

# FROM Onboarding TO Career Mobility



**Onboarding helps new hires** adjust to social, cultural, and performance expectations of the workplace so that they can become quickly engaged and productive.

# FROM Onboarding TO Career Mobility

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“She’s only been here 6 months, as have the majority of her team. She speaks with a strong accent that takes energy to stay attentive to but she’s got them ‘eating out of the palm of her hand.’” James, a divisional manager, sits back and watches with a critical eye as the speaker goes through the details of the marketing plan efficiently, engaging the team through her obvious knowledge of the subject matter, her clear understanding of the company dynamics and her sense of humour.<sup>1</sup>

Meanwhile he’s lost 50% of his team - some of them new employees too. Productivity has been dismal.<sup>2</sup>What are they doing differently? Why does it seem that her team has “hit the ground running<sup>3</sup>?” His team welcomed new members. They spent 1 ½ days in orientation, meeting all the leadership, provided and articulated all of their benefits, the organizational chart, more detail about their mission and values. Heck, they even have a better compensation package.

The answer to the difference lies behind a strategy of early employment engagement through an integrated **onboarding program** that has everyone “on board.”<sup>4</sup>

<sup>1</sup> “Eating out of the palm of her hand”, idiom in this case meaning, “has complete control of the situation”

<sup>2</sup> Organizations that have a standardized onboarding process have experienced a 54% improvement in new-hire productivity; twice the level of new-hire engagement; and a 50% increase in new-hire retention. Source: Aberdeen Group 2011.

<sup>3</sup> Idiom meaning, Get off to a brisk and successful start.

<sup>4</sup> Though this is a fictional company, the story illustrates the real difference an onboarding can make for successful integration of new employees.

# What is an Onboarding Program?

A great deal of money goes into the recruitment of new employees and our highly competitive markets demand that employees are aligned and committed to achieving the organization's goals quickly.

Onboarding is a process that focuses on transferring organizational, team and role specific knowledge to new employees. It leads to early engagement of new employees by giving them insight into the organization's culture and strategic direction, making them feel welcome within the organization and helping them plan their own career development and personal advancement. A well-developed and well-executed onboarding process will deliver business results by reducing ramp-up time for new employees and increasing their engagement.<sup>5</sup>

## What should a successful onboarding approach do?

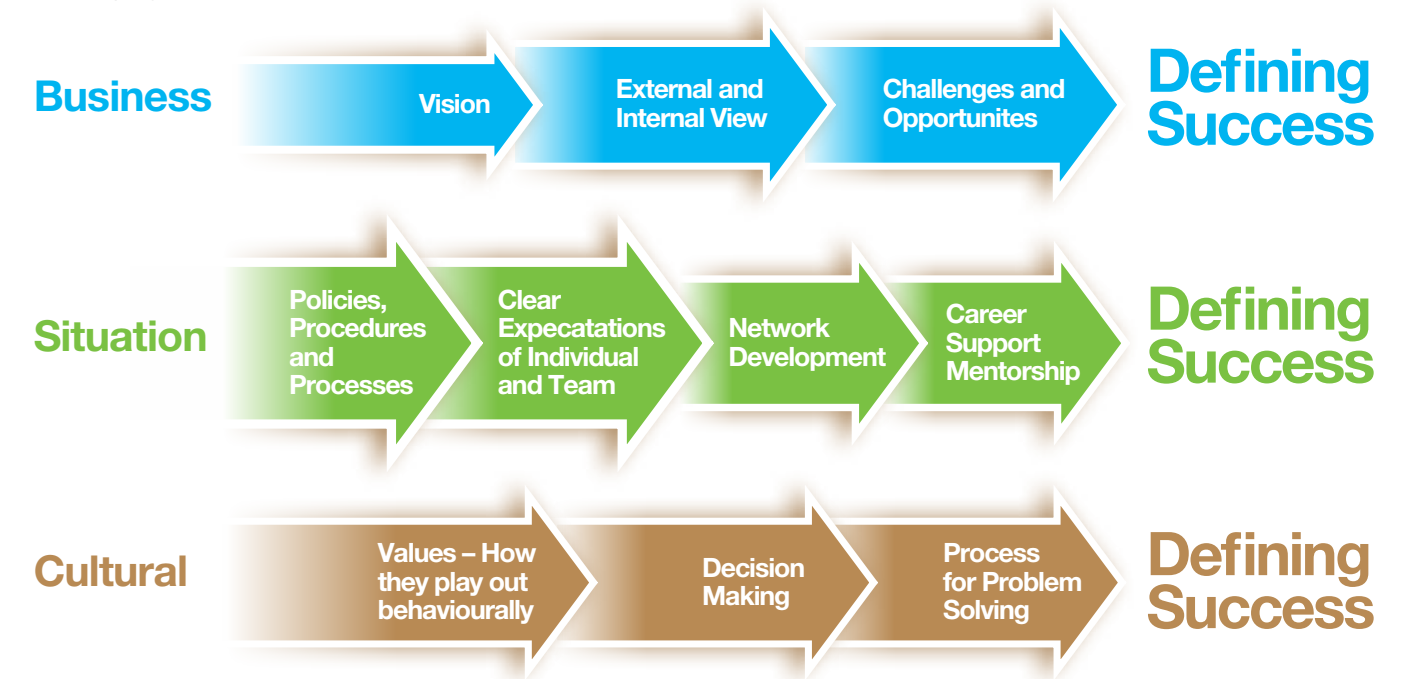
The Conference Board of Canada provides the following **five points as key components** to an onboarding program.

