



GUIDE TO
ONBOARDING

March 2019

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DISCLAIMER

This guide has been prepared by Volunteering and Contact ACT (VCA) for the ACT Government in accordance with a contract executed in July 2018.

The information contained within this guide has been prepared by VCA from material obtained through an environmental scan and extensive consultation with the ACT Community Services Industry (the Industry). VCA has relied upon the accuracy, currency, and completeness of the information obtained through the environmental scan and consultations. VCA is not in any way liable for the accuracy of any of the information used or relied on by the ACT Government or a third party.

The project methodology has been limited to assessing available information, resources, tools and templates, and working with the Industry to create a curated set of fit-for-purpose resources. The broad nature of the research and analysis is such that this guide, including the accompanying tools and templates, are intended to be examples only, and do not reflect the opinion or views of VCA.

Furthermore, VCA has not independently validated or verified the information sourced or provided to it for the purpose of the guide, and the content of this guide does not in any way constitute assurance of any of the information contained herein. VCA accepts no responsibility for any errors in the information sourced publicly or provided by the Industry, nor the effect of any such errors on the analysis, suggestions, or guide.

VCA has provided this guide solely for the benefit of the ACT Government and the ACT Community Services Industry and disclaims all liability and responsibility (including arising from its negligence) to any parties for loss, damage, cost, or expense incurred or arising out of any person using or relying on the information contained herein.

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Volunteering and Contact ACT acknowledges the Ngunnawal people as the traditional custodians of the Canberra Region. Volunteering and Contact ACT pays respect to Aboriginal and Torres Strait Islander peoples, and their vital ongoing contribution to the Canberra Region. Volunteering and Contact ACT acknowledges the volunteers of all sexualities and genders, from all cultures, and with all abilities, and the volunteer involving organisations that contribute to the health and happiness of our city.

This project was made possible thanks to funding from the Community Services Directorate of the ACT Government, which was collected through a levy on organisations in the ACT Community Services Industry. Volunteering and Contact ACT acknowledges the support from Government and the Industry in prioritising and funding this vital piece of work.

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This guide was prepared by Sarah Wilson, Policy Manager at Volunteering and Contact ACT and Sharon Winks, Principal at Galent Management Consulting. The guide has been designed by Roxanne Tulk from 44 Creative and Hannah Baker.

ABOUT THIS GUIDE

This guide has been developed as part of one of the foundation actions in the ACT Community Services Industry Workforce Plan. The ACT Community Services Industry Strategy recognised that workforce attraction and retention were issues for the sector and is seeking to address this through the Workforce Plan. This guide is part of a framework that encompasses onboarding, supervision, peer support, coaching and mentoring with supplementary information on performance appraisal and probation.

It is envisaged that the availability of information, tools and templates across these areas will enable organisations in the Industry to streamline their policies and procedures. Further, the implementation of like policies and procedures across organisations will result in staff having a more consistent experience when moving within the Industry.

This guide is focused on both paid employees and volunteers who work in the Industry. Throughout the guide employees and volunteers are referred to collectively as 'staff'. This language is important because it identifies that volunteers are a critical part of the Industry's workforce and should be recognised and valued as such.

This guide was created using research obtained through an extensive environmental scan, as well as through consultation with the Industry. The information and tools provided throughout have been curated from research and developed to cater to the unique characteristics of the Industry. The research consulted, and the information provided are not exhaustive, but are examples of good practice that can be implemented by any organisation. Where a concept, statistic, model, tool or template has been copied or adapted from a specific source this source has been provided in the endnotes.

This guide is by way of general information and is designed for discretionary use. It does not replace the requirement to obtain specific operational, legal, insurance, or other advice. Volunteering and Contact ACT accepts no responsibility for any errors in the information provided, nor the effect of any such errors. The project was finalised in March 2019.

HOW TO USE THIS GUIDE

This guide is designed to give an overview of what is involved in the onboarding process. The guide is a tool that provides information on the different elements of onboarding and the mechanisms that can be used to implement and achieve effective onboarding in your organisation. The guide contains tools and templates that may be used during the onboarding process.

When using this guide, it is imperative that you consider the risk profile of your organisation. For example, some of the tools and templates provide a baseline, but may not be sufficient if your organisation must adhere to specific legislation or national quality standards. In these circumstances it is recommended that you seek further advice, especially regarding policies, to ensure they are compliant with all requisite legislation, standards, and other safeguarding mechanisms.

When considering your organisation's onboarding process, it is important to consider your risk profile and the level of onboarding required to introduce people in a way that is conducive to them becoming

confident and productive in the workplace. Not all the concepts introduced in this guide may be relevant for your organisation – they are provided so that you can decide what is appropriate for you. The tools and templates provided are what would be considered the foundational building blocks for onboarding. They are not designed to be exhaustive, rather they provide a starting point that your organisation can adapt and improve.

ORGANISATIONAL SELF-ASSESSMENT

You are reading this guide because you are interested in onboarding. This guide has been structured to provide information on the key components of onboarding and how onboarding can be structured in your organisation. The following questions can be used to help you determine your organisation's level of maturity and competence when it comes to onboarding. If you identify areas of deficiency in your organisation's onboarding process example tools and templates have been provided to accompany the theoretical concepts in this guide. These tools and templates are included as appendices and are available as individual, editable PDFs and Microsoft Word documents.

Onboarding Self-Assessment Questions

- ▼ Does my organisation have a policy on onboarding?
- ▼ Does my organisation have an onboarding procedure?
- ▼ Is the process for onboarding clearly documented and easy to follow? Could anyone in my organisation pick up the process and onboard a new staff member effectively?
- ▼ Does my organisation talk about onboarding and prioritise it?
- ▼ Does my organisation dedicate resources to onboarding?
- ▼ Has my organisation considered pre-boarding new staff prior to their first day?
- ▼ Does my onboarding process continue after the initial induction on a new staff member's first day?
- ▼ Do staff in my organisation know about our onboarding process and what do they think of it?
- ▼ Do staff in my organisation feel like the onboarding process gives them sufficient information and training to execute their roles effectively?
- ▼ Does my organisation's onboarding process include the provision of all information, including relevant forms and information on supervision, ongoing support, probation, and performance appraisal mechanisms?

In addition to ensuring you have adequate policies and procedures in place to support onboarding there are other important aspects to consider, including:

- ▼ How does my organisation store confidential information? Is this in line with privacy and confidentiality requirements and is this communicated with staff?
- ▼ Does my organisation know if onboarding of staff is consistent?
- ▼ How is my organisation monitoring compliance with our onboarding policy and procedure?

