



An Orientation & Onboarding Resource for Employers of LTCAs in the Nova Scotia Long-Term Care Sector

A GUIDE

Health Care Human Resource Sector Council

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An Overview of the Guide and How to Use it

OVERVIEW OF THE GUIDE

This guide was developed to offer an orientation and onboarding resource to assist in building an effective orientation and onboarding program to employers within the long-term care sector that employ Long-Term Care Assistants (LTCA).

The guide is research-based and evidence-informed. Feedback was obtained from a variety of stakeholders including the long-term care sector.

The guide is intended to be used by two end-users: the staff members of long-term care who have the responsibility to provide leadership to the organization's overall onboarding program such as administrators, managers, and human resources staff and those who have responsibility for the operational aspects of orientation and onboarding such as educators and supervisors.

Onboarding differs between industries, organizations, and the role of the new hire within the organization. There are a variety of nursing homes and residential care facilities across Nova Scotia ranging from single-digit to several hundred beds. Based on many factors organizations must decide what their orientation and onboarding program will look like. The guide outlines some recommended practices and organizations can determine what fits best within their specific organizations.



A resource for orientation and onboarding must be flexible enough to address the varying needs of the LTC organizations across the province, and provide access to readily available resources. This tool is designed to be used as a resource for your organization. The guide is not meant to be prescriptive rather, it is meant to be used as a guide and modified to meet the unique needs of your organization. It is suggested that you use the guide as intended.

This guide will focus directly on the onboarding of the LTCA after they have been hired and are ready to begin work. By providing a practical resource based on research, expert opinion, and recommended practices, employers can use the guide to help them plan and deliver effective orientation and onboarding programs. The information in the guide can assist in ensuring that the LTCA is comfortable in their role, ensure the safety of the residents, and assist with employee engagement and retention. Ultimately it can also help with the goals of quality resident care and essential financial good health of the organization.

Although the information in this guide was built specifically around the role of the LTCA, this resource guide can be used for other staff throughout the organization particularly unregulated care providers such as the Continuing Care Assistant (CCA), dietary, environmental, and others.

A resource for orientation and onboarding must be flexible enough to address the varying needs of the LTC organizations across the province and provide access to readily available resources

It is acknowledged that each facility may have various roles and responsibilities for both managers and supervisors during the onboarding process. For ease of reading the word “manager” will be used throughout this document. The words “orientation” and “onboarding” are often used interchangeably although orientation is only one component of the onboarding program. Therefore the word “onboarding” will be used throughout the remainder of this guide.

Several guidelines/tools have been developed as part of this guide to be used to assist with building your onboarding program and can be found in Appendix A. Below, you will find a description of each guideline or tool and its location within the guide.

Throughout the guide, reference is made to several resources that are available to Nova Scotia employers to supplement their onboarding practices. Additional employer resources are also included for employers who wish to expand their knowledge beyond what is covered in this guide. (Appendix B - 11.2).



HOW TO USE THE RESOURCE GUIDE

Ideally, the guide should be read in its entirety. However, the guide has been broken into five distinct sections to provide easy access to navigate through the guide and to find the materials that apply directly to the interests/needs of your organization. You are encouraged to peruse the sections of the guide that best meet your needs.

Each section of the guide is described below.

SECTION 1 - *Introduction and Rationale for the Project and Benefits of Effective Orientation and Onboarding*

This section will be of interest to those who wish to know the background behind the project and the subsequent development of the guide. Also included is information on the difference between orientation and onboarding, the benefits of having a well-planned onboarding program, and how an effective onboarding program contributes to the organization's strategic goals.

SECTION 2 - *Components of an Effective Onboarding Program*

This section of the guide focuses on the importance of formalizing and documenting your onboarding processes, clarifying roles and responsibilities, and identifying the key activities for each phase of your program.

Four phases of the onboarding process have been developed and are described in detail in this section. These four phases include Preboarding, Orientation (First 30 Days including an orientation outline), Continued Onboarding (30-90 days), and Becoming an Organizational Insider. A rationale is provided for each of the four phases and reference is made to the guidelines/tools that are available to the organization to support each phase.