- 1 Acclimate the new hire to the organizational culture:** Onboarding must go beyond communicating the organization's values and mission statement. It should serve as a guide to organizational expectations and behaviours, providing tips and cues as to how things get done. It is important to relay messages about the broader organizational culture—in other words, how people are expected to think and act.
- 2 Make use of technology, where appropriate:** Organizations that take advantage of technology can accelerate the pace of the onboarding process for new employees, as well as reduce costs. Using the corporate intranet, for instance, is one of the most effective ways to support the various processes and phases of an onboarding program.
- 3 Involve individuals outside the human resources (HR) function, as well as those inside it:** Welcoming and integrating new hires into the organization is no longer the sole responsibility of the HR department. Successful onboarding programs go beyond the realm of HR and involve a variety of people across the organization.
- 4 Use metrics to align the onboarding process with business goals:** An effective onboarding process drives value for organizations. To make the business case, however, one needs to link the benefits to organizational performance. That means isolating investments, quantifying the value of direct benefits, and articulating the return on investment.
- 5 Use a phased approach:** Often, orientation programs are too short and too broad. The new employee is overloaded with information about policies and procedures before gaining knowledge of the organizational culture and context. Extending onboarding beyond the first 90 days of employment and using a phased approach allows new employees to acquire knowledge as they become more comfortable within the organization.

**An Integrated Onboarding Approach** incorporates the processes of onboarding but also recognizes that there is a new diversity in the workplace and as much as employees need to understand the workplace, they also need to understand each other. As well, employers must understand their employees in order to increase productivity, increase employee engagement and improve workplace communication. This requires embedding a culture of understanding, awareness and continual improvement into mechanisms of corporate learning.

**In order for onboarding to be effective, the following key contexts need to be included:**

- **Business context.** It is critical for the new employee to understand the 'heart and soul' of the company, including its vision, how it is viewed internally and externally, and its business challenges and opportunities.
- **Situational context.** Set clear expectations with the new employee about his or her role and contribution. And help set the stage for success by ensuring all members of the team are informed and in alignment, so that there are no misunderstandings about what is expected from the new employee.
- **Cultural context.** This component cannot be underestimated and warrants significant focus. Unfortunately, cultural context is often overlooked, leading to perceptions of 'poor fit.' The new employee needs to understand what is valued within the organization, how decisions are made, how problem solving is done and what defines success. Organizations need to give an honest depiction of their culture to the new employee."<sup>6</sup>



Most onboarding programs are designed for mainstream workers – so they don't introduce or legitimize the diversity<sup>7</sup> of the workforce. They may support teaching "company culture" but don't acknowledge the "culture" diverse employees bring with them. They may not provide the opportunity for mutual learning between mainstream employees and newcomers. An integrated program will encourage interaction that encourages mutual learning and ideally has some persons from the organization with cross cultural understanding involved.

<sup>6</sup> Best Practices for Onboarding: Ensuring Successful Assimilation, HCI White Paper By DBM & HCI April 2011

<sup>7</sup> Thanks to strides in Canadian Human Rights law, workforce diversity is inclusive of diversity of abilities, culture, gender, sexual orientation, ... in other words we bring significant diversity into our workforce and this requires an ability to understand, respect and learn from our differences.

# Onboarding Is Not Orientation.



The terms “onboarding” and “orientation” are often used interchangeably. Although orientation is a key element of onboarding, orientation is a transactional, events based core curriculum while a comprehensive onboarding process encompasses much more – providing very individualized, targeted learning opportunities. Key differences are highlighted below.

