



NURSING ORIENTATION PROGRAM BUILDER

Essential Tools for Onboarding,
Orientation, and Transition
to Practice

DIANA SWIHART, PHD, DMIN, MSN, APN CS, RN-BC, FAAN

SOLIMAR FIGUEROA, PHD, MHA, MSN, BSN, RN, P-PCA



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HCPro
a division of BLR

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Dr. Diana Swihart, is a consulting partner with the Forum for Shared Governance and the CEO and Managing Partner for the American Academy for Preceptor Advancement and enjoys many roles in her professional career, practicing in widely diverse clinical and nonclinical settings. An author, speaker, researcher, educator, and consultant, she has published and spoken nationally and internationally on a number of topics related to servant leadership, preceptors, shared governance, new-employee onboarding and orientation, competency assessment, professional development, Magnet Recognition Program[®], research, and evidence-based practice.

Dr. Swihart has served on the editorial advisory board for the *Journal of Nursing Regulation* and as an ANCC Magnet Recognition Program[®] appraiser, as a board member for the ANCC Commission on Accreditation Commission, as the treasurer for the Association for Nursing Professional Development (prior to its name change), and as adjunct faculty at South University and Trinity Theological Seminary and College of the Bible distance learning programs. In 2015, Dr. Swihart was inducted as a fellow into the American Academy of Nursing for her work in developing preceptor specialty practice and certification.

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Dr. Solimar Figueroa brings more than 30 years of experience in her professional nursing practice. Now a Clinical Educator II in her current hospital-based position, her practice emanated from the Philippines, Kingdom of Saudi Arabia, Michigan, and Florida. Dr. Figueroa's experience includes operating room nurse, operating room in-charge nurse, director of nursing, chief nursing officer, assistant director of nursing, clinical educator, director clinical services, and certified preceptor specialist.

Dr. Figueroa serves as an appraiser with the American Nurses Credentialing Center (ANCC) for continuing education and the Practice Transition Accreditation Program and manages the Clinical Collaborations for the American Academy for Preceptor Advancement (AAPA). She has master's degrees in nursing and healthcare administration and her PhD is in nursing. She is an author, speaker, researcher, educator, and consultant. Her primary interests are preceptorship and leadership in healthcare and education.

Dedications

Judie Bopp reminds us: *The capacity to watch over and guard the well-being of others is an important gift, and one that is learned with great difficulty. For it is one thing to see the situation others are in, but it is quite another to care enough about them to want to help, and yet another to know what to do.* This work is dedicated to nurses and healthcare workers at every level of clinical and academic service, the staff, nurse leaders, educators, and executives in all healthcare professions who participate in onboarding new hires by developing, empowering, and supporting every one.

—Diana Swihart

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Every work, regardless of scope and size, is completed only with the help and inspiration of others. My heart and sincere thanks go to my beloved husband, Dr. Stan, for your support, encouragement, and unwavering belief in me.

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—Diana Swihart, PhD, DMin, MSN, APN CS, RN-BC, FAAN



To my sweetheart, my agape, my dearly loved Omie: Your unconditional love, support, and faith in my abilities are the reasons behind my successes, in addition to God's blessings. I thank you for everything. To my children, Jaeger and Nathan, you inspire me to be the mom I needed to be.

I also wish to acknowledge Dr. Swihart, who believed in me from the very beginning of our relationship and guided me through my professional journey. To all of my colleagues and friends who dreamt with me, I thank you for your support and encouragement. Thank you all for being a part of my success. To my mom Helen, who made night into day so I could go to the best school, I am proud to be your daughter. I am who I am today because of the sacrifices you made. *Mahal kita Nanay Helen.* To the Espino family, Kuya Fred and Ate Fely, thank you so much for loving us unconditionally despite all our shortcomings. Your support is truly a blessing

—Solimar Figueroa, PhD, MSN, MHA, BSN, RN, P-PCA

Preface

So never lose an opportunity of urging a practical beginning, however small, for it is wonderful how often in such matters the mustard-seed germinates and roots itself. —Florence Nightingale

New employees need practical and pragmatic preparation and support to successfully engage in their new roles and responsibilities. To meet the present and future demands of increasingly complex healthcare practice settings, new hires need opportunities to advance their communication, collaboration, and collegial skills. When you build strong onboarding processes, orientation events, and preceptorships, you can provide such opportunities to help new hires align with the mission, vision, values, and culture of your organization. People tend to stay with organizations that support and encourage them. To do so successfully through onboarding and orientation, you need some strategies and tools.

