

Great Beginnings

Orienting New Employees

A Manager's Orientation Toolkit



Fall 2019

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New Employee Phase	Week 1-2	Month 1	Months 3-6	Months 6-9	Months 9-12	Months 12-18 (Faculty/PS)	Months 18-24 (Faculty/PS)
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Setting the Stage

Accepting the offer to join the College was likely a big decision for your new employee. Once they have accepted the position, the first weeks and months following their first day of work is critical in building a positive impression, relationship and setting them up for success.

This resource guides you through the probationary period of the employee's employment, providing suggestions and activities that will help them succeed. Employees must be oriented to both the College and their job. Through a series of meetings, and completion of Interim Probationary Summary forms, you will guide and support their progress through the probationary period.

Prior to Day 1

- Ensure appropriate arrangements are in place regarding the new employee's workspace (i.e. mailbox, computer, phone, nameplate, business cards, etc.)
- Ensure access to appropriate computer systems (i.e. PeopleSoft, D2L etc.) is in place
- Send out an informal announcement to your department about the new hire, their background and start date.
- Select one of the new employee's colleagues to be their "Buddy" and for their first few weeks on the job.
 - A Buddy is a fellow employee (other than the manager) who provides advice and guidance on the different aspects of working on your campus and in your department. A Buddy is also a sounding board who offers encouragement as the new employee acclimates to NSCC's culture and workplace.
 - A successful Buddy is an employee who fully understands the College's culture and the campus or department environment and wants to be a Buddy. They are a solid performer who can make time to be accessible and available to the new employee, are familiar with the department, have strong communication and interpersonal skills and are well regarded and trusted by others.

Employees speak out on having a buddy, mentor or "go to" person on their first day

The positive impact we see when you assign a buddy, mentor or go-to person to a new employee is invaluable to creating a welcoming, inclusive experience plus helps an employee feel and be more productive in their role quickly.

A recent survey of employees hired in the last 6 months indicated that the almost 70% of new employees assigned a buddy or go-to person felt it greatly enhanced their experience. Comments include "it was a wonderful experience as I was given all needed attention and help to bring me to a very comfortable and confident state from the first day", "this first experience has done nothing but solidify my desire for teaching" and "my mentor was amazing!!!".

In contrast, those who were not assigned a buddy or go-to person commented, "having a formal buddy would have made it easier for me - there are so many aspects to college life that I could have used someone to touch base with me on an ongoing basis", and "it was really hard to find out how to get everything and start teaching - it was more of a solo journey - it would be nice for future hires to have someone to show you around and give you the ins and outs".

Day 1

- Greet the new employee and be available for them throughout the day.
- Introduce them to other members of the team and their Buddy.
- Ideally, if it is possible to arrange a small department coffee get together, this informal gathering is a great introduction for a new employee.
- Ensure that employees know that the College can provide accommodation to those who may require it. Ask the employee to review the Workplace Accommodation policy and understand that they can speak to you about how workplace accommodation needs can be met.

Weeks 1 - 2

- Set expectations regarding working hours, time off, departmental practice, meetings etc.

- Begin their integration into their role; outline job expectations, pass on any historical information from their predecessor (i.e. files) and if applicable, review job related policies, procedures and other documented instructions related to the job.
- Review *Safety Orientation Checklist* with employee and send to HR for filing in their official employee file. You can find this checklist by using the search function in Connect.
- Select one of the new employee professional counterparts (i.e. if they are faculty, another faculty member, if they are an administrative assistant, another administrative assistant) to be their “Job Coach” and for their first few months on the job.
- The process of selecting a Job Coach is a deliberate pairing of a skilled or experienced person with an employee new to the role/College, with the agreed-upon goal of having new employee grow and develop specific knowledge and competencies. For some employees this can be their “Buddy”, however, for those who are the single incumbent on their campus (i.e. registrar) you should connect them with a colleague in the same role at another campus (through that individual’s manager).
 - A Job Coach facilitates sharing knowledge, expertise, skills, insights, and experiences through dialogue and collaborative learning.
 - A successful Job Coach is an employee who fully understands the role, has exemplary job-specific skills, is technically competent, willing to promote someone else's development, is patient, values the organization and its work and will proactively engage with their mentee to flag information a mentee needs or make them aware of upcoming deliverables or deadlines.
- Begin ESP discussion outlining its purpose, cycle etc. Introduce Organizational Learning Opportunities including the Adult Education Program. For Faculty and Professional Support employees emphasize the requirement to complete during the probationary period and show them where to find information and planning tools related to the Adult Education Program.
- Ensure employee is aware of relevant policies and procedures related to their conduct in the workplace (i.e. Employee Code of Conduct, Respectful Workplace and Learning Environment, etc.) as well as those specific to their role (i.e. Copyright, Academic Integrity, etc.).