Orientation	Onboarding
<ul style="list-style-type: none"> <li>• Transactional, events based</li> <li>• Conducted by administrative and operational staff</li> <li>• Introduces organizational hierarchy</li> <li>• Tactical</li> <li>• Current snapshot</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerates ability to perform and contribute</li> <li>• Includes performance objectives</li> <li>• Involves senior level staff and coaches over extended time</li> <li>• Develops internal networks</li> <li>• Strategic</li> <li>• Transition competencies</li> <li>• Enculturation</li> </ul>

## Getting everyone involved

As new employees settle into their work, phased introductions to key personnel across the organization can ensure they learn about the whole enterprise and avoid becoming too entrenched in organizational silos. These key players include:

**Executives** — to welcome new hires virtually or in person; communicate values, mission, and expectations; project the desired organizational image; and share success stories and career paths;

**Line Managers** — to provide support to new hires, communicate culture and expectations, and reinforce onboarding materials;

**Marketing Specialists** — to help communicate information about organizational culture and products, and help design onboarding technology;

**IT Specialists** — to ensure that computers and phones are set up for day one, and ensure new employees have the resources they need and know where to get help. IT can also assist in the development of onboarding technology;

**Facilities Staff** — to set up the workspace; and others, including “buddies,” immediate colleagues, and the onboarding program design team.<sup>8</sup>



By the time Zara got home from signing an employment contract with MidManitoba (MM) Corporation, there was an email from MM giving her a password and login information for their intranet. As a new Canadian, let alone a new employee, she appreciated the opportunity to spend time perusing the internal website at her own pace, rereading information about the company’s history, values and mission. She was able to discuss some of what she was reading with friends in order to be sure she understood the context of some of the content and develop questions she would ask in her first days on site. She had a virtual tour of the offices and could familiarize herself with the names of her new colleagues, their positions and more. As well the site allowed her to fill out some of her employee paperwork.

Zara was feeling connected and committed to the organization and was equipped with many of the tools necessary to succeed in her new role by the time she arrived for her first day of work.



## Orientation

The initial workplace orientation ideally takes place over the first few weeks of employment and at a pace that allows for information to be soaked in. Transactional information is covered with regards to numerous important physical aspects of employment like safety procedures. Appendix 2 provides a checklist of typical information provided through orientation.<sup>9</sup> Note the value of providing paper copy of introduction of team members.

The Orientation is the opportunity to introduce a number of topics in addition to the employee’s regular list of job duties and requirements. These topics need to be revisited throughout the onboarding process. Workplace culture identifies the norms of behaviour, communication, dress, breaks, social conversation, and meeting etiquette. Cultures vary widely in their approaches to verbal and non-verbal communication, personal space, hierarchy, teamwork, initiative, formality, punctuality and privacy. Employers need to help a new employee understand how things work in their new work environment – help them integrate.<sup>10</sup>



Zara received a lot of information through the intranet before she started working at MM and she appreciated the opportunity to go over the information at her own pace and formulate questions she would ask of HR. The benefits program was new to her and she had a lot of questions she preferred to ask of friends who had greater Canadian experience. She did not want to appear ignorant in her new workplace. Even the language was often different. She found a number of websites that provided help with idioms and slang. <sup>11</sup> Even the names of her new colleagues were in some cases unfamiliar to her and she appreciated asking friends for pronunciation so she would not embarrass herself fumbling over them at work.

A comment from Michelle, the workplace mentor assigned to her, stayed in her head, “Zara, you’ve got to be willing to ask questions and not be afraid to say, ‘I don’t know’. Canadians respect that. You won’t lose face”. Zara was not initially convinced of that. After all, was she not hired for her education, knowledge and experience?

<sup>11</sup> Idioms, Jargon & Slang Expressions (taken from TREIC AS Participant Manual Appendices)  
 The following websites can help newcomer improve business vocabulary and familiarize with common North American idioms and slang.  
 English Daily: a website with lots of Idioms, business jargon and slang. Provides good definitions and examples <http://www.englishdaily626.com/>  
 Sozo Exchange: a website with video display of idioms/slang expressions used in day-to-day life.  
<http://sozoexchange.com/idioms/>



Zara was learning that, “In Canada, a level of independence and directing your own learning is expected, along with the ability to connect with the team and get answers and help among team members. So, you have to generate your own questions that will quickly bring you to being able to structure your activities to achieve the job goals and targets. But you’ve got to be able to perform your job as quickly as possible because ‘time is money’. If you are just learning and not doing you aren’t bringing in any profit.”

Along with her mentor and the ongoing support she was receiving through her work, she was grateful she had been introduced to another handbook *Workplace Integration, A Desk Reference for Newcomers to Canada*.<sup>12</sup> It contained an incredible amount of valuable information that helped her navigate through some of the cultural differences she was experiencing. The list of *18 Unwritten Rules* had stimulated much discussion between Zara and her mentor.

### Key strategies for new hires to meet employer expectations:

- ✓ Ask...Clarify...Summarize your understanding of your role and tasks.
- ✓ Ask relevant questions when new processes / procedures are introduced.
- ✓ Summarize and verify your understanding as you go along, to make sure your understanding matches your employer expectation.
- ✓ Make a list of ‘what I need to know’ to start doing my job (daily/weekly) and set deadlines for getting that knowledge.
- ✓ Clarify any confusion at once. Don’t wait until the end of a task and discover you were wrong.

