Supervisor’s Guide for Orientation of New Staff

Each supervisor and staff member share a mutual interest in an orientation program that provides a comprehensive introduction to the university, the work unit and the job. This publication, the Supervisor’s Guide for Orientation of New Staff, provides a practical approach to developing such a program.

With the assistance of supervisors and others, the Guide has been prepared in response to supervisors’ requests for orientation planning information. The Guide consists of a brief introduction, a description of your divisional human resources office’s role in orientation and a list of specific actions you can take to help your new staff member quickly become an effective performer.

The employment process begins when your divisional human resources office assists you in recruiting and selecting the new staff member. Whether or not the successful applicant will become a successful staff member depends largely upon how well he or she makes the transition to the job, to you as supervisor, to co-workers, to the department and to Johns Hopkins University.

Orientation is the process of actively managing the new staff member’s transition to the new job. Without your participation, this process cannot be effective. Orientation should be a shared effort in which the key roles belong to the new staff member, a representative from your divisional human resources office and you.

The role of the new staff member is to learn the job quickly and thoroughly and to perform it effectively and efficiently.

The role of the divisional human resources office is to provide the new staff member with an introduction to Hopkins as an employer and an overview of the Hopkins organization. Each new regular staff member is to attend a new employee orientation program conducted by human resources staff. Please contact your divisional human resources office if a new staff member has not been scheduled to attend a new employee orientation program. The new employee orientation covers such topics as:

- history, achievements and structure of the university
- benefits program and enrollment procedures
- introductory period
- standards of conduct and performance
- compensation (paydays, salary increases)
- transfer and promotion policies
- safety and security guidelines
- complaint procedures
- parking and transportation information
- general information (banking, restaurants, etc.)
Also covered are policies that reflect university values pertaining to:

- nondiscrimination
- sexual harassment prevention and resolution
- no smoking
- drug and alcohol
- work and family
- no tolerance of workplace violence

Your role is to provide a new staff member with information and resources needed for him/her to perform the job effectively and efficiently. The department orientation should include:

- description of the department’s mission
- role of the position in achieving departmental goals
- description of department/division work rules or requirements
- introduction of co-workers and frequent contacts
- training plan
- staff development resources

The remainder of the guide is in checklist form, with key orientation activities listed at their appropriate times. A few of these activities may not apply to your situation, but are included so the Guide may be used university-wide.

**Before the 1st Day**

___ 1. Confirm that your department administrator or representative has completed the appropriate paperwork (Form 200, electronic form, etc.) to ensure that the new employee is paid in a timely manner and has submitted it to your divisional human resources office.

___ 2. Make sure that adequate space, equipment and supplies are available.

___ 3. Develop a training plan for the new staff member (what tasks/skills need to be learned, who will teach them and when they will be taught). Identify milestones.

___ 4. Plan the 1st day schedule (tour of the department, introduction to other department members, lunch with department members, location of equipment, supplies and other resources, etc.).

___ 5. Ensure that the appropriate people know when your new staff member is arriving.

___ 6. Prepare forms to obtain employee access to necessary databases, e-mail, voice mail, etc.
On the First Day

____ 1. Be available to greet your new staff member.

____ 2. Ask employee to identify person(s) and telephone number(s) in the event of an emergency.

____ 3. Confirm that the new staff member has visited the divisional human resources office and completed all necessary forms, such as the I-9 and tax forms.

____ 4. Describe your department by explaining its name, purpose, position within the division and/or school, staffing (e.g., organization chart), any special departmental rules or procedures, etc. Provide handouts as appropriate.

____ 5. Be sure to identify special interests of the department, key staff, etc.

____ 6. Discuss the new staff member’s job duties and responsibilities. (An excellent way to do this is to use the written job description as an outline.) Emphasize maintaining confidentiality, if it applies to his or her job. Be sure to point out the importance of the job to the department and the need to work as part of the department’s “team.”

