

MODULES FOR MENTORSHIP MEETINGS



The
Seidman
MentorShip
Program

- Session 1: It's a Pleasure to Meet You
- Session 2: Conceptualizing Mentorship
- Session 3: Mentorship Strengths
- Session 4: Addressing Ethics in Mentorship
- Session 5: Handling Conflict
- Session 6: That's a Wrap

**Created in collaboration with the
Peter C. Cook Leadership Academy
At Grand Valley State University**

**SEIDMAN
COLLEGE OF
BUSINESS**

Session 1: It's a Pleasure to Meet You

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Welcome to the Seidman Mentorship Program! Whether you are a mentor or mentee, and whether this is your first experience with the Seidman Mentorship Program or you're a returning participant, we welcome you to another academic year and renewed opportunities to develop relationships and experiences. We've designed six sessions for mentees and mentors to work through together, with each session devoted to a distinct element of Mentorship development. Each session consists of three sections: Discussion, Discover, and Develop. We encourage all of you to share personal stories and experiences as you work through the material together, and we trust that you will learn from and with each other.

Discuss

The goal of this first session is for you to get acquainted with your mentor/mentee and to establish both goals and plans for communication and regular meetings going forward. Start by introducing yourselves to each other. A few questions as prompts (but feel free to go wherever the conversation takes you):

- Where do you work/what do you study? How did you end up where you are? What do you enjoy about what you do?
- Describe your family and/or friends and the role they play in your life.
- What do you do in your free time? If no free time, what would you most like to be doing?
- What are you passionate about?
- Who or what has influenced who you've become?
- Can you describe something that has really challenged you and how it has changed you or affected you?

Session 1: It's a Pleasure to Meet You

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Discover

The Seidman Mentorship Program's goal is to develop students' Mentorship abilities through intentional relationships with community leaders. We also know from both research and practical experience that reciprocal learning happens between mentors and mentees, and we celebrate those discoveries.

Our goal is purposefully ambiguous and broad to allow mentors and students to speak into and shape the relationship to meet their own personal interests and goals as well. You are both entering this partnership with unique talents, experiences, and skills that will both inform and shape your experience in this program. Take a few moments and formulate at least two personal goals for this mentoring partnership and write them here or file them somewhere you won't lose them. You will revisit these at the end of the semester. Spend some time discussing these goals.

Develop

Finally, today, develop a plan and structure for communicating and meeting.:

- Exchange whatever phone numbers/email/social media contact information is necessary to ensure that you both will receive communication from each other in a timely fashion and agree on a reasonable response time from the other.
- Discuss and schedule at least your next meeting, with a goal of meeting once a month. If possible, plan the entire semester's meetings and put them in your calendar.
- Discuss how you will handle rescheduling if unexpected conflicts interfere with getting together.
- Plan and confirm the date and time of your next meeting.

Session 2: Conceptualizing Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Mentoring is a reciprocal and collaborative at-will relationship for the purpose of the mentee's growth, learning, and career development. It relies on the mentor's guidance and the mentee's curiosity and growth mindset.

Mentorship is a combination of understanding who you are and your abilities and considering where you want to go.

Discuss

Think of someone you know and have interacted with personally who exemplifies excellent mentorship. Describe this person for your mentor/mentee. What specific strengths, abilities, or behaviors does this person exemplify? How has this person impacted you and/or your understanding of mentorship? How do others respond to this person?

Discover

So, the next question, then, is this: how do you conceptualize mentorship?

Individually, please take the, "Conceptualizing Leadership Questionnaire" and follow the instructions for scoring your own understanding of various aspects of Leadership. This self-analysis may help you understand your own attitudes and beliefs regarding various facets of Leadership as well as what elements you value. Share your results with your mentor/mentee. Do these results confirm or contradict your understanding of your personal values and proclivities? Do you see this influence your interactions with other people?