SECTION 3 - *Building and Revising Your Onboarding Program and Tips for a Successful Onboarding Program*

This section of the guide will be of interest to those who have the responsibility for building, supplementing, and or revising your onboarding program. The four C's of an effective onboarding program are reviewed and the importance of considering the unique culture of your organization and diversity and inclusion when building your program is discussed. This section also provides tips on how to ensure you have a successful onboarding program taking into account four important aspects: an assessment of where you currently are and the goals of your program; ideas to take into account when planning your program; tips on how to carry out or implement your program; and considerations for evaluating your program.



SECTION 4 - *Implementing a Peer Resource Person (Buddy) Program*

This section of the guide will be of interest to those who have responsibility for developing or overseeing a peer support program. It directs the user to review the ***Guidelines for the Implementation of a Peer Resource Person (Buddy)*** found in Appendix A. Included in this section is the rationale for having a program, the selection of buddies, the benefits of participating as a buddy, and the responsibilities related to the buddy process.

SECTION 5 - *Guidelines and Tools*

This section of the guide contains practical guidelines and tools that can be used to develop or supplement your onboarding program. They will be of particular interest to those who are involved in the operational aspects of your program and are meant to be adaptable to the needs of the organization.

Below is a brief overview of each guideline/ tool.

GUIDELINE/TOOL	BRIEF DESCRIPTION	LOCATION
Suggested Topics for Preboarding and Orientation of LTCA	Provides a list of suggested topics for the Preboarding and Orientation phases of the onboarding process. Orientation is broken down into General Orientation, and Program Specific/Unit Orientation.	Appendix A-10.1
Employee Development Plan Template	Provides a basic template for an employee development plan that can be customized to meet the needs of your organization.	Appendix A-10.2
LTCA Onboarding Framework	Provides a suggested framework for onboarding. Suggests four onboarding phases and the purpose and primary activities of each phase as well as references the guidelines/tools, that can be used during each phase of the process.	Appendix A-10.3

GUIDELINE/TOOL

BRIEF DESCRIPTION

LOCATION

Tips for an Inclusive Onboarding Experience

Provides a list of tips to assist with making your onboarding process more inclusive.

Appendix A - 10.4

Tips for Successful Remote Onboarding

Provides a list of tips to help ensure success with remote onboarding and a blended learning approach to onboarding.

Appendix A - 10.5

Guidelines for Measuring the Success of Your Onboarding Program

Provides a brief overview of how to build an evaluation plan for your onboarding program. Includes examples of outcomes, success indicators, methods of data collection, tools/sources of data, and a suggested timeframe/frequency of data measurements for each phase of the onboarding process.

Appendix A- 10.6

Guidelines for the Implementation of a Peer Resource Person (Buddy)

Provides guidelines for an employer to take into consideration when building/expanding their Peer Buddy Program. Also, included are the rationale for having a program; responsibilities of the buddy, the manager/designate, and the new LTCA; the selection of buddies; and the benefits of being a buddy.

Appendix A-10.7



SECTION 1

1. Introduction and Rationale for the Project


The Minister's Expert Advisory Panel on Long-Term Care (2018) made 22 recommendations to the Nova Scotia Minister of Health and Wellness, on how to improve the quality of care in Long-term Care (LTC) in the province of Nova Scotia. (1) One recommendation was to invest in human resource capacity and to enhance the staff mix in LTC facilities across the province.

The hiring of temporary Long-term Care Assistants (LTCA) to support the long-term care team with the resident's activities of daily living was a specific recommendation. This recommendation was made at least partially in response to the difficulty with recruitment and retention of Continuing Care Assistants (CCA) in Nova Scotia's LTC sector.

The Department of Health and Wellness, Continuing Care Branch, introduced The Long-term Care Assistant role in long term care facilities in the fall of 2019. The LTCA supports the work of the Continuing Care Assistant (CCA) and supports the CCA to be able to focus on direct resident care. The LTCA is responsible for assisting with daily routines for residents along with their activities of daily living. The LTCA role does not include the provision of personal care.

