

# **RESPONSIBLE MENTORING**

## **The EMT Group**

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### **Difficult Issues**

**By Dustianne North, M.S.W.**

Sensitive issues that come up between a mentor and mentee require different levels of response and intervention. These issues have been grouped below as delicate topics, issues of concern and crises requiring intervention. However, any of these issues may move up or down this continuum depending on the seriousness of the actions involved.

#### **Delicate Topics**

Generally speaking, delicate topics should be discussed only when initiated by the mentee. These topics can be touchy and strongly affect the relationship. Confidentiality takes on greater importance with these topics. Although mentors should be adequately trained to deal with these issues on their own, they should be encouraged to seek support and feedback from their supervisor and other mentors when their mentee has brought issues such as these to their attention.

Examples of delicate topics:

- Sex
- Peer pressure
- Hygiene
- Behavior
- School performance
- Self-image/personal insecurities
- Identity issues: class, cultural and sexual
- Others \_\_\_\_\_

#### **Issues of Concern**

Issues of concern are those that may have lifelong implications for the mentee, and therefore *the mentor needs to report them to the agency*. However, these issues do not necessarily require direct intervention. Because these issues may be part of ongoing situations and conditions that mentees face, mentors need to be trained and supported to accept these aspects of the mentees' lives without judgment. Mentors and mentoring programs should not focus too heavily on changing behavior when issues such as these arise. Nevertheless, by staying aware of the challenges their mentees must face, they may be able to help mentees ameliorate these problems over time.

### Examples of Issues of Concern:

- Unsafe sex
- Fighting at school
- Depression
- Delinquent behavior
- Gang affiliation
- Substance abuse
- Verbal harassment: sexual, racial, bullying, others
- Others: \_\_\_\_\_

### **Crises Requiring Intervention**

Crises involve issues of grave concern that generally require direct and immediate intervention. Some of these issues, like child abuse and neglect, are mandated by law to be reported to the county; others may require a referral of a direct intervention by the mentor program. **MENTORS SHOULD NEVER BE EXPECTED TO HANDLE ISSUES SUCH AS THESE ALONE.** In addition, many of these issues require collaboration with families of mentees, and this should be handled by the mentor program manager.

### Examples of Crises Requiring Intervention:

- Child abuse and neglect
- Abusive relationships: sexual abuse, incest, dating violence/rape
- Chemical dependency
- Serious delinquency/arrests
- Suicidal behavior
- Mental illness
- Physical harassment: sexual, racial, bullying, others
- Other trauma
- Others \_\_\_\_\_

(“Responsible Mentoring – Talking About Drugs, Sex and Other Difficult Issues” is a project of The Evaluation Management Training Group, Inc., Funded through The California Department of Alcohol and Drug Programs.)

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Courtesy of The Mentoring Partnership of New York, *Mentoring in the Faith Community: An Operations Manual for Program Coordinators.*

## Discussing Delicate Issues: Guidelines for Mentors

### Put the mentee at ease . . .

- Stay calm.
- Use body language to communicate attentiveness (e.g., maintain eye contact, sit at same level).
- Avoid judgmental statements such as “Why would you do something like that?” or “I think you know better.”
- Be honest if you are getting emotional or upset.
- Let mentee know that you are glad he or she came to you.
- Reassure mentee that his or her confidentiality will be honored.
- Use tact, but be honest.
- Allow mentee to talk at his or her own pace—don’t force an issue.
- Do not pry—allow mentee to bring up topics he or she is comfortable with.
- Do not collaborate with mentee’s family to provide discipline.
- Other thoughts: \_\_\_\_\_

### Honor the mentee’s right to self-determination . . .

- Focus on the mentee’s feelings and needs rather than jumping to problem solving.
- When issue has been talked about, ask, “What do you think you would like to do about this situation?” “How would you like me to help?”
- If you are not comfortable with what the mentee wants to do, ask yourself why before you decide whether to say so.
- If what the mentee wants to do is not possible, explain so gently and apologize.
- Ask what alternative solutions would make the mentee comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words, “I don’t know—what do you think?”
- Other thoughts: \_\_\_\_\_

### Problem solve and offer resources . . .

- Know your appropriate role as a mentor.
- Be honest with mentee if confidentiality does not hold.
- Suggest that your supervisor may have some thoughts if you don’t know what to do.
- Ask mentee if he or she would like to talk to the agency with you if necessary.
- Provide information if mentee is unaware of resources or options.
- Brainstorm with mentee and be creative in finding a solution—there is usually more than one way to handle a situation and this process is educational for the mentee.
- Offer to accompany mentee if he or she is uncomfortable with something he or she has decided to do.
- *Be collaborative*—you are a team.
- *Follow through with any and all commitments.*
- Other thoughts: \_\_\_\_\_

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