Session 2: Conceptualizing Mentorship

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Mentorship is a combination of understanding who you are and your abilities and considering where you want to go.

Develop

You've spent some time conceptualizing your understanding of Mentorship as well as the qualities of leaders that you admire. The next mentoring session will focus on Mentorship strengths and more specific behaviors and tendencies that demonstrate Mentorship activity. Between now and then, consider the following:

- In what areas or contexts do I influence other people's attitudes or behaviors?
- What would other people say that I value as a leader?
- What Mentorship strengths and qualities do I demonstrate?
- What words would others use to describe my Mentorship style?

Session 2: Conceptualizing Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

1.2 CONCEPTUALIZING LEADERSHIP QUESTIONNAIRE

Purpose

1. To identify how you view leadership
2. To explore your perceptions of different aspects of leadership

Directions

1. Consider for a moment your own impressions of the word *leadership*. Based on your experiences with leaders in your lifetime, what is leadership?
2. Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
2. Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
3. Leadership requires knowledge and know-how.	1	2	3	4	5
4. Leadership is about what people do rather than who they are.	1	2	3	4	5
5. Followers can influence the leadership process as much as leaders.	1	2	3	4	5
6. Leadership is about the process of influencing others.	1	2	3	4	5
7. Some people are born to be leaders.	1	2	3	4	5
8. Some people have the natural ability to be leaders.	1	2	3	4	5
9. The key to successful leadership is having the right skills.	1	2	3	4	5
10. Leadership is best described by what leaders do.	1	2	3	4	5

Session 2: Conceptualizing Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

1.2 CONCEPTUALIZING LEADERSHIP QUESTIONNAIRE

(continued)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11. Leaders and followers share in the leadership process.	1	2	3	4	5
12. Leadership is a series of actions directed toward positive ends.	1	2	3	4	5
13. A person needs to have certain traits to be an effective leader.	1	2	3	4	5
14. Everyone has the capacity to be a leader.	1	2	3	4	5
15. Effective leaders are competent in their roles.	1	2	3	4	5
16. The essence of leadership is performing tasks and dealing with people.	1	2	3	4	5
17. Leadership is about the common purposes of leaders and followers.	1	2	3	4	5
18. Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	1	2	3	4	5
19. People become great leaders because of their traits.	1	2	3	4	5
20. People can develop the ability to lead.	1	2	3	4	5
21. Effective leaders have competence and knowledge.	1	2	3	4	5
22. Leadership is about how leaders work with people to accomplish goals.	1	2	3	4	5
23. Effective leadership is best explained by the leader-follower relationship.	1	2	3	4	5
24. Leaders influence and are influenced by followers.	1	2	3	4	5

Session 2: Conceptualizing Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

1.2 CONCEPTUALIZING LEADERSHIP QUESTIONNAIRE

(continued)

Scoring

1. Sum scores on items 1, 7, 13, and 19 (trait emphasis)
2. Sum scores on items 2, 8, 14, and 20 (ability emphasis)
3. Sum scores on items 3, 9, 15, and 21 (skill emphasis)
4. Sum scores on items 4, 10, 16, and 22 (behavior emphasis)
5. Sum scores on items 5, 11, 17, and 23 (relationship emphasis)
6. Sum scores on items 6, 12, 18, and 24 (process emphasis)

Total Scores

1. Trait emphasis: _____
2. Ability emphasis: _____
3. Skill emphasis: _____
4. Behavior emphasis: _____
5. Relationship emphasis: _____
6. Process emphasis: _____

Scoring Interpretation

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is for *trait emphasis*, it suggests that you emphasize the role of the leader and the leader's special gifts in the leadership process. However, if your highest score is for *relationship emphasis*, it indicates that you think leadership is centered on the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

Building Your Leadership Profile

If you have the interactive eBook version of this text, log in to access the Leadership Profile Tool. After completing this chapter's questionnaire, you will receive individualized feedback and practical suggestions for further strengthening your leadership based on your responses in this questionnaire.