Employers use the Sample LTCA position description from the NS Department of Health and Wellness for establishing standard criteria for the hiring, orientating/training, and measuring the LTCA's performance to meet the needs of their respective organization. (Appendix B - 11.1).

Currently there is no provincial standardized training for the LTCA. They do not require training from an approved training program which would normally include a specific set of competencies at a beginner practitioner level. Employers must ensure that the LTCA receives the necessary education to support them in their role and therefore, employers are providing in-house training.



One recommendation was to invest in human resource capacity and to enhance the staff mix in LTC facilities across the province.



The Ministers Expert Advisory Panel also concluded that the long-term care sector must find better ways to recruit and retain staff across the sector. Their stakeholders told them about the high rates of injury, sickness, and attrition among new employees. This highlights the need for urgent attention and efforts to improve workplace experiences. HR research supports that employees and employers alike, benefit from a formalized orientation and onboarding process.

Organizations with effective onboarding processes can: reduce the time to productivity for new hires; boost the engagement of new hires; improve the retention of new hires; improve the organization's reputation as an employer; and address the different expectations and needs of all generations, from any background whatsoever, entering the workforce. (3)

Orientation and onboarding programs are just one part of an effective recruitment and retention plan for any organization and are of benefit to both the new hire and the organization.

Organizations that have a standardized onboarding process have experienced: a 54 percent greater new-hire productivity, a 50 percent greater new-hire retention, and two to three times the level of new hire engagement. (4)

A strategic onboarding program can reduce the time for new employees to become fully functional, improve their engagement, and reduce new-hire turnover. (5)

The cost of employee turnover is high. When determining the impact of turnover employers must take into account both direct and indirect costs. Direct costs include replacement costs, training costs, and separation costs. Indirect costs include those associated with lost productivity, coping with a vacancy, and bringing on a new employee.



The American Center for Progress estimates the typical cost of turnover for positions earning less than \$30,000 annually to be approximately 16 percent of the employee's annual salary. (6) The annual salary of a full-time LTCA in Nova Scotia on average is \$34,000. Therefore the cost to replace one position would be approximately \$4,800.

Onboarding should be part of your organization's people strategy and linked to your strategic directions and indicators. Orientation and onboarding programs are just one part of an effective recruitment and retention plan for any organization and are of benefit to both the new LTCA and the organization. A well-planned orientation and onboarding process benefits both the new hire and the organization. It also helps to ensure that the sector is supported by a healthy workforce.

Many organizations put more focus on the immediate orientation needs and less emphasis on onboarding the new employee. Onboarding is a process that focuses on transferring organizational, team, and role-specific knowledge to new employees. The focus is on socializing your new LTCA and making them feel as if they are part of your team.

Although the LTCA role is temporary, as much effort needs to be put into having an effective orientation and onboarding program as it would for permanent positions within the sector. An organization that uses its mission and values to guide its actions, engages its employees, and increases their desire to continue working there, contributes to the organization's success.

LTCAs who feel engaged and connected are more likely to wish to stay and perhaps move into other positions or pursue their CCA training, thereby contributing to ongoing recruitment needs. A positive onboarding experience helps with engagement and commitment to any organization.

Many long term care organizations already have well-established orientation and onboarding programs. The new LTCA hire will likely fit into already existing orientation and onboarding programs with specific consideration given to the unique role of the LTCA.

Some aspects are unique to the LTCA position and the long-term care work environment and must be taken into consideration:

- LTCAs are not a regulated profession nor do they have a well-defined set of core competencies or scope of practice.
- The scope of employment is currently determined by the organization taking into consideration the DHW job description and may vary from organization to organization.



