

# COLUMBIA COLLEGE

## Employee Onboarding

### Training Plan Manual

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Department

#### Introduction

The following onboarding training manual for employees at Columbia College follows an on-the-job approach. This approach may be supplemented for some employees in more specialized areas (eg. those primarily using computers such as our IT Department) with other forms of training.

#### Goal of Training

The goal of the onboarding training plan is to introduce, orientate, and outline the various team members, documents, resources, and procedures to employees in a manner that will enable them to become an effective team member within their three-month probationary period.

#### Employees Who Will Receive Onboarding Training

All employees who are either new or will start working on a regular weekly basis throughout the year (part-time or full-time) will receive on-the-job training. This includes faculty and staff.

Adjunct faculty, who do not facilitate on a weekly basis, are required to complete those areas of training that are needed to get them onboard in the classroom. For example, the Orientation Checklist and the Facilitators Handbook, and, if applicable, the Employee Handbook.

Note: All employees (staff and faculty) are required to attend their respective program/department meetings and engage in ongoing training, education, and professional development as a condition of employment.

#### Procedures

Onboarding training of employees at Columbia College consists of eight main documents. These are:

1. Employee Onboarding Checklist
2. Specific Department Documents
3. General College Documents
4. Employee Orientation Check List
5. Employee Performance Review Monthly Assessment
6. Employee Professional Development Plan
7. Probation Extension
8. Continued Employment Recommendation

Department Managers/Chairs/Coordinators are responsible for providing or overseeing the training of all employees in their department. To assist them in this area of responsibility, they are to use the above eight documents. Each of these documents is listed as an attachment to this introduction.

## **New Employee Leadership**

Research has found that employees can display the following three types of characteristics in the workplace. These three types are defined mainly by what are the primary motivators for being at work:

1. Make money – Pay
2. Advance career – Position
3. Help others – Purpose

While it is the case that individuals can display goals that fall into each of the three categories, the key is that there can be definable overriding behaviours for those who are driven ‘primarily’ by one of the characteristics for example:

Employees who are driven primarily to make money, often tend to be focused on their own interests first as it relates to the financial stability or security in their job. If other opportunities open up that can potentially lead to more pay, this employee may quickly look to this as a better move forward and an opportunity to pursue – regardless of what the position is.

Employees who are primarily driven to advance their careers tend to be focused on finding ways to advance themselves into positions of status or authority. Their drive is less about the details of the positions themselves, and more about the title and image that can come with different positions.

The third group of employees include people who are primarily driven by a **purpose** to help others. They believe that when they help others to succeed, they too will feel successful in their job.

Individuals who we want working at Columbia College are those who are primarily driven with a purpose that aligns with the College’s values and vision. This focus on purpose will help every employee become a strong leader that can help the College’s stakeholders – including themselves – succeed.

### Active Engagement

Columbia College believes that all employees should be actively engaged within their department and the College as a whole. All employees are also encouraged, whenever appropriate and whenever possible, to take on various leadership roles at the College. How you can bring leadership into your role at Columbia College is further described in the Leadership section of your position description.

The College therefore wants you, as an employee, to not only be interested in your Onboarding Training, but we want you to take on an active professional leadership role and be engaged so that you can successfully complete this training.

### New Employee Leadership and Success

Columbia College has set up a section of its website called “Success”. This section has many documents to help employees succeed. Each employee is strongly encouraged to read these documents. New employees may suggest to their supervisor adding a number of these documents to their ‘Employee Onboarding Training Plan’, (General College Documents).