The purpose of *The Nursing Orientation Program Builder* is to provide leaders, educators, preceptors, and staff with the essential tools and ideas for practical approaches for creating effective onboarding and orientation programs to meet the evolving needs of new hires entering their organizations. In this book, you will find a compilation of information and tools from multiple thought leaders in nursing, education, and preceptoring to help you build effective and efficient new-employee programs.

The goals for this book are to provide a “big picture” process and some current definitions from the literature reflected in clinical practice believed to be important when onboarding, orienting, and preceptoring new employees to healthcare systems and medical centers. The unique needs of an organization or service depend on so many variables. That said, this book cannot provide the many unique elements inherent in orientations to organizations, services or departments, or disciplines (i.e., checklists for specific skills, reviews of physiology, medications for particular patient populations, or services directed at orthopedics, labor and delivery, emergency care, etc.). However, the tools, tips, and templates can be adapted and folded into any size of orientation for any target group of new hires. The content has been kept somewhat generic whenever possible to facilitate your ability to build an effective and efficient new-employee program to meet YOUR needs.

The Nursing Orientation Program Builder includes best practices, case studies, and information to help educators, leadership, and organizations create and refine their onboarding processes, orientation, and preceptoring activities, such as:

- Alignment with organizational culture and climate
- Mission, vision, and values
- National standards for quality and practice
- Regulatory requirements and competencies
- Evidence-based practice and research
- Interprofessional partnerships and unit team building
- Roles of nursing leadership
- Simulations in orientation
- New-employee programs

The Nursing Orientation Program Builder is organized into 21 chapters around a three-part strategic and tactical process for building and implementing your own new-employee onboarding and orientation program. Part I explores onboarding processes. In Part II, tools and strategies are provided for (a) organization and (b) service-specific orientations. Finally, Part III moves us from building programs to transitioning new hires into interprofessional collaborative practice. Each chapter begins with an inspiring and thoughtful quote.

Chapter 1 explains wayfinding for new hires through the processes and events of onboarding: recruitment, prehire, orientations, and preceptorships with transition to service.

Chapter 2 looks more closely at the prehire activities related to job descriptions, recruitment, screening, and peer interviews. It identifies the components of a sample position description and competency validation process for new hires and presents the elements of a new-employee program.

Chapter 3 reviews the importance of preceptoring new hires. It discusses how to identify and select preceptors for new employees and describes the preceptorship experiences during the onboarding, orientation, and competency development phases of the new-employee program.

Chapter 4 discusses ways to organize and facilitate onboarding processes by identifying goals and objectives, engaging the workforce, and establishing a timeline for orientation activities.

Chapter 5 reviews the role of quality management and continual improvement at points of service. It explores the role of clinical nurse leaders as partners in quality improvement and provides tools to help new employees build competencies for monitoring nurse-sensitive quality indicators and to collect, analyze, and apply data to patient outcomes.

Chapter 6 guides you through some of the whitewater of regulatory agency and mandatory standards, policies, and agency requirements related to creating a safe and healthy work environment.

Chapter 7 provides tools and strategies for creating the service-specific orientations, for bridging the gaps in organization, service-specific, and unit or area onboarding processes, developing orientation activities, and for developing new hires through supporting preceptorships.

Chapter 8 discusses the orientation and competency validation processes. It focuses on providing the structure and processes generally folded into a preceptorship linked to the new-employee program and applying Wright's competency assessment model to the program.

Chapter 9 offers strategies for folding simulations into new-employee onboarding processes. Case studies to use with or without special equipment invite participatory engagement in orientation activities.

Chapter 10 explores evidence-based practice, critical thinking, clinical judgment, and priority setting.

Chapter 11 considers leadership within the organization, service, and unit or work area: authority, accountability, ownership, and delegation. For example, new hires need to know the leadership, management, and professional levels of authority and shared decision-making within their new environments of care through rounding and reports.

Chapter 12 draws interprofessional partners and team members into the new-employee onboarding process to orient new hires to team-based care and approaches for working together effectively. Tips and tools for building healthy teams and engaging in collaborative practice with staff, interdisciplinary team members, and interprofessional partners are provided.

Chapter 13 provides strategies and tools for supporting new graduates, for bridging the gaps inherent in transitioning from academia to practice and from orientation through residencies and internships.