- ▼ How often is my organisation reviewing our onboarding policy and procedure? Am I confident our policies and procedures have been updated in line with any legislative, regulatory or insurance changes?
- ▼ Are all staff, including employees and volunteers, being onboarded in the same way? If not, what are the differences and why?

INTRODUCTION

WHAT IS ONBOARDING?

Onboarding is the process of integrating a new staff member into an organisation. Structured onboarding programs provide training and information on organisational processes, technologies, and team dynamics. The goal of onboarding is to enable new staff to become independent, productive, and confident members of the team.

Onboarding is a comprehensive process that usually involves multiple staff and can last three to six months depending on the complexity of a new staff member's role. Onboarding is more than induction or orientation and should be treated as a strategic approach to initialising and supporting staff engagement and performance.

Your organisation should have a formal onboarding process that is tailored for your workplace and based on your risk profile. Onboarding should be applied consistently to all staff and should have the goal of enabling staff to achieve reliable independence: this occurs when a new staff member requires no more resources from co-workers or managers than the average work collaboration.

WHY IS ONBOARDING IMPORTANT?

A structured and consistent onboarding approach has been shown to aid workforce retention and staff satisfaction. Further, it ensures that all staff receive the same information and training on standardised processes and understand the expectations of them as well as their obligations. Over the long-term, onboarding aids retention through increasing the productivity, efficiency and wellbeing of staff.

Without clear and structured onboarding processes staff may be unable to integrate properly into an organisation, which may cause them to feel unprepared and ineffective. This can lead to staff feeling dissatisfied in their role and creating 'team debt' where a new staff member's lack of understanding or knowledge places an undue burden on existing members of the team.

Onboarding has a high return on investment; the more effort you invest, the better the results.

WHAT DOES ONBOARDING INVOLVE?

There are four core components of onboarding:

1. PRE-BOARDING

Pre-boarding occurs between offering someone a role and that person commencing in their role. Enabling new staff to fill out documentation and read relevant information prior to starting in their role streamlines the onboarding process.

2. INDUCTION

Induction is usually performed face-to-face with a new staff member, beginning on their first day. Induction covers the high-level information new staff need to know to do their job, including the location of things such as the first aid kit, bathrooms, and fire exits.

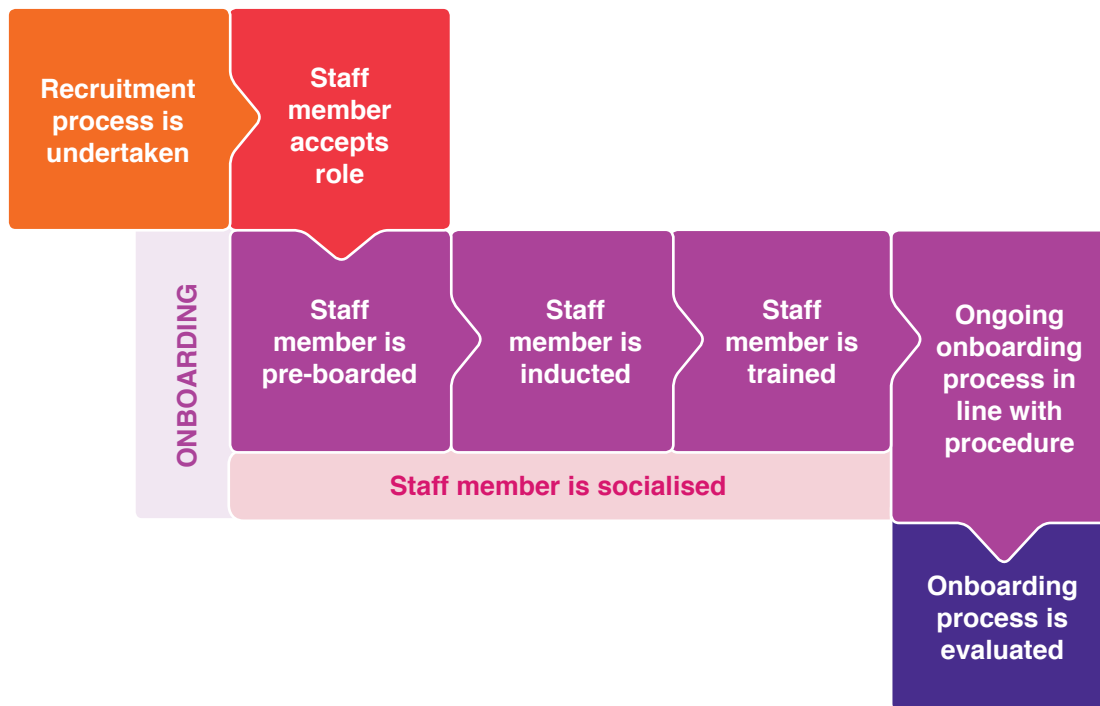
3. TRAINING

Training during onboarding covers the practical elements of a person's role, including what the staff member needs to know about policies, procedures, systems and processes.

4. SOCIALISATION

Socialisation includes meeting existing staff and being introduced to company culture and how people in the organisation like to work.

ONBOARDING PROCESS MAP



TOP TIPS FOR ONBOARDING

- ▼ Get the basics right by making the navigation of bureaucracy and paperwork easy
- ▼ Automate forms management by sending information in advance and allowing new staff to submit forms electronically
- ▼ Comply with privacy and confidentiality requirements and ensure all documentation is kept in a secure location with limited access
- ▼ Centralise the process by having one person or department responsible for the foundations of onboarding, who then involve other staff as required
- ▼ Treat onboarding as a team effort and involve multiple people during induction to encourage socialisation and cross-pollination of knowledge
- ▼ Align onboarding goals to business goals and enhance engagement by giving new staff meaningful tasks they can complete on their first day and during their first week
- ▼ Articulate the impact the new staff member will have on organisational goals
- ▼ Monitor, measure, and improve your onboarding process over time
- ▼ Remember! Staff includes both paid employees and volunteers. In most instances they should be treated the same, though volunteers may not need as much information during onboarding as an employee (e.g. information on payroll and superannuation)

LINK WITH OTHER GUIDES

This Guide to Onboarding is the first guide in a series aimed at enhancing staff onboarding and ongoing support. There will be concepts and tools introduced in this guide that are covered in greater detail in the other guides that make up the series. These concepts and tools are introduced here because they will usually be referenced during onboarding, despite their use coming during later stages of a staff member's engagement with your organisation. Where concepts and tools are introduced in this guide, references will be made to where further information, including templates, can be found in other guides.