Session 3: Mentorship Strengths

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Understanding our personal strengths – what comes naturally to us, and what we naturally excel at – is an important element of developing Mentorship skills. While it can also be somewhat difficult to discuss our strengths without feeling like we are boasting, honestly acknowledging areas of natural skill helps develop those talents more effectively. Likewise, acknowledging strengths similarly opens the possibility to examine behaviors or tendencies that could be strengthened as well.

Discuss

During your last meeting, you were challenged to consider the ways in which you influence other people and what words others would use to describe your Mentorship skills. Without taking any questionnaires or scales of any kind, what Mentorship strengths do you possess? How are they expressed in terms of influencing others? Can think of specific situations or events in which some of your strengths were particularly useful or influential?

Discover

Take the “Leadership Strengths Questionnaire” and then score your results. What strengths did this questionnaire reveal? How do the results compare and/or contrast with your previous perception of your Leadership strengths? Conversely, where were your lowest scores? Do you consider these scores an accurate representation of your Leadership abilities? What implication do these findings have for future Leadership development?

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Develop

Self-assessment is an important first step in developing Mentorship ability. You've spent two mentoring sessions focusing on conceptualizing Mentorship and identifying your personal Leadership strengths. Based on this, identify two goals for yourself regarding personal Mentorship development that you can focus on for the next month.

Are there certain behaviors you'd like to refine? Communication tendencies that could be improved. Learning objectives you'd like to pursue? Certain individuals whose strengths may not match yours, and with whom you may want to take a different approach? Are there better ways to leverage the strengths of others with whom you interact?

Write your goals down so you can be accountable for those goals. Consider setting weekly reminders in your phone as well.

Session 3: Mentorship Strengths

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

3.2 LEADERSHIP STRENGTHS QUESTIONNAIRE

Purpose

1. To develop an understanding of your leadership strengths
2. To rank your strengths in selected areas of performance

Directions

1. Please answer the statements below in terms of whether the statement describes *what you are like*.
2. For each of the statements, circle the number that indicates the degree to which *you feel the statement is like you*.

Statements	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
1. I am an energetic participant when working with others.	1	2	3	4	5
2. Brainstorming is one of my strengths.	1	2	3	4	5
3. I am good at encouraging coworkers when they feel frustrated about their work.	1	2	3	4	5
4. I want to know "why" we are doing what we are doing.	1	2	3	4	5
5. I look for common ground in opposing opinions of others.	1	2	3	4	5
6. I enjoy implementing the details of projects.	1	2	3	4	5
7. I like to explore creative approaches to problems.	1	2	3	4	5
8. I go out of my way to help others feel good about their accomplishments.	1	2	3	4	5
9. Examining complex problems or issues is one of my strengths.	1	2	3	4	5
10. I am a mediator in conflict situations.	1	2	3	4	5
11. I stick with the task until the work is completed.	1	2	3	4	5
12. I can initiate change, if it is needed, when working with others.	1	2	3	4	5

Session 3: Mentorship Strengths

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

3.2 LEADERSHIP STRENGTHS QUESTIONNAIRE

(continued)

Statements	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
14. I like to consider various options for doing things.	1	2	3	4	5
15. I am effective communicating with people who are inflexible.	1	2	3	4	5
16. I try to follow through with ideas so that the work gets done.	1	2	3	4	5
17. I enjoy creating a vision for a work-related project.	1	2	3	4	5
18. I am the "glue" that helps hold the group together.	1	2	3	4	5
19. I like exploring the details of a problem before trying to solve it.	1	2	3	4	5
20. I can draw the best out of people with diverse opinions.	1	2	3	4	5
21. I like making to-do lists so that the work gets completed.	1	2	3	4	5
22. I can "think outside of the box."	1	2	3	4	5
23. Encouraging others comes easily for me.	1	2	3	4	5
24. I like thinking things through before engaging in work projects.	1	2	3	4	5
25. I am good at finding common ground when a conflict is present.	1	2	3	4	5
26. I enjoy scheduling and coordinating activities so the work is completed.	1	2	3	4	5
27. I am good at developing new ideas for others to consider.	1	2	3	4	5
28. I am good at encouraging others to participate on projects.	1	2	3	4	5
29. I like to explore problems from many different perspectives.	1	2	3	4	5
30. I am effective at helping coworkers reach consensus.	1	2	3	4	5

