



Fortifying Workplace Respect Through Balanced Experiential Inquiry

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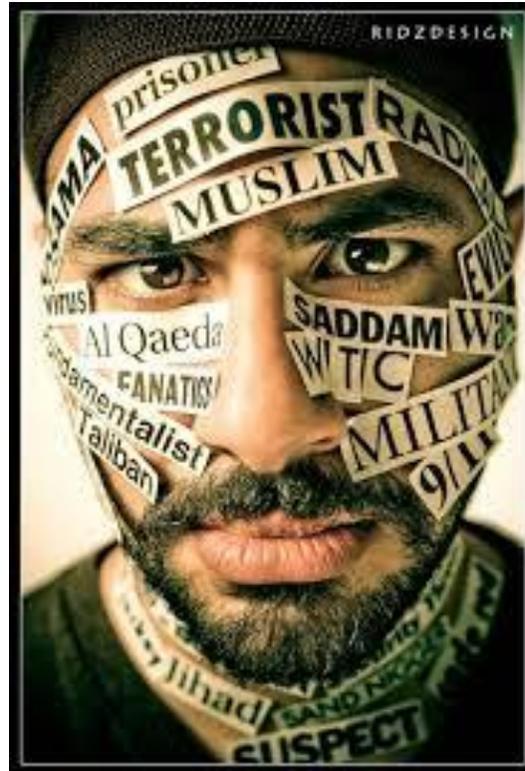
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Terrorism Rages

- **Brutality** that can be disguised in the name of Islam
- **Distorted** Muslim beliefs that are often extreme or maligned
- **Horrific** and distressing for everyone, especially for those who have lost loved ones, *but also*
- **Painful** for the Muslim community who bear feelings of shame and guilt, distress and fear as a result of barbarous acts



Media Fuels Fear and Anger



Intolerance is Intolerable



Agenda

1 Motivation

2 Terms and Framework

3 Balanced Experiential Inquiry

4 Implications

Changing Face of “Community”

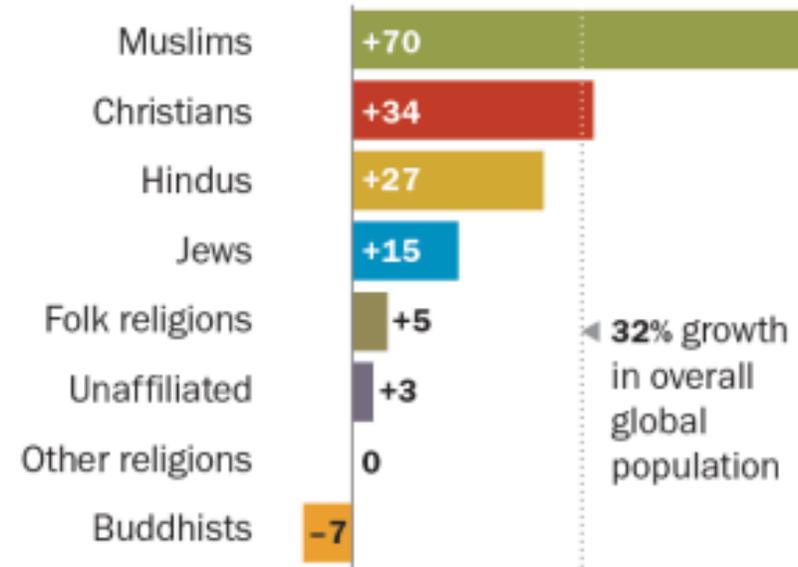


Pew Research

- **Muslims are 24% of the world's population (1.8B)**
- **Muslims are 1% of the U.S. population (3.3M)**
- **59% of U.S. citizens** believe discrimination against Muslims is increasing
- **76% of U.S. citizens** believe Muslims are more likely to encourage violence than any other group

Muslims projected to be fastest-growing major religious group

Estimated percent change in population size, 2015-2060



Source: Pew Research Center demographic projections. See Methodology for details.