PRACTICE GUIDELINES

Onboarding plays a critical role in integrating new staff into your organisation and equipping them with the knowledge and tools to undertake their role effectively. Onboarding:

- ▼ is a formally structured process that is delivered consistently to all new staff;
- ▼ is an ongoing process that doesn't cease following induction;
- ▼ should always be conducted with the aim to enhance the experience of new staff joining the team; and,
- ▼ should be regularly evaluated to ensure the process is conducive to positive outcomes.

Set out in the remainder of this guide are the following tools to assist organisations to design, document and manage a formal onboarding process:

- ▼ Information on the core components of good onboarding
- ▼ Sample 90-day onboarding plan
- ▼ Sample first day schedule
- ▼ Checklist templates that can be used to drive your onboarding process from an organisational and individual level
- ▼ Sample forms relevant to onboarding

POLICY

Your organisation should have a policy that covers onboarding for all staff. The policy should be a high-level statement of intent about your organisation's onboarding process. Organisational policies are usually endorsed by the Board of Directors or similar, and rarely change over time.

When creating your onboarding policy, it is important to consider all the factors in your working environment that need to be reflected in your policy. This includes references to any legislative, insurance, quality standards, or other safeguarding mechanisms that apply to your organisation. There may also be specific provisions in your funding agreements that affect your policy, and this should be reflected in the content. The policy template in this guide provides a starting point, but it is likely there are additional considerations for your organisation based on your risk profile and the programs and services you deliver. This may be one area where you choose to seek further advice, such as legal advice.

A Policy Template can be found at [Appendix A](#)

PROCEDURE

In addition to a policy, your organisation should have a documented onboarding procedure. The procedure drills down into the detail of your onboarding process. The procedure also outlines who is responsible for exercising various aspects of onboarding, and what documentation requires sign off and by whom.

Onboarding is often seen as the responsibility of Human Resources, but research demonstrates that devolving the process by delegating responsibilities to team leaders, managers, and peers results in a more thorough onboarding experience and makes new staff feel more welcome. It is good practice to delegate various aspects of the onboarding process to different staff in the team, especially those who are responsible for a program or function of the organisation.

The complexity of your onboarding procedure will be dictated by your operational requirements. The more programs and services you deliver, the more likely your procedure will have additional elements. As much as practicable, have a standard onboarding process for all programs and services to ensure consistency.

A Procedure Template can be found at [Appendix B](#)

Part of your onboarding procedure may be a plan for onboarding following the initial induction. A 90 Day Plan is an example of an onboarding plan that provides a roadmap for progression for new staff. Having a plan ensures that onboarding after induction is not forgotten, and new staff are supported for their first three months on the job. It sets specific goals and provides a plan for who new staff will work with and when. The 90 Day Plan can also be linked to your organisation's probationary process. More information on probation can be found in the Supplementary Guide to Probation. Your organisation may choose to use the 90 Day Plan template provided in this guide, or you may have another tool that guides your onboarding process over time.

A 90 Day Plan Template can be found at [Appendix C](#)

New staff usually decide whether they are going to leave a role in their first six months. For this reason, it is imperative their introduction to your organisation is a positive one. Having a carefully planned first-day schedule ensures a new staff member's introduction is positive and aids with socialising them with the existing team.

An example First Day Schedule can be found at [Appendix D](#).

CHECKLISTS

A checklist is a great way to simplify your onboarding procedure and ensure that all new staff receive the same, consistent introduction to your organisation. The checklist should cover everything that needs to be done from the moment a new staff member has accepted a letter of offer for employment or signed on as a volunteer.

You may choose to have additional checklists for different parts of the onboarding process, such as information on corporate services, site orientation, and program inductions. These checklists will assist your organisation to automate the onboarding process and streamline the process for those responsible for onboarding by having a standardised approach.

Checklist Templates can be found at [Appendix E](#).

TEMPLATES

Creating templates is another way to automate the onboarding process. Having a standard email template announcing the commencement of new staff ensures that all new staff have the same introduction to the organisation. This also ensures existing staff are aware of the new arrival prior to them commencing in their role. Socialisation is a critical aspect of onboarding and plays a large role in how welcome and comfortable a new staff member feels. A standard email introduction breaks the ice and can provide talking points that enable welcoming conversation.

An Email Template can be found at [Appendix F](#).

Having templates for other common documents ensures consistency and reduces the amount of time staff need to spend on crafting documents when a new staff member starts with your organisation. A Letter of Offer template and Volunteer Assignment Agreement template have been included at appendices G and H. With both of these templates it is important to ensure that the standard terms align with your organisation's policies and procedures and any legal requirements. Many of the sections in the Letter of Offer will be dictated by your Enterprise Bargaining Agreement or relevant Award conditions.

PRE-BOARDING

Pre-boarding is the part of the onboarding process that takes place between when a new staff member is offered a role, and when they formally commence in their position. Pre-boarding new staff is an effective way to keep them engaged and can help them to become familiar with your organisation prior to starting. Sending information and forms in advance of a staff member's first day allows your organisation to demonstrate its commitment to the new staff member and reduce the amount of paperwork to be completed during induction. This allows the focus of induction to be centred on the organisation and the role, rather than paperwork.

Research in the corporate environment has shown that companies who pre-board are 11 per cent more likely to retain first-year employees and reduce their per hire costs by 1.6 times.¹ Online systems are the easiest way to implement pre-boarding as they are more accessible to staff who are not physically present in the workplace. A simple email with attachments is also an easy way to send pertinent information to new staff prior to their start date.

For more examples of what to include during pre-boarding see the Pre-Boarding Checklist found at [Appendix E](#)

INDUCTION

Induction is a critical component of a new staff member's introduction to your organisation. Induction starts new staff off with the right information and fulfils your organisation's legal obligation to train new staff to do their job safely and in line with relevant legislation and other compliance mechanisms. Induction should be consistent across all staff; however, some information such as payroll and superannuation will not be relevant for volunteers. Induction may be delivered online or in person and may take place over a few hours or a few days depending on the complexity of your organisation and the programs and services you deliver.