## Workplace Mentoring

Mentoring is a common and effective way of helping new employees adapt to a new workplace. Many companies pair their new hires with more experienced staff members, who are referred to as “mentors,” “coaches,” or “buddies,” depending on the organization. They are selected on a voluntary basis and are expected to provide one-on-one training and guidance to their mentees.

Mentoring can be a formal program, with a training plan and a detailed schedule of activities, or it may be an informal coaching relationship between a new employee and a more experienced co-worker. According to the Conference Board’s of Canada 2009 Learning and Development survey, informal coaching networks and affinity groups ranked as the most common activity offered to new Canadian employees (18 per cent of respondents). Seventeen per cent of respondents said their organizations had a formal “buddy” system in place.

Leading employers of immigrant talent recognize that newcomers often have different training and integration needs than those of their Canadian co-workers and may thus require different forms of mentoring. Deloitte, for instance, complements traditional workplace mentoring with the “information buddy” or “I-buddy” system designed specifically for international hires. Although I-buddies may also provide some job-related coaching, they act primarily as cultural informants, helping their mentees overcome obstacles pertaining to social, cultural and workplace performance aspects of their job. Over time, many buddy relationships at Deloitte have grown into personal friendships.

## On-the-Job Mentoring

A number of employers have found it very effective to assign a mentor to work with and be available to a new employee. Designating a mentor helps reduce the learning curve for a new employee and increases overall productivity. It also helps the mentor broaden his or her leadership and coaching skills.

As a cultural informant, a mentor should be a knowledgeable and experienced employee – someone who helps the new employee learn about the organization’s culture. The mentor should not be the newcomer’s direct manager or supervisor, or anyone in the direct management line.

Mentoring can be used very flexibly in the workplace. Some organizations use an informal “buddy” system in which the designated mentor is available to answer questions or provide guidance in an ad-hoc manner. There may be little structure or formality in the relationship and the buddy may receive no specific training or preparation for the role. Nonetheless the simple buddy system can be very effective.

In other organizations both mentor and mentee receive specific training and preparation to begin their relationship, and the mentor may have a more proactive role. Organizations might consider establishing a more formal in-house mentoring program, and perhaps working with external mentoring experts to deliver specialized programs and services.



Meeting Michelle was fortuitous because she anticipated some of Zara’s questions and confusion even before she would express them. Michelle’s experience immigrating to Canada 15 years earlier provided her with the cultural understanding that Zara needed.<sup>14</sup>

In the first month, Zara had an extensive meeting with her team leader to discuss her performance management plan. It was a new approach for Zara and again she was grateful for Michelle’s presence in her work life. The informality of the meeting would have ‘caught her off guard’<sup>15</sup> and she may not have recognized the importance of some of what was said had she not kept notes to discuss with Michelle. As it was, she was well prepared to set her goals in alignment with the team and anticipated questions that were asked of her.



<sup>12</sup> How To Close Communication, Cultural and Language Gaps in the Professional Workplace Paul A. Holmes

<sup>13</sup> Achieving Success in the Canadian Workplace, Questions & Answer Guide for Immigrant Professionals and Their Employers, Prepared by TRIEC

<sup>14</sup>. An informal or formal buddy system can provide newcomers with a great deal of knowledge about both the written and unwritten rules of the workplace. However, it is valuable for the ‘buddy’ to have a level of cultural competence training in order to ensure good ongoing communication.

<sup>15</sup>. Idiom meaning “surprised her”.

# Performance Management

Managing the job performance of an employee from a different cultural background sometimes requires an adaptive approach. Be aware of cultural differences that may express themselves in the following ways.

## Leadership Styles

In a homogeneous workplace, the golden rule might be “Treat others as I want to be treated.” In a culturally diverse workplace, an expanded golden rule would be “Find out how people want to be treated, and treat them accordingly.”

For instance, some cultures have a very hierarchical approach to management and leadership. Employees with this background may expect management to provide very tactical and prescriptive instructions regarding task performance. They may be unfamiliar with the expectation that they work more independently – in their experience, independence could be seen by their superiors as insubordinate and perhaps threatening behaviour.

## Communication Styles (see Appendix 2)

Communication styles can vary along many dimensions. Direct and indirect communicators can come away from the same discussion with quite different interpretations and expectations. Similarly, linear and circular communicators can misunderstand, or become frustrated with each other quite easily.

Communication styles can also affect the effectiveness of performance feedback. Performance discussions in a Canadian workplace often begin with positive feedback and close on an optimistic note. The middle portion of the discussion is often the most important, because this is where performance issues and requirements for improvement are discussed. As this format is not used in all cultures, some immigrant employees may conclude that there is no serious performance issue since the discussion began and ended positively.

