

## Supervisor’s Guide to On Boarding New Employees

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# Congratulations on hiring your new employee!

You have successfully traversed the hiring process and are probably elated that your new employee will be starting soon. But your work has just begun. Your job as a supervisor is to welcome, train, set goals and expectations, and assess your new employee’s skills. Your concentrated efforts to acclimate the employee will ensure their short and long term success at the College of Charleston.

Your onboarding process should assist your new employee in:

1. making a positive adjustment to the job
2. developing strong working relationships
3. shortening the learning curve and making immediate contributions
4. building a solid foundation of knowledge of their role in goals and mission of the College, and the department
5. acclimating to the team

**Onboarding General Information:**

* “66% of new hires are more likely to remain with a business for three years or more if the employees take part in a structured orientation process. So a thoughtful Onboarding process is a retention tool in and of itself!” *Department of Labor*
* “Onboarding is the process by which new hires get adjusted to the social and performance aspects of their jobs quickly and smoothly, and learn the attitudes, knowledge, skills, and behaviors required to function effectively within an organization.  This [new report](http://www.shrm.org/about/foundation/products/Documents/Onboarding%20EPG-%20FINAL.pdf) will explain how onboarding fits into the larger business context, what new employees can do to help facilitate their own orientation process, and why onboarding is a critical part of an effective talent management strategy.” –Society for Human Resource Management.
* “30% of external new hires turn over within the first two years of employment.” Monster.com
* “The onboarding process helps you to develop a happy contributor.  Onboarding conveys your organizational brand and values, explains your people and professional culture, aligns institutional expectations and performance and provides the tools for the employee to be successfully assimilated into his or her position with a quicker ramp-up to productivity.” *Peopleadmin*

# Onboarding Support Toolkit

This toolkit is designed to assist you in organizing and personalizing your onboarding process so that your new employee becomes fully oriented to their job, your work group, and the College. Each section contains checklists and information to guide you through the process of ensuring that your new employee is efficiently and effectively assimilated, productive, and engaged.

## Preparation

### Think back to your first day and the impression the College, your department, and your supervisor made in your mind. Was it good? Unorganized? Welcoming? Informational? Use your experience and that of others to prepare for a great experience for your new employee.

### Contact

As soon as you have been notified that the job offer has been accepted, a phone call from you is a way to ensure that the new employee feels welcome and knows how the first day will start. Topics to cover should include:

* Welcome
* When/where to meet you after or during HR paperwork is completed (it is always a great touch to come meet them and take them for a welcome cup of coffee)
* What to bring the first day
* What questions do they have
* If they are not from Charleston, point them to our website of [Charleston Information](#_Managers’_Guide_to)
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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### Prepare the Welcome

* Notify the other department staff
* Notify other pertinent staff or the campus (make a list of all the people the new employee will need to get to know)
* Prepare for a welcome “party” or introduction and notify appropriate staff
* Prepare for the new employee to meet your supervisor

### Prepare the Workspace

* Clean and tidy the space
* Order general supplies as necessary (it might be helpful to have a master list of desk supplies)
* Arrange for:
  + Telephone and phone directory
  + Computer/E-Mail
  + Building access/keys
  + Uniforms
  + Business Cards, name tag, door name plaque

**“By failing to prepare, you are preparing to fail”**

**~Benjamin Franklin**

### Prepare a Packet (but do not inundate with paper)

* Card including:
  + Supervisor name and phone #
  + Mentor/buddy name and phone #
  + Department member’s names and numbers
  + Work schedule
  + Pay dates
  + Staff meeting dates/times
  + Other scheduled meetings
* Position description
* Organizational chart
* Training/Meeting Schedule
* Places to eat
* Map of the campus with your important places marked
* Important priorities/information/websites to visit
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### Determine Initial Training Needs

* Schedule your time and energy
* Design a training plan for the first day, week, month, and year (see [Training Plan](#_Manager’s_Guide_to))
* Assign a “buddy” or “mentor” (see [Guidelines](#_Managers’_Guide_to_1))
* Look through current training offerings and register new employee for workshops
* Schedule information meetings with pertinent people
* Define and prepare “success” tasks that can be taught and accomplished during the first week
* Gather any reading materials/[websites](#_College_of_Charleston)

## First Day and Week

“Hitch Your Wagon to a Star”

~Ken Blanchard

The first day and week can be stressful and overwhelming to a new employee. As the supervisor, it is your job to make him/her feel welcome and successful as soon as possible. If you’ve done your preparation, the first week should flow easily for you and your new employee.