Induction provides an opportunity for you to highlight your organisation's commitment to inclusion and diversity, which are values embodied and driven by the ACT Community Services Industry. The culture of your organisation should celebrate and empower people of all genders and sexualities, from all cultures and with all abilities. An integral step in creating a workplace culture that celebrates inclusion and diversity is asking the right questions when a person commences in their role (and sometimes during pre-boarding). A resource on how to embed inclusion and diversity through onboarding can be found at [Appendix I](#).

Induction is also the point in time where you should familiarise new staff with your organisation's approach to supervision, performance appraisal and probation. More information on these three processes are found in separate guides.

An Induction Checklist can be found at [Appendix E](#)

TRAINING

All new staff will require some degree of training in your organisation's processes and systems. This training should occur as soon as reasonably practicable to ensure new staff have the knowledge and tools to perform their role.

Training requirements should be discussed with new staff during the recruitment process and all mandatory training should be further discussed during onboarding. New staff will likely need to undertake standard training, such as how to use IT equipment, programs, databases and platforms. In addition, new staff will require some degree of training in work, health and safety and workplace procedures. Training in organisation-wide processes and systems should be delivered consistently to all new staff. Training may be delivered by the person responsible for induction, the new staff member's supervisor or manager, or another colleague.

New staff may also need to undertake role-specific training prior to or upon commencing with your organisation. Creating a standard training plan for new staff is a great way to ensure everyone is receiving the same training and this part of onboarding is applied consistently.

If staff require additional, external training to complete their role, this should be planned for in advance of their start date. Such training should be scheduled early on, or even prior to the start date, of a new staff member commencing with your organisation. Training may be required for legislative or other quality safeguarding or compliance reasons.

SOCIALISATION

Socialisation is one of the most critical components of onboarding. Socialisation has two objectives: familiarising new staff with your organisation's culture and values and helping them to foster new relationships in the workplace. Socialisation is also important for the existing team, so they can get to know new staff and understand the role they will be undertaking in the organisation.

Socialisation should begin during the pre-boarding phase when you introduce new staff to the existing team prior to their start date. From induction onwards, socialisation should be built into all onboarding activities. Having different members of the team deliver different components of onboarding can help to foster socialisation. Organisations have an ongoing responsibility to involve and socialise people to promote collaboration and teamwork and to build happy and healthy relationships in the workplace.

BUDDYING

Buddying is a great way to introduce new staff to an organisation. It provides the new staff member with a dedicated colleague to shadow and ask for advice. A buddy also enables new staff to understand the nuances of their role and learn from someone who is experienced in the role or program. Buddying aids with socialisation by providing new staff with an ally in the workplace who can introduce them to co-workers and help them feel like part of the team.

EVALUATION

Evaluating your onboarding process is an important part of your organisation's feedback strategy. The evaluation gives you valuable information about the experience of new staff, and helps you understand where there is room for improvement. This evaluation may be a one-off survey or may be a process that takes place over time.

You may choose to separate your evaluation into different sections such as recruitment, onboarding experience, engagement, organisational alignment, and role perception. This guide includes some questions you can ask within each section. Asking questions that require a rating will enable you to compare responses to determine trends and analyse gaps.

As onboarding can be a process that takes place over time, your organisation should consider at what point you should be asking for feedback from new staff. This may be following their initial induction, after a few weeks, or later into their first few months on the job. When you decide to seek feedback on the onboarding process will dictate what kinds of questions you will ask new staff.

A list of sample feedback questions can be found at [Appendix J](#).

CONCLUSION

This Guide to Onboarding covers the fundamental aspects of onboarding that are applicable across most organisations and service types. As identified above, the complexity of your onboarding process will be dictated by the characteristics of your organisation, including your unique risk profile. If your organisation must adhere to quality standards, it is likely this will form a critical component of onboarding as it is non-negotiable and is a responsibility of all staff.

In addition to the different elements outlined in this guide, your organisation may have supplementary components to your onboarding procedure. This may include things such as the use of an online system for delivering information and training. Whatever your approach to onboarding, it should be thorough and consistent.

FURTHER RESOURCES

This guide has been developed using information and adapting material obtained through a variety of sources. A curated list of these sources has been provided below for those interested in further information or research regarding the concepts, tools and templates provided in this guide.

PROCESSES

[Public Trello Board](#) - a great example of a free, online onboarding process.

[6 Steps to Create an Effective Employee Onboarding Experience](#) – this article distils the six steps of onboarding into an easy-to-follow guide. If onboarding is a new concept in your organisation this process provides a good starting point.

[How to Get Employee Onboarding Right](#) – this article talks about the difference between onboarding and other induction processes and the rationale behind why onboarding makes good business sense.

INFORMATION AND RESEARCH

[The Onboarding New Hire Statistics You Need to Know](#) – this infographic represents key onboarding statistics based on research and practice in the workplace.

[What Was Management Thinking? The High Cost of Employee Turnover](#) – this article explains the cost of staff turnover to an organisation.

[Onboarding and the Cost of Team Debt](#) – this article explains the concept of 'team debt' and demonstrates how good onboarding both reduces team debt and increases the productivity and wellbeing of new staff.

[How Employee Onboarding can increase Productivity and decrease Turnover to create Profits](#) – this article explains the link between onboarding and turnover, demonstrating how onboarding is a tool that reduces human and financial loss over the long-term.

[18 Jaw-Dropping Onboarding Stats You Need to Know](#) – statistics on the relationship between onboarding and retention, turnover, performance and productivity.

TOOLS AND TEMPLATES

Onboarding Policy – sample policy template that has been adapted at Appendix A to this guide.

Leaders' Guide to Onboarding – a comprehensive guide to onboarding from a leadership perspective.

Sample of Employee Onboarding Survey Questions – sample employee onboarding evaluation questions that have been adapted at Appendix J to this guide.

Employee Induction and Onboarding Procedure – sample onboarding procedure that has been adapted at Appendix B to this guide.

The Ultimate Onboarding Checklist – sample onboarding checklist that has been adapted at Appendix E to this guide.

APPENDIX A – ONBOARDING POLICY TEMPLATE

Policy Title	Staff Onboarding Policy
Policy Owner	
Policy Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Staff Onboarding Policy governs the onboarding process for all new staff at

SCOPE

This policy applies to all staff, including employees and volunteers.

DEFINITIONS

Pre-boarding: the part of the onboarding process that takes place between when a new staff member is offered a role, and when they formally commence in their position.

Onboarding: the process of integrating a new staff member into an organisation.

POLICY STATEMENT

_____ is committed to welcoming and integrating staff through a robust onboarding program.

_____ recognises that a structured onboarding program is a crucial aspect of staff engagement and enables new staff to become confident and productive in their role.

