

कोल इण्डिया लिमिटेड

महारत्न कम्पनी

(भारत सरकार का उपक्रम)

कॉर्पोरेट पहचान सं. L23109WB1973GOI028844

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Coal India Limited

A Maharatna Company
(A Govt. of India Enterprise)

Corporate Identity No.- L23109WB1973GOI028844

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Ref : CIL/C5A (PC)/673

Date : 12.10.2015

OFFICE MEMORANDUM

The CIL Board of Directors at their 319th meeting held on 12.08.2015 approved implementation of Mentor-Mentee concept in CIL and its subsidiaries. As decided by the Board, the CIL Executive Mentoring Scheme was placed before the 97th meeting of the CMDs held on 16.09.2015, in which the CMDs agreed for implementation of the scheme in CIL and its Subsidiaries.

Accordingly, CIL Executive Mentoring Scheme, as approved by the Board, is enclosed for implementation.

All subsidiaries are advised to ensure effective implementation of the scheme for facilitating transfer of technical expertise to the new entrants & others and development of behavioral competencies required for assuming higher roles.


(R. Mohan Das)
Director (P&IR)

Distribution:

1. The Chairman, CIL
2. The CMDs, ECL/BCCL/CCL/NCL/WCL/SECL/MCL/CMPDIL
3. The Director (T)/ Director (M)/ Director (F), CIL, Kolkata
4. The CVO, CIL, Kolkata
5. The Director (F)/ (P)/ (T), ECL/BCCL/CCL/NCL/WCL/SECL/MCL
6. The Director (T/RD&T)/ (T/ES), CMPDIL, Ranchi
7. The GM/ HOD (P/EE), ECL/BCCL/CCL/NCL/WCL/SECL/MCL/CMPDIL
8. The ED (IICM), Ranchi
9. All HODs, CIL, Kolkata
10. The GM (System), CIL - with a request to upload the same on CIL website.
11. All RSMs, CIL

COAL INDIA LIMITED

CIL Executive Mentoring Scheme



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1. Title and commencement

This scheme will be called the ‘**CIL Executive Mentoring Scheme**’. It will come into effect from 16th September, 2015.

2. Scope and applicability

This scheme will apply to the executives of Coal India Limited and its subsidiaries as follows:

- (a) All management trainees after completion of one year training program will undergo one year mentorship under a mentor of their choice or assigned to them.
- (b) Other senior executives may also be covered under the scheme as may be decided by the company from time to time as per their requirement of developing executives.
- (c) Lateral entrants in higher grades may also be covered under the scheme as required.

3. Mentoring philosophy

Mentoring process in the company ensures professional growth and development of new entrants and high potential employees for assuming senior leadership roles. In the process, the tacit knowledge and experience of senior leaders in the organization are transferred to the younger generation in the organization. Mentoring also helps building psychological contract with the new entrants which in turn ensure high retention ratio. Development of a pool of trained and committed mentors would be a key priority area of the organization.

4. Objectives of the scheme

The primary goal of the scheme is the professional growth and development of new entrants as well as performance optimization of executives in critical roles.

The specific goals are:

- a) To support the new entrants in understanding the company’s mission, vision, values and goals and integrating them with the company’s culture.
- b) To facilitate transfer of skills and knowledge of experienced people in the organization to the new entrants.
- c) To provide support to the new entrants in locating and accessing resources and experts in the organization.

- d) To provide motivation for job performance, creativity and the acceptance of responsibility with confidence.
- e) To socialize and acclimatize the new entrants with the people, policies, programmes and procedures in the organization.
- f) To assist the new entrants to acquire technical expertise and behavioural competencies.
- g) To support executives in critical roles for performance optimization and develop successors for critical positions.
- h) To optimize performance of below par performers.

5. Key terms

The key terms used in the scheme are described below:

a) Mentoring

This is a process whereby a mentor guides, counsels, coaches and helps a mentee to develop his overall personality and company specific competencies through one to one interactions. The mentor also tries to give a desired shape to the personality of the mentee through influencing his thought process and develop his abilities, vision, insight and perspective.

b) Mentor

Mentor is an executive of E5 to E7 grade with knowledge, experience and skills in a specific field, willing to transmit them to mentees and who is accepted by the mentee, as his mentor duly approved by competent authority as a mentor. He/she will normally be from the same discipline that of the mentee and working preferably in the same unit or nearby projects. A mentor will not be the reporting or controlling officer of a mentee. A mentor should also be an excellent performer having at least 2 'Excellent' performance ratings during the 3 consecutive years immediately preceding the year of his appointment as mentor.

c) Mentee

- i. Mentee is a new entrant in the company who has completed the initial training period or in any other grade who chooses the mentor and under his guidance wants to develop himself by sharpening his knowledge, skill and overall personality,

ii. Any executive in any grade who is in a critical role as defined by the company.

iii. Any executive selected as a successor under the company's succession plan.

d) Mentoring period

It is a period of mentorship relationship for 12 months commencing from the appointment as mentor.

e) Competent authority

The competent authority under the scheme will be the Director (P/IR), CIL for CIL HQ and CMDs for respective subsidiaries.