Chapter 14 features the KBPM approach to evaluating outcomes of onboarding to measure satisfaction, knowledge acquisition, and behavior; evaluate outcomes (satisfaction, analysis, influence); and analyze program expectations, statistical data, and program improvements.

Chapter 15 reviews the importance of mentoring new hires. It discusses how to identify and select mentors for new employees and describes the mentorship experiences during the onboarding, orientation, and competency development phases of the new-employee program.

Chapter 16 dives into verbal and nonverbal communication skills and barriers, exploring the principles of accurate communication.

Chapter 17 explores organizational ethics and the dilemmas they often present. Legal issues can arise when entering into new roles and responsibilities. This chapter provides information to open this conversation in the safety of onboarding and preceptored activities.

Chapter 18 offers strategies for working with foreign-educated new hires. Culture and diversity permeate our society and healthcare settings. The same tools and approaches for working with foreign-born or foreign-educated providers help build teams among diverse patient and provider groups.

Chapter 19 emphasizes the criticality of personal and professional self-care and stress management. As these new hires navigate their way through the many personal and work stressors encountered in new environments of care, these strategies and tools provide support for them to care for themselves and others.

Chapter 20 is dedicated to educators and professional development specialists who often build and manage your new-employee programs. This chapter speaks to evidence-based practice and research, competencies, needs assessments, planning and implementation, program evaluation, and special considerations for onboarding and orientation activities. Associations and committees provide resources, subject matter experts, and creative approaches to help mature new-employee orientation activities.

Chapter 21 lists some tips for building and improving new-employee programs.

The information presented in the *New Employee Nursing Orientation Program Builder* reflects the research and opinions of the authors, contributors, and advisors. Information, tools, and applications to practice are constantly shifting, changing, and evolving with new research and recommendations for onboarding new hires and the developing ideas about the education and support they require to be successful.

Because this book explores opportunities for preparing new hires for increasingly complex and uncertain work environments, we have provided you with some definitions, new theories and approaches to teaching and advancing new employees, and tools to help you create your own orientation programs. It is the authors' sincere hope you will add this work to your library and consider how you, too, might contribute to this growing body of knowledge and expertise.

—Drs. *Diana Swihart and Solimar Figueroa*

Continuing Education Instructional Guide

Nursing Orientation Program Builder

Target Audience

- Nursing
- Nursing education
- Staff development specialists
- Human resources

Statement of Need

Onboarding processes and orientation events have been around for a long time. Coaches, preceptors, and mentors continue to bring new-employees into organizations and successfully transition them into service. This book will help elevate and accelerate these processes, reduce the risk of failing—and losing—new-employees, and guide them in more quickly becoming productive members of their new teams.

It will provide definitions, tools, and evidence-based strategies and resources to help organizations recruit, hire, and retain the best-qualified employees and to provide them with a comprehensive, outcomes-focused onboarding and orientation program and methods to measure successful integration into service and practice.

Learning Objectives

At the completion of this continuing education activity, the learner will be able to:

- Describe the differences in onboarding, orientation, and preceptorships for new-employees
- Explain the role of climate, culture, and context of the organization for the new hire
- Identify the six basic levels for onboarding, orientation, and preceptorships for new hires

- Discuss best practices for recruiting and hiring knowledge-based workers
- List the benefits of a detailed job description
- Describe how peers can be involved in the interview process
- Describe the process for selecting and preparing preceptors for new hires
- Identify the basic elements needed to develop a preceptorship program policy to help guide orientation of new hires and their transition to practice
- Discuss the roles of feedback and evaluation in preceptoring new hires
- Describe the goals and objectives of organization orientation
- State two ways to engage the workforce: curriculum and content
- Discuss frequency and timelines of organization orientations
- Identify quality considerations for new-employees
- Describe the Plan-Do-Check-Act (PDCA) cycle
- Discuss the role of root cause analyses in quality and safety activities
- Discuss the importance of including information on regulatory agencies in new-employee orientation
- Examine the differences between licensure and certification
- State how the ASPIRE to Excellence® quality framework is used to guide quality improvement efforts in healthcare for new-employees
- State the differences between organization and service-specific orientation
- Examine how to identify individuals' orientation needs
- Discuss best practices for organization orientation that prepares employees for service-specific orientation
- Discuss the importance of including simulations in new-employee orientation