PROCEDURE OVERVIEW

The policy is accompanied by the Staff Onboarding Procedure that provides detailed information on the processes involved throughout the different stages of onboarding. The Staff Onboarding Procedure details the persons responsible for onboarding new staff.

EVALUATION

All new staff are surveyed about their onboarding experience. This survey is important from a continuous improvement perspective and is to be conducted once onboarding has been completed. The [redacted] is responsible for conducting the onboarding evaluation process for all new staff.

REVISION HISTORY

Version	Change	Author	Date of Change

APPENDIX B – ONBOARDING PROCEDURE TEMPLATE

Procedure Title	Staff Onboarding Procedure
Procedure Owner	
Procedure Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Staff Onboarding Procedure details the processes for onboarding new staff. The procedure also details the roles and responsibilities associated with onboarding and sets the expectations of the onboarding process.

SCOPE

This procedure applies to all staff, including employees and volunteers.

DEFINITIONS

Pre-boarding: the part of the onboarding process that takes place between when a new staff member is offered a role, and when they formally commence in their position.

Onboarding: the process of integrating a new staff member into an organisation.

RESPONSIBILITIES

The [redacted] has responsibility for ensuring the onboarding procedure is applied fairly and consistently to all new staff. The [redacted] will delegate different parts of the onboarding process to other members of the [redacted] team. Anyone who has been delegated responsibility by the [redacted] to conduct an aspect of onboarding must comply with the Staff Onboarding Policy and this procedure.

[redacted] values inclusion and teamwork. Socialisation is an important part of onboarding for a new staff member, and the sharing of onboarding responsibilities enables new staff to meet their colleagues and become more familiar with [redacted]

[redacted] prides itself on being a workplace of choice and recognises onboarding as a powerful means of ensuring new staff feel like productive and confident members of the team.

PROCESS

Pre-Boarding

To encourage engagement with first day with the organisation.

all new staff will be pre-boarded prior to their

The pre-boarding checklist.

is responsible for pre-boarding new staff in accordance with

Onboarding

First Day Schedule

The and the new staff member's supervisor/ manager are responsible for setting the new staff member's first day schedule. This will include:

- Greeting the new staff member
- Introduction to the team
- Induction
- Site orientation
- Overview of the position
- Overview of the first week

Training

New staff will be provided with training on how to use systems in the workplace during their first week and on an ongoing basis as required. This training will be conducted by the

Socialisation

All staff at their learning and development.

are encouraged to network with their peers to facilitate

encourages peer support in

the workplace. On a new staff member's first day the

will introduce

them to a 'buddy' in the workplace. This buddy will be a more experienced peer who can guide the new staff member through the first day and first few weeks of their time with

Evaluation

Evaluation of the onboarding process is undertaken to ensure new staff feel comfortable and confident in their role, and to foster continuous improvement. After following the onboarding process the

will send new staff

Sign Off

All new staff are required to acknowledge that they have read and understood the code of conduct and all relevant policies and procedures.

The is responsible for obtaining sign off after the initial organisational induction has been completed and for storing this on the staff member's file.

APPENDIX C – 90 DAY PLAN TEMPLATE

▷ 30 Days	▷ 60 Days	▷ 90 Days
Weekly one-on-one catch ups between new staff member and their supervisor	Weekly/fortnightly one-on-one catch ups between new staff member and their supervisor	Weekly/fortnightly one-on-one catch ups between new staff member and their supervisor
New staff member is given ownership of a project	New staff member begins to collaborate with others	New staff member is able to work independently
Focus is on learning organisational specific processes and systems	Additional training is undertaken by new staff member as required	New staff member is more accountable for their work and their contribution to organisational objectives
New staff member attends team and staff meetings	New staff member starts 'contributing to the conversation' more often	New staff member has become more proactive and involved in the organisation
New staff member works with supervisor to set goals/metrics/KPIs	New staff member is able to show progress towards goals/metrics/KPIs	New staff member is able to show delivery against goals/metrics/KPIs
New staff member works with supervisor to build a professional development plan	New staff member identifies areas for skill development and continuous improvement	New staff member shows skill acquisition and competency in applying skills
New staff member engages in peer support	New staff member engages in peer conversations	New staff member is an active part of two-way peer relationships
Initial probation discussion completed (may be part of regular supervision meetings, but is a distinct conversation)	Mid-point probation discussion completed (may be part of regular supervision meetings, but is a distinct conversation)	Final probation discussion completed (may be part of regular supervision meetings, but is a distinct conversation and will occur in accordance with the organisation's probationary process, which may be longer than 90 days)

APPENDIX D – EXAMPLE FIRST DAY SCHEDULE

Having a set schedule for a new staff member's first day will ensure there is enough work to do and their introduction to the workplace is not overwhelmed by paperwork and information. Try to include small 'wins' on a new staff member's first day so they feel accomplished and get an understanding of the types of tasks they are likely to perform in their role. Tying first day tasks to socialisation is an effective way to ensure new staff members get a chance to interact with their colleagues. Try to minimise the number of tasks that require intense concentration and lots of reading as it is unlikely new staff will retain high volumes of information presented to them on their first day.

Below is a list of tasks that a staff member could complete on their first day to ensure a positive introduction to your organisation. It is imperative that preparations are made in advance for the arrival of a new staff member; it should not feel like a surprise when someone turns up for their first day. Responsibility for pre-arrival planning may sit with the new staff member's direct supervisor, or various members of the team may share responsibility for aspects of the first day schedule. Make time for meaningful interactions with others.

Some things to consider including in a first day schedule:

- ▼ Greet the new staff member at the time and place specified in the email sent to them during pre-boarding.
- ▼ Take the new staff member on a tour of the office/site. Introduce them to colleagues along the way. Make sure you show them where important things are located such as the bathrooms, emergency exits, first aid kit, kitchen, and storerooms.
- ▼ Show the new staff member their workstation.
- ▼ Introduce the new staff member to your organisation's vision, mission and values. Involve your CEO or a member of senior management in this conversation.
- ▼ Take time to talk about the positive workplace conditions you have in place to care for the health and wellbeing of staff. Encourage the new staff member to familiarise themselves with any perks and to access them regularly.
- ▼ Take the new staff member to your organisation's favourite coffee shop. Sit and have a tea or coffee with them and ask how they are feeling and what they are most excited about.
- ▼ Start the formal induction with the new staff member. Cover off the most important information up front. Consider if there are any aspects of induction that can be delayed until later in the week/month.
- ▼ Help the new staff member log in to their computer. Have a colleague (who works in IT or who will be working in the same team as the new staff member) show them the basics of navigating your organisation's filing system and online workspace (if applicable).
- ▼ Provide the new staff member with all the essential forms they need to fill out (this may have been completed during pre-boarding). If possible, enable forms to be filled out and submitted electronically.
- ▼ Show the new staff member the kitchen and staff breakout area. Ensure this occurs at a time when other staff are likely to be having lunch to provide another opportunity for socialisation. If the staff member needs to go out for lunch give them information on popular places to eat and consider accompanying them. Try not to let new staff eat lunch alone on their first day and during their first week unless this is their preference.