"The Changing Global Religious Landscape"

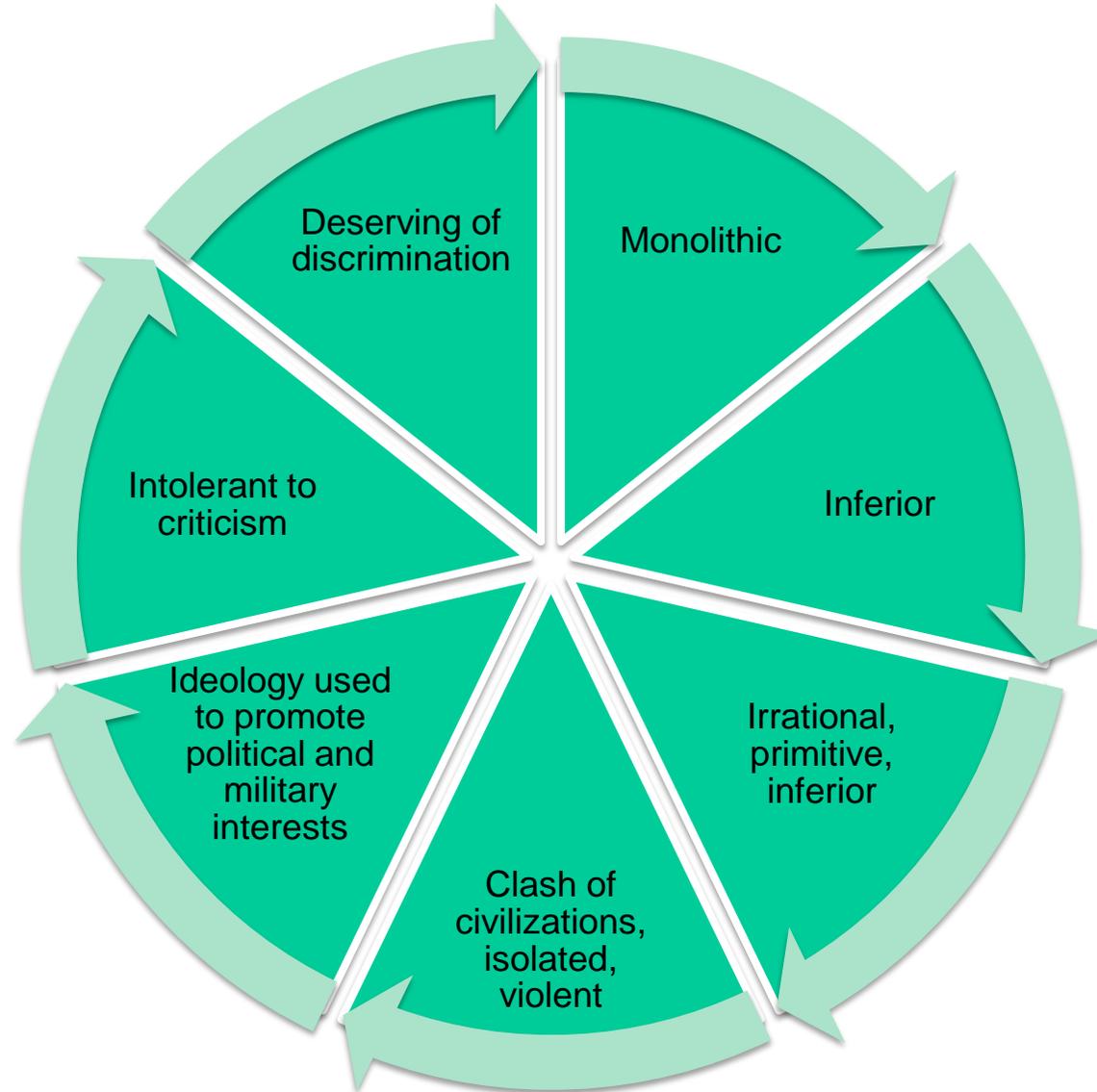
PEW RESEARCH CENTER

Motivation for this Work

- **Awareness** of phobic biases and prejudicial attitudes towards Muslims
- **Support** a desire to role-model moral courage that helps foster respect in every day task actions
- **Develop moral competencies**, skills that support ethical strength
- **Encourage civility** and prevent employees from demeaning the value and values of Muslims

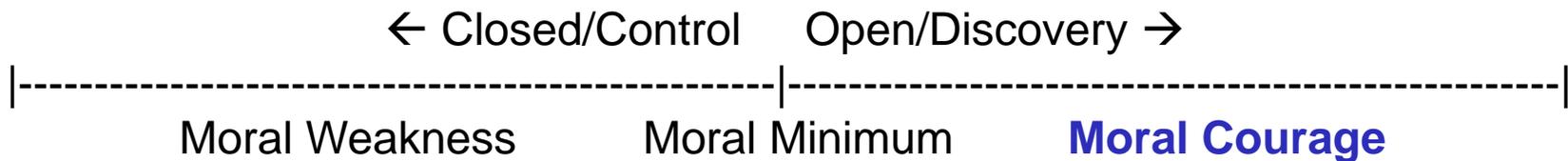


Elements of Islamophobia



Building Ethical Strength

Unethical Action	Ethical Action	Ethical Strength
Does harm	Does no harm	Reduces harm
Non-adherence to regulation	Adherence to regulation	Supersedes regulation
Avoidance orientation	Prevention orientation	Promotion orientation
Punishment Disobedience and noncompliance	Control Obedience and compliance	Empowerment Growth and development