Session 3: Mentorship Strengths

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3.2 LEADERSHIP STRENGTHS QUESTIONNAIRE

(continued)

Scoring

1. Sum the responses on items 1, 6, 11, 16, 21, and 26 (implementer score).
2. Sum the responses on items 2, 7, 12, 17, 22, and 27 (innovator score).
3. Sum the responses on items 3, 8, 13, 18, 23, and 28 (encourager score).
4. Sum the responses on items 4, 9, 14, 19, 24, and 29 (analytic score).
5. Sum the responses on items 5, 10, 15, 20, 25, and 30 (mediator score).

Total Scores:

_____	_____	_____	_____	_____
Implementer	Innovator	Encourager	Analytic	Mediator

Scoring Interpretation

The Leadership Strengths Questionnaire is designed to measure your strengths in the areas of implementation, innovation, encouragement, analysis, and mediation. By assessing the rank order of your scores, you can determine the areas in which you have the greatest strengths and the areas in which you are weaker. A high score in a certain area indicates where you are strong; a low score shows where you are weak. As discussed in this chapter, every person has multiple strengths. In addition to the strengths revealed by the Leadership Strengths Questionnaire, you may wish to complete other strengths assessments to obtain a more complete picture of all of your strengths.

If your score is 26–30, you are in the very high range.

If your score is 21–25, you are in the high range.

If your score is 16–20, you are in the moderate range.

If your score is 11–15, you are in the low range.

If your score is 6–10, you are in the very low range.

Building Your Leadership Profile

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Session 4: Addressing Ethics in Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Many of your mentor meetings up to this point have focused on the strengths and ideas that make you an effective mentor or mentee, but it is just as important to understand the moral dimensions of how you view Mentorship. The purpose of this meeting is to explore your understanding of ethics, and how you've encountered ethical (and unethical) Mentorship.

Discuss

Ethical Mentorship maintains a focus on the morals and values that guide the actions and decision-making of mentors and mentees. This ethical framework involves six components:

Character: the qualities, disposition, and core values of a mentor or mentee.

Actions: how a mentor or mentee goes about achieving goals.

Goals: what a mentor or mentee hopes to achieve through influencing others.

Honesty: the level at which a mentor or mentee prioritizes transparency and open communication.

Power: the capacity to influence others and impact their beliefs and behaviors.

Values: the ideas, beliefs, and modes of action that guide a mentor or mentee.

Questions to consider with your mentor/mentee:

- Ethical Mentorship stresses the importance of the moral dimension of mentor or mentee to use their position and power for good. Do you agree?
- What level of importance does ethical Mentorship hold in your field? What are some of the ethical challenges that have been faced by mentor or mentee in your field?

Session 4: Addressing Ethics in Mentorship

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Discover

Take the “Ethical Leadership Styles Questionnaire.” How did your results compare to your previous perception of your guiding ethics? Reflecting on life events, role models, and values, what factors could have played a role in developing your ethical framework?

Develop

Spend the next several weeks observing both your own Mentorship and the Mentorship of those around you, intentionally looking for how ethics may play a role in decision-making. As you identify ethical styles that differ from your own, reflect on the strengths and weaknesses of utilizing different ethical styles in decision-making and Mentorship.