- ▼ Provide the new staff member with any security information and equipment they need such as an ID badge and alarm code. Take them through the general procedure for opening and closing the office if they are likely to do this in their role.
- ▼ Give the new staff member a 'read me' list with links to all of the important documentation you require them to read. This is likely to include all relevant policies and procedures, your organisation's code of conduct, and any other material relevant to their role.
- ▼ Show the new staff member how your organisation invites people to meetings, including how to book a room if required. Help the new staff member invite all relevant colleagues to provide mini-inductions on their area/program.
- ▼ Continue to go through your organisation's formal induction process in as much detail as time permits. Allow time for questions and to thoroughly explore aspects of induction such as inclusion and diversity. Focus on the parts of induction that give the new staff member a feel for how your organisation operates, rather than the more technical aspects.
- ▼ De-brief with the staff member at the end of their first day. Ask them how they are feeling and if they have any questions about what has been covered so far. Take them through what they will do next time they come in (this may be the next day, or for volunteers it may be next week or later in the month).
- ▼ You may consider giving the new staff member an early mark so they have additional time to process everything they've learnt.

APPENDIX E – CHECKLIST TEMPLATES

PRE-BOARDING CHECKLIST - ORGANISATION

- Call new staff member following acceptance of offer to touch base and outline next steps**

- Send welcome email, including where applicable:**

- Letter of Offer/Volunteer Assignment Agreement
- Confirmation of start date, time, location, and contact person
- First day schedule
- Position Description
- Forms

- ▷ *Personal Details Form*
- ▷ *Background Check Application Form*
- ▷ *Tax File Declaration Form*
- ▷ *Superannuation (Super) Standard Choice Form*

- Organisational information

- ▷ *Organisation Chart*
- ▷ *Strategic Statement*
- ▷ *Code of Conduct*
- ▷ *Human Resources Policies and Procedures*
- ▷ *Fair Work Information Statement*
- ▷ *Enterprise Bargaining Agreement or relevant Award*
- ▷ *Dress Code*
- ▷ *Parking/transport options*
- ▷ *Summary of staff benefits*

- Ask new staff member if they have any accessibility requirements

- Prepare workstation**

- Set up workstation
- Assign email address
 - ▷ *Add email to calendars and mailing lists*
- Organise system logins
 - ▷ *Provide passwords to any generic logins*
- Order IT equipment
- Order stationery
 - ▷ *Order business cards*
- Prepare welcome pack

- Send introductory email to all staff**

- Introduce new staff member
- Detail staff member's role and department/program/team
- Announce start date, time and location
- Share information on staff member's background (work experience, skills and interests)

- Enter staff member's information into HR system**

ONBOARDING CHECKLIST

Meet and greet staff member

Introduce staff member to team

Conduct induction

- Save induction paperwork in staff member's file
 - Send finance paperwork to person responsible for finance
-

Take staff member on office/site orientation

Show staff member workstation and assist with logging in

Provide links to corporate documentation, including policies and procedures

Provide links to useful reading and resources

Provide frequently asked questions document that details:

- How to order equipment and stationery
 - How to log IT issues
 - Who to go to for help
 - How to troubleshoot common issues
-

INDUCTION CHECKLIST

GENERAL ▾

- Overview of organisation
- Overview of services/programs
- Overview of organisation structure
- Code of conduct

OFFICE & FACILITIES ▾

- Site map
- Computers and workstations
- Car parking
- Staff meetings
- Kitchen/bathroom etiquette
- First aid kit
- Emergency exits and emergency procedures

SECURITY ▾

- Keys
- Alarm code
- ID badge
- Passwords
- Handling client/stakeholder information
- Storage of information
- Working remotely

POLICIES & PROCEDURES ▾

- Overview of policies and procedures
- Operational procedures
- Probation
- Performance appraisal
- Conflict resolution
- Use of private motor vehicle
- Insurance
- Working with Vulnerable People Scheme
- Reimbursement
- Travel allowances
- Privacy and confidentiality
- National Standards for Volunteer Involvement
- Cultural awareness
- Inclusion and diversity
- Bullying
- Sexual harassment
- Anti-discrimination
- Style guide

FORMS ▾

- Personal Details Form
- Tax File Number Declaration
- Superannuation (super) standard choice form
- Performance Planning and Development Plan
- Personal Development Plan

WORKPLACE HEALTH & SAFETY ▾

- WHS rights and responsibilities
- WHS representative/group
- First aid
- Evacuation procedure
- Reporting of risks
- Manual handling
- Food safety
- Employee Health and Wellbeing Program

STAFF CONDITIONS ▾

- Fair Work Information Statement
- National Employment Standards
- National Standards for Volunteer Involvement
- Enterprise Bargaining /Agreement/Award
- Union access/representation
- Leave entitlements
- Taxation
- Salary packaging
- Time sheets
- Superannuation
- Role description
- Notification of absence or lateness
- Work hours
- Meal breaks
- Supervision
- Staff support mechanisms e.g. peer support, coaching and mentoring

SIGN OFF ▾

- Staff member
- HR representative
- Direct supervisor
- Other staff involved in induction

WEEK 1 ▾

- Organise induction with each person responsible for a program/business function
- Organise training in workplace systems/technologies
- Organise morning tea/lunch to welcome and socialise new staff member
- Catch up with new staff member at end of first week to discuss onboarding process and next steps

MONTH 1 ▾

- Organise catch up with new staff member to find out how they are settling in (repeat once a month as required until onboarding is completed, and the new staff member feels integrated)

EVALUATION ▾

- Send new staff member Onboarding Feedback Survey
- Save survey results
- Make improvements as required based on practice and survey responses

APPENDIX F – EMAIL TEMPLATE

Dear Staff,

On _____ will be starting in the position of _____

_____ will be working
on _____

Please make _____ feel welcome when they come on board with us.