- LTCAs have not had the advantage of a formal course that exposes them to working in LTC and the culture of LTC. Also, they have had no formal clinical placements which are an advantage of other groups of staff including RN/LPN, CCAs, and other disciplines. Many may have never entered a LTC facility before starting work.
- With the LTCA position being new to the sector their roles and responsibilities, as well as role boundaries, are unclear to many and need to be clarified and communicated to all.
- If LTCAs are international hires it may be particularly challenging for them to transition into the Canadian workplace as they must also make professional and personal culture-related adjustments.
- Onboarding and orientation processes will vary from organization to organization based on the size, the number, and regularity of hires and the availability of both people and financial resources.
- The LTCA position is an entry-level position in long-term care. As such, individuals from disadvantaged and marginalized backgrounds are likely to be over-represented. Training is recommended for all staff to understand the organization's attitudes and values regarding anti-racism, equity, diversity, and inclusion. If there are issues with anti-immigrant biases or lack of appreciation for the contributions to the workplace that any new hires bring, that can also be addressed.

A well-defined onboarding program can assist in meeting the Nova Scotia Department of Health's Long-term Care Program Requirements that states, "the home provides a documented, timely orientation for all staff members, volunteers, and contracted personnel. The orientation provides the necessary information to support residents safety and improve their quality of life. An orientation checklist, indicating which orientation components have been completed by staff, is signed, dated, and maintained in each staff member's personnel file" (7).

Many long-term care organizations maintain accreditation through Accreditation Canada. Having a well-documented onboarding program demonstrates initiative to meet the "Safety Dimension" standard, keeping people safe.

The introduction of a new role into the long-term care sector presents an opportunity for organizations to examine their current orientation and onboarding processes with consideration of the adaptations that may need to be made for this new level of worker.

Your employees are your most valuable resource. Many resources both financial and human are put into your recruitment efforts. The retention of your employees is particularly important in the current environment of staff shortages across many positions in the long-term care sector across Nova Scotia.



2. Benefits of Effective Orientation and Onboarding

The terms “onboarding” and “orientation” are often used interchangeably. Although orientation is a key element of onboarding, a comprehensive onboarding process encompasses orientation in addition to much more.

Orientation assumes the employee already has the competencies for their role within the organization. Orientation is a short-term process giving the new employee the tools they need and clarifying expectations of the job and their role.

During orientation, the focus is usually related to standards and skills, providing information about the organization and what the employee needs to know to get started in their role.

Onboarding leads to the early engagement of new employees by giving them insight into the organization’s culture and strategic direction, encouraging them to feel welcome within the organization, and helping them plan their career development and personal advancement (8).

Onboarding is strategic and uses a phased approach. It involves those with a human resource function as well as others such as managers, supervisors, educators, peers, and peer support persons. This is a more formalized approach, moving from a traditional new employee orientation model to a recommended practices onboarding model. Organizations with effective onboarding processes can:

- reduce the time to productivity for new hires
- boost the engagement of new hires
- improve the retention of new hires
- improve the organization’s reputation as an employer (9)
- address the different expectations and needs of new generations entering the workforce.
- address the expectations and needs of new hires from any background whether locally or elsewhere in the world. Staff in lower-paid parts of the organization may disproportionately come from disadvantaged and marginalized backgrounds, and support for these staff increases the health and success of the entire organization.



Regardless of the size of your organization, you will reap the benefits of having a formal onboarding process so all new employees feel prepared, supported, and safe to practice. An effective onboarding program shows how much you value your employees. It provides a high-quality experience for the new hire and leads to increased staff engagement and a commitment to your organization. It provides the new hire with the knowledge, skills, and abilities that are necessary to work safely and to feel safe working.

Onboarding can help the new hire feel valued, and build relationships and connections. It avoids a “sink or swim” approach and contributes to less anxiety and fewer errors. Ultimately, it contributes to high-quality resident care and services. What is obvious to the longer-term employee will not be obvious to your new LTCA so regular input from recent hires into your onboarding program are highly valuable.

Long-term care organizations may already use a combination of orientation and onboarding processes. However, they must take an increasingly integrated and planned approach. This more strategic approach to your onboarding program will contribute more to an employee’s success than orientation as a stand-alone.

In many LTC organizations, onboarding may not be considered to the extent that orientation as a stand-alone is. In particular, formal onboarding may pose a challenge for smaller organizations due to the availability of resources.

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It avoids a “sink or swim” approach and contributes to less anxiety and fewer errors. Ultimately, it contributes to high-quality resident care and services.