Moral Courage



Moral Agency: a predisposition to be a moral agent;

Multiple Values: use of multiple value sets to determine moral action;

Endures Threat: despite risk, pursues moral action;

Supersedes Compliance: apply rules, but goes beyond compliance to achieve what is right, just, and/or good; and

Moral Goal: complete tasks with the application of moral principles to achieve moral outcomes.

Building Moral Courage via Competencies

- More than personal traits, competencies are aggregates of capabilities that bear sustainable value and broad applicability
- An underlying characteristic that can be a skill, one that is harmonized, intentional and can be further developed



Moral Competencies

Emotional Signaling: Uses emotional cues to fuel moral awareness

Reflective Pause: Self-imposed time-out for insight and deliberation, regardless of time constraints

Self-regulation: Manage desires that may run counter to internal or external demands

Moral Preparation: Preconceived intention to act ethically, even before one faces an ethical challenge



Balanced Experiential Inquiry (BEI)

- Blends problem- and strength-based development processes
- Provides employees with a structured venue where they can build ethical strength
- Focuses on personal and collective challenges and strengths
- An experiential-based method of conducting ethics training
- Strengthens awareness of moral courage and exercises the moral competencies



What's your ethical challenge?

Think back to a time when you experienced, faced, or observed an ethical issue of discrimination in your organization. The situation may have involved you or another person experiencing exclusion, unfair treatment, a lack of respect, bullying, or the use of words and/or actions that seemed to harass or intimidate a person or group.

For example, perhaps you observed a situation where someone in the workplace engaged in anti-Muslim or Islamophobic behavior. Regardless of whether the discrimination was implicit or explicit, the situation may have presented a conflict between your personal values and those being demonstrated in the circumstance. Perhaps the situation was a conflict between others, based upon differences in personal beliefs, traditions, or cultural values. Perhaps the values of other employees or the organization itself ran counter to your own beliefs, traditions, or cultural values.

Regardless of who was being discriminated against, it was likely difficult for you to act, to know what to do, or to determine how to resolve the issue. As you think back on your organizational experiences, this is a time when you may have been unsure how to act or did not initially know what to do. The situation was probably undesirable, based upon the risks involved in your taking action. The experience seemed to present an ethical or moral issue and, at the time, none of your options seemed particularly favorable.

Step 1

Reflect (*5 mins, see handout*)



Step 2

Share (*15 mins, see handout*)

Step 3 Report out & Discussion



- Share examples and describe thoughts, feelings, and responses.
- What role do emotions play in the ability to engage in moral action?
- What supports or curtails the ability to proceed with morally courageous action in the workplace?
- What actions can you and your organization take to foster respect for others; especially for those with religious values or perspectives considered to be different from your own or what's perceived to be the norm?
- Does the organization value a moral strength-based approach, as a performance goal?

Link to Moral Competencies

Emotional Signaling: Use of emotional cues to fuel moral awareness.

Reflective Pause: Self-imposed time-out for insight and deliberation, regardless of time constraints.

Self-regulation: Manage desires that may run counter to internal or external demands.

Moral Preparation: Preconceived intention to act ethically, even before one faces an ethical challenge.