Kind regards,

APPENDIX G – LETTER OF OFFER TEMPLATE

A letter of offer should be dated, addressed, and marked private and confidential. Letters of offer can be posted or can be sent electronically.

▶ **The letter of offer should start with the position title and the organisation name.**

We are pleased to offer you employment in the position of (insert position title) with (insert organisation name) on the terms and conditions set out in this letter.

▶ **The body of the letter should set out the terms and conditions of the offer including:**

1. POSITION

- 1.1 Include position start date
- 1.2 Detail employment type (full time, part time, casual, contract)
- 1.3 Include the contract end date if applicable
(note that in the Community Services Industry many positions will be dependent on ongoing funding and this should be noted with a contract end date or clause to this effect)
- 1.4 Note that the duties of the position are in accordance with an attached Position Description
- 1.5 Note the location where the position will be undertaken

2. PROBATION

- 2.1 Note the length of probation and any other pertinent information

3. TERMS AND CONDITIONS OF EMPLOYMENT

- 3.1 Note the terms and conditions that apply to the employment. This might be an Award or an Enterprise Bargaining Agreement.
- 3.2 Note that all terms must meet the National Employment Standards

4. ORDINARY HOURS OF WORK

- 4.1 Detail the ordinary hours of work and how these may be performed
- 4.2 Note any arrangements for time off in lieu/flex time

5. REMUNERATION

- 5.1 Detail when employee will be paid and at what rate
- 5.2 Detail how and when superannuation payments will be paid, noting the Superannuation Guarantee (Administration) Act 1992 as the governing piece of legislation.
- 5.3 Note whether Salary Packaging benefits are available

6. LEAVE

- 6.1 Detail relevant leave entitlements

7. EMPLOYEE OBLIGATIONS

7.1 Detail the obligations of the employee, which may include:

- a) Reading and agreeing to abide by your organisation's code of conduct;
- b) Performing all duties to the best of their ability at all times;
- c) Using their best endeavours to promote and protect the interests of your organisation; and,
- d) Following all reasonable and lawful directions given to them, including complying with policies and procedures.

8. TERMINATION OF EMPLOYMENT – NOTICE PERIODS

8.1 Note the minimum notice period for termination to be given by your organisation when terminating someone's employment.

8.2 Stipulate the notice period required from the employee if they wish to terminate their employment.

9. PRIVACY AND CONFIDENTIALITY

9.1 Have a statement that acknowledges by signing the letter of offer, the employee agrees to uphold privacy and confidentiality requirements.

▷ Provide employees with a contact person to discuss the letter of offer:

If you have any questions about the terms and conditions of employment, please do not hesitate to contact (insert contact's name) on (insert contact number).

▷ Set the conditions for acceptance:

To accept this offer of employment, please return a signed and dated copy of this letter by (insert date).

▷ Letter of Offer should be signed off by an authorised person of the organisation

Yours sincerely,
(insert authorised person's name)
(insert authorised person's position)
(insert organisation name)

▷ Include an acceptance clause that the employee can sign and return

I, (name), have read and understood this letter and (insert organisation name)'s code of conduct and accept the offer of employment from (insert organisation name) on the terms and conditions set out in this letter.

Date: _____

Signed: _____

Print Name: _____

APPENDIX H – VOLUNTEER ASSIGNMENT AGREEMENT

A Volunteer Assignment Agreement outlines the key points of what a volunteer and an organisation can expect from one another. The agreement enables a single point of sign-off for all documentation and should include a timeframe. The agreement is also an important document for organisations to manage their obligations in relation to work, health and safety requirements.

A Volunteer Assignment Agreement may be referred to as a Deed of Agreement. This is a "special type of binding promise or commitment to do something, that is not the same as a contract."² A Deed may be put in place where a volunteer is dealing with an organisation's confidential information and intellectual property.

A sample Deed of Agreement can be found on page 30 of Not-for-Profit Law's [National Volunteer Guide](#). Depending on the responsibilities of a role, a full Deed of Agreement may be needed. In other cases, a simple one-page Volunteer Assignment Agreement may be sufficient. It is up to your organisation to determine, based on a risk assessment, how much information needs to go into the agreement.

Be clear that a volunteer is being engaged as a volunteer and ensure that there is no room for misinterpretation. After establishing the role is a volunteer role you should set out the rights and responsibilities of both the organisation and the volunteer.

VOLUNTEER ASSIGNMENT AGREEMENT TEMPLATE

Volunteers are an essential and valued part of the team at
This agreement tells you what you can expect from us, and what we can expect from you.

This Agreement is made between
and

Commencement Date

Program/Service

Position

Commitment

Assignment Period

Review Date

Supervisor

will:

- ▼ Introduce you to how the organisation runs and your role within the organisation
- ▼ Provide you with a written position description so you understand your role and the tasks you are authorised to perform
- ▼ Provide you with a full induction and any other training necessary for your role
- ▼ Assign you a Volunteer Manager who will be available to answer questions and provide feedback
- ▼ Comply with our obligations under the Work, Health and Safety Act
- ▼ Protect your privacy and confidentiality
- ▼ Reimburse you for pre-approved out-of-pocket expenses
- ▼ Provide you with Volunteer Personal Accident Insurance whilst you are carrying out duties on behalf of the organisation and in accordance with your position description
- ▼ Give you an opportunity to participate in decision-making processes within the organisation
- ▼ Consult with you and keep you informed of any changes within the organisation
- ▼ Actively seek your feedback on how your role or other processes within the organisation could be improved
- ▼ Apply our complaints procedure should the need arise

will:

- ▼ Abide by the code of conduct and other policies and procedures
- ▼ Work reliably in accordance with my position description
- ▼ Advise my manager if I am unavailable or unable to carry out any specified duties
- ▼ Comply with my obligations under the Work, Health and Safety Act
- ▼ Undertake training as required
- ▼ Discuss any variation of duties or the desire to move to other tasks with my manager
- ▼ Agree to return my volunteer parking permit upon completion of my volunteer work
- ▼ Observe confidentiality and privacy laws and not disclose any information, contracts, documents, resources or personal details to any third party whilst I am volunteering or at any time thereafter unless required to do so by law.

