in tackling risk is based on one's ethic. One needs to know that even the Act and Regulation are interpreted and there is no neutral interpretation of the Act.

There are eight common approaches to ethics that will be expxlored in the program, these are:

1. Virtue Ethics
2. Natural Law Ethics
3. Social Contract Ethics
4. Utilitarian Ethics
5. Deontological Ethics
6. Care Ethics
7. Situational Ethics
8. Emdodied/Intersubjectivity Ethics

Every ethic holds an assumption about the nature of personhood and has a hidden anthropology. This is tied to a worldview that is often disguised in value, mission and strategic statements. This Workshop helps participants be more wise about such dynamics and how to traverse the malaise of mess in ethics associated with risk management.

Key Questions

1. What is an ethic and why does it matter?
2. What is the difference between morality and ethics
3. Is there a moral absolute?
4. By what ethic can one understand fallibility?
5. What is human personhood? How is an ethic constructed?
6. What is the common paradigm for tackling risk and what ethic/ideology is hidden in such an approach?
7. What is professionalisation? Is it ethical?
8. What are Kitchener's moral principles?
9. What are the ethical trade-offs and by-products of STEM-only thinking?
10. Why and how does embodiment change the ethical landscape?
11. How does an ethic affect what we do about disabilities, mental health and suicide prevention?
12. What are the challenges of 'just culture' for the risk and safety industry?
13. Why is fallibility and humanising central to ethical decisionmaking in risk?
14. Can zero be ethical? or moral?
15. By what method can we navigate the dehumanising forces at work in the risk and safety industry?

Presenters/Facilitators

The Program will be delivered by Dr Long and Dr Craig Ashhurst

Dr Robert Long **Executive Director – Human Dymensions**

Rob is an accomplished author, presenter and educator. He is the founder of the discipline of The Social Psychology of Risk and is applies this Body of Knowledge to the risk, safety and security industries. Rob's work and pioneering perspective is highly sought after by organisations that seek to do more than just maintain compliance with systems. The work of Dr Long and Human Dymensions is delivered globally with a new office opened in Linz Austria in 2016. Rob has worked in building and construction, transport and logistics, risk and safety, education and training, community services, public service and corrections sectors. He has published five highly successful books on the social psychology of risk and publishes extensively on the Internet. Rob lives in Canberra and enjoys his spare time with grandchildren.

Craig Ashhurst **Director – Niche Thinking**

Craig has been the Director of Niche Thinking since 1995 and has extensive experience working in large organisations in the private and public sectors. Craig started in the electronics industry and has worked in TV as a journalist, University special projects, strategic Commonwealth Government projects, mining, manufacturing and construction. Niche Thinking provides consultancy work with a focus on innovation, strategic thinking, facilitation, design and translation between different disciplines. Craig is completing his PhD at ANU in 'Wicked Problems'.

Expected Outcomes

By the conclusion of the unit participants will:

1. Better understand the notion of a moral philosophy as an ethic

2. Understand the connection between ontology, worldview and ethics.

3. Learn about ethical systems and worldviews.

4. Undertake case studies in ethical dilemmas with skills to articulate and determine hidden values, beliefs and codes in discourse.