SECTION 2

1. Components of an Effective Onboarding Program

Onboarding begins during the recruitment process. Building relationships begins far before an employee enters the workplace, with the first contact with a potential employee. Potential employees develop a feel for the organization and its culture during the hiring process. Although the recruitment and hiring practices are not a focus of this guide, the importance of the recruitment and hiring process is acknowledged as an important part of your overall onboarding process.

Onboarding programs do not end after a few weeks. However, they do have a suggested end date, depending on the role and skillset required for the position. The suggested length of the formal onboarding for the new LTCA is the end of the probationary period which in some organizations across the province is 640 hours (4 months), or at another mutually agreed-upon time between the LTCA and their manager.

The onboarding process begins with your first contact with a potential employee and ends with the LTCA becoming what is referred to as an “organizational insider”. At this “insider” stage, the employee is fully settled in their role, ready to perform the roles and responsibilities of their job description and to receive the management supports that all other staff receives. The manager plays an instrumental role in the onboarding process and ultimately is responsible to ensure that the new LTCA has the tools and skills to do their job safely and feels supported within the organization. The use of a peer resource person referred to in this guide as a buddy is important and is discussed later in this guide.

There are recommended practices that make for an effective onboarding program. The onboarding program is not meant to be one-size-fits-all, and there may be an overlap of the phases based on the specific needs of your organization. Regardless of your program, it is important to formalize and document your processes, clarify roles and accountabilities, break the components down, and identify key activities for each phase.

This guide outlines four (4) distinct phases for your onboarding program: preboarding, orientation, ongoing onboarding, and organizational insider.

The four (4) suggested phases are described in detail below.



Phase 1 Preboarding

For the purposes of this guide Preboarding occurs from the time the new LTCA is hired and continues until their first day on the job. Relationships and first impressions are beginning to form and this phase helps welcome the new LTCA before their first day on the job as well as helps to shorten their learning curve.

Often the new LTCA can complete any mandatory or core modules before their first day in your facility. Topics considered to be mandatory for all staff are based on legislative, licensing, and accreditation standards. Your decision should also be based on other high-priority areas for your organization depending on organizational priorities or identified areas of risk.

Regardless of size, each organization will have training that is a mandatory part of the job requirements for all new hires regardless of their roles and responsibilities. Ideally, any training modules that are deemed to be mandatory or core training should be completed before the LTCA's first day of work. If your organization has a LMS (Learning Management System) they can be given partial access to the LMS before their first day on the job. Some organizations may still rely on paper copies which can be circulated and then brought to the facility.

The preboarding also includes the completion of any logistical tasks and necessary paperwork. Ideally, get the paperwork out of the way before the first day of work and have the new LTCA set up in any required systems. An onboarding tool, that may take the form of a checklist should be initiated at this time if not before.

How your preboarding looks will depend on available resources. In some organizations, these activities will be the role of human resources and in others, the responsibilities for preboarding may rest with a manager or supervisor. Depending on your organization some components of the preboarding phase may be moved to the orientation phase.

Many organizations distribute an employee handbook, available either in paper copy or online. The Nova Scotia HR Toolkit has an employee handbook template that can be used as a guide (10).



Phase 2 Orientation – First 30 Days

Orientation is the process of welcoming new employees into your organization and getting them ready for their roles, job responsibilities, and job expectations. It is exposing them to your culture and your company vision, introducing them to their teams, making connections and teaching them “how we do things here.”

The purpose of orientation is to allow employees to gain insight into some of the overarching principles and values that guide your organization and to increase their commitment to the organization. It is an opportunity to make a positive impression on your new employee. You will want them to feel comfortable, welcomed, valued, and safe. Lack of a thorough orientation can contribute to a lack of employee engagement. It can affect how the new employee functions within their job, their relationships with other team members, and resident safety.

The length of the orientation component will vary. For example, if a LTCA is working full-time the process may take a week whereas if they are part-time or casual it will likely take longer. Orientation should be spaced out and may include a combination of peer support, and online and classroom training.

One of the most important things is not to overload the new LTCA with too much information. It is important to build on small successes and to break down the onboarding process so as to not overwhelm the new hire.