Your manager will be

Volunteer's Signature: _____ **Date:** _____

Volunteer Manager's Signature: _____ **Date:** _____

APPENDIX I – EMBEDDING AN INCLUSIVE WORKPLACE CULTURE

The ACT Community Services Industry celebrates and empowers people of all sexualities and genders, from all cultures, and with all abilities. Being an inclusive workplace is more than words in a policy; it is about creating an environment that caters to the needs of all people, so they feel welcome and are able to thrive. Across the sector all organisations should be striving to a just system where diversity and inclusion are routine.

Your organisation should endeavour to regularly assess culture, inclusion and diversity. Part of this process should be creating cross-cultural awareness within the workplace and liaising with staff to determine what they see as diversity and inclusion. It is vital that your organisation provides opportunities for staff to share personal information about themselves in a safe space.

True inclusion and diversity includes all considerations about a person's unique experiences. This includes, but is not limited to, understanding and accepting their cultural heritage, linguistic background, gender, sexuality, and abilities.

The ACT Community Services Industry provides a safe place for people with diverse sexualities, genders, cultural ethnicity, and abilities. The onboarding phase is a pivotal time to ensure all staff feel included and welcomed. The onus for creating an inclusive culture in the workplace is on the organisation. By not asking questions up front this onus is inadvertently shifted to the worker, who then has a responsibility to voice their needs. Therefore, diversity and inclusion should be emphasized during the onboarding process.

Below are some questions you can use as a self-assessment for your organisation to understand if your staff feel that the workplace is inclusive and embraces diversity. Questions asked during the preboarding and onboarding phases should be asked of all staff. It is important not to make assumptions or judgments about who may or may not need additional support or adjustments in the workplace and apply your process consistently and equitably.

Those who have a responsibility for writing/reviewing policies and procedures and those who deliver human resources functions should consider the following questions to assess whether your organisation is inclusive and accepting:

Does my organisation have a policy on diversity, inclusion and equal opportunity? Is this policy enacted during our organisation's recruitment and onboarding processes?

Are my organisation's recruitment processes accessible to people from all cultures and backgrounds and for those with diverse needs? Does my organisation actively seek to recruit and involve people from all cultures and of all abilities? How does my organisation address unconscious bias?¹

¹For more information on what unconscious bias is and how to address it in the workplace visit the Queensland Government's website [here](#).

Does my organisation set aside time to discuss diversity and inclusion? Are there opportunities to have discussions during regular meetings such as staff meetings?

Does my organisation make an active commitment to creating and celebrating an inclusive workplace?

What training and development opportunities does my organisation provide to improve understanding of diversity and inclusion in the workplace?

Will a non-binary or transgender person feel comfortable in our workplace? What is the basis for my answer to this question?

Does my organisation provide ongoing supports and networks for staff to participate in? For example, does my organisation have a CALD network, a women's network or a Pride network?

Does my organisation have a quiet room that can be utilised for faith purposes?

Asking open questions during onboarding (either prior to commencement or on a new staff member's first few days) ensures staff have the opportunity to reflect on the organisation and their individual needs. It is critical that you observe confidentiality requirements with new staff and allow them to decide what information about them is shared and with whom. The following questions can be asked of staff prior to or commencing with your organisation:

Please think about your needs and your work area - are there any alterations we can make for you that would make the workplace more accessible or comfortable?

Is there anything you would like us to know about your cultural or linguistic background? Would you like us to share this information with other staff?

Do you observe any cultural or religious holidays or practices you would like us to know about? Is there anything we can do to support you with this? Would you like us to share this information with other staff?

Are there any significant cultural or religious events you would like us to celebrate in the workplace? How can we do this effectively and how would you like us to involve other staff?

Is there any further information you would like us to know about you, your culture, religion, gender, sexuality or ability? What can we do to make you feel welcome and accepted in the workplace?

What can we do in the workplace to provide an optimal environment for you to thrive?

Another way to understand if your workplace is inclusive is to ask existing staff if they feel accepted by the organisation and their peers. This will also help you to understand if you could have done a better job during onboarding to understand and cater for people's needs. Consider providing a scale for people when answering the below questions, to understand the maturity of your inclusive practices and where there is room for improvement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Did you feel the onboarding process was inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the onboarding process encourage you to share any personal information you wanted the organisation or your colleagues to know about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you feel comfortable disclosing information about your needs, gender, sexuality, abilities, heritage, or background with the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the workplace has a culture that caters for your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the workplace embraces and celebrates your diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel like you are given opportunities to celebrate the diversity of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What could the organisation do to be more inclusive?

Do you have any other feedback or suggestions for improvement?

APPENDIX J – ONBOARDING FEEDBACK QUESTIONS

Please respond to the following statements using the rating scale.

RECRUITMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was provided with accurate information about during the recruitment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received timely communication about the status of my application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there something we could have done to improve the recruitment process?					

INTERVIEW	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
During the interview process I was asked questions relevant to the role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interview enabled me to demonstrate how my skills, experience, and qualifications aligned with the role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there something we could have done to improve the interview process?					

INDUCTION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I received good training on the processes and systems relevant to my role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident using the processes and systems relevant to my role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what I still need to learn to do my role well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I knew where to go to ask for help and felt comfortable doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the tools I need to do my role well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were there any topics not covered during induction that you think should be included?

What is the most important information a new staff member should receive?

ONBOARDING EXPERIENCE	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcome at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received sufficient information during onboarding to undertake the duties of my role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the requirements of my role and the expectations of me as a staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I am being productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is one thing we could have done differently to improve your onboarding experience?

ENGAGEMENT QUESTIONS	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am proud to work/volunteer for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe my input and ideas are valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I rarely think about looking for another role elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see myself working at in two years' time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivates me to go beyond the expectations of my role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly receive useful feedback from my supervisor about my performance and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have supportive co-workers and feel like I am part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend as a great place to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any further comments about your level of engagement at

ORGANISATIONAL ALIGNMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The values of align with my personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how my role contributes to the vision and mission of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience of the organisation has matched my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any further comments about the values, vision or mission of ?

ROLE PERCEPTION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My role matches my position description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I still feel my role is a great fit for my skills, experience, and aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how my work will be measured/evaluated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workload required of me is achievable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how my role contributes to the goals of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any further comments about your role?

ENDNOTES

- 1 Lahey, Z (2014) Welcome to the 21st Century, Onboarding! available online at <https://www.jivesoftware.com/pdf/analystreport/2016/03/Welcome-to-twentyfirst-century-onboarding-032016.pdf>
- 2 Not-for-Profit Law (2018) National Volunteer Guide, p. 29.