INTEGRATING ETHICAL PRINCIPLES
INTO PEER MENTORSHIP TRAINING

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Overview of Orientation peer mentoring

Mentoring research & identifying ethical dilemmas

Case study implementation & integration of DEFI Principles

Student outcomes, next steps, & feedback

Key highlight or takeaway
MENTORING APPOINTMENT

OVERVIEW

PEER-TO-PEER APPOINTMENT
- Class Registration
- UCCS Resource Navigation

ON-CAMPUS OR VIRTUAL
- Required 1-hour appointment for all undergraduate students.

CLASS REGISTRATION
- Mentors follow recommendations provided by Academic Advisor

5000+ ANNUAL APPOINTMENTS

FAMILY MEMBERS ARE WELCOME
<table>
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<tr>
<th>Benefits</th>
<th>Common Ethical Concerns</th>
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<tr>
<td>Reduced attrition rate</td>
<td>Power differentials</td>
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<td>(Teston, 1999)</td>
<td>(Keyser et al., 2008)</td>
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<td>Ease transition and reduced stress</td>
<td>Lack of motivation and experience</td>
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<td>(Hill &amp; Reddy, 2007)</td>
<td>(Kow et al. 2020)</td>
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<td>Transmission of academic values and personal growth</td>
<td>Professional lapses</td>
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<td>(Hill &amp; Reddy, 2007)</td>
<td>(Sanfey Hollands &amp; Gantt, 2013)</td>
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Ethical concerns in mentoring most commonly stem from:

- Unclear expectations
- Lack of training and ethical framework
- Communication breakdowns and heightened power dynamics.

Kow, et al. (2020)
Pilot Training

Pilot training with returning mentors

All mentors had 1+ years of experience

Full team training for new and returning mentors in March 2023
STUDENT IDENTIFIED ETHICAL DILEMNAS

Student & Family Dynamics

Professional College Admission

Boundaries & Expectations

Military Affiliated Support
**PRE-TRAINING SURVEY RESULTS**

**Most Frequently Identified Ethical Dilemmas**

1. Parent Involvement (40% identified)
2. Professor recommendations (20% identified)
3. Financial concerns (10% identified)
GROUP PERSPECTIVE

Mentimenter Question
Pre-Training Summary: Mentor Priorities and Sediments

⭐ Top training priorities:

1. Ethics based principles to guide my approach
2. Opportunities to reflect and evaluate with staff/other mentors
3. Opportunities to practice ethical decision making

<table>
<thead>
<tr>
<th>Sediments</th>
<th>Percentage</th>
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<tr>
<td>Equipped</td>
<td>64%</td>
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<tr>
<td>Comfortable</td>
<td>27%</td>
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<tr>
<td>Invested</td>
<td>90%</td>
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TRAINING PLAN
CASE STUDY #1

FAMILY MEMBER INVOLVEMENT IN THE CLASS REGISTRATION PROCESS

Amanda (Mom)  Siena (Student)

High achieving student from Chicago

Intends to play club soccer with friends & roommates

Parents persuaded interested in Business

Declared Business major during admission

Changed major to Elementary Education without informing mom

Mom will not pay for classes within Elementary Education

High achieving student from Chicago

Intends to play club soccer with friends & roommates

Parents persuaded interested in Business

Declared Business major during admission

Changed major to Elementary Education without informing mom

Mom will not pay for classes within Elementary Education
CASE STUDY #2

MILITARY AFFILIATED SUPPORT DURING THE CLASS REGISTRATION PROCESS

Transfer student from Pikes Peak State College

Army active duty & utilizing chapter 33 - Post 9/11 GI Benefits

2 weeks before classes start

Certificate of Eligibility pending

Limited class selection

Monthly housing allowance at stake

Josey
CASE STUDY #3

PROFESSIONAL COLLEGE ADMISSION

Michael

High school dropout & later acquired GED

Aspires to own automotive repair business

Transfer student from Lamar Community College

Does not agree with class recommendations from advisor

Skeptical of higher education value

Not yet admitted into the College of Business
CASE STUDY EXERCISE

STEP #1

Consider the facts
- Timeframes and timelines
- Previous knowledge, context, & history
- Policies & procedures

Consider the people
- Motivations
- Values
- Emotions

Consider the situation
- Alternatives
- Repercussions of decisions/actions
- Responsibilities
INTRODUCTION OF DFEI PRINCIPLES

Principles

Integrity
Act with honesty in all situations

Trust
Build trust in all stakeholder relationships

Accountability
Accept responsibility for all decisions

Transparency
Maintain open and truthful communications

Fairness
Engage in fair competition and create equitable and just relationships

Respect
Honor the rights, freedoms, views, and property of others

Rule of Law
Comply with the spirit and intent of laws and regulations

Viability
Create long-term value for all relevant stakeholders
Transtheoretical Model of Change

Prochaska & Velicer (1997)

Conscious

1. Pre-Contemplation Stage:
   - Build awareness for need of change

2. Contemplation Stage:
   - Examine current patterns of behavior

3. Preparation Stage:
   - Make a commitment to take action

Behaviorial

4. Action Stage:
   - Implement actions steps for change

5. Maintenance Stage:
   - Efforts to sustain patterned behavior
INTEGRATING ETHICS PRINCIPLES AND STAGES OF CHANGE

1. Pre-Contemplation Stage: (Awareness)
   - Which principles were at the forefront of your awareness?
   - Which principles operated in the peripheral of your awareness?

2. Contemplation Stage: (Examine)
   - How did these principles impact your approach?
   - Which principles did you emphasize or perhaps overlook?

3. Preparation Stage: (Commitment of action)
   - How would you integrate these principles into your action/solution/approach?
Reported training helpful and insightful to their mentoring approach

100% Reported training helpful and insightful to their mentoring approach

82% Satisfied with training

**Increased Awareness & Examination of DFEI Principles**

- **Transparency**: 90%
- **Accountability**: 90%
- **Trust**: 82%
- **Fairness**: 80%
- **Integrity**: 64%
- **Respect**: 80%
- **Rule of Law**: 70%
- **Viability**: 90%
## Lessons Learned

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<thead>
<tr>
<th>STUDENT SUGGESTIONS</th>
<th>FACILITATOR SUGGESTIONS</th>
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<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
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<tr>
<td>Step-by-step approach following awareness &amp; examination</td>
<td>Evaluate the impact of influencers on the mentoring process</td>
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<td>Opportunities to share and reflect on personal experiences beyond case studies</td>
<td>Create space for continued reflection, conversation, and ideas.</td>
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<td>Smaller Group Sizes</td>
<td>Comfort resides in the preparation</td>
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Assess the integration of DFEI principles and stages of change:

- Have the DFEI principles remained in our conscious?
- Did we integrate and maintain DFEI principles into our mentoring meetings?
- In what ways has this impacted our mentorship?

**TRAINING NEXT STEPS**

4. **Action Stage:**
   - Implement actions steps for change

5. **Maintenance Stage:**
   - Efforts to sustain patterned behavior
GROUP FEEDBACK

Recommendations for improvement?
- What was missed?
- Increase impact and application?
- Next steps for training follow-up?

Application
- How have you integrated DFEI principles into your peer mentor trainings and conversations?
- What aspects of this training would you build upon to improve your training?
Thank you!
References