Session 4: Addressing Ethics in Mentorship

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12.3 Sample Items From the Ethical Leadership Style Questionnaire

Purpose

1. To develop an understanding of your ethical leadership style
2. To understand how your preferred ethical leadership style relates to other ethical leadership styles

Directions

1. Please read the following 10 hypothetical situations in which a leader is confronted with an ethical dilemma.
2. Place yourself in the role of the leader or manager in the situation.
3. For each situation, indicate with an "X" your *most preferred response*. Your most preferred response is the response that best describes why you would do what you would do in that particular situation. Choose only one response. There are no right or wrong answers.

Response alternatives explained:

- *I would do what is right*: This option means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.
- *I would do what benefits the most people*: This option means you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- *I would do what a good person would do*: This option means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity, and you are faithful to your own principles.
- *I would do what shows that I care about my close relationships*: This option means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.
- *I would do what benefits me the most*: This option means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems.
- *I would do what is fair*: This option means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.

Session 4: Addressing Ethics in Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Situations

1. You are the leader of a manufacturing team and learn that your employees are falsifying product quality results to sell more products. If you report the matter, most of them will lose their jobs, you may lose yours, and your company will take a significant hit to its reputation. What would you do in this situation?
 - ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
2. You have an employee who has been having performance problems, which is making it hard for your group to meet its work quota. This person was recommended to you as a solid performer. You now believe the person's former manager had problems with the employee and just wanted to get rid of the person. If you give the underperforming employee a good recommendation, leaving out the performance problems, you will have an opportunity to pass the employee off to another group. What would you do in this situation?
 - ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
3. Your team is hard-pressed to complete a critical project. You hear about a job opening that would be much better for one of your key employees' career. If this individual leaves the team, it would put the project in danger. What would you do in this situation?
 - ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
4. An employee of yours has a child with a serious illness and is having trouble fulfilling obligations at work. You learn from your administrative assistant that this employee claimed

(Continued)

Session 4: Addressing Ethics in Mentorship

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40 hours on a timesheet for a week when the employee actually only worked 30 hours. What would you do in this situation?

- ☐ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.

5. You are a manager, and some of your employees can finish their quotas in much less than the allotted time to do so. If upper management becomes aware of this, they will want you to increase the quotas. Some of your employees are unable to meet their current quotas. What would you do in this situation?

- ☐ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.

6. You are an organization's chief financial officer, and you are aware that the chief executive officer and other members of the senior leadership team want to provide exaggerated financial information to keep the company's stock price high. The entire senior management team holds significant stock positions. What would you do in this situation?

- ☐ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.

7. Two new employees have joined your accounting team right out of school. They are regularly found surfing the internet or texting on their phones. Your accounting work regularly requires overtime at the end of the month to get the financial reports completed. These employees refuse to do any overtime, which shifts work to other team members. The other team members are getting resentful and upset. What would you do in this situation?

- ☐ A. I would do what is right.
- ☐ B. I would do what benefits the most people.

Session 4: Addressing Ethics in Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

- ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
8. You are the director of a neighborhood food cooperative. A member—a single parent with four children—is caught shoplifting \$30 in groceries from the co-op. You suspect this person has been stealing for years. You consider pressing charges. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
9. You have been accused of discriminating against a particular gender in your hiring practices. A new position opens up, and you could hire a candidate of the gender you've been accused of discriminating against over a candidate of another gender, even though the latter candidate has slightly better qualifications. Hiring the former candidate would let you address this accusation and improve your reputation in the company. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
10. You are a professor. One of your best students buys an essay online and turns it in for a grade. Later in the term, the student begins to feel guilty and confesses to you that the paper was purchased. It is the norm at the university to fail a student guilty of plagiarism. You must decide if you will flunk the student. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.

Session 4: Addressing Ethics in Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Scoring

To score the questionnaire, sum the number of times you selected each of the items A, B, C, D, E, and F. The sum of A responses represents your preference for *Duty Ethics*, the sum of B responses represents your preference for *Utilitarian Ethics*, the sum of C responses represents your preference for *Virtue Ethics*, the sum of D responses represents your preference for *Caring Ethics*, the sum of E responses represents your preference for *Egoism Ethics*, and the sum of F responses represents your preference for *Justice Ethics*. Place these sums in the Total Scores section that follows.