5. Build capacity for questioning and inquiry and for engaging in respectful dialogue.

6. Think about moral principles with regard to values, virtues, beliefs, faiths and ethics.

7. Think critically about the nature of politics and power in decision making.

8. Understand the nature of ethical trade-offs.

9. Draw connections beteween an ethic and codes of ethics.

10. Analyse a code of ethics and the challenge of morality.

11. Discuss and critique the nature of professionalisation and personhood.

12. Examine challenges such as: mental health, disability, disadvantage in relation to risk and decision making.

13. Examine the nature of propaganda and the hiding of vices, self interest and power.

14. Learn about 'socialitie' and the assumptions of 'just culture' in risk and safety.s

15. Critique the nature of power in organising.

Program Structure

Day 1

Session	Focus/Activity	Outcome
1	• Introductions	• Pre-Reading - Ellul, J., The Ethics of Freedom. Chapt 1 & 3.
2	• A moral philosophy as 'an ethic'	• Understanding worldviews
3	• Constructing an anthropology of personhood.	• Pre-read section on Personhood in SPoR Handbook. p.30ff
Break		
4	• Schools of ethics and worldviews	• Basics, foundations and the malaise of messiness and uncertainty in the study of Ethics • Mapping differences • Searching for commonalities
5	• Understanding virtue and vice	• Virtue Ethics (After Virtue - MacIntyre)
6	• Kitchener's moral principles	• Framing morality to common values
Lunch		
7	• Polistown, an experience in ethical conflict.	• Experiential learning Activity

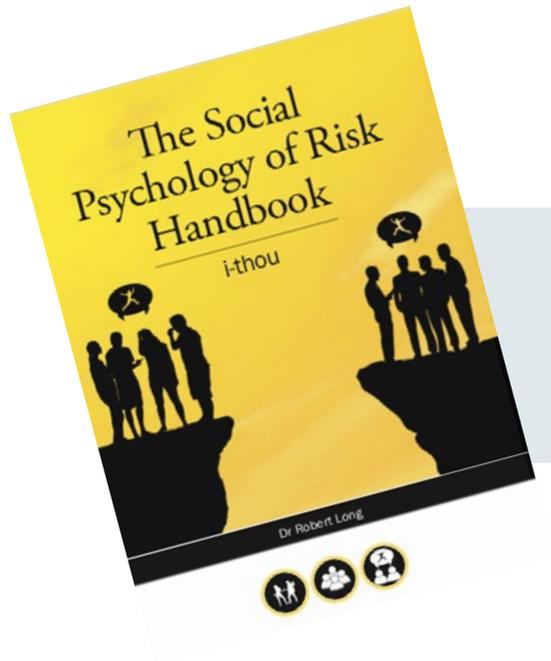| Session	Focus/Activity	Outcome
8	• Debrief	
9	• The legacy of Descartes and Augustine • The legacy of the STEM worldview	• Case studies in risk and safety • Trade-offs and by-products of risk and safety policy
10	• Ethics as a semiotic	

A Semiotics of Ethics

Program Structure

Day 2

Session	Focus/Activity	Outcome
1	• Review	• The language of learning and respect for learning. An thic of trial and error and mistakes.
2	• Why 1B3M is essential for SPoR and ethics • Consciousness and unconsciousness	• Fallibility and the Vice of zero • What if I don't know I have done wrong? • The 'hidden third'
3	• The challenge of embodiment, interaffectivity and intercorporeality	• Bodies not just brains • Subjecting and objecting
Break		
4	• Ethical dilemmas, when no-one wins	• Ethics as a wicked problem
5	• Critical thinking as an ethical and political activity	• Right and wrong, good and bad. By what paradigm? • The challenge of dialectic in ethics • Case study - A code of Ethics may not be moral • Beyond codes: euthenasia, mental health, zero suicide and disabilities

Session	Focus/Activity	Outcome
6	• The centrality of power and justice in socialitie	• What is socialitie? • What is community? • The challenges of narcissism and sociopathy
Lunch		
7	• Core questions that drive ethical challenges • The challenges of 'Just Culture' in risk and safety	• Defining justice in the light of fallibility • Obligation and desire in human being • The challenges of jurisprudence • Why lawyers don't think like me
8	• Strategies for de-personizing and dehumanising work and risk	• Binary opposition and the body-brain dichotemy

The Tensions of an SPoR of Ethics

Participants will be provided with a copy of the latest book *SPoR Handbook*

All participants will receive a Certificate from the Centre for Leadership and Learning in Risk for the workshop.

Cost & Bookings

Cost: $1350.00

CONTACT

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