**DEPARTMENT OF PSYCHOLOGY**

## University of Minnesota

# Supervisor's Guide to Employee Onboarding

## Definition

On-boarding is a process through which new employees acquire the necessary knowledge, skills, relationships, and behaviors to become effective organizational members with higher job satisfaction, better job performance and greater organizational commitment.

## Guiding Principles

1. Employee onboarding should facilitate a smooth transition for both the employee and the organization while optimizing employee longevity, creativity and productivity.
   a. Onboarding programs create opportunities to support and empower new hires, rather than leave them to chance.
2. Onboarding new employees is a process that takes time (6-12 months).
   a. It is not a singular event and must extend beyond the typical one-day orientation program.
   b. Onboarding needs to be structured with clear goals and utilize a variety of methods and tactics, which will help to ensure that employees from diverse backgrounds can be equally successful.
3. Onboarding requires a commitment from EVERYONE.
   a. While the Chair's Office may drive a portion of onboarding, supervisors, department leadership, faculty and staff all have roles to play in the success of new employees.
   b. While orientation at the unit level is the most important part of the onboarding process, orientation to other units should also be included.
4. Supervisors play the most important role in employee onboarding.

a. A new employee's relationship with their manager is often the most significant relationship in an employee's work life.
b. When managers take the time to create strong onboarding practices and meet with new employees frequently, employee productivity, retention, and loyalty is higher.

5. Onboarding programs should be proactive and anticipate the needs of new hires in a thoughtful progression.
   a. Onboarding processes should seek to balance administrative, learning, and work activities, and must include socialization and networking opportunities.

# Best Practices

## Set Clear Expectations

1. Deliver the most important information first (i.e. parking, what to wear, with whom they will be working, office location, safety information, etc.).
2. Review policies and procedures
   a. Include information relevant to specific employee group (e.g. Faculty, CS/L-R, P&A)
3. Discuss job expectations and performance criteria.
   a. Position description and job classification information
   b. Performance review process
4. Review communication protocols and expectations.
   a. Email (i.e. appropriate response time, etc.)
   b. Phone
   c. Calendar (i.e. sharing your calendar, out of office message, etc.)
   d. Listservs

## Roll Out the "Welcome Mat"

1. Communicate with new employees prior to starting job (pre-boarding).
2. Connect with Psychology IT prior to employee start date to determine technology needs.
3. Ensure new employee's work space is cleaned, fully supplied, equipment functioning, etc.
4. Brainstorm with your team about what you can do to welcome your new employee. Think of treating them with the same care and concern that you would with a "customer/new student/donor/etc."
5. Prepare printed materials, forms, training information for employee's first day, to the extent possible. For Enterprise access (e.g., Peoplesoft), submit [Access Request Forms](#) (ARFs) in advance.

6. Supervisor should be there for the employee's first day/s.
7. Supervisor should physically walk new employee through Elliott Hall to meet Psychology colleagues and learn about available facilities and resources.

## Identify and Create Training Plan

1. On-the-job training/shadowing
2. University systems (e.g., Finance, PeopleSoft, HR, MyU)
3. Other technology (e.g., Google Suite, Canvas)
4. Diversity and inclusion (e.g., OED certificate)
5. Other relevant HR and/or Leadership trainings (e.g., supervisor training)
6. Other

## Cultivate Engagement

1. Allow new employee to show you what they can do (create an environment conducive to employee engagement).
2. Create an environment and provide opportunities for new employees to offer feedback, identify the strengths and talents they can bring, share new ideas, etc.
3. Include purposeful work activities that give the new hire an opportunity to feel a sense of accomplishment in meeting performance expectations.
4. Consider using 30/60/90 day development plans. It is highly likely that no two employees' development plans will be the same.
5. The Chair's Office will connect with new staff at the 30 day point to check-in on the success of their on-boarding to date.

## Facilitate Socialization

1. Coordinate "meet and greets" both within and outside the Department. Supervisor should identify key stakeholders with whom the new employee should meet and schedule meetings on employee's behalf.
2. Share the Department's "story," including successes, challenges, and key stakeholders; offer opportunities to learn about stakeholder stories and experiences.
3. Discuss organizational structure, governance, culture, and values.
   a. Unit level
   b. Department level
   c. College level
   d. University level
4. Provide exposure to the Department's various roles and responsibilities.

5. Encourage attendance at Department events and participation on Department committees.
6. Translate language unique to the organization (e.g., acronyms, "the College," "Central").
7. Communicate about affinity group opportunities in the Department, College, and University and facilitate introductions, as needed.