Your Role



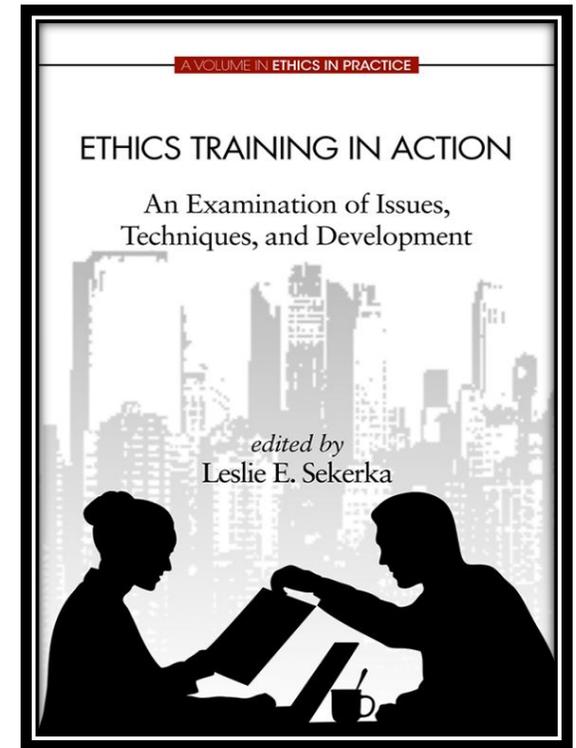
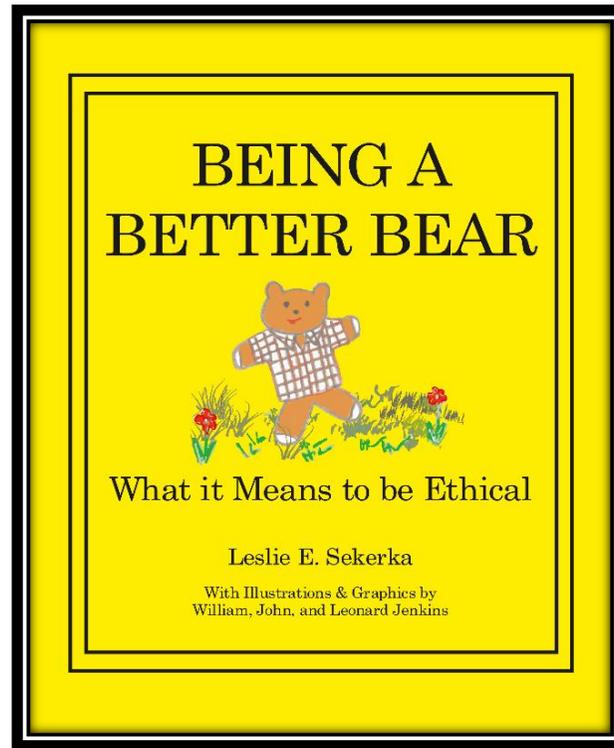
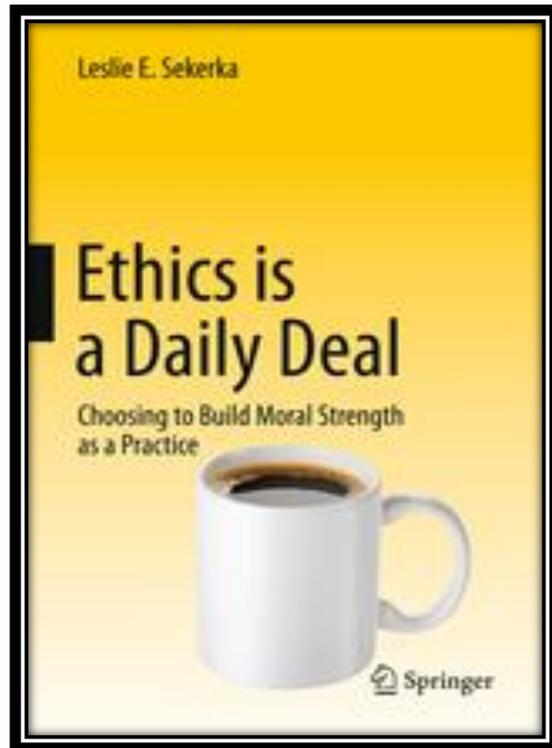
- Create a safe space, unpacking issues without judgment;
- Reveal emotions, motives, and intentions, to find out what supports or blocks moral action;
- Consider individual and organizational level strengths/weakness;
- Elevate positive aspects, creating trust that encourages respect, inclusion, and openness;
- Underscore responsibility for building moral competency and build ownership for moral strength from the inside-out; and
- Target learning at the individual, group, and collective levels.

Implications

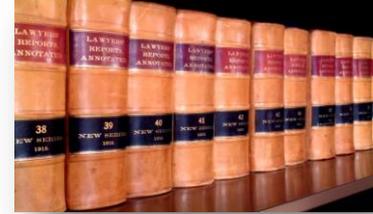
- Prevent Islamophobia and other forms of discrimination by going beyond compliance, using a strength-based approach to addressing workplace ethics
- Build and measure moral competency, skills that fortify the ability to address ethical issues with moral courage
- Recognize that *check-in-the box* or *quick fix* solutions do not resolve systemic issues
- Leadership must emerge at every level, taking responsibility for shaping the social narrative, one that encourages and bolsters **respect** for one another



Supplements



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