



SECURITY PRINTING & MINTING CORPORATION OF INDIA LTD.

MENTOR - MENTEE DEVELOPMENT SCHEME

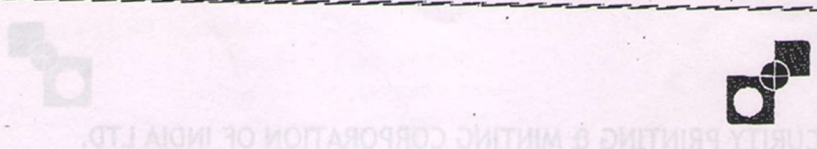
Introduction:

The concept of Mentor-Mentees Programme is not very old in Indian organizations and has got the momentum in Central PSUs after the DPE issued the revised guidelines for HR deliverables in the MoU commencing from 2012-13. It is one of the 24 areas in HR domain for which 5 marks have been earmarked in SPMCIL MoU commitment for the year 2012-13 and hence considered expedient to introduce the Mentor-Mentees development scheme. It is obligatory on the part of all the Units and the Corporate Office to carry forward the Scheme keeping a long-term horizon as the objective.

1.0 Meaning of Mentoring:

Workplace mentoring is a process of learning among the employees for purposes of sharing technical information, institutional knowledge and insights with respect to a particular occupation or profession. Mentoring is perhaps best described as a developmental process - dynamic and unique to each person. Informal mentoring relationships may develop in the work setting when a more seasoned employee takes a new employee "under his/her wing." Formal mentoring programs allow organizations to create and nurture those relationships by matching more experienced employees (mentors) with less experienced employees (mentees) to meet specific objectives while helping those individuals in the mentoring relationship to identify and develop their own talents.

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2.0 Objectives of Mentoring Programme:

- Deliberate, systematic knowledge transfer.
- Methods of providing job specific knowledge and insight for those positions requiring experience, judgment, discretion and "soft skills" in order to be effective.
- Means to create and reinforce a positive organizational culture.
- Opportunities to shape the workforce of the future in an intentional, deliberate way to meet the Company's strategic goals and objectives.
- Structured learning for employees assuming new or expanded responsibilities.
- Identification of talent and development of organizational leadership.

3.0 Benefits of Mentoring Programme and to Mentees:


- Personal and professional growth.
- Acquisition of new technical, interpersonal and/or leadership skills.
- One-on-one opportunities to know and understand the agency from the inside out.
- Opportunity to mentor other employees in the future.

4.0 Benefits to Mentors:

- Opportunities for mentors to show their own coaching, counseling and leadership skills.
- Development of new professional and organizational contacts.
- Exposure to new ideas, technologies and perspectives through their relationship with mentees.
- Personal satisfaction.
- Expanded relationships built on mutual trust and shared learning.

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5.0 A Mentor to be treated as a successful Mentor, should have the following qualities:

- Genuine interest.
- Sensitivity to other's needs and development.
- Excellent listening skills.
- Commitment.
- Confidentiality.
- Excellent coaching and feedback skills.

6.0 The role of the mentor:

- Help the mentee identify with their organization and professional environment.
- Be prepared to help the mentee through difficult situations.
- Work with the mentee to develop his/her self-confidence.
- Ensure communications are clear, open and reciprocal.
- Help develop creative and independent thinking.
- Maintain confidentiality.

7.0 Qualities of successful mentees:

- Genuine interest in personal growth and professional development.
- Strong commitment to learning and acquiring new skills.
- Receptive to honest, constructive feedback.
- Willing to take risks as part of the learning process.
- A sense of self and personal vision.

8.0 Role of the mentee:

- Develop mutually agreeable goals for the mentoring relationship that are specific, measurable, achievable, realistic and timely.
- Communicate openly and honestly with the mentor.
- Take responsibility for establishing expectations between the mentor and mentee.
- Make good use of time spent with the mentor.
- Be mindful of the mentor's needs and expectations.
- Be trustworthy and maintain confidentiality.

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9.0 Mentoring Model Essentials:

Just as every mentoring relationship is dynamic and unique, formal mentoring programs are likely to differ substantially between agencies and occupations. By way of example, a mentoring program should be designed to enhance the retention of Employees. There are some basic elements that should be incorporated into every mentoring program:

- Identification of desired outcomes.
- Establishment of clear goals for the program.
- Training.
- Program Maintenance.
- Program Evaluation.