# 1. New Employee Onboarding Checklist

1. Before They Start Work	Lead Person Initials	Date Completed
<p><b>1. Complete these tasks at least one week <u>before</u> the employee's first day on the job</b></p> <p>1.1. Send welcome email and attachment to employee. The attachment will include the following:</p> <p>1.1.1. Ask them to review Columbia's website to learn more about this exciting organization and their department. Ask them to prepare written questions following their review of the website. Advise them that their questions are to be discussed their first day of work.</p> <p>1.1.2. Send employment-related paperwork to the new employee for review and ask them to complete all they can. This will include their Contract of Employment and where appropriate the Employee Information Form.</p> <p>1.1.3. Ask them to review their position description and the Columbia College Employee Handbook, our College Dress Code, and prepare a list of written questions.</p> <p>1.1.4. If they will be facilitating then also provide a copy of the Facilitator Handbook, Faculty Observation Document, and their Course Outline(s). In some programs this will also include their Week 1 Lesson Plans.</p> <p>1.1.5. Advise them that their performance will be assessed on an ongoing basis and will be based on informal and formal activities normally initiated by their supervisor.</p> <p>1.2. Complete their Employee Onboarding Training Plan's (General College Documents and Specific Department Documents) forms by either completing these areas of training on their own or by asking another team member in your department to assist them as their trainer.</p> <p>1.2.1. Attach a copy of their Employee Onboarding Training Manual for them to review.</p>		

<p>1.2.2. Normally the new employee should spend about <u>4 to 6 hours per week</u> in their first month completing work related to the <u>General College Documents</u> and the rest of their work hours engaged in training activities related to the Specific Department Documents.</p> <p>1.3.1. Request that the IT Department provide login information.</p> <p>1.3.2. Request that Facilities Manager provide keys.</p> <p>1.3.3. Request that Administrative Services Manager provide a photocopier code.</p> <p>1.4. If required, assign and prepare office or workspace, and all necessary equipment and supplies</p> <p><b>2. First Day at Work</b></p> <p><b>2. Begin these tasks <u>on</u> the new employee's first day of work</b></p> <p>2.1. The employee's Manager/Chair/Coordinator should meet the new employee at the start of their first day of work. They should review the list of materials shared with them at least one week before they started work and address any written questions. If time runs out, then further meetings should be scheduled the first week to complete this review. These meetings should normally be no longer than an hour at a time.</p> <p>2.2. Ask the employee to turn in or complete necessary paperwork that was not completed before they started work.</p> <p>2.3. Review the Employee Orientation Checklist and answer any questions. (See Document #4)</p> <p>2.3.1. Review the college organizational chart.</p> <p>2.3.2. Provide employee with a contact list of employees.</p> <p>2.4. Briefly introduce the employee to other team members in the department.</p> <p>2.4.1. Assist them in getting a parking pass (if it is needed).</p>		
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<p>2.5.</p> <p>2.6.</p> <p>2.7.</p> <p>2.8.</p> <p><b>3. First Week to the Fourth Week</b></p> <p><b>3. The Manager/Chair/Coordinator should complete these tasks during the employee's first four weeks on the job</b></p> <p>3.1.</p> <p>3.2.</p> <p>3.3.</p> <p><b>4. First Three Months</b></p> <p><b>4. Complete these tasks during employee's first 90 days on the job</b></p> <p>4.1.</p> <p>4.2.</p>	<p>Consider taking an employee (who is normally employed more than 32 hours per week) out to lunch later in their first week.</p> <p>Answer their questions related to their Employee Onboarding Training Plan, Specific Department Documents, General College Documents and, if appropriate, introduce the employee to their trainer(s).</p> <p>Develop a schedule for the Employee to meet and shadow each of their team members for two to four hours in the next two weeks in order to better understand their roles, responsibilities, and working relationships.</p> <p>Ensure the Employee does not spend more than 3 to 4 hours per day reading documents either this week or in the months to come.</p> <p>If needed, meet with the employee up to an hour daily during week 1 to address questions and provide guidance.</p> <p>Meet with the employee for about an hour at least once per week during weeks 2, 3, and 4.</p> <p>Ask other team members how well the employee is adjusting to the college, department, team members, and their position.</p> <p>At the beginning of each week, review with the employee the areas/topics of specific department training forms they have completed. Assess their progress with them and determine what areas/topics, if any, will be completed next. Determine who their trainer will be and arrange to have them work together.</p> <p>Give regular, frequent feedback to the employee.</p>		
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<p>4.3. Review performance of employee by the end of month one and month two (3 month probation) by asking them to complete the Employee Performance Review Monthly Assessment. (This document is found at the back of this manual.)</p> <p>4.4. Review the Employee Professional Development Plan once they have completed this document in the time period described in this document. (This document is found at the back of this manual.)</p> <p>4.5. Review and, if appropriate, complete the document Probation Extension document. (This document is found at the back of this manual.)</p> <p><b>5. Continued Employment</b></p> <p>5.1. Managers are to complete the Continued Employment Recommendation document at or prior to the completion of the training plan. (This document is found at the back of this manual.)</p> <p><b>Other Possible Actions</b></p> <p>Send congratulatory email from senior leaders as well as Department Head, supervisor and/or team members to employee after the 1st year.</p>		
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# Employee Onboarding Training Manual

## 2. Specific Department Documents

_____
Employee Name
_____
Department
_____
Area/Topic/Document
_____
Date Started

### Introduction

This form was designed to support each college trainer while they are assisting a employee in developing the knowledge and skills related to a specific area they are being trained.