(see Appendix 1 for a brief overview of Performance Management)

# Professional Development

In some work cultures, professional development needs are left to supervisors to manage. As a result, some immigrants might not be familiar or comfortable with the expectation, common in the Canadian workplace, that employees take the initiative with respect to their own professional development.

Even for organizations that strive to provide professional development equitably, immigrants may not be taking advantage of these opportunities at the same rate, or with the same frequency, as non-immigrants. Being unaware that they have any role in their own professional development, immigrant employees may end up stranded in positions below their potential, and may actually be perceived to lack potential or ambition.

Here are some strategies to ensure that all employees take advantage of professional development opportunities in the workplace.

## Encourage Training

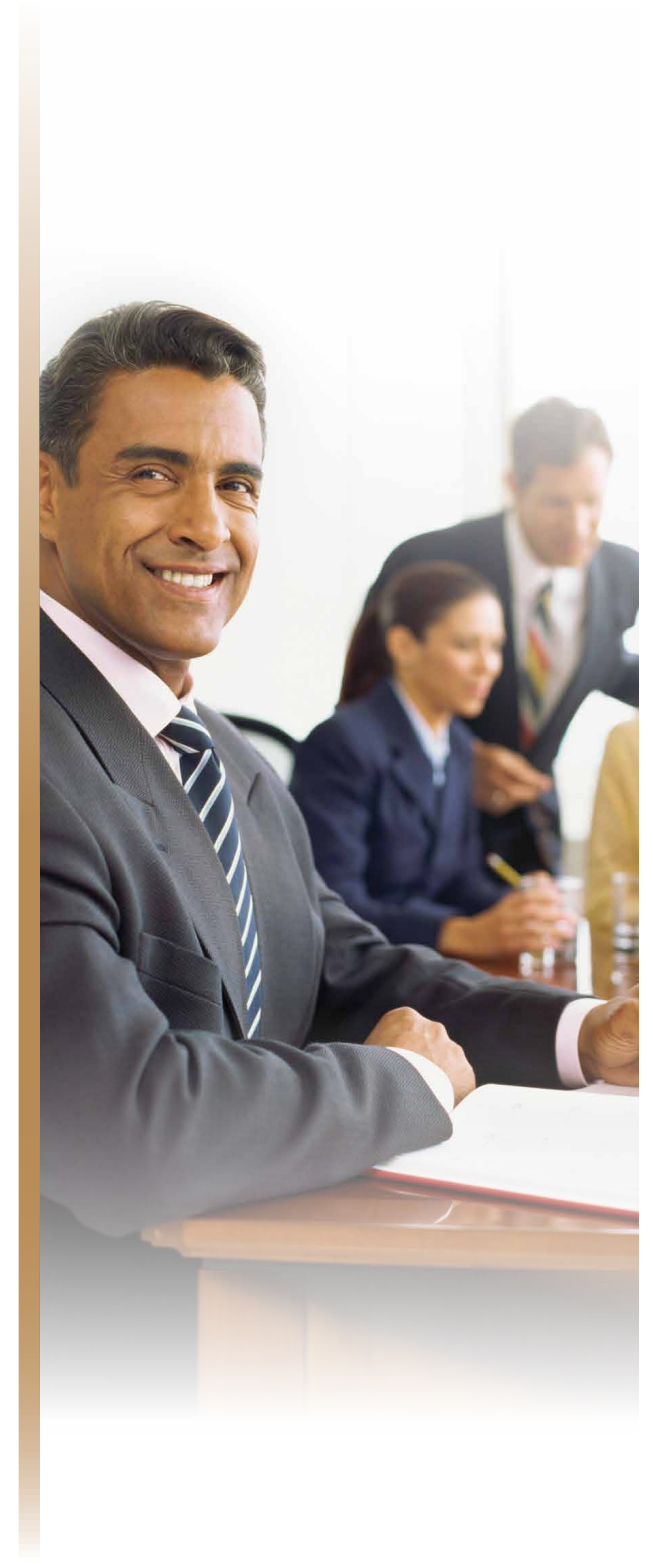
Be aware that suggestions to participate in training can be interpreted as criticism of job performance. Reluctance to pursue training opportunities can also be based on a cultural difference in that such a request might be perceived as an admission of a skill deficiency. To address such reluctance, provide encouragement along with overt clarification of organizational expectations about training.

## Include Professional Development in Performance Review

An effective way to make sure that every employee has a professional development plan is to include this activity as a formal part of every employee's performance review.

## Suggest Mentoring

Assigning a mentor can also be effective in helping new immigrant employees to understand organizational expectations regarding professional development.



# Advancement and Succession Planning

Canadian demographics point to a developing shortage of senior and experienced workers—skilled immigrants can help to address this shortage.