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Month 1

- Check in with employee – engage discussion about how they are doing so far;
 - Do they have what they need to do the job?
 - Has the Job Coach been helpful?
 - Has the Buddy been helpful?
 - How are the connections/relationships with colleagues progressing?
 - Is there anything they feel “out of the loop” regarding?
 - What additional support or training might be required?
 - Any questions/anything unclear?
- Ensure the employee has registered for New Employee Culture Camp (mandatory for all new employees) and is aware that they must also attend a 1-day *Understanding Diversity: Building Bridges* workshop.
- Confirm the employee has read and signed acknowledgement of the NSCC Code of Conduct and knows where College Policies and College Agreements are available.
- Confirm their progression in the online orientation process including the mandatory OH&S training.
- Confirm that any new Faculty and Professional Support employees have a plan in place for timely completion of Adult Education Program.
- Ensure that an ESP is in place for the employee so that they understand both job expectations and how their performance will be assessed. Let them know that in addition to informal discussions, you will be doing a formal Interim Probationary Period Summary form with them every 6 months.

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Months 3 - 6

- Continue to give employee feedback, coach and review ESP progress towards job requirements and goals.
- Confirm any gaps identified in month 1 have been closed.

- Ensure the employee is integrating well into the team and culture, is motivated and progressing well.
- Support any additional learning that may be required for the employee to fulfil role and work together on a learning plan to address any specific job and related learning gaps.
- An **Interim Probationary Period Summary form is due, for all employees, at 6 months** and:
 - Employees should have completed OH&S training, online orientation and ideally, Diversity workshop.
 - Faculty and Professional Support employees should be making progress towards their plan for timely completion of the Adult Education Program.
- Ensure Faculty and Professional Support employees have an Adult Education Program mentor and that mentoring is underway (mentor can be the same as Job Coach so long as they meet Adult Education Program requirements).
- Confirm working relationship with Job Coach and/or Mentor is both supporting and furthering their on-the-job learning.

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Months 6 - 9

- Continue to give employee feedback, coach and review ESP progress towards requirements and goals.
- Assess the employee's ability to perform the full range of duties within the position. At this stage, the scope and complexity of the employee's work should be well advanced, with the employee able to perform many of the duties within the position.
- Identify areas where the employee needs to grow and improve to achieve full job competence and have a plan in place to support this.
- If a performance improvement plan may be necessary, contact your HRC as soon as possible. Given **Management/Confidential and Operational Support** employees have a 12 months probationary period, it is critical to seek the advice of the HR Lead or HR Coordinator early regarding performance improvement support and to determine if documentation is required and the possibility of the probationary period being extended or not successful.

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Months 9 - 12

- From 9 months through to the one-year point, continue to give employee feedback, coach and review ESP progress towards requirements and goals.
- At 12 months, for **Management/Confidential and Operational Support** employees, review the first year of employment, finalize their ESP and complete the forms required to confirm employee status from probationary to regular.
 - Ensure job goals and requirements, as well as additional learning to support continued occupational currency and career goals are captured on a new ESP as the employee should now be part of the regular ESP cycle.
- At 12 months, for **Faculty and Professional Support employees, an Interim Probationary Period Summary form is due**. This the halfway mark of the Faculty and Professional Support probationary period.
 - It is a critical point in time to ensure that they are progressing towards timely completion of the Adult Education Program (this is a condition of their employment and a requirement of successful completion of the probationary period).

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At month 18 (Faculty & Professional Support)

- Continue to give employee feedback, coach and review ESP progress towards requirements and goals.
- At 18 months, for **Faculty and Professional Support employees, another Interim Probationary Period Summary form is due**.
- If the employee is struggling, identify and put a plan in place to help resolve issues/challenges or remove barriers.

- If there are significant performance issues, or issues with timely Adult Education Program completion, seek the advice of the HRC early regarding performance improvement support and to determine if documentation is required and the possibility of the probationary period being extended or not successful.

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At month 24 (Faculty & Professional Support)

- At 24 months, for **Faculty and Professional Support** employees, review their performance over their first two years of employment (probationary period), finalize their ESP and complete the forms required to confirm employee status from probationary to regular*.
 - *Remember, confirming the employee's status from probationary to regular is contingent upon timely completion of the Adult Education Program.
- Ensure job goals and requirements, as well as additional learning to support continued occupational currency and career goals are captured on a new ESP as the employee should now be part of the regular ESP cycle.

Manager's Resources include:

In Human Resources

- **HR Lead and/or HR Coordinator** for any questions and/or concerns related to HR processes such as completing the Interim Probationary Period Summary form, the Employee Success process (ESP), performance management process, workplace accommodation, etc.
- **Employee Relations Consultant** for questions related to bargaining unit employees and collective agreement interpretation. Please note your HR Lead can also assist in this.
- **Payroll Coordinator** for any questions related to time reporting and payroll
- **Health and Disability Coordinator** for support in workplace accommodation and related to illness and/or injury support processes.

In the Office of Diversity and Inclusion

- **Respectful Communities Consultant** for advice, coaching and support resolving workplace concerns and conflict. They also offer a range of facilitated options including conflict coaching, facilitated dialogue, mediation and group work to name a few.