- Describe the role of the standardized actor in simulations
- Discuss the differences in classification systems for simulation equipment: high, medium, and low fidelity
- State five characteristics of those who engage in critical thinking
- Discuss the role of evidence-based practice in critical thinking and reasoning
- Identify methodologies to incorporate priority setting into orientation
- Describe the different roles of managers or supervisors and leaders
- Define accountability and responsibility and levels of authority for new-employees
- Discuss collaboration and negotiation when delegating levels of authority
- Explain how team-based onboarding contributes to team building with new-employees
- Identify at least three interprofessional partners who participate in team-based care
- Describe at least two ways to integrate new-employees into unit-level or work teams
- Discuss academic preparation and continuing education requirements to be covered during orientation for new graduates
- Explore the transition period for new graduates during orientation
- Articulate the unique needs of newly credentialed professionals
- Differentiate between feedback and performance evaluation for measuring new-employee satisfaction, knowledge acquisition, and behaviors assessed during new-employee orientation and preceptorships
- Briefly discuss Kirkpatrick and Kirkpatrick's Business Partnership Model in new-employee orientation and preceptorships
- Apply evaluation principles to a new-employee orientation program as a whole
- Discuss the changes expected when transitioning new-employees from preceptorships to mentorships

- State the mentor role and process when onboarding new hires
- Explore at least two ways to effectively match mentors and new-employees
- Examine the models and principles of effective communication
- Incorporate verbal and nonverbal communication skills in the workforce
- Discuss the diversity of culture communication
- Discuss the organization's ethics model and policies for new-employees
- State at least five ethics principles for new-employees
- Identify the most common legal considerations when onboarding new-employees
- Consider the demographics and recruitment process for onboarding foreign-educated new-employees
- Discuss at least two ethical considerations when onboarding foreign-educated employees
- Briefly explore at least two considerations unique to onboarding and orienting foreign-educated employees
- Review the change process and its impact on new-employees
- Identify the phases of reality shock during onboarding
- Discuss ways to help new-employees manage stress
- Identify essential content for preparing educators and professional development specialists to build and manage onboarding and new-employee orientation programs
- Discuss how educators and professional development specialists use evidence-based practice and research for onboarding new-employees
- Identify the five levels of program evaluation
- Consider at least three tips for building new-employee orientation programs
- Identify at least three ways to improve existing orientation programs

- List at least three best practices gleaned from this program builder to build and improve your own onboarding process and new-employee orientation program

Faculty

Diana Swihart, PhD, DMin, MSN, APN CS, RN-BC, FAAN

Dr. Diana Swihart is a consulting partner with the Forum for Shared Governance and the CEO and Managing Partner for the American Academy for Preceptor Advancement and enjoys many roles in her professional career, practicing in widely diverse clinical and nonclinical settings. An author, speaker, researcher, educator, and consultant, she has published and spoken nationally and internationally on a number of topics related to servant leadership, preceptors, shared governance, new-employee onboarding and orientation, competency assessment, professional development, Magnet Recognition Program[®], research, and evidence-based practice.

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author, speaker, researcher, educator, and consultant. Her primary interests are preceptorship and leadership in healthcare and education.

Continuing Education

Nursing Contact Hours:

HCPPro is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

This educational activity for nursing contact hours is provided by HCPPro.

Nursing contact hours for this activity are valid from December 2016 to December 2018.

Disclosure Statement

The planners, presenters/authors, and contributors of this CNE activity have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.

Instructions

In order to successfully complete this CNE activity and be eligible to receive your nursing contact hours for this activity, you are required to do the following:

1. Read the book, *Nursing Orientation Program Builder*
2. Go online to complete the exam and receive a passing score of 80% or higher
3. Complete and submit the evaluation
4. Provide your contact information at the end of the evaluation

A certificate will be emailed to you immediately following your submission of the evaluation and successful completion of the exam. Please retain this email for future reference.

Note

This book and associated exam are intended for individual use only. If you would like to provide this continuing education exam to other members of your nursing staff, please contact our customer service department at 800-650-6787 to place your order. The exam fee schedule is as follows:

Exam quantity	Fee
1	\$0
2–25	\$15 per person
26–50	\$12 per person
51–100	\$8 per person
101+	\$5 per person



PART I.

