

Leadership & Ethics Seminar

Faculty Mentoring Package

Overview

Effective development of Leadership & Ethics skills requires continued reinforcement through practice and ongoing discussion of relevant topics. The intent of the mentoring program is to reinforce, further develop and help students put into practice the ethical principles and values discussed during the Leadership & Ethics Seminar. This guide is to help provide topics and a possible format to encourage your discussion with student(s) throughout the year.

The role of the faculty mentor is to facilitate the discussions. The role of the student is to schedule and participate in the discussions. It is important for the students to participate not only for their continued development but it is also a requirement if they wish to qualify for the West Point Society Leadership & Ethics scholarships made available to selected applicants at next year's Seminar. Mentors will be asked to affirm on the scholarship application that the student has attended one hour of mentoring each full month of the school year between March and the end of November (six mentoring sessions).

The intent of each session is to challenge the student(s) to apply the elements of critical thinking, moral reasoning, and values-based decision-making to the identification of possible solutions – like what they did during the Seminar. Several topics are included as suggestions to stimulate discussion; however, it is up to the mentor and mentee to determine what topic may be most relevant to achieve the desired intent.

As a reminder, below is the Ethical Decision-Making Model (EDMM) that was shared at the L&E Seminar. Use this to frame questions to guide the student in discussion of the topic at each mentoring session.

Ethical Decision-Making Model

1. Develop the situation by asking who is involved; what are the circumstances; are these actions of commission or omission; what related issues might be involved?
2. What is the central problem or issue that must be resolved?
3. Identify possible justification for the actions taken that caused the problem or issue, either explicitly offered in the scenario or any implied.
4. What is the outcome they would most like to see at the end?
5. Identify alternatives for how the student might respond and the possible consequences of each.
6. Do any of the feasible options, if acted on, compromise the student's personal values or have legal consequence?
7. Determine which option is best? Why? How would they justify this to a friend or authority?
8. How would the student act on this option? What is the plan and should anyone else be involved?

Some Keys to Successful Use of the Ethical Decision-Making Model

1. Focus on the process – not emotions
2. The more you engage in this process, the more natural it becomes
3. Leaders proficient in Ethical Decision Making are better able to:

- a. Help others understand how ethical choices can help them succeed (don't have to be unethical to succeed)
- b. Recognize ethical dilemmas & know why "It's Not OK!"
- c. Help others decide before choices become worse

Example of a Mentoring Session

5 Minutes Ask how things are going? What's he/she excited or stressed about?

15-30 Minutes Explain and reinforce the intent for the mentoring session. Help them understand the relevance of practicing use of the EDMM to become a better leader. Ask if they've seen anything in the last month that reminded them of their discussions at the L&E Seminar. Have they come across any situations recently, or heard of something from a friend that were tough deal with (in school, at home, elsewhere – need to make it less 'risky' to share these). If so, follow the students lead on whether to use the EDMM to think this through with them. If they don't volunteer any situations or are not comfortable discussing them, use the topic suggested below to get the discussion going.

10 Minutes Ask the student to summarize what they've decided or how they think it affects what they'll do in the future.

Topics**Key Questions for Mentor to Ask in Case Studies Below:**

Who is involved? Why is it happening?

What is the real decision you are facing?

Identify Justifications: Why is everyone behaving the way they are?

What is the desired outcome? What could you do? What might happen?

Is the alternative consistent with your values?

Which possible outcome looks best? Will it work? Would could happen?

How will you make your plan work? What could go wrong?

What would you do differently next time?