**Here are some strategies to help you develop the high potential of immigrants in your organization**

## Proactive Management

Successful and progressive companies proactively help employees advance along a career path that benefits the employee as well as the organization. Recent immigrants may not be considered for promotions and advancement at the same rate or to the same level as non-immigrants. Using the tools of a professional development plan for each employee, discussed regularly in performance reviews, management can be proactive in identifying high potential performers. These individuals can then be provided with increasing challenges and responsibilities, which leads to a long term career path within the organization.

## Promotions and Salaries

Employees from different cultural backgrounds may need encouragement to apply when opportunities for promotion arise. Equitable compensation packages for immigrants at all levels of the organization will also encourage them to apply for advancement.

## Employer Benefits

By supporting a diverse workplace that effectively handles performance management, professional development, and advancement for all employees, you will:

- ❑ develop a high-performing, productive and innovative workforce,
- ❑ reduce attrition and turnover among staff,
- ❑ develop top talent for succession planning,
- ❑ develop new skills among existing staff (e.g., leadership, cross-cultural competencies),
- ❑ establish an equitable workplace, and
- ❑ increase cross-cultural competencies in the workplace.



Zara was exhausted. The presentation to her team and executives from the other division had gone better than she could have imagined. She had rehearsed for this over and over again, right down to the pauses she used after her joke. She was grateful for her manager's advice to join Toastmasters. She would never have combined her personal style of humour with a workplace lecture without their encouragement. And she had been invited to take part in a project with the division run by a fellow named James.

# Appendix 1: Performance Management

## Setting Expectations

- Manager and Employee meet to determine job responsibilities, goals and competencies.
- Employee adds additional criteria and sends back to Manager for discussion.
- Manager finalizes the criteria.

## Performance Assessment

- Employee completes self-assessment and meets with Manager.
- Manager completes assessment of Employee and meets with Employee to discuss.
- Manager and Employee acknowledge evaluation.

## Performance Conversations Throughout the Year

- Manager and Employee discuss developmental goals for new year.
- Manager clones completed evaluation for the next year and updates criteria.
- Manager and Employee continue to meet throughout the year to update job responsibilities, goals, and competencies.



# Goal Setting Best Practices

Effective goals follow the S.M.A.R.T. framework. The SMART framework structures goals so they are Specific, Measurable, Achievable, Relevant, and Time Specific:

**S Specific**  
Goals should be detailed, clear and concise.

**M Measurable**  
Goals should focus on the end result of an activity rather than effort. This end result or outcome can be described in terms of work completed and/or services provided.

**A Achievable**  
Goals should be challenging, yet within reach, to motivate performance.

**R Relevant**  
Goals should be appropriate for the role and individual. Goals should be aligned with and support achievement of the initiatives and priorities of the department or unit.

**T Time specific**  
Goals should include key milestones and deadlines.

**Job Responsibilities** represent the routine work that is performed every day, week, month, or quarter. These responsibilities are usually described in a job description as work activities or job duties. They are not a task or to-do list, but the everyday scope of work.

**Performance Objectives** are goals that are focused on specific projects or initiatives. These goals have a specific start and end date, a focused purpose and expected outcomes. Some examples of Performance Objectives include implementing a new system or software, managing a unit-wide project to identify new funding opportunities, and developing a method to reduce the errors in data collection and reporting.



# Appendix 2: Communication Styles<sup>16</sup>

## Communication Style

Describes the patterns of expression and rules for interaction that reflect the values and norms of a culture.

### Contrast Sets of Communicative Styles

**LINEAR:** Discussion is conducted in a straight line, developing causal connections among subpoints towards an end point, stated explicitly. Low reliance on context. (Cut to the chase, where the rubber meets the road! Get to the point!)

VERSUS

**CIRCULAR (CONTEXTUAL):** Discussion is conducted in a circular movement, developing context around the main point, which is often left unstated. High reliance on context. (Once you have the relevant information, you'll just know what I mean!)

**DIRECT:** Meaning is conveyed through explicit statements made directly to the people involved, with little reliance on contextual factors such as situation and timing. (What you see is what you get!)

VERSUS

**INDIRECT:** Meaning is conveyed by suggestion, implication, nonverbal behaviour, and other contextual cues; for instance, statements intended for one person may be made within earshot to a different person. (What you get is what you manage to see!)

**ATTACHED:** Issues are discussed with feeling and emotion, conveying the speaker's personal stake in the issue and the outcome. (If it's important, it's worth getting worked up over!)

VERSUS

**DETACHED:** Issues are discussed with calmness and objectivity, conveying the speaker's ability to weigh all the factors impersonally. (If it's important, it shouldn't be tainted by personal bias!)

**INTELLECTUAL CONFRONTATION:** Disagreement with ideas is stated directly, with the assumption that only the idea, not the relationship, is being attacked. (We're just arguing—don't take it personally!)