Research on the “curve of forgetting”, demonstrates that within one hour, without some method to retain the information, people will have forgotten about 50 percent of the information given. Within a day they will forget, on average, 70 percent of the new information and within a week, an average of 90 percent of the information. To increase the retention of information, it helps to provide opportunities for practice with a buddy, opportunities for reflection, and to break down information into memorable chunks. Some topics that would normally be covered during orientation may be built into the in-house training programs for the LTCA.

To increase the retention of information, it helps to provide opportunities for practice with a buddy; opportunities for reflection, and to break information down into memorable chunks.



Orientation Outline

The following is a sample outline of what your orientation may look like. It is built around three levels of orientation that are commonly practiced in long-term care in Nova Scotia. One factor that will influence your orientation is the amount of staff you hire, including the number of LTCAs; your ability to utilize IT capabilities including an LMS; and available internal resources. Organizations that have a large number of hires in a given month may have the General Orientation as a stand-alone. Other smaller organizations may choose to cover the topics listed in General Orientation within their program-specific or unit-based orientation. Regardless of which method works best for you, this model will give you suggested topics to include in the overall orientation of the new LTCA.

1. General Orientation

This level of orientation is provided to all new employees regardless of position or role. The LTCA should complete general orientation before starting work and as a bare minimum, anything considered to be mandatory or a core topic must be completed before beginning work. A risk involved in having the LTCA begin work before they have been orientated to the organization and the position is that resident safety and staff competency may be comprised.

Some topics may be covered using online learning or by resources external to the organization. The LTCA learns the vision, mission, and values of the organization, and learns whether their values and expectations align. Broader organizational expectations such as to do with antiracism and respect in the workplace are introduced at this phase.

2. Program Specific (Interprofessional)

The LTCA works within a well-supported team as they do not have the breadth and depth of knowledge that some other roles within the organization have. They work in a collaborative practice model with partnerships and an interprofessional team. They must know where they fit within the team and have clear responsibilities and boundaries related to their role, especially where this is a new and temporary position. As well, the other team members must be aware of the roles and responsibilities of the LTCA.

At this stage of the orientation process, the new employee becomes aware of the team culture and expectations, the support mechanisms, requirements, policies, and processes applicable to their specific program or department. An interprofessional approach is recommended wherever possible to increase integration into the team.



3. Unit/Area Specific

This level of orientation includes the “how we do things” specific to the area where the LTCA will be working. Include a clinical checklist that is signed as complete by both the LTCA and their buddy. Given that the LTCA is currently being trained in-house, many areas of a clinical checklist may have already been covered during their training. A list of ***Suggested Topics for Preboarding and Orientation of the LTCA*** is included in Appendix 10.1. The list is not meant to be all-inclusive and will vary from organization to organization.

Phase 3 Continued Onboarding - 30-90 Days

During the weeks following orientation, the onboarding process needs to continue the focus on connection and engagement. Although the new LTCA is beginning to feel more confident in their role and job expectations they will still benefit from support, a feeling of connection, and socialization.

The new LTCA who does not feel supported, part of the team, or connected to the organization is likely to experience frustration, isolation, and a lack of commitment or engagement at this stage. The buddy and the manager both have an important role in the continued onboarding phase. The continued support and connection with the buddy contributes to the socialization and connection of the new LTCA. If for any reason the LTCA does not feel confident and secure in their role, and job expectations the buddy must have the knowledge or skills to handle this. The manager should be giving regular feedback, acknowledging the LTCA's efforts, and providing support. At this stage, the manager should also begin the formal performance management process if it has not already begun.



The new LTCA who does not feel supported, part of the team, or connected to the organization is likely to experience frustration, isolation, and a lack of commitment or engagement at this stage. The buddy and the manager both have an important role in the continued onboarding phase.