Total Scores

- A. Duty Ethics: _____
- B. Utilitarian Ethics: _____
- C. Virtue Ethics: _____
- D. Caring Ethics: _____
- E. Egoism Ethics: _____
- F. Justice Ethics: _____

Scoring Interpretation

The scores you received on this questionnaire provide information about your ethical leadership style; they represent your preferred way of addressing ethical dilemmas. Given a situation with an ethical dilemma, this questionnaire points to what ethical perspective is behind the choices you would make to resolve the dilemma. As you look at your total scores, your highest score represents your primary or dominant ethical leadership style, your second-highest score is the next most important, and so on. If you scored 0 for a category, it means that you put lower priority on that particular ethical approach to guide your decision making when facing ethical dilemmas.

- If you scored higher on *Duty Ethics*, it means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.
- If you scored higher on *Utilitarian Ethics*, it means that you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- If you scored higher on *Virtue Ethics*, it means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity, and you are faithful to your own principles.
- If you scored higher on *Caring Ethics*, it means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.

Session 4: Addressing Ethics in Mentorship

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

- If you scored higher on *Egoism Ethics*, it means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems.
- If you scored higher on *Justice Ethics*, it means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.

By comparing your scores regarding each of these ethical perspectives, you can get a sense of what is important to you when addressing an ethical concern. Obviously, if you scored low on any of these categories, it suggests that you give less priority to that ethical perspective. All of the ethical perspectives have merit, so there is no “best” perspective to maintain.

This questionnaire is intended as a self-assessment exercise. Although each ethical approach is presented as a discrete category, it is possible that one category may overlap with another category. It is also possible that you may have an ethical leadership style that is not fully captured in this questionnaire. Since this questionnaire is an abridged version of an expanded questionnaire, you may wish to take the entire questionnaire to gain a more accurate reflection of your ethical approach. It can be taken at www.leaderdecisionmakingsurvey.com.

Session 5: Handling Conflict

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Conflict is virtually inevitable in professional (and certainly personal) settings, and handling conflict is a rather universal Mentorship challenge.

Conflicts can arise due to stress, communication styles, competing interests, problem solving approaches, and a host of other major and minor issues. In general terms, conflict can be divided into two camps: content (related to policies and procedures) and relational (over values, beliefs, control, goals).

Discuss

Share a conflict (that you are comfortable sharing) that you've recently experienced or witnessed. Was it personal or professional? Was it a content or relational issue? How did it develop and who did it involve? Did it escalate and how? Did it affect others? Was it resolved, and how? How did you feel during the conflict? Are you satisfied with the resolution? Are there lingering effects from the conflict?

Discover

Take the "Conflict Style Questionnaire", using a personal example for "Person A" and a professional example for "Person B." Score your answers from the scale to see what your dominant styles for handling conflict were in those situations.

- Are they similar?
- Do they confirm or contradict what you understand to be your natural inclinations to be when confronted with conflict?
- If not, what do you think accounts for the discrepancy?
- What are the benefits of this method of handling conflict, and what are the drawbacks? How does the way you handle conflict benefit or hurt you or others? Why?

Session 5: Handling Conflict

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

Develop

Handling conflict often involves not just communication skills but emotional intelligence and regulation as well. In examining and considering the way you approach and handle conflict, can you identify any steps you can take to more effectively manage conflict that arises?

Can you identify any actionable steps or goals that you can put into practice so that you're better able to avoid, manage, and resolve conflict? Write those down and hold each other accountable for addressing those.