VERSUS

**RELATIONAL CONFRONTATION:** Relational issues and problems are confronted directly, while intellectual disagreement is handled more subtly and indirectly. (Be authentic about your feelings and respectful of others' ideas!)

**ABSTRACT:** Issues are best understood through theories, principles, and data, with emphasis on the general rather than the specific. (What's the principle?)

VERSUS

**CONCRETE:** Issues are best understood through stories, metaphors, allegories, and examples, with emphasis on the specific rather than the general. (Can you give an example?)



# Appendix 3: Checklist for Orientation



YOUR  
LOGO  
HERE

COMPANY NAME

## New Team Member Checklist

### Employee Information

Name: \_\_\_\_\_ Start date: \_\_\_\_\_

Position: \_\_\_\_\_ Manager: \_\_\_\_\_

### First Day

• Provide employee with New Employee Workbook.  
Assign “culturally appropriate buddy” employee(s) to answer general questions.

### Policies

• Review key policies.

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Anti-harassment          | <input type="checkbox"/> Overtime                         | <input type="checkbox"/> Security             | <input type="checkbox"/> E-mail and Internet use |
| <input type="checkbox"/> Vacation and sick leave  | <input type="checkbox"/> Performance reviews              | <input type="checkbox"/> Confidentiality      |  |
| <input type="checkbox"/> FMLA/leaves of absence   | <input type="checkbox"/> Dress code                       | <input type="checkbox"/> Safety               |  |
| <input type="checkbox"/> Holidays                 | <input type="checkbox"/> Personal conduct standards       | <input type="checkbox"/> Emergency procedures |  |
| <input type="checkbox"/> Time and leave reporting | <input type="checkbox"/> Progressive disciplinary actions | <input type="checkbox"/> Visitors             |  |

### Administrative Procedures

• Review general administrative procedures.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Office/desk/work station       | <input type="checkbox"/> Business cards        | <input type="checkbox"/> Conference rooms  |
| <input type="checkbox"/> Keys                           | <input type="checkbox"/> Purchase requests     | <input type="checkbox"/> Picture ID badges |
| <input type="checkbox"/> Mail (incoming and outgoing)   | <input type="checkbox"/> Telephones            | <input type="checkbox"/> Expense reports   |
| <input type="checkbox"/> Shipping (FedEx, DHL, and UPS) | <input type="checkbox"/> Building access cards | <input type="checkbox"/> Office supplies   |

### Introductions and Tours

Give introductions to department staff and key personnel during tour.

Provide list of names in order for employee to learn names.

- Tour of facility, including:
- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> Restrooms    | <input type="checkbox"/> Bulletin board  | <input type="checkbox"/> Kitchen                      |
| <input type="checkbox"/> Mail rooms   | <input type="checkbox"/> Parking         | <input type="checkbox"/> Coffee/vending machines      |
| <input type="checkbox"/> Copy centers | <input type="checkbox"/> Printers        | <input type="checkbox"/> Cafeteria                    |
| <input type="checkbox"/> Fax machines | <input type="checkbox"/> Office supplies | <input type="checkbox"/> Emergency exits and supplies |

### Position Information

- Introductions to team. (provide list of names)
- Review initial job assignments and training plans.
- Review job description and performance expectations and standards.
- Review job schedule and hours.
- Review payroll timing, time cards (if applicable), and policies and procedures.

### Computers

• Hardware and software reviews, including:

- Email     Intranet     Microsoft Office     Data on shared drives     Databases     Internet