Cover the Crucial Things (Day 1)

* Welcome and introductions to staff and mentor/buddy
* Short tour of important places (including restrooms, vending machines, water)
* Security and Safety (evacuation and emergency procedures)
* Confidentiality
* Tobacco free campus policy
* Leave Report and/or Timesheets and Pay (tutorials on MyCharleston <my.cofc.edu> employee tab)
* Hours of Work
* Dress code
* CofC website
* Leave and Holidays
* Restrooms, lunch locations
* Accesses (keys/codes etc.)
* Additional supplies, copy machine, fax, mail
* Mentor/partner introduced
* System access paperwork completed and submitted
* Lunch!
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**Tour Key Spaces**

If the new employee is going to need to visit other places on campus as a part of their job, take them on a tour and introduce them to people along the way.

Review Position Description

Position Descriptions are located at <jobs.cofc.edu/hr/sso> (this would be a great opportunity to show the new employee how to access PeopleAdmin)

Assess and Begin Training

As you review the position description, it is beneficial to start to ask questions to gain an understanding of areas of strengths and where further training may be needed.

Assign Tasks That Can Be Completed Successfully

Completing a meaningful work assignment on the first day can set the stage for a positive transition into the job. It could be as simple as meeting with a key stakeholder/colleague and delivering a verbal report on what was learned, reading key websites and reporting on information learned.

Key Stakeholder Meetings

If your new employee has to interact with other people on campus, it is helpful for them to meet to understand how their roles interact. You may decide to have the new employee actually contact the key stakeholders to set up the meetings, or you may want to set up the meetings in advance. In addition, you may want to give him/her guidance as to the subjects that should be covered.

**Mentor Meetings**

The first weeks of employment can be stressful for both the new employee and the supervisor. If you have been thoughtful in your choice of mentor, he/she can help you acclimate the new employee to the culture of the College and your division/department.

## First Month

“And I came back and it was great, `cuz

George had set up all these flowers all over the studio saying welcome home…”

~Ringo Starr

With the first week successfully completed, your employee should start to feel like a contributor with clear expectations for the future. Formal system training sessions and other pertinent workshops/tours should be scheduled. You will want to continue to assess job competencies, identify gaps, and provide appropriate training. The Performance Management System should be explained in the context of setting formal goals during the Planning Process portion of the EPMS process.

### Performance Management – Planning Process

Develop the Plan in PeopleAdmin (<jobs.cofc.edu/hr/sso>) Performance Module and have a candid discussion of the College of Charleston Values, the Position Description Duties, and the goals for the coming year. [S.M.A.R.T. goal guidelines](hr.cofc.edu/supervisor/index.php) will assist you in setting goals that are meaningful to the employee and beneficial to the department and institution.

### Bridging the Performance/Competency Gaps

Break down the values and characteristics and position description duties into components and determine what competencies are needed for each job function. Work with your new employee to understand gaps and develop plans to bridge those gaps. (See [Understanding Competencies](#_College_of_Charleston_1))

### Positive Support and Delegation

Start to delegate as soon as you understand what competencies have been mastered. Celebrate achievements and continue to constructively teach new skills.

### Formal Trainings

Check the campus email for Banner, E-Procure, Purchasing Card, Supervisory, Microsoft and other trainings that will benefit the new employee.

**Campus Tour**

Human Resources coordinates a faculty staff campus tour with Admissions Charleston 40. The tours are generally held either the last Thursday or Friday of the month. It is a great opportunity to see the campus through the eyes of our perspective students and their parents.

## First Year

Success

During the first year of employment, you will want to continue to be in close communication with your new employee to understand their level of performance and job satisfaction. You will also want to make certain that he/she has the opportunity to engage in other campus activities, committees, lectures, etc. that are of interest and/or of benefit.

### Communication

During the first year you should:

* schedule formal touch-base meetings to follow-up on goals, competency development plans, successes and general well-being
* have frequent informal touch bases
* delegate, but start to allow independence
* assess performance giving positive reinforcement and celebrating successes