Session 5: Handling Conflict

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

10.2 CONFLICT STYLE QUESTIONNAIRE

Purpose

1. To identify your conflict style
2. To examine how your conflict style varies in different contexts or relationships

Directions

1. Think of two different situations (A and B) where you have a conflict, a disagreement, an argument, or a disappointment with someone, such as a roommate or a work associate. Write the name of the person for each situation below.
2. According to the scale below, fill in your scores for Situation A and Situation B. For each question, you will have two scores. For example, on Question 1 the scoring might look like this: 1. 2 1 4
3. Write the name of each person for the two situations here:

Person A _____ **Person B** _____

1 = never 2 = seldom 3 = sometimes 4 = often 5 = always

Person A	Person B
1. <u> </u> <u> </u>	I avoid being "put on the spot"; I keep conflicts to myself.
2. <u> </u> <u> </u>	I use my influence to get my ideas accepted.
3. <u> </u> <u> </u>	I usually try to "split the difference" in order to resolve an issue.
4. <u> </u> <u> </u>	I generally try to satisfy the other's needs.
5. <u> </u> <u> </u>	I try to investigate an issue to find a solution acceptable to both of us.
6. <u> </u> <u> </u>	I usually avoid open discussion of my differences with the other.
7. <u> </u> <u> </u>	I use my authority to make a decision in my favor.
8. <u> </u> <u> </u>	I try to find a middle course to resolve an impasse.
9. <u> </u> <u> </u>	I usually accommodate the other's wishes.
10. <u> </u> <u> </u>	I try to integrate my ideas with the other's to come up with a decision jointly.
11. <u> </u> <u> </u>	I try to stay away from disagreement with the other.
12. <u> </u> <u> </u>	I use my expertise to make a decision that favors me.
13. <u> </u> <u> </u>	I propose a middle ground for breaking deadlocks.

Session 5: Handling Conflict

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10.2 CONFLICT STYLE QUESTIONNAIRE

(continued)

Person A	Person B
14. <input type="text"/> <input type="text"/>	I give in to the other's wishes.
15. <input type="text"/> <input type="text"/>	I try to work with the other to find solutions that satisfy both our expectations.
16. <input type="text"/> <input type="text"/>	I try to keep my disagreement to myself in order to avoid hard feelings.
17. <input type="text"/> <input type="text"/>	I generally pursue my side of an issue.
18. <input type="text"/> <input type="text"/>	I negotiate with the other to reach a compromise.
19. <input type="text"/> <input type="text"/>	I often go with the other's suggestions.
20. <input type="text"/> <input type="text"/>	I exchange accurate information with the other so we can solve a problem together.
21. <input type="text"/> <input type="text"/>	I try to avoid unpleasant exchanges with the other.
22. <input type="text"/> <input type="text"/>	I sometimes use my power to win.
23. <input type="text"/> <input type="text"/>	I use "give and take" so that a compromise can be made.
24. <input type="text"/> <input type="text"/>	I try to satisfy the other's expectations.
25. <input type="text"/> <input type="text"/>	I try to bring all our concerns out in the open so that the issues can be resolved.

Source: Adapted from "Confirmatory Factor Analysis of the Styles of Handling Interpersonal Conflict: First-Order Factor Model and Its Invariance Across Groups," by M. A. Rahim and N. R. Magner, 1995, *Journal of Applied Psychology*, 80(1), 122–132. In W. Wilmot and J. Hocker (2011), *Interpersonal Conflict* (pp. 146–148). Published by the American Psychological Association.

