Induction Guidance for Managers

1. Introduction
Induction of new staff can be defined as the whole process whereby new employees are helped to adjust and acclimatise to their jobs and working environments and as the final part of the recruitment process. This document aims to give information and guidance to heads of departments, managers, supervisors regarding the planning and execution of effective induction processes for new staff.

Joining a new organisation or team is a stressful and often initially unproductive time as there is so much to learn and so many people to meet. For the Department, it makes sense to bring new staff ‘up to speed’ as fast as possible. The purpose of induction is to ensure the effective integration of staff into or across the organisation for the benefit of both parties. Research has shown that tailor-made programmes increase staff retention.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and action taken. If their training and development needs are taken into account and they are well supported with clear information, they will soon begin to make a real contribution to the Department and the University.

Adversely, if induction is poorly planned and executed, the new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job leading to an ‘induction crisis’. If they subsequently decide to leave, the repetition of the recruitment process and cover arrangements will put pressure on budgets, colleague’s goodwill and be a disruptive and demotivating experience.

1.1 Not only new recruits!
There are occasions, other than as a new recruit, when staff may require some form of induction, for instance moving to a new role or a where a role has suddenly and significantly changed. On occasions, the new role involves promotion, in which case the adjustment can be considerable. Other examples are where staff return from maternity or long term sick leave. Such staff can experience anxiety as they are unsure of what they don’t know, leading to a lack of confidence and less effective performance. In these circumstances, the line manager has responsibility for the ‘induction’ of the staff member. Depending on the circumstances, it may help to have a new ‘meet/greet induction schedule’, attend the University Induction event, reduce hours/workload, undergo formal or informal training for new role, job shadow, appoint a buddy and/or mentor etc. Above all, regular meetings with the manager are essential.

1.2 Induction Programme
All new staff need to be introduced to the University, to the department in which they work, and to their job. A good induction programme contains the following elements:
   1. Orientation (physical) - describing where the facilities are
   2. Orientation (organisational) - showing how the employee fits into the team
   3. Health and safety information - this is a legal requirement
   4. Explanation of terms and conditions
   5. Details of the organisation's history, its products and services, its culture and values
   6. A clear outline of the job/role requirements.

See below, for a timeline illustrating the process from the point of recruitment.

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¹ Bearing in mind that on average recruitment costs can be estimated at no less than 10% of annual salary for the post!
Definitions

A **Buddy** helps the inductee with physical orientation e.g. ensures they know where to go for food, what facilities there are on offer, takes him/her to lunch etc.

**Coaching** is ‘focused guidance and support, usually delivered by an internal or external ‘coach’, designed to enhance effectiveness in your current or next role.’

**Mentoring** is ‘more general guidance and support, usually delivered by a colleague from another department or outside your institution, and aimed at giving you the confidence and capability to meet current and future challenges.’ A mentor is often described as a “critical friend” or “supportive challenger” who can provide support in the form of information and help with direction. A mentor may help the mentee to understand themselves more fully by helping them to identify their strengths and weaknesses, and then how to address weaknesses or gaps in knowledge. Mentoring support is often provided to help someone: adapt to a new role, eg new Head of Department, undertake a major project, develop and apply new learning, with career planning.

**University Induction checklist** available in hard copy from Staff Development or online
2 Where does responsibility for induction lie?
The scope of induction is wide and falls into three areas: Organisational, Departmental and Job Specific.

2.1 Organisational
The Human Resources Department provides University-wide induction information and support. Job descriptions, basic information about the employing department and the University are sent out to all those who enquire about advertised vacancies. Successful candidates are sent key information about terms and conditions of service, details of pension schemes and union representation.

Once the new member of staff has started work and been given an email address, the Staff Development Unit will invite them to the next 'Introduction to the University of Bath' event (see section 3.1). Staff should email staffdev@bath.ac.uk if they do not receive an invitation or have any queries. Further organisational information can be found on the website (see section 4).

Please note: To save on paper and because new staff rarely need this information at this stage, Human Resources policies e.g. Equal Opportunities, Discipline and Grievance, Data Protection are no longer sent out with contracts. The most up to date versions can be found on the HR department web site.

2.2 Departmental
It is the responsibility of the line-manager, or a suitable nominee, to ensure that the new member of staff is introduced to the department and understands their job and where it fits into the local organisation.

A University Induction Checklist (see Appendix A), covering issues which need to be covered within departments, is sent to each new member of staff with their contract. This checklist can act as a prompt to those responsible for carrying out inductions within the department. Many Departments have adapted the standard checklist to reflect local issues.

Departments are encouraged to produce their own handbooks or collection of standard information about the department, its mission and values as well as local protocols and procedures (e.g. flexible working, holiday and absence arrangements, uniform requirements). An organisational chart, contact lists, key sources of information and important dates in the academic year can also be included.