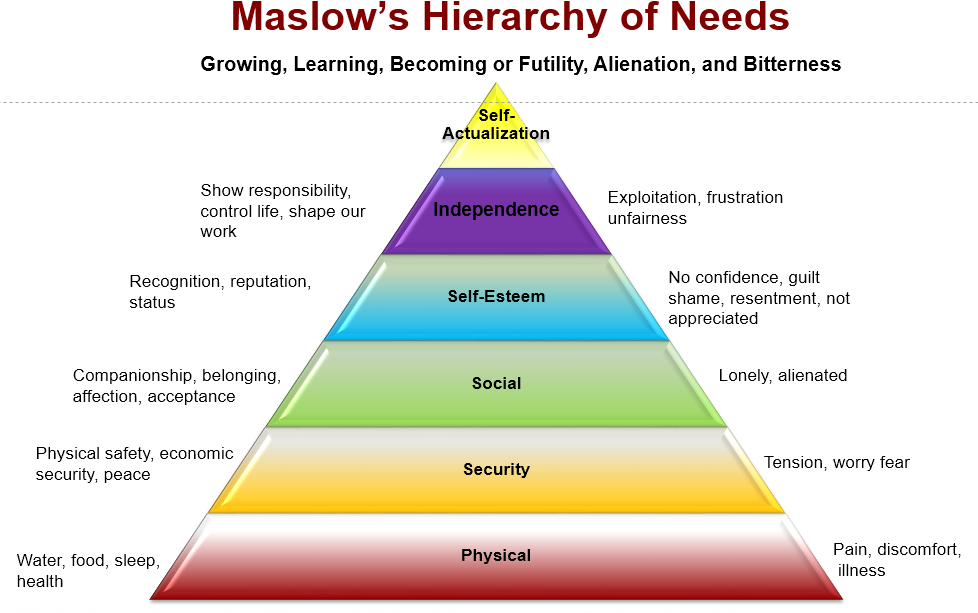
### Engagement

Engaged employees are productive and satisfied employees. Everyone engages at their own comfort level, but the supervisor can make it clear that there are opportunities available. Make sure that professional development is encouraged – college workshops, reading materials, professional organizations are all ways that the employee can feel they are growing and learning. Social ties are important – is the employee welcomed by the department and their stakeholders? Does the employee get out of the office to meet some of the wonderful people on this campus? Do they have a list of events they should consider attending or websites they should be monitoring – the Back-To-School Picnic, Tree Lighting, President’s Town Hall, Staff Advisory Committee minutes, Staff Development website and applications, and specific department, division activities?

### Performance Management

The one year anniversary of the new employee should be marked with celebration after their performance evaluation has been completed and he/she moves from probationary status to a “covered” employee status. (see

[Performance Evaluation Guidelines and Instructions](hr.cofc.edu/supervisor/index.php)).



## College of Charleston

## Supervisor’s Guide to Onboarding Charleston Information

Welcome to Charleston! We hope that you are as excited about the city as you are about the College. Charleston is brimming with history, culture, sports, and just about any activity you can imagine. We are sensitive to the fact that you need to settle into your new life as you transition into your new position. To help you get to know Charleston and the surrounding areas, we have compiled information to introduce you to our incredible community.

### Communities

[City of Charleston](http://www.charleston-sc.gov/) **(includes** [West Ashley](http://en.wikipedia.org/wiki/West_Ashley)**)**

[James Island](http://www.jamesisland.com/)  
[John’s Island](http://en.wikipedia.org/wiki/Johns_Island,_South_Carolina)

[Folly Beach](http://www.cityoffollybeach.com/)

[Summerville](http://www.summerville.sc.us/)

[Hanahan](http://www.cityofhanahan.com/)

[Goose Creek](http://www.cityofgoosecreek.com/)

[North Charleston](http://www.northcharleston.org/)

[Mt. Pleasant](http://www.northcharleston.org/)

[Sullivan’s Island](http://www.northcharleston.org/)

[Isle of Palms](http://www.iop.net/)

[Daniel Island](http://www.danielisland.com/)

[Kiawah Island](http://www.charlestonhomelistings.com/relocation_to_charleston.htm)

[Seabrook Island](http://townofseabrookisland.org/)

[Edisto Island](http://www.edistoisland.com/)

Housing Websites (we offer these sites as information only and do not endorse any specific website, realtor or company)

<http://www.charlestonhomelistings.com/relocation_to_charleston.htm> maps, communities, school links, attractions, weather, and more

<http://www.newhomesguidecharleston.com/Home.aspx>

<http://www.zillow.com/>

<http://www.realtor.com/>

<http://www.trulia.com/>

Rental Websites (we offer these sites as information only and do not endorse any specific website, realtor or company)

[**http://www.forrent.com/search-apartments-by-area/SC/Greater-Charleston.php**](http://www.forrent.com/search-apartments-by-area/SC/Greater-Charleston.php)

### Schools

[Charleston](http://www.ccsdschools.com/)  
[Berkeley](http://www.berkeley.k12.sc.us/)

[Dorchester](http://www.dcps.k12.md.us/)  
[Private and Parochial Schools](http://www.sciway.net/edu/k12/k12private.html)

### General Community Information

Newspapers

<http://www.postandcourier.com/> traditional newspaper

<http://www.charlestoncitypaper.com/> weekly newspaper

<http://www.skirt.com> weekly newspaper “all about women”