This form may also be used to provide specific training in one area/topic/document to a current team member(s) in the department.

Note: As a new employee receives training in multiple areas, additional copies of this form will need to be made and used to cover different areas or topics.

This on-the-job form of training follows a basic set of ten steps. Depending on the area/topic/document being covered and the needs of the trainee, each step may be altered, dropped, or repeated as required. New steps/areas/topics may be added as needed.

### A Word About “Area/Topic of Training”

The amount of material to be covered at any one time should be kept to one specific area/topic/document at one time. Please do not give them all the Department documents to review in a short period of time.

It should be noted that this individual is on a three month probation and therefore it may be necessary for the trainer to meet more often with the trainee to cover their assigned material.

### Step

- 1 Trainee reads and/or watches related document and/or video listed in the above header, one or more times.
- 2 Trainee writes up a list of questions related to the document using ‘Document/Book/Text Review’ (ADM-P342) which you will find on the Columbia College Document Manager site.

Trainee writes up a list of questions related to the video using ‘Video/Presentation Review/ (ADM-343) which can be found on the Columbia College Document Manager site.

- 3 Trainee meets with trainer and shares their questions about the document/video.
- 4 Trainee may observe their trainer as the trainer is performing the related area of work. If appropriate, the trainee may ask questions immediately or may write notes that will be discussed at an agreed time.

- 5 Trainee asks observation questions related to Step 4. Ideally, both of these will happen at the same time. Trainee or trainer may refer to the training materials or video(s).
- 6 If both agree, the trainee now performs the tasks/activity related to the area/topic of training while the trainer observes. Notes may be taken, if appropriate. The trainer and/or trainee may stop and confer during this stage as appropriate and/or needed.
- 7 Trainee and trainer meet following Step 6 so the trainer can provide more feedback (coaching) and the trainee asks further questions.
- 8 Trainee and trainer agree, if needed, to repeat one or more of the preceding steps prior to the trainee performing the tasks/actions again.
- 9 Trainee again performs the tasks/actions as many times as necessary until the trainer is satisfied the trainee is competent enough to begin observing less often.
- 10 If appropriate, the trainer states that training is complete, signs off, and moves to a role of advisor/coach/team leader/team member.

If the trainee is not able to perform in this area/topic at the level needed, the trainer will need to discuss this with the department head or their supervisor.

\_\_\_\_\_  
Date of Completion

**Conclusion and Feedback**

Trainee comments related to this training:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Trainer comments related to this training:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Department

\_\_\_\_\_  
Trainer(s)

\_\_\_\_\_  
Date Started

# Employee Onboarding Training Manual

## 3. General College Documents

### Introduction

This form will be reviewed and completed within the first four weeks of employment at Columbia.

Arrange a maximum of four hours per week for the employee to read these documents. Then arrange about one hour per week to meet and answer their questions.

This area of training applies to all employees (including faculty and staff) who are normally scheduled to work each week on a full-time or part-time basis.

		FACILITATORS AND STAFF		SIGNATURES		
Item #		Document Name	Doc. # in Document Mgr	Date Satisfactorily Completed	Employee Initials	Trainer Initials
1.1		Why Choose Columbia	CC website			
1.2		What is Unique...	CC website			
1.3		Compare Your Experience...	CC website			
1.4		Unusual Objects, Behaviours or Bomb Threats Procedures	ADM-P227			
1.5		Professional Code of Conduct	ADM-P276			
2		Columbia Foundation Document	ADM-M014			
	2.1	Glossary of Adult Education Terms				
	2.2	Mission Statement				
		FACILITATORS ONLY		SIGNATURES		
Item #		Document Name	Doc. # in Document Mgr	Date Satisfactorily Completed	Employee Initials	Trainer Initials
	2.3	Goals Statement				