Onboarding Processes



New-Hire Wayfinding

Learning objectives

1. Describe the differences in onboarding, orientation, and preceptorships for new-employees
2. Explain the role of climate, culture, and context of the organization for the new hire
3. Identify the six basic levels for onboarding, orientation, and preceptorships for new hires

All things are difficult before they are easy. —Thomas Fuller

The healthcare industry continues to experience stressful transitions and to manage succession planning as it races toward 2020. Organizations have been revolutionizing their approaches to healthcare and wellness and how they process new hires. Goals often include:

- Improving quality and reducing variation in care
- Reducing risk and increasing patient safety
- Emphasizing primary care and accessibility to services
- Engaging in interprofessional collaboration and team-based care
- Strengthening healthcare systems through education and professional development
- Advancing technology and integrating electronic health records (EHR)
- Targeting reductions in costs with increases in benefits
- Implementing the Patient Protection Affordable Care Act (PPACA or ACA)

Pay-for-performance programs such as the ACA are linking compensation to patient care experiences, quality, and outcome measurements. Data-laden reports from national organizations such as the National Quality Forum's never events and The Joint Commission's reports and sentinel alerts are helping healthcare systems set high-performance expectations and achieve their goals for improving services and processes while decreasing risk and improving patient safety. Yet, in the midst of all these changes, the current supply of qualified providers is not keeping up with the ever growing demands of healthcare. To ensure effective and efficient recruitment and retention of talent in today's environments of care, it is critical to have well-defined strategies for onboarding, orientation, and preceptorships for new hires.

New-Hire Onboarding, Orientation, and Preceptorship

Organizations are taking proactive steps to mitigate nursing shortages and changing regulatory requirements by taking a more aggressive stance in terms of recruitment and retention strategies. However, the best strategies are frequently connected to designing and redesigning onboarding processes and orientations with preceptorships to engage and retain today's workforce.

The authors and contributors of this book have pulled together evidence-based strategies and resources to help you build a comprehensive, competency-based, outcomes-focused onboarding and orientation program with methods to measure successful integration into your organization to facilitate your ability to recruit, hire, and retain the best-qualified employees.

Mark Twain once said, "The difference between the right word and the almost right word is the difference between lightning and a lightning bug." Words used to identify new hires and to bring them into an organization, department, service, area, or unit act in much the same way. Onboarding and orientation are often used interchangeably as coaching, precepting, and mentoring. Yet there is a significant difference in definition and application. Onboarding is a process for integrating new hires into an organization, whereas orientations are the events or activities associated with introducing them to their new positions, duties, and responsibilities. Both the process and the events help new-employees become part of their new organization's culture and service teams. Orientations are also important for employees changing roles or specialty practices, assuming new responsibilities and accountabilities, or transitioning from one service or unit to another.

First, let's explore ways to bring new-employees into our healthcare settings and how to prepare them for becoming members of high-performing, interprofessional, and interdisciplinary teams. Onboarding helps new hires become:

- **Aligned** to the mission, vision, values, and culture of the organization and service and to the position or job description, functional statement, role and expectations identified by the organization, department or service, and unit team.
- **Acquired** through accurate recruitment, interviews, and selection for hire or transfer.
- **Accommodated** with the orientation and preceptorship, resources, and tools needed to be successful.
- **Assimilated** into new service and interprofessional teams and networks within the organization and communities of practice and service.
- **Accelerated** to assume new professional and team roles, responsibilities, and accountabilities quickly and efficiently. The more quickly new hires are integrated into their new jobs through onboarding, orientation, and preceptorships, the more readily they can contribute to the organization's mission.

To significantly facilitate successful integration, service outcomes, and talent retention, new-employees—internal transfers or new hires—are aligned, acquired, accommodated, assimilated, and accelerated into new teams (Bradt & Vonnegut, 2009).

Wayfinding for New Hires

Wayfinding is about providing information systems that guide new hires through a physical environment and enhance their understanding and experience of the new organization and helping them find their way in new practice settings—especially those with multiple locations. During onboarding, it is about showing them how to get from one place to another physically, socially, and professionally. Navigating through the organizational socialization of the onboarding process (see Figure 1.1) and orienting to a new organization while exploring new job expectations can be demanding and stressful for new hires. It brings change, opportunity, and risk. Onboarding is a period of new vulnerabilities as new relationships are established with new roles, responsibilities, and accountabilities in new teams. Done well, an effective onboarding

process provides structures, processes, and outcomes to create a domino effect within the organization. When new hires are well received and welcomed into their new teams and positions, when they gain the confidence and skills needed to acclimate positively, they impact their organizations and those they serve.

