Mentoring in institutions

Mentoring objective
The educational institution needs to be clear of the objectives of mentoring and should convey them to both the mentor and the mentee. This establishes the boundary and a defined role for both parties. Expectations need to be stated, understood and verified so that no misunderstandings and or confusions linger. Institutions need to have physical space, rooms where meetings can take place.

Clarity of boundaries
In a mentoring situation, areas of explorations are related to the institution and the choices available and the mentees need to differentiate, understand and identify what are his/her strengths and aptitudes. Any other personal or emotional explorations require an agreement to explore those areas. Most importantly, the mentor must have those special skills to engage with those issues.

Mentoring values
An educational institution needs to state the values of mentoring, as the institution, the mentors and the mentee, all need to accept that this is an important and significant process of learning. This learning has enormous impact, as the mentor often is experienced as a role model of meeting and managing life situations.

Gender sensitivity and understanding
This aspect is the most sensitive area. Mentors need to provide an understanding and not get carried away by sentiments. As both elements work as mature adults, the chances are that beneficial learning and many stereotypes and myths get shattered. There is an experience of growth and immense sensitivities emerge.

Confidentiality
It is a given fact that any mentor-mentee interface counseling or coaching needs to have secrecy and utmost confidentiality.

Mutual respect and dignity
Today's environment demands that parents-children, superior-subordinate, teacher-learner and the old and the young continue the tradition of respect.

Mentoring is a unique process where the mentor engages with the present and future choices with a clear mind. The mentor does not engage with the past. In this scenario, the mentoring role and the mentoring process acquires a different meaning. The larger life space dilemmas and choices are tempered by values to live by. On a broader spectrum, the mentoring process facilitates exploration in life experiences, emotive responses and most importantly - in making a choice.

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