2.3 Job Specific (Role, Key Targets and Performance Standards)
Anyone who supervises or manages another employee has some responsibility for inducting them into their job role. It is important that managers know the job description of the post and that key targets and performance standards have been identified. In this way, both the manager and the individual are able to measure progress. Without established targets and standards, it will be difficult to make a fair judgement at mid- and end-probation reviews. Moreover, the confidence and development of the individual may be increased if s/he is able to monitor her/his own progress.

2.4 Induction to the Department and to Job Role
In order to provide a structured and well-planned induction for the individual, the line manager should prepare a personalised induction programme. The following is an example of elements which might be covered:

<table>
<thead>
<tr>
<th>Pre-arrival preparations:</th>
<th>Practical arrangements:</th>
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<tbody>
<tr>
<td></td>
<td>Does the rest of the section/department know that someone new is starting?</td>
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<tr>
<td></td>
<td>Who will greet the new starter?</td>
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<td></td>
<td>Has the line manager scheduled time to spend with them on the first morning?</td>
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<tr>
<td></td>
<td>Will someone take them to lunch?</td>
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</tbody>
</table>
Will their work-station be ready for them?  
Do they have a desk/chair/PC/locker/basic stationery? Has the desk been cleared?

‘Meet and greet schedule’
Arranged in advance, is a good way of ensuring that new staff meet: a) The immediate team, b) the rest of the Department and c) Key customers/stakeholders.

A personalised induction programme
A schedule should be prepared, which will include key objectives to be met, tasks to be learnt, people to meet. A plan could include a checklist of what should be done for example on the first day, in the first week and the first month. It is important to include who is responsible for the activity happening and the option of signing the task off on completion. This will provide a record of the induction, which can be used for probation or appraisal purposes.

Day one:

Induction Checklist (see3.2)  
Sent to individual in starter packs, the onus is upon the manager to use the list.

Orientation
Orientation (physical) – ensure staff know where the facilities (section 2 of checklist)

Event
Encourage staff to attend the monthly ‘Introduction to the University of Bath’.

‘Meet and greet’
The schedule begins.

Week One

Section 4 of checklist
Explanation of policies and procedures relating to sickness, holidays, meal breaks, cover arrangements.

Buddy
The appointment of a ‘buddy (see timeline page 2)

‘Meet and greet’  
Continues.

Health and safety
Arrange for Dept Safety Coordinator to explain Health and Safety information and check workstation etc. (section 3 of checklist). This is a legal requirement.

Orientation (organisational)
Show how the employee fits into the team.

Urgent training needs
Identify any urgent, immediate needs and arrange training.

Week two

One to one Meeting
(Section 5 of checklist) Explanation of:
- terms and conditions of probation and of contract;
- a clear outline of the job/role requirements;
- Dept’s mission, service levels, strategy
- Key personal targets, performance standards

A training needs discussion
To establish current knowledge and to make a training activities plan (could include coaching; direct instruction & job shadowing; staff development workshops; IT training programmes; tailored, discipline-specific programmes).

Handover
If appropriate and available, a ‘handover from previous post holder.

At end of first month

One to One Discussion of:
Any outstanding items on checklist identified. (When complete, both parties sign paper and store in individual staff file).
- Progress with targets, performance standards (these should now be set to be reviewed at mid- and end-probation)
- Training undertaken or planned
- Medium term goals
- Whether a mentor would be helpful, whether any specific coaching is needed.

Ongoing

Mid- and End Probation
Forms can be downloaded from:  
http://www.bath.ac.uk/hr/working/probation/probationpolicy.html

An open door
New staff should feel able to approach their manager to ask questions, get clarification and feel support as they learn their new job.

Appraisal
Appraisal does not take place during probation. When probation is passed, the targets set at the end-probation stage should be reviewed in the subsequent appraisal meeting.
3 Induction to the University

3.1 The ‘Introduction to the University of Bath’
This takes place every two months on average. It is open to all newly appointed academic, research, technical, clerical and academic-related staff and staff who have changed role or Department. It aims to give them an understanding of the purpose and aims of the University, a flavour of the working environment, and to provide information to enable them to make contacts, use the facilities and the services of the University rapidly and effectively and to work safely and securely. For staff working non-standard shift patterns, their Department will provide an alternative tailored programme.

Online information about policies, regulations and facilities is available through the University’s web site.

4 How will you know that induction has been effective?
There are a variety of occasions when it is possible to determine whether the induction of an individual, or departmental induction processes, have been effective, for example:

i. At the end of probation – has the new employee got to grips with the job and are they happy and comfortable working at the University? Have they achieved key targets and performance standards agreed during the early induction stages?

ii. Appraisal – has the learning throughout the induction period been consolidated, and is the member of staff now making an effective contribution?

iii. Annual reports – looking back over the year, do things like staff turnover, sickness absence or productivity indicate a problem at the induction stage?

iv. Exit interviews – have departing employees been asked whether their induction helped them in their time at the University, or made their job harder?

Finally, don’t squander new talent – new starters are usually highly motivated and eager to start work – maximise this enthusiasm and motivation!