6. The roles and responsibilities of a mentor

Mentor's responsibilities include:

- a) demonstrating willingness and commitment to the mentoring process and being a role model.
- b) sharing the organization's mission, vision, values and culture.
- c) providing information about the company's systems and other organizational realities, socializing mentees to other departments and processes and helping them feel comfortable in their work environment.
- d) being a resource person on work rules, workplace culture, norms and unwritten policies and procedures.
- e) helping to identify resources and building a professional network in the workplace.
- f) sharing 'lessons learned' from own experiences and providing opportunities for developmental experiences.
- g) creating a Mentee's Development Plan (MDP) with the mentees, clarifying the expectations of the mentoring process and participating in meetings with the mentee and his supervisor to discuss the plan.
- h) managing over expectations of mentees.
- i) encouraging independence.
- j) reviewing progress periodically.

- k) reporting any serious issues/concerns to Personnel department/ head of the department/establishment.

7. Role of a mentee

Mentee's role includes:

- a) being proactive in his/her own career development, establishing clear developmental goals and actively demonstrating initiative and desire to learn.
- b) creating developmental plan that clarifies the expectations of the mentoring partnership.
- c) keeping the reporting officer informed of mentoring progress and schedule to ensure that it does not conflict with assignments and priorities.
- d) attending formal mentoring training, progress reviews and forums.
- e) participating in open and honest discussions with the mentor.
- f) taking responsibility for personal growth and development.
- g) being receptive to feedback and coaching.
- h) demonstrating a positive and constructive attitude.
- i) utilizing resources available through mentoring connection and from the program manager to engage in relationship enhancing activities.

8. Organizational set up for programme implementation

Organization wide support and commitment are essential ingredients to the success of the programme therefore the following institutional arrangement should be set up at subsidiary level:

a) Core committee

Core committee consists of Functional Directors of the subsidiary, who provide guidelines and periodically review the progress and impact of the programme. It provides direction and leadership to the programme.

b) Chief Mentoring Executive

General Manager (HRD), subsidiary/ CIL will be the chief mentoring executive who is responsible for the overall implementation of the mentoring programme in subsidiaries/ CIL. He will convene periodic meeting of the mentoring program

managers to review the progress and present a half yearly progress report before the core committee. He will consider suggestions, recommendations and reports of the mentoring programme managers and give necessary guidance for effective implementation of the programme.

c) Mentoring program managers

HODs of different discipline at HQs may be designated as mentoring programme managers who would be responsible for:

- i) ensuring that the program is implemented in a timely and effective manner.
- ii) managing and coordinating mentoring program activities.
- iii) serving as the central point of contact on all aspects.
- iv) maintaining relations with programme coordinators in the area and assisting them in resolving issues.
- v) appointing mentors for the discipline with the approval of chief mentoring executive.
- vi) finalizing model MDP for the discipline.

d) Programme supervisor

Staff officers/ Area HOD/ Addl. GMs will be the programme supervisors for their respective discipline. Their responsibilities include:

- a) Serving as a resource for ideas on the mentee's development and growth.
- b) Reviewing and recommending proposed developmental assignments and if appropriate, making adjustments in current assignments and workloads to allow mentees adequate time to complete the program.
- c) Promoting the program and assisting in the identification of potential mentors.
- d) Providing necessary resources for the mentees.
- e) Encouraging officers to join as mentors.
- f) Monitoring improvements in the performance of the mentee and advising the mentor as required.

9. Duration and frequency of mentoring sessions

The mentoring session for a mentee will run for twelve months. Initially, the mentees and mentor should meet frequently but not less than twice a month. However, as the relationship progresses, meetings may take place less frequently. Such meetings will normally be held during working hours at the office facilities.

Participation in the program requires that the mentee and mentor:

- a) Develop a mentoring plan (see **Annexure I**).
- b) Submit periodic progress reports (see **Annexure II**).
- c) Attend training sessions as and when announced.
- d) Meet on a regular basis and document the sessions (see **Annexure III & IV**).
- e) Complete program evaluation forms (see **Annexure V & VI**).

10. Mentoring process

A mentoring program will complete in the following 4 phases.

10.1 Stage 1: Exploration

It is the relationship building phase of the mentoring process where the mentor and mentee establish rapport with each other, understand the process and clarify aims & objectives of the process as well as expectations from each other.

In the process they agree on a development plan for the mentee (MDP) and schedule subsequent mentor sessions for the mentorship period.

10.2 Stage 2: Planning

In the planning phase, the mentor tries to identify developmental needs, strengths & weaknesses of the mentee based on various inputs. The mentor and the mentee discuss areas of improvement and agree on an action plan with priorities and milestones for addressing them. The mentor will also familiarize about the resources and experts, in the relevant field, available in the organization whom the mentee can contact as part of the development process.