# General Recommendations for Orientation Checklist

## ✓ Before The First Day

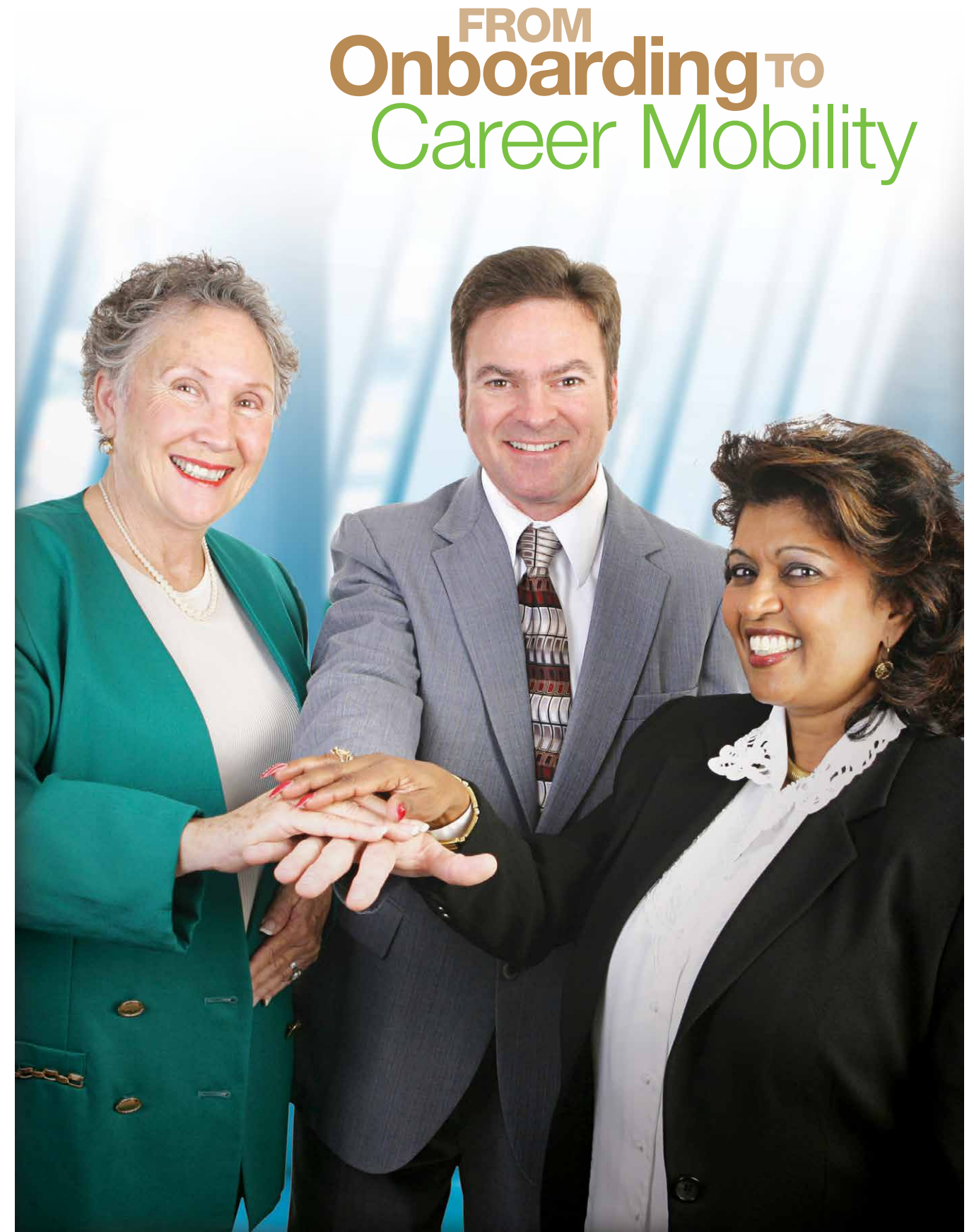
- Ready the paperwork,** compile every piece of new information that a new hire needs into a physical binder or in Dropbox/Google Docs folders.
- Order business cards.**
- Order a corporate credit card,** if applicable.
- Send a welcome package.** Simplify your welcome packet with a card and information on first-day expectations.
- Provide intranet connection** with employee manual and orientation information.
- Set up the necessary technology,** phone, phone tree, e-mail address, computer, building key access code and any other technological equipment.
- Introduce them to their mentor.** Send an e-mail introduction to the newbie and mentor with an outline of weekly meetings.

## ✓ On the First Day

- Complete paperwork.**
- Meet with mentor.**
- Execute one-on-one meetings with team members.**
- Take them to lunch or coffee.**

## ✓ After The First Day

- Schedule regular check-ins.**





# FROM Onboarding TO Career Mobility

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## Acknowledgements

This Toolkit was sponsored by Employment Solutions for Immigrants Inc. | Manitoba Start and made possible thanks to funding supports and dedicated backing from Citizenship and Immigration Canada and the Government of Manitoba, Department of Immigration and Multiculturalism, Welcoming Communities Manitoba Initiative.

Special recognition must also be given to the Project Advisory Committee who graciously contributed time and expertise towards the success of this project. Throughout each phase of development, their unique insights, employer and community-focused perspectives and feedback enhanced the value of this Toolkit and underscored its relevance.

### Dr. Ossama AbouZeid

*President & CEO, Dunmore Corporation*

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## Credits

Research, Content Development, and Program Design by **Louise Giesbrecht** (BridgeWorks).

### A Resource For Manitoba Employers

As Canada's demographic landscape continues to change, businesses must also embrace the realities of engaging with a culturally diverse workforce and consumer market. To enhance economic growth, maintain the leading edge, and attract the best talent, Manitoba employers must find ways to effectively integrate diversity and create welcoming and inclusive workplaces. This Toolkit is designed to provide employers with the basic tools and resources needed to recruit, retrain, retain, and engage with all employees in a manner that is respectful and accepting of diverse cultural factors in the work environment.

Information obtained for this project encompasses research and best practices from across Canada. A list of resources surveyed and generously borrowed from is provided.

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