____ 7. Outline unit organization and from whom the new staff member will take direction, if other than or in addition to yourself.

____ 8. Explain the work schedule of the department and of the new staff member (i.e., work hours, lunch times, overtime policy, procedure for notifying you in the event of absence).

____ 9. Make sure the staff member knows the exact amount of his or her salary and when paydays occur.

____ 10. Review the personnel time record (Electronic Form 210) with the staff member, explaining how and when vacation and sick leave are accrued and used, and how the form is maintained in your unit. Please refer to the Personnel Policy Manual for more information. The Manual is available in each department, at your human resources office or can be accessed through the Web at http://www.jhu.edu/~hr1/pol-man/contents.html.

____ 11. Discuss work environment safety issues (e.g., what to do if injured on the job, fire escape routes, location of fire extinguishers, and in labs, the use of special equipment, toxic chemicals, hazardous waste, radiation, glass breakage, etc.).

____ 12. Discuss the security of the work area, both inside and outside of the building.

____ 13. Conduct a tour of the work area and make introductions to other department members and people outside of the department with whom the individual will work. Remember to identify rest rooms, staff lounges, eating areas, etc.

____ 14. Complete paperwork to obtain access to databases, e-mail, voice mail, etc.

____ 15. Begin job training.

____ 16. At the end of the day, meet with the staff member to discuss the first day on the job. Ask questions. Discuss concerns. Since new staff are sometimes reluctant to ask questions, you may need to encourage them.
2nd to 10th Days

___ 1. On the second day, meet with the staff member. Has he or she thought of any questions or concerns? Is clarification needed?

___ 2. Explain that the introductory period is a time to learn as much as possible about the new job and that you are available to provide assistance. Identify others in the department who also can help and ask them to do so. Encourage your new staff member to ask questions about the job, the department, the university, etc. Mention that the introductory period (which ends after 90 calendar days of JHU service) gives you and the individual a chance to determine whether he or she is well-suited for the job.

___ 3. Discuss the importance of interacting courteously and effectively with other co-workers, students, patients, the public, etc.

___ 4. Actively manage the new staff member’s training. Consider utilizing the Administrative Policy Training Program or computer training programs if they apply to the new staff member’s position. A broad variety of workplace skills are taught through the Center for Training & Education. For information about these programs, see the Center for Training & Education homepage at http://www.jhu.edu/~hr1/train/outline.html and the Administrative Bulletin online at http://www.controller.jhu.edu/admbull.htm or call the Center for Training & Education. Inform the staff member of other training sources such as the School of Professional Studies in Business and Education and the many seminars and training sessions offered in the Baltimore/Washington area.

___ 5. Encourage an eligible staff member to take advantage of the tuition remission benefit and to enroll in courses that will prepare him or her to perform the job effectively and to maintain skills at a competitive level.

___ 6. Provide performance feedback to the staff member. Make your expectations clear. To correct problems early, offer training and constructive criticism. Give your new staff member positive reinforcement for tasks that have been performed well.

___ 7. Begin documenting the staff member’s strengths and weaknesses to facilitate the performance appraisal process and, if necessary, to take disciplinary action, up to and including termination.

___ 8. Confirm the employee's invitation to the New Employee Orientation.

___ 9. Elicit and discuss questions and concerns.

At 6 Weeks

___ 1. Human Resources will supply you with an appropriate appraisal form, letter or outline for evaluating performance before the introductory period ends. If any work-related problems exist, contact your divisional human resources office or human resources manager for assistance prior to meeting with the staff member.

___ 2. Evaluate and discuss performance at this time. (Approximately half of the staff member’s 90 calendar day introductory period has been completed.) An appropriate discussion outline appears at the end of the Guide.
3. Continue to document the staff member’s strengths and weaknesses. Acknowledge strengths. Counsel to improve or correct weaknesses.