	2.4	Columbia's College-wide Learning Objectives				
3		Columbia Foundation Document	ADM-M014			
	3.1	Columbia Learning Culture				
	3.2	Columbia's Commitment to Diversity				
	3.3	Columbia's Commitment to Continuous Innovation				
4		Other Specific Department Documents				
	4.1					
	4.2					
	4.3					
	4.4					
	4.5					
	4.6					
5		Facilitator Handbook	ADM-M006			
6		All other sections of the Columbia Foundation Document	ADM-M014			

**Conclusion and Feedback**

At the conclusion of this portion of training both parties will complete the following section:

Trainee

1. Did you read each of the above Documents \_\_\_\_\_  
Yes No
2. Were your questions answered? \_\_\_\_\_  
Yes No
3. How could this area of employee training be improved

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Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Trainer

1. Do you feel the trainee thoroughly read all of the above documents? \_\_\_\_\_  
Yes No/Not Sure

2. If you answered no/not sure, then what action should be taken?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**COLUMBIA COLLEGE**  
**4. EMPLOYEE ORIENTATION CHECKLIST**

<b>NOTE:</b> <i>Must; Shall; Will:</i> <i>Should:</i> <i>May or Could; Can:</i>	<b>Clarification of Terms</b> These words or phrases indicate actions or activities that are <i>essential or mandatory</i> . This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory. These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.
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**DIRECTIONS**

The following checklist is to be reviewed by each employee to assist him or her with orientation to the College. Each employee is to ensure that all listed items are reviewed and "checked" in the corresponding boxes. **Please note that these activities must be completed no later than two weeks after your first day of work.**

Name: \_\_\_\_\_  
Dept./Program: \_\_\_\_\_

**FACILITY ORIENTATION with the Facility Manager or Designate**

- Assign Key \_\_\_\_\_
- Security Procedures and Security Contact Card if Applicable \_\_\_\_\_
- Location of Academic Council Minutes \_\_\_\_\_
- Cleaning/Maintenance request procedure \_\_\_\_\_
- Occupational Health and Safety \_\_\_\_\_
- The Threat Assessment and related procedures \_\_\_\_\_

**Facility Manager's Signature:** \_\_\_\_\_

**PROGRAM ORIENTATION with the Chairperson/Manager/Coordinator**

- Parking Pass Authorization/Parking Map/Buildings Map \_\_\_\_\_
- Building Tour \_\_\_\_\_
- Supplies/stationery \_\_\_\_\_
- Introduction to Staff \_\_\_\_\_
- Staff Meeting Schedule \_\_\_\_\_
- How to access Document Manager and do a search \_\_\_\_\_

**For Admissions Department Team Members Only**

- Admissions Department, ESL/AU/ET & Professional Program Handbook \_\_\_\_\_
- Student Selection Document \_\_\_\_\_
- Staff Directory (as needed) \_\_\_\_\_

**For Facilitator Team Members Only**

- Columbia College Facilitator's Binder for Pre-Career Programs (if applicable) \_\_\_\_\_
- Columbia College Facilitator's Binder for Professional Programs (if applicable) \_\_\_\_\_
- Faculty Profile Form \_\_\_\_\_

**Coordinator/Chairperson/Manager's Signature:** \_\_\_\_\_

**IS ORIENTATION with the IS (Information System) Manager or Designate**

- Assign Photocopy Code/Operation of Photocopier \_\_\_\_\_
- Administration Documents \_\_\_\_\_
- Outlook \_\_\_\_\_
- Intranet \_\_\_\_\_
- Multimedia Unit Orientation \_\_\_\_\_
- IS Task Requests \_\_\_\_\_
- Lab Orientation (if applicable) \_\_\_\_\_
- Telephone Orientation (as needed) \_\_\_\_\_

**IS Manager's Signature:** \_\_\_\_\_

**ACCOUNTING/HR ORIENTATION with the Accounting Manager or Designate**

- Review contract - transcripts/previous experience documents \_\_\_\_\_
- TD1 Forms \_\_\_\_\_
- Using payroll procedures, submission of hours, vacation time, sick time, benefits (if applicable) \_\_\_\_\_
- Collect Emergency Contact Information \_\_\_\_\_

**Accounting Department Signature:** \_\_\_\_\_

# Employee Performance Review

## Monthly Assessment

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Department

\_\_\_\_\_  
Month (eg. 1<sup>st</sup> or 2<sup>nd</sup>)

\_\_\_\_\_  
Date Submitted

### Directions

Employees on a three-month probation will complete this page at the end of month 1 and 2. Employees on a six-month probation will complete this page at the end of month 1, 2, 3, 4, and 5.