<http://www.charlestonmercury.com/> daily newspaper

### About Charleston

<http://www.charlestoncvb.com/> Convention and Visitors’ Bureau

### Sports Teams

<http://www.charlestonbattery.com/welcome.asp> Charleston Battery soccer

<http://www.milb.com/index.jsp?sid=t233> Riverdogs Minor League Baseball

<http://www.familycirclecup.com/> tennis

<http://www.cofcsports.com/> **THE COLLEGE OF CHARLESTON COUGARS!**

### College of Charleston/State of South Carolina Benefits

Please contact our Benefits Manager, Sandy Butler, at 843.953.5709 for a private consultation on your benefit options. In your blue Life Folder there will be a South Carolina Benefits Guide. You will find additional reading materials at the Human Resources website.

<http://hr.cofc.edu/benefits/index.php>

## College of Charleston

## Supervisor’s Guide to Onboarding Teaching a New Job Skill

What does the employee need to learn?

How does this fit into the big picture?

How will it help them?



If introducing a new skill, what questions will you ask to understand what they already know about the skill?

What steps will you take to demonstrate the task/skill?

1)

2)

3)

4)

5)

What will you need to teach the task/skill?

1)

2)

3)

When will you assess their skill level/improvement?

What kind of follow-up will you do? When?

**Supervisor's Guide to Onboarding Informative Websites**

### Websites

Most schools, divisions, and departments have very informative websites. Take a look around using the site index on the top of the main page. Below are some that we find very informative.

<http://www.cofc.edu/about/index.php> The “About” tab on the home page provides a wealth of information, statistics, profiles, history, social media, etc.

<http://www.cofc.edu/academics> The Academics page contains links to our academic programs, some featured programs, schools and departments, and academic resources for our students.

<http://president.cofc.edu/> The President’s office has information on the strategic plan, student experiences, and community relations as well as an organizational chart.

<http://academicaffairs.cofc.edu/> Academic Affairs contains a variety of information of particular interest to faculty and academic administration.

<http://www.cofc.edu/> Be sure to hover over each of the pictures at the top left for additional interesting reading and virtually “Live the Life”.

<http://irp.cofc.edu/> Institutional Research, Planning, and Information Management provides data reporting and insightful analysis about the College of Charleston.

<http://marcomm.cofc.edu/> Marketing and Communication has a large array of publications with a great information and beautiful photography.

<http://cofc.edu/hr/> The Human Resources site will help you navigate through your benefits and paperwork, and give you some interesting information about other services we offer.

<http://it.cofc.edu/> Our Information Technology department has important help and computer services, but it also highlights the many innovative services it provides.

### Events

Check the main website <http://www.cofc.edu/index.php> for the most current events listings.

The complete calendar is found at <http://calendar.cofc.edu/CalendarNOW.aspx?fromdate=1/1/2013&todate=1/31/2013&display=Month&more=1/1/0001>

The Human Resources Benefits site lists some “extras” that are available to faculty and staff <http://hr.cofc.edu/benefits/extras.php>

**College of Charleston**

## Supervisor’s Guide to Onboarding ………. Mentor Guidelines

**Overview:**

A mentor should be selected because s/he is familiar with the institution and department norms, traditions, and policies, and has the ability to articulate and advise on the unique aspects of your department and the College of Charleston. In addition, s/he should demonstrate honesty and integrity, respect for the institution, and a sincere commitment to the mentoring process.

**Characteristics of a mento**r:

* Positive
* Open
* Friendly
* Welcoming
* Knowledgeable
* Ethical
* Willing/Reliable

**Possible roles of a mentor**

* Tour Guide
* Advisor
* Role Model
* Resource Person
* Listener
* Partner with Supervisor

**What a mentor is not!**

* Supervisor
* Primary Skill Instructor
* Coach
* Responsible for Performance

**What you and the mentor have decided their role(s) will be:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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## College of Charleston

## Supervisor’s Guide to Onboarding Training Plan

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| --- | --- | --- | --- |
| **Job Duty and/or General Knowledge** | **Need to Know Items** | **Learning Method or Activity** | **Evaluation** |
| Example: Campus | 1. General layout 2. Specific Buildings (Randolph, Treasurer, Library) | 1. Campus Tour-**schedule** with HR 2. Individual tour and map | 1. Meeting to question what was interesting 2. Repeat tour by self |
| Example: Order and procure supplies | 1. E-Procure 2. Office Max Catalog | 1. Procurement Training – **schedule** 2. Show and let explore **–make sure one is at desk** | 1. Sit with and have them show me 2. Have them ask each staff member about supply needs |
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## College of Charleston

**Supervisor’s Guide to Onboarding Understanding Competencies**

**Overview of Competencies**

Competencies are specific measurable or observable behaviors that correlate with job related activities critical to successful job performance. They are generally defined within the categories of knowledge, skills, and attributes (or attitudeds) (KSA). As an employee becomes more developed in each key competency of relevant to the position, their performance and satisfaction increase.