NOTE: If the staff member has not met the expectations of the position, you must decide to extend the introductory period or terminate employment. Both decisions must be made and communicated before the introductory period expires. The employee must be advised in writing, documenting the reasons for the action. Consult your divisional human resources staff or your human resources manager before meeting with the employee. Provide a copy of the documentation to your divisional human resources office.

At 3 Months

1. Inform the staff member when he or she has completed the 90 day introductory period. Discuss the staff member’s performance during that period and verify that he or she understands the level of performance that you expect in the future. Acknowledge good performance and encourage continuation. Address any performance deficiencies and identify corrective steps to be taken. Consult your divisional human resources staff or your human resources manager before meeting with the employee.

2. Elicit and discuss questions and concerns.

3. Remind the staff member that after 90 days of service, accrued vacation may be taken. Describe your unit’s procedure for requesting vacation time.

4. Review university policies regarding tuition remission.

During the 6th Month

1. Meet with the staff member to review performance to date and to ensure a clear understanding of your expectations and how well these are being met.

2. Staff who have performed well and whose salary is within the first quartile of the current pay grade may receive a salary adjustment according to policy (see section 5 of the Personnel Policy Manual). Consult your divisional human resources staff or your human resources manager prior to discussing the increase with the employee.

3. Discuss training completed and training planned for the future.

Between the 9th & 11th Month

1. Conduct the annual performance review. Discuss your staff member’s strengths and weaknesses. A staff performance appraisal form is available from your divisional human resources office or your human resources manager.

2. Plan, with the employee, objectives for the coming year. Discuss training opportunities to complement the objectives.
3. If employee needs to improve any aspect of his/her performance, identify a development plan, review with the staff member and amend as necessary. A successful development plan requires support and follow through from both you and the staff member.

4. Meet with the department administrator or representative regarding the proposed amount of the staff member’s salary increase to ensure that it meets the university’s Salary Administration Program guidelines and the amount the department has budgeted. If the amount differs from the guidelines, discuss with your department administrator and your divisional human resources office or human resources manager before you speak to the staff member.

During the 12th Month

1. Inform the staff member of the amount of the annual salary increase before it takes effect, and make every effort to ensure that the staff member will receive it in the paycheck on schedule.

2. Prepare a letter recognizing the staff member's contributions and congratulating the individual on completing one year of employment with the university.

3. Process the payroll transaction to support the salary adjustment.

Performance Discussion Outline

This outline is intended to serve as the basis for a discussion between the supervisor and new staff member at the end of the introductory period. It also can serve as a guide for other performance/appraisal discussions that the supervisor should initiate on a regular basis. Frequent meetings to discuss both strong and weak performance give staff members the information necessary to be successful in performing duties and responsibilities.

Part I includes questions for your consideration as supervisor. Part II was designed to help you give the new staff member some important feedback. After reviewing these questions, it would be a good idea to discuss them with your new staff member.

Part I

1. Have all the job duties and responsibilities been communicated? Are there areas of the job that could use additional clarification?

2. Have you been available to talk over work-related concerns?
Part II

1. Generally, how well is the new staff member performing?

2. In what job areas do you feel the new staff member is especially strong?

3. Is work done effectively (by performing the proper tasks and demonstrating an awareness of priorities)?

4. Is work done efficiently (by performing each task quickly, safely and well)?

5. If the position requires external contact, do communication skills meet your needs or is improvement required?

6. How well are university and departmental policies and procedures followed?

7. Does the individual follow the work schedule by attending work regularly, arriving on time, adhering to lunch breaks and working until the end of the workday?

8. In the event of an unscheduled absence, does the staff member notify the proper person in a timely fashion?

9. Does the staff member respect the confidentiality of sensitive information?

10. Is university property respected and used properly?

11. What suggestions could you give to the new staff member to help him or her adapt to the new position?

12. What things could other department members do to assist the new staff member?

13. Does the staff member have any suggestions that would assist or improve operations involving the position?

14. What is the prospect for the staff member becoming a productive member of your department?