10.0 Requirements for developing the mentoring program:

- Identify a key contact person who will coordinate and be responsible for follow-through on establishing, supporting and maintaining the mentoring program.
- State the desired outcome or purpose -- the "why" of a Mentoring Program.
- Identify clear goals of the Mentoring Program.
- Developing a "Learning Contract " with specific goals identified that are explicit, realistic and achievable.
- Determine the length of relationship.
- Clarifying roles: mentor, mentee, supervisor of mentee.
- Closing the relationship.
- Overcoming obstacles in the relationship.
- Maintaining confidentiality between mentor and mentee.
- Evaluation of the mentoring process.



11.0 Mentoring process in Units and Corporate Office of SPMCIL :

In the Units and Corporate Office, the Executives at the level of Manager (E-4) and above should be identified as Mentors and under each Mentor there should be at least two to three Mentees and up to maximum five Mentees. It is obvious that the Mentees should be below the level of Mentors. Experienced Executives should be identified as Mentors and preferably newly recruited Executives both at induction level and lateral level after corporatization should be identified as Mentees in first phase. Since mentoring process is a continuous process, after covering of all the recruited Executives in first phase, the mentoring process should continue covering all the Executives within the ambit of SPMCIL Mentoring Programme.

12.0 Documentation & Evaluation of Mentoring Process:

The Mentors with assistant of personnel in his/her department monitor the programme, assist the participants (Mentees), monitor progress and evaluate the progress. The goals and basic principles of mentoring should be documented. The out comes of the programme will be analyzed and mentoring will have to evaluate continuously for effectiveness. To achieve the objectives, the programme can be modified as when needed. All these should be documented. A sample format for Mentor-Mentees agreed tasks and their measurements is enclosed herewith as Annexure-I for reference and implementation. Regarding to the evaluation of Mentees, a sample format is enclosed herewith as Annexure-II.

The above Mentor-Mentees programme and guidelines will be implemented in SPMCIL with immediate effect.

If any clarification in this regard is required, the same can be obtained from Corporate HR Department.

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Annexure-I

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(MENTOR-MENTEE SCHEME)

Sample 1 : Mentor - Mentees Agreed Tasks and Measurement Form

Goal #1: _____

Measurement _____

Completion date: _____

Goal #2: _____

Measurement _____

Completion date: _____

Goal #3: _____

Measurement _____

Completion date: _____

Other areas of Mutual agreement:

Mentor Signature _____ Mentee signature _____

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Sample 2: Mentoring Agreement or Learning Contract

We are voluntarily making a commitment to this mentoring relationship that we expect will benefit us both as well as to SPMCIL. Our mutual goals are to have this be a rich and rewarding relationship wherein learning and developmental experiences are shared.

2. One of the foundational elements of this mentoring relationship is confidentiality where we agree that our discussions remain between the two of us in an effort to build trust and learn from our discourses. The only exception to this would be a situation where someone's safety is at risk.
3. The duration of this mentoring program will be _____.
4. We agree to meet regularly at _____.
5. We are each committing to no less than _____ hours per week to this mentoring relationship.
6. As the mentor, I agree to provide the mentee with support, access to my time for meetings, guidance on specific work-related items, advice, honesty, constructive criticism and positive feedback. I will also seek feedback from the mentee on how I am meeting his/her developmental needs.
7. As the mentee, I agree to seek clarity when I am not clear, to test my understanding of concepts and directions given to me, willingly assume appropriate developmental assignments, seek feedback and accept responsibility for my growth, my behavior and my continued learning.

_____	_____
Mentor	Mentee

_____	_____
Date	Date

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Appendix D - Mentor/Mentee Activity Sessions Summary

Mentor: _____ Mentee: _____
Date: _____ Time Session Began: _____
Location: _____ Time Session Ended: _____

Summary of Session:

1. Were activities that were planned at the last session completed? What did you learn?
2. If you could do the same thing again, would you do anything differently? What and why? If not, why not? What made the activity successful?
3. Were there other tools or resources you could have used to make the activity more successful?
4. What is the most important thing you took away from the activity?

Plan activities to discuss at the next session:

1. _____
2. _____
3. _____
4. _____

Mentor Signature _____ Mentee Signature _____

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Annexure-II

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Appendix E - Midway Evaluation

DIRECTIONS: Please use this form to review your experience with your mentor/mentee up to this point. It would be good to meet with your mentor/mentee to discuss your experience and decide on next steps. The form should be completed in a meeting between mentor and mentee.