10.3 Stage 3: Process learning

In this phase, the mentor guides the mentee to undertake the learning strategies as per mentoring plan and thereby gain experience and learning.

10.4 Stage 4: Evaluation and closure

The evaluation is the report card for the program which captures the experience of the mentor and mentee, improvements observed in the mentee, skill enhancement etc. The mentorship relationship will close on submission of final evaluation report.

11. Development of pool of mentors

Applications may be invited from interested executives to play the mentor's role. After scrutiny a pool of mentors may be selected for training, certification and appointment as mentors.

12. Appointment of mentors

Appointment of mentors would be done with the mutual consent of the mentor and mentee. The consent may be submitted in **Annexure VII & VIII** and after scrutiny of the same, the chief mentoring executive would recommend for approval of the respective functional director for the appointment. The level gap between the mentor and mentee should not be more than 2 grades (example: an executive in E3 grade can have a mentor of maximum E5 level).

13. Mentor mentee ratio

One mentor can have not more than 5 mentees at a time. Subsidiaries should take efforts to bring this ratio down to 1:3 by increasing pool of trained mentors.

14. Mentor's orientation program

IICM will organize training programmes for Mentor certification by inviting faculties from reputed institutions of the country. Subsidiaries will also organize training programmes for development of mentoring skills so as to maintain a pool of mentors in the organization.

Subsidiaries will organize annual mentor-mentee meet for sharing of experience/ knowledge/ idea. Outstanding mentors may also be rewarded/ felicitated at this programme.

15. Repeal

Unless specified otherwise, all existing provisions of the CIL Mentoring Policy and subsequent amendments and circulars will stand superseded by this policy from the date of its commencement.

16. Interpretation

The power to interpret the scheme is reserved with the Director (P&IR), CIL and his interpretation will be final.

17. Savings

The Director (P&IR), CIL can modify/alter/amend the scheme with the approval of Chairman, CIL.

Annexure I

(Clause 9 a)

Mentoring Plan

Item no.	Key development area	Key learning strategy	Completion date

Key development areas

They are the areas of development like technical knowledge, skill on specific areas of the discipline, behavioural competencies, cross functional knowledge, industry knowledge etc. key development areas can also be selected from the inventory of '*Critical areas of experience of executives in CIL*' given in the CIL learning and development policy.

Key learning strategies

They include project assignment, self-study, trainings, site visits, participation in discussions, meetings, generating reports, work sample, group activities/ assignments, shadowing etc.

Annexure II

(Clause 9 b)

Midway evaluation

(To be completed by mentee and mentor after mutual discussion)

1. Activities/ interactions we have implemented up to now:
2. So 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:

Signature

Name:

Date: _____

Annexure III

(Clause 9 d)

Mentee activity log

(To be maintained by mentee)

S. No.	Activity	Date

Annexure IV

(Clause 9 d)

Mentor/ mentee activity sessions summary

(To be maintained by the mentee)

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 _____

Final evaluation form

(For mentors)

Mentor Name:

Mentee Name:

Date

1. Briefly give an overall description of your experience with the mentoring program.

2. Do you think this program helps your mentee develop the skills knowledge needed to take on larger roles and more challenges? Why or why not?

3. Which part of the mentoring experience do you feel was the most useful in helping the mentee reach the stated goals? Was there an element that you felt was not useful?

4. Would you recommend this experience as a mentor to a colleague? Why or why not?

5. Are you interested in serving as a mentor again? Why or why not?

6. Please share additional comments here:

Date

Signature

Final evaluation form

(For mentees)

Mentoring Program

Final Review

Mentee Form

Mentee Name:

Mentor Name:

Date

1. How has your overall experience with the mentoring program been so far?

2. Did you feel the resources provided by the mentoring program manager adequately to prepare you for your role as a mentee?

3. Have you and your mentor been able to build a comfortable working relationship?

4. Are you able to learn from your mentor's experience and background?

5. Do you think reviewing your individual development plan with your mentor will help you achieve your goals? Why or why not?

6. Please share additional comments here:

Date

Signature

Annexure VII

(Clause 12)

Sample mentee application

Name: _____

Designation: _____

Place of posting: _____

Contact number: _____ Fax number: _____

E-mail address: _____

What are some areas of career development or professional growth that you would like to focus?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Signature: _____ Date: _____

Sample mentor application

Name: _____ EIS no. _____

Designation: _____

Place of posting: _____

Contact number: _____ Fax number: _____

E-mail address: _____

1. Briefly describe any prior experiences as a mentor or mentee in either an informal or formal partnership.

2. State at least three qualities or characteristics you feel you need to have in common with a mentee in order for the mentoring to be a productive.

3. What areas of knowledge and skills would you like to pass on to a mentee?

Signature: _____ Date: _____