**Competence**

If competencies are thoroughly developed, they can be used in developing job descriptions, assessing and selecting candidates, accurately evaluating performance, and assigning training and development activities.

**College of Charleston Position Duties and Values**

Each position at the College requires specific skills and knowledge. The position description will outline the duties, but the supervisor also needs to determine the specific skills and knowledge (competencies) that are necessary to be competent in each of the duties.

In addition, the College evaluates seven core values/charateristics and two for supervisors. The competencies are the behaviors or attitudes that are expected in the specific position.

**Communication:** Demonstrates ability to express clear written and verbal thoughts, openly shares appropriate information, actively listens and seeks information. Participates in dept./division/committee meetings by sharing and assimilating information.

**Collaboration:** Works cooperatively with others in the department and institution to achieve common goals while demonstrating a sensitivity to others’ needs, and offering assistance, support, and feedback. Recognizes, respects, and appreciates differences in background, lifestyles, viewpoints, and the needs of others.

**Customer Focus**: Actively works to be welcoming and treats all people professionally and with dignity while determining their needs, resolving issues, and offering accurate, complete and timely service in all interactions.

**Adaptability**: Shifts priorities when necessary, open to change, thinks about and communicates ideas for improvement, receptive to others ideas for improvements, modifies work habits when necessary, and problem solves.

**Judgment**: Makes sound and appropriate decisions and consults others for direction and advice when necessary. Analyzes situations, problem solves, and makes objective, responsible decisions that benefit the department and College. Uses time efficiently, looks for and implements methods to be more productive and efficient. Understands when change is needed or directed and makes positive contributions to change.

**Learning**: Shows a commitment to learning by being open to feedback, taking advantage of professional development opportunities, learning new methods to work, researching and implementing more efficient/effective work methods, and sharing knowledge and information with others.

**Integrity**: Demonstrates and communicates high regard for the institution and department, adheres to policies and procedures, accepts responsibility for actions/decisions, respectful of human and capital assets, adheres to safety protocols and procedures and keeps confidential information.

**Supervisor:**

**Management**: Plans strategically and builds employees‘ skills and capabilities to support department/division/institution goals. Seeks to recruit and engage a diverse group and strives to support equal opportunity goals. Builds employee skills and delegates appropriately. Encourages and supports professional development of direct reports. Seeks input and ideas from their employees and colleagues.

**Evaluation:** Plans strategically and builds employees‘ skills and capabilities to support department/division/institution goals. Seeks to recruit and engage a diverse group and strives to support equal opportunity goals. Builds employee skills and delegates appropriately. Encourages and supports professional development of direct reports. Seeks input and ideas from their employees and colleagues.

**Developing Competencies (Examples)**

**Position Duties:**

Break down each position duty into specifics and analyze the job knowledge, job skill, and perhaps behavior that is required for each piece of the duty.

**Example Duty:**

Manages and supervises administration of the Program’s budget to include activities associated with fiscal management, procurement and personnel while ensuring compliance with Foundation and State forms, conditions and allocation procedures. Holds Program’s Procurement Card and makes necessary purchases while adhering to cost-effective purchasing practices. Monitors and maintains office supplies, teaching materials and equipment.

**Example Competencies:**

| **Job Duty** | **Job Knowledge** | **Job Skills** | **Behaviors** |
| --- | --- | --- | --- |
| Administers Budget/Fiscal Management |  | Basic Accounting/Fiscal Management Skills | Completes all budgets on a monthly basis with no errors  Communicates budget status on a monthly basis with chair  Proactivity takes action on over-budget status  Looks at opportunities to purchase necessities when in under budget status  Makes year end recommendations in May |
| Budget | Access forms completed  Controller forms  Procurement forms  Foundation forms  Key contacts  Indexes  Accounting Codes | Excel  Banner Finance Training |  |
| Compliance | Policies |  | Follows all policies |
| Procurement | Access Forms  E-Procure Manual | E-Procure Training | Thoroughly follows procurement guidelines. Has a thorough knowledge of e-procure and available resources |
| Purchasing Card | Purchasing Card Manual | Purchasing Card Training | Stays within the regulations of the purchasing card  Has a procedure for reconciling accounts |
| Supplies | Access Forms  Office Max Web site  List of office supplies, etc. |  |  |