Figure 1.1

Onboarding Structures, Processes, and Outcomes

Wayfinding through onboarding (organizational socialization):

- Process for how new-employees acquire the knowledge, skills, and abilities or attitudes needed to become effective members of the organization, department, and teams into which they are hired (i.e., recruitment, orientation, preceptoring, mentoring, transition into role)
- Tools for this integration process include meetings, lectures, videos, printed materials (e.g., manuals, guides, tests, checklists, evaluation forms), computer-based/web-based instruction, return demonstrations, simulation case scenarios and demonstrations, sample model of onboarding for new-employee orientation



Adapted from: Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new-employees. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology, Vol 3: Maintaining, expanding, and contracting the organization*, APA Handbooks in Psychology (pp. 51–64). Washington, DC, US: American Psychological Association.

The following are tips adapted from Career Builder (*employer.careerbuilder.com*) to help facilitate an engaging onboarding process that we will explore further in the chapters of this program builder:

- Accurately represent the job, position, role, or responsibilities the new hire is orienting to and the characteristics or expectations of the team he or she is joining. To do so builds and facilitates more rapid engagement.
- Provide a written program plan with objectives, expectations, responsibilities, activities and strategies, and outcomes to help eliminate confusion and allow for discussion.
- Attend fully to new hires throughout the sessions; do not allow yourself to be distracted during the onboarding, orientation, or preceptorship activities. To do so often sends the message that you have more important things to do than work with new hires and can erode their confidence in their decision to join your organization. Help them see their importance to you and to their new organization.
- Have all relevant materials and resources available and ready for new hires; make them part of the new-employee folders and give them out at the earliest appropriate time. This may be during the initial phase of onboarding or on the first day or orientation. Separate folders may be prepared for preceptorships and distributed along with the orientation materials, especially when preceptorships are part of the transition to practice.
- Celebrate introductions! Make introductions to new team members and the organization a pleasant time of discovery for everyone. Provide managers with the résumés or curriculum vitae and job descriptions of new hires. Use agendas for onboarding and orientation activities to explore opportunities to introduce the new hires to their new team members and colleagues throughout the organization. Keep it fun and welcoming!
- Prepare new hires with information and technology they will need for their new roles and responsibilities. Include a copy of an organizational chart, contact list, and directory of telephone numbers and email addresses for supporting personnel, departments, and services.
- Schedule time during onboarding, orientation, and preceptorships for initial and ongoing feedback, competency assessments, and performance evaluations for new hires.

- Create and maintain balance. Arrange for preceptors, new team members, or the nurse manager to have lunch with the new hire during the first few days of orientation. Encourage new hires to share their stories and expectations and to express their concerns and hopes for new opportunities while learning about their new organization and teams.
- Clarify the climate, culture, and context of the organization for the new hire. Provide company information, policies and procedures, benefits and expectations, and an employee handbook or manual to each new hire:
 - Organization culture: the unique psychosocial environment of an organization; a highly structured system of shared assumptions, beliefs, and values with clear objectives, goals, and procedures that determine how people in an organization behave and perform their jobs
 - To guide decision-making
 - To provide identity for members and amplify commitment
 - To work within current situations and provide justification for actions
 - To focus on, guide, and change behaviors; rewards dependability and consistency
 - To work with formal and informal leaders
 - Link competencies and behaviors to onboarding and orientation objectives
 - Align program outcomes with new-employee behaviors
 - Organization climate: shared perceptions and attitudes that represent how the staff experience an organization's culture, influencing how they perform their jobs
 - Organizational context: shapes organizational behavior; creates feelings of solidarity, cohesiveness, and trust or conflict, incompetence, and isolation due to the influence of social positions and roles on individual new hires; impacts job satisfaction, commitment, and job-related attitudes
- Plan and evaluate outcomes beyond the onboarding, orientation, and preceptorship activities. After 3 to 6 months, for example, obtain feedback from the new hire and from his or her manager about the new-employee's progress, integration into his or her new team, and acclimation to the organization.

There are many details in building a cohesive and seamless onboarding for new hires. It begins with recruitment and extends through the preceptorship and transition to practice.

Overview of Onboarding Processes

Recruitment is about selecting the right person for the job and decreasing time-to-fill and cost-per-hire in seeking new-employees. Once selected, the onboarding process provides an experience that affirms the new hire’s decision to join the organization and to reduce or eliminate the fear or uncertainty—“buyer’s remorse”—during the new hire’s cultural alignment and acculturation with the mission, vision, and values of an organization, orientation, and preceptorship.