1. Activities/interactions we have implemented up to now:
2. Thus far, in meeting with my mentor, I have gained/sharpened the following knowledge and/or skills:
3. I have shared the following knowledge/skills with my mentee:
4. The following are other benefits I am gaining from the mentor/mentee relationship:
5. The following are ways in which the relationship with mentor/mentee or participation in the program could be more effective:
6. Suggestions I would share with new Mentor/Mentee pairs:
7. Any other comments:

Name: _____
Date: _____

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Appendix F - Mentor Evaluation

Mentee's Name	Today's Date	Mentor's Name
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Availability

A. How frequently did you meet with your assigned mentor?

- Less than once a month
- Every three to four weeks
- Every two weeks
- Every week
- Daily

B. Did you meet with your mentor enough?

- Yes
- No

Feedback Rating Scale

Please consider the following definitions when using these ratings.

Poor - More often than not the required behavior was not there. The need was not met. The Mentor's capability, behavior and/or knowledge level was, relative to the Mentoring process consistently unacceptable.

Fair - While the Mentor occasionally met the needs of the situation and/or the relationship, there were more times than not that the needs were not met or the optimal behavior was not evidenced.

Average -The Mentor did provide the needed information, knowledge level and/or behaviors that were helpful but were not experienced by the Mentee as proactive. For the most part the Mentor was minimally responsive and took more of a reactive role versus being proactive and appropriately assertive in the relationship.

Good - More often than not the Mentor we extend him or herself in ways that proved helpful. His/her knowledge level provided helpful insight and some degree of advancement of the Mentee's knowledge level.

Excellent -Consistently the Mentor would anticipate needs, was proactive in the learning and sharing process, was perceptive to anticipate issues and was able to read situations accurately and ask helpful and insightful questions that proved to be beneficial to the mentoring experience and the mentoring relationship.

Mentor Evaluation (cont.)

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For each question please place a check mark in the column that closest represents your mentorship experience.

#	Questions	Poor	Fair	Average	Good	Excellent
A	What level of knowledge did your mentor possess regarding agency and state policies?					
	Comment:					
B	To what degree did your mentor follow up on questions she/he could not initially answer?					
	Comment:					
C	How skilled was your mentor at teaching new concepts?					
	Comment:					
D	How skilled was your mentor at modeling professionalism?					
	Comment:					
E	How skilled was your mentor at providing a kind and thoughtful learning environment?					
	Comment:					
F	How skilled was your mentor at using humor as a stress release?					
	Comment:					
G	How skilled was your mentor at modeling self-care?					
	Comment:					
H	How skilled was your mentor at promoting the importance of self-care?					
	Comment:					
I	How would you rate your overall experience with your mentor?					
	Comment:					

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Mentor Evaluation (cont.)

Narrative:

1. What was the most helpful aspect of your mentor experience?

2. What was the least helpful part of your mentor experience?

3. Would you consider becoming a mentor in the future? Please explain your answer.

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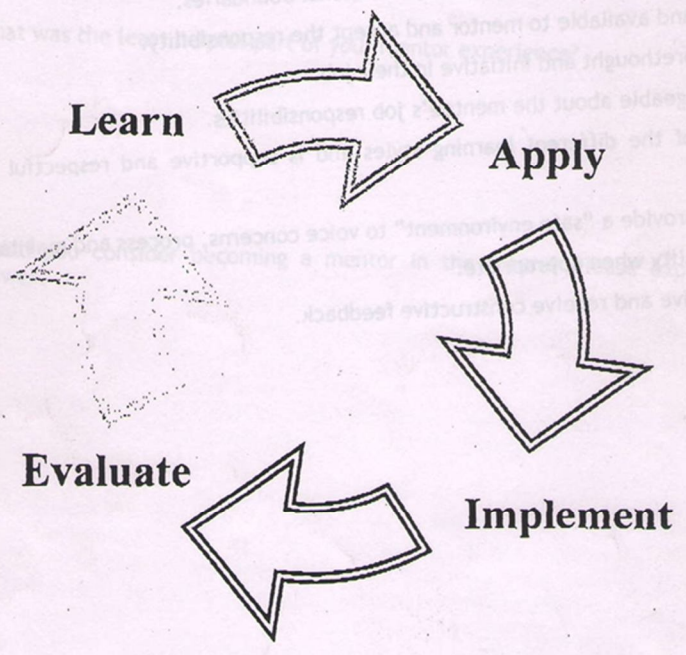
Appendix G: Suggested guidelines for choosing mentors:

The potential mentor:

1. Is a good role model and has a positive attitude towards the employees and employer.
2. Maintains appropriate personal and professional boundaries.
3. Is willing and available to mentor and accept the responsibility.
4. Displays forethought and initiative in their job.
5. Is knowledgeable about the mentee's job responsibilities.
6. Is aware of the different learning styles and is supportive and respectful of them.
7. Is able to provide a "safe environment" to voice concerns, process and maintain confidentiality when appropriate.
8. Is able to give and receive constructive feedback.

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Appendix H: The Learning Model



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