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### Induction and Mentoring

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#### **1. INDUCTION**

The initial impression of an organization on an employee usually stays with them and it is therefore important to make this experience a positive one. New employee wants to know how he/she fits into the organization as a whole and how his work relates to that of other people and other departments. Naturally they also want to meet their colleagues and line managers. Induction is the process by which new employees are integrated into an organization so that they become productive as soon as possible. In order to ensure that this happens quickly and effectively the process of induction is being introduced as below. The complexity and length of the departmental induction programme will vary according to the job. The following information will be given to each employee who joins ACIL.

#### **2. Organizational information**

This will include information about Atlas Copco Group --- History, business areas, size and other relevant information. Information about Atlas Copco India Limited. This will enable new employees to know exactly who it is that they are working for. This will be a responsibility of Human Resources Dept.

#### **3. Procedural information**

This comprises information concerning organizational procedures which affect all employees. The information will include: Terms and conditions of employment, Leave rules, Welfare activities and other benefits. This will be a responsibility of Human Resources Dept.

#### **4. Job information**

This relates to what is necessary for a new employee to know in order to do a job effectively. The information provided should include a job description detailing the major tasks and accountabilities of the job, introduction with all his colleagues in the department. This will be a responsibility of Section/Dept. Head.

#### **5. Induction programme for transferred employees**

Whenever employee is transferred from one department to other, he will be introduced to all his colleagues and job description detailing the major tasks and accountabilities of the job.

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## MENTORING

### 1. Purpose

The purpose of Mentoring is to aid new employee, and those changing roles, to settle into their new role as effectively and as quickly as possible.

A mentor provides support, encouragement, information, and entry to a wide network of contacts for the new employee and is someone they can turn to for help and support during the crucial first three/six months of their employment.

The Manager informs in writing to the Mentor and Mentee at the start of mentoring process. The period of support mentoring can last for up to six months (the length of probation period) but could be shorter or longer also.

### 2. Roles

A mentor is the person who agrees to support a new employee.

A mentor is someone who is effective in their own job, S/He will have good interpersonal skills and an understanding of the difficulties faced by colleagues moving into new roles. It is most likely that the mentor will be a colleague from the same department or one closely associated with it.

Mentors help new employee to find out who's who in the department; how they should carry out their job. They should also listen to the new employees concerns and offer help; support the new person in becoming an independent and effective employee. They should be able to offer suggestions on how to get things done both within the department and Company.

The manager will seek to select a mentor who is reasonably compatible with the new employee, fully brief the mentor on his/her role, agree with both mentor and new employee how much time they should allocate to the mentoring process .

### 3. Mentor Skills

Skills needed by mentors:

Communication - verbal and written, listening, asking appropriate questions

Giving constructive feedback

Problem solving and decision making

Being positive, supportive, encouraging, open minded and flexible

Understanding the learning process and how to help another person to learn effectively

### 4. Getting together

A three-way discussion between manager, mentor and new employee is a useful starting point, designed to ensure full support is provided and that all three are fully aware of what is expected from each other.

Early in mentorship, mentor and new employee are likely to need to talk frequently. How much time needed will depend on the individuals involved.

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The first discussion between mentor and the new employee should be about agreeing the nature of the mentoring relationship, how they plan to work together; and what is and is not feasible. The nature of the relationship should be informal but concentrating on helping the new employee to settle into his/her role, department, and the Organization. Mentors are not expected to know all the answers, but they will usually know how to find out or who to turn to for further help. Mentoring should primarily be a supportive activity. A climate of open communication and encouragement is essential where a lack of knowledge by the new person can freely be acknowledged without fear of being 'put-down'. The mentor needs skills in building relationships and being supportive.

### 5. Reviewing the process.

Line Managers should hold occasional review meetings with the mentor and new employee, so that they can all decide whether to continue or halt the support/mentoring process. This will provide the opportunity to check that the mentorship is continuing to be helpful and to make any changes as needed.

It maybe that a new mentor is needed more suited to the new employee. This may result in ending the previous mentoring relationship, which needs to be handled constructively without blame on either side. Whatever happens, the more thorough and constructive the communication process, the better the result.

### 6. Ending the process

The Mentoring relationship may naturally diminish as the new employee finds his/her feet. When both mentor and new employee have agreed that they have taken the process as far as they need or want to, they should review how it has helped the new employee. On successful completion of mentoring, the Mentor and the Mentoree should inform jointly in writing to the Grandfather/Manager stating the areas covered during the Mentoring process and should sign the same jointly along with following checklist. The records of mentoring process should be maintained by the concerned Manager. It is also useful to decide if any changes in approach would be more helpful for another occasion.

#### Checklist when ending Mentoring

1. Which actions by the mentor were most useful to the new employee during Induction Support?
2. Which actions by the mentor were least useful to the new employee during Induction Support?
3. What would help the new employee most now?
4. What actions should the line manager and mentor take to improve Induction support in future?

#### Benefits to the Organisation

- Increase in morale and motivation
- Greater productivity
- Discovery of talent Development of leadership for future.
- Communication of values, goals and plans

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- Demonstration of personal and professional standards
- Achievement of excellent service
- Fostering of shared values and team work
- Enhancement of leadership and people management skills of managers
- Re energise plateaued managers
- Increase in employee satisfaction
- Building a learning organization
- Development of cross-organizational networks.

### **Benefits to the Mentee**

- Development of potential and knowledge about the organization
- Flexibility - Mentees negotiate with their mentors to work within available time and other commitments
- Self-directed learning - Mentees choose specific learning objectives
- Complements ongoing formal study and/or training and development activities
- Give and receive feedback
- Receive encouragement and support to achieve goals
- Develop new networks
- Develop new and/or different perspectives
- Get assistance with ideas
- Demonstrate strengths and explore potential
- Be challenged to use talents and share expertise.

### **Benefits to the Mentor**

- Obtain a greater understanding of the barriers experienced at lower levels of the organization.
- Enhance their own skills in coaching, counselling, listening and modelling.
- The sense of being needed and recognized professionally.
- Develop and practice a more personal style of leadership.
- Gain additional recognition and respect Learn new perspectives and approaches.
- Contribute something to others in the organization
- Extend professional networks.
- Demonstrate expertise and share knowledge.