Throughout the **orientation** and **preceptorship**, new hires are prepared for successful transition into their new positions and teams. They are given the knowledge and tools, resources, and support needed for their new roles and responsibilities, to feel confident, competent, and valued by their new supervisors or managers and teams.

ONBOARDING PROCESSES	
1. Recruitment	<ul style="list-style-type: none"> • Staffing needs identified; requests made to HR • Update and complete job description; review competencies required • Identify screening tools and activities • Post position internally and externally (as appropriate) • Screen applicants; select and process new hires • HR information sent
2. Prehire	<ul style="list-style-type: none"> • Create applicant file • Coordinate interviews with applicants and members of interview teams • Administer background checks, prehire testing (e.g., physical exams, drug screening, prehire medication administration tests, as applicable) • Review applications with HR and hiring manager or supervisor • Make decision, finalize position offer, and extend it to applicant • Close posting

<p>3. Onboarding</p>	<ul style="list-style-type: none"> • Add new hire to HR system • Prepare team and work area to receive new hire (preceptees) • Announce new hire’s start date, position, and background • Identify and assign a primary preceptor • Communicate phone, email, and computer requirements to OI&T • Transition new hire through orientations and preceptorship
<p>4. Hospital (general or organization) orientation</p>	<p>Complete general hospital or organization orientation checklist:</p> <ul style="list-style-type: none"> • Welcome from hospital leadership • Introduction to services and key organization-wide policies and procedures (e.g., benefits, ethics, organizational culture, climate, and context, etc.) • Add new-hire information into organization database • Set up and maintain new-hire files • Other service-specific post-start tasks: parking, security (e.g., ID badges, computer access), tour facility, etc.
<p>5. Service-specific orientation</p>	<p>Complete service-specific orientation for transition into practice and work teams:</p> <ul style="list-style-type: none"> • Communicate initial performance expectations and competencies • Provide on-the-job and just-in-time training activities for orientation and competency assessment • Introduce new hire to work unit or area and team members • Process remainder of new-hire onboarding paperwork • Review and validate initial competencies • Integrate the new hire fully into his or her new team

<p>6. Preceptorship: Begin in general (or organization) orientation and continue through service-specific orientation activities</p>	<ul style="list-style-type: none"> • Provide new hire with information and schedule for preceptorship, as well as activities to be completed with service-specific orientation and residency or internship (if applicable) • Initiate new-employee preceptorship • Schedule new hire for a welcome lunch with preceptor • Review role and expectations for preceptor and preceptee during onboarding process and orientation activities; initiate professional portfolios • Arrange learning opportunities for preceptees; verify competencies • Schedule frequent meetings for feedback, problem-solving, and encouragement • Document performance, competencies met, learning and team-building activities, feedback, and evaluations • Provide progress reports to manager or supervisor • Continue the preceptorship throughout the service orientation and any additional residency programs or internships
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Conclusion

The onboarding process and events for orientation have been around for a long time with many varied approaches to implementation when provided for new hires. Coaches, preceptors, and mentors continue to bring new-employees into organizations and successfully transition them into service—the most effective onboarding process includes formal, structured preceptorships. The following chapters in this book will help you elevate and accelerate your processes, reduce the risk of failing—and losing—new-employees, and guide them into more quickly becoming productive members of their new teams. It will provide you with definitions, tools, and evidence-based strategies and resources to help you recruit, hire, and retain the best-qualified employees as you provide them with a comprehensive, outcomes-focused onboarding and orientation program and methods to measure successful integration into your organization.

NURSING ORIENTATION PROGRAM BUILDER

Essential Tools for Onboarding,
Orientation, and Transition
to Practice

DIANA SWIHART, PHD, DMIN, MSN, APN CS, RN-BC, FAAN
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The onboarding process can be a make or break period for a new employee. ***Nursing Orientation Program Builder*** will help elevate and accelerate this process, reduce the risk of losing new employees, and assist fresh hires to become productive team members. This book provides definitions, tools, and evidence-based strategies and resources to help organizations recruit and retain the best-qualified employees. It supplies a comprehensive onboarding and orientation program, along with methods to measure integration into service and practice.

This book will help you:

- Develop a thorough and efficient onboarding process
- Accelerate the onboarding process
- Ensure successful candidate selection

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