Scoring: Add up your scores on the following questions:

A B	A B	A B	A B	A B
1. <input type="text"/> <input type="text"/>	2. <input type="text"/> <input type="text"/>	3. <input type="text"/> <input type="text"/>	4. <input type="text"/> <input type="text"/>	5. <input type="text"/> <input type="text"/>
6. <input type="text"/> <input type="text"/>	7. <input type="text"/> <input type="text"/>	8. <input type="text"/> <input type="text"/>	9. <input type="text"/> <input type="text"/>	10. <input type="text"/> <input type="text"/>
11. <input type="text"/> <input type="text"/>	12. <input type="text"/> <input type="text"/>	13. <input type="text"/> <input type="text"/>	14. <input type="text"/> <input type="text"/>	15. <input type="text"/> <input type="text"/>
16. <input type="text"/> <input type="text"/>	17. <input type="text"/> <input type="text"/>	18. <input type="text"/> <input type="text"/>	19. <input type="text"/> <input type="text"/>	20. <input type="text"/> <input type="text"/>
21. <input type="text"/> <input type="text"/>	22. <input type="text"/> <input type="text"/>	23. <input type="text"/> <input type="text"/>	24. <input type="text"/> <input type="text"/>	25. <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
A B	A B	A B	A B	A B
Avoidance Totals	Competition Totals	Compromise Totals	Accommodation Totals	Collaboration Totals

Session 5: Handling Conflict

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10.2 CONFLICT STYLE QUESTIONNAIRE

(continued)

Scoring Interpretation

This questionnaire is designed to identify your conflict style and examine how it varies in different contexts or relationships. By comparing your total scores for the different styles you can discover which conflict style you rely most heavily upon and which style you use least. Furthermore, by comparing your scores for Person A and Person B, you can determine how your style varies or stays the same in different relationships. Your scores on this questionnaire are indicative of how you responded to a particular conflict at a specific time and therefore might change if you selected a different conflict or a different conflict period. The Conflict Style Questionnaire is not a personality test that labels or categorizes you; rather, it attempts to give you a sense of your more dominant and less dominant conflict styles.

Scores from 21 to 25 are representative of a very strong style.

Scores from 15 to 20 are representative of a strong style.

Scores from 11 to 15 are representative of an average style.

Scores from 6 to 10 are representative of a weak style.

Scores from 0 to 5 are representative of a very weak style.

Building Your Leadership Profile

If you have the interactive eBook version of this text, log in to access the Leadership Profile Tool. After completing this chapter's questionnaire, you will receive individualized feedback and practical suggestions for further strengthening your leadership based on your responses in this questionnaire.

Session 6: That's a Wrap

Mentor Modules adapted from Dr. Peter G. Northouse's [Introduction to Leadership Concepts and Practice: 3rd Ed.](#)

If you're already to this point, you've completed the first-year mentoring curriculum and the academic year is quickly drawing to a close. As you prepare to conclude your mentoring partnership this year, we invite you to take some time to reflect on this experience and celebrate the conclusion of another academic year. In addition to this informal and personal discussion you'll be having together, we ask that you complete the Seidman Mentorship Program Year-End Survey. Your feedback is vitally important as we seek to make this experience beneficial for mentees and mentors alike, and we thank you in advance for taking a few minutes of your time to complete it.

Discuss

Please go back to your first session together and review your goals. Read them out loud one at a time and reflect on the degree to which you feel you've accomplished each of these goals.

Discover

1. Personal discovery: What have you discovered about yourself and your Mentorship understanding/style/practice/etc.? What discoveries, "Aha's," or revelations did you make? Or what was confirmed through discussion and discovery over these past months together? What elements of this mentoring experience will continue to resonate with you as you go forward from here?
2. Paired discovery: What has this mentoring experience been like for each of you? What challenges did you face and how successful were you in meeting those challenges? What have you learned from your mentor/mentee? What have the highlights of this experience been for you?

Session 6: That's a Wrap

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Develop

Together, develop a plan for moving forward. The Seidman Mentorship Program is designed as a one-year match. However, pairs are welcomed and encouraged to continue another year of mentoring if both parties are interested in renewing the partnership for another academic year.

Mentoring research continually demonstrates the benefits of extended relationships for both mentors and mentees, and we fully support any pairs that would like to continue their relationship next year.

Whatever you ultimately decide, take some time to celebrate the journey you've taken together and enjoy reflecting on your experiences here in the Seidman Mentorship Program.