Note: Each additional monthly assessment will be completed by making a photocopy of this form. The completed form will be added to the back of this training manual.

Employees are to describe below up to three areas they experiences in the past month that impressed them the most, interested them the most, they improved on the most, or they contributed the most in helping others.

1.
2.
3.

Employees are to conduct a self-assessment of their performance by listing below three areas they feel are most in need of improvement over the next 3 – 4 weeks and what actions they would like to take in order to improve in each area. These actions will be completed while they are performing their work.

Their manager/supervisor will review the list the employee provides. They will provide feedback indicating if they support what has been stated or their need to see changes to either an area needing improvement or actions that will be taken. Once the needed changes are made the employee will begin working on each item.

	Area Needing Improvement or to Develop	Using the SMART technique describe what actions will be taken in order to improve	End of Month Manager/supervisor review indicating if they are satisfied with this performance improvement
1			
2			
3			

# Employee Professional Development Plan

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Department

\_\_\_\_\_  
Date Submitted

## Directions

Employees on a three-month probation will complete this Professional Development Plan before the end of week three of their third month.

Employees on a six-month probation will complete this Professional Development Plan before the end of week three of their sixth month of employment.

Employees are to conduct a self-assessment of their performance and develop a Professional Development Plan. This plan will list the three areas they feel are most in need of improvement over the remainder of their first year of employment or their remaining period of employment if they are on a limited term contract.

Their manager/supervisor will review the areas needing improvement and actions the employee propose to take in order to improve. They will provide feedback indicating their willingness to support what has been stated or the changes they wish to see to either an area needing improvement or actions that will be taken. Once the manager/supervisor agrees with the Professional Development Plan, then the employee will begin working on each item. This will be done in addition to their other duties and responsibilities.

	Area Needing Improvement	Using the SMART technique describe what actions will be taken in order to improve	When they will complete this action	Action Complete Yes or No
1				
2				
3				

## Reporting on Results and Setting Future Professional Development Plans

The employee will review their progress on their professional development plan on a monthly basis.

The employee will set up a meeting with their manager before the end of their first year to review their Professional Development Plan and the results they have achieved.

The employee will also complete another self-assessment prior to this year-end meeting by listing the three areas they wish to concentrate on over the next twelve months.

## Probation Extension

This section will only be completed if a department manager or their designate wishes to extend a probation period from three months to six months.

To do this, both parties must agree with the recommendation and submit it to the college Accounting Manager who may meet with stakeholders prior to agreeing to this extension

Please provide the reason(s) for extending the probation period by responding to the following points:

	Rationale	Yes/No Response
1	More time is needed to complete the onboarding plan	
2	The employee is only working part-time hours and needs more time to complete onboarding plan	
3	Other – Please describe	

### Recommendations:

\_\_\_\_\_  
Department Manager Name (print)

\_\_\_\_\_  
Department Manager Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Name (print)

\_\_\_\_\_  
Employee ID#

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

### If Approved:

\_\_\_\_\_  
Accounting Dept. Manager Name (print)

\_\_\_\_\_  
Accounting Dept. Manager Signature

\_\_\_\_\_  
Date

## Continued Employment Recommendation

This section is to be completed by the department manager or their designate. While this section may be completed at any time during the employee's probation, it will normally be completed at the end of the probationary period.

### Recommendation to continue employment at Columbia College

Please circle either yes or no:      Yes                  No

\_\_\_\_\_  
Department Manager Name (print)

\_\_\_\_\_  
Department. Manager Signature

\_\_\_\_\_  
Date

### Forward to Accounting / Human Resources

Once the decision is made to move an employee off probation, this entire New Employee Onboarding Training Plan manual is to be submitted to Accounting who will place it in the employee file.