The skill development of the new LTCA is important at this stage of the process. The manager should meet with the new LTCA to determine ways to assess their current skills and look at opportunities for growth and development. An employee development plan should be introduced to the LTCA, formalized at this stage, and reviewed annually as a minimum. Employee development plans will vary. Some organizations have in-depth plans that connect to the organization's competency framework and explore career goals. Many organizations have far more basic plans. Literacy levels and your employee's levels of comprehension and abilities are all factors to consider when building the development plan. In some organizations' the employee's development goals are a small part of the performance management tool. The employee development plan should be a stand-alone document that can easily be reviewed and adapted. This also emphasizes the importance of growth and skill development. Once again it depends on balancing what works for the employee with the capacity of what works best for your organization. A basic ***Employee Development Plan Template*** has been created and can be found in Appendix A - 10.2.

Another important part of this phase of onboarding is supporting the new LTCA with their career goals. The Health Care Directory is a resource provided by the Health Care Human Resource Sector Council of Nova Scotia for anyone who is considering a career in health care. The directory provides information on a variety of health careers and information on specific job duties and educational requirements. (11) SkillsonlineNS learning network has free online learning resources and provides a learning management system for Nova Scotia businesses and not-for-profit organizations. Employers can create a private learning network and choose from the over 6,000-course offerings. Employers can also create and add their courses to the private learning network and invite their employees to participate in sessions on their private learning network. (12) SkillsonlineNS also has a video to help explain the system to employers. (13) The onboarding tool/checklist should continue to be used during this phase and regular timelines for check-ins should be identified.

Phase 4 Becoming an Organizational Insider

In this phase, the LTCA has integrated successfully into the culture, is motivated, and has an acceptable or desired level of performance. This can take up to one year and perhaps even longer depending on the individual, their unique situation, and the role and responsibilities they have within the organization. Employees who see their future in the organization will be more likely to stay. The employee development plan is another important aspect of this phase as is regular feedback and support from the manager and other parts of the organization.

The onboarding tool/checklist should be complete at this phase of the process and placed in the employee's personnel file or filed electronically.

A ***LTCA Onboarding Framework*** has been developed and can be found in Appendix 10.3. The framework outlines each of the four phases, including the primary purpose of each phase, suggested primary activities that are not meant to be all-inclusive, and reference to the resources that have been developed as part of this guide. (Appendix A)



SECTION 3

1. Building/Revising Your Onboarding Program

The introduction of a new role within your organization is the perfect time to review your current onboarding practices and consider building a more formal program. Bauer describes the 4 C's of onboarding as the basics of an effective onboarding program corresponding to an organization's legal, performance, cultural, and relational dimensions: Compliance, Clarification, Culture, and Connection. The 4 Cs are based on research but it is easy to see how they make sense at the practical level. (14)

- Compliance is primarily concerned with policies and regulations. The new employee learns the basic policies and processes of the organization, including those items deemed to meet regulatory and legislative requirements and other guidelines. Logistics such as paperwork and being set up in systems occurs at this stage.
- Clarification is primarily concerned with the performance expectations of the role. The new employee knows and understands their job responsibilities and the expectations of the job. They understand their specific roles and responsibilities as well as those of other team members and are aware of performance expectations.
- Culture is primarily concerned with the history, philosophy, and norms of the organization. The new employee obtains a feel for the culture and norms of your organization. They feel connected to the organization and its mission, vision, and values and have a better awareness of the organization's unique culture including the unspoken rules.
- Connection is primarily concerned with the opportunity to develop relationships both formal and informal and the opportunity for social support and socialization. The new employee has the opportunity to build relationships and networks across the organization, feels valued and part of the team, and feels that they are contributing to the overall goals of the organization.

Research has shown that employees who were onboarded at all four levels of the onboarding process indicated significantly higher rates of perceived utility, organizational commitment, perceived organizational support, and job satisfaction. (15) The Connection aspect is particularly important and is the foundation upon which an effective onboarding program is built. The first two (2) steps, Compliance, and Clarification are covered in most orientation programs. Some organizations may touch on the additional two steps Culture and Connection, but may not have a carefully thought out approach to these phases. By putting extra effort into the third and fourth phases the organization can enhance its onboarding process and help ensure increased job satisfaction and commitment to the organization.



Each organization has its own unique culture based on shared values, philosophy, beliefs, and principles. It is the way things are done and is composed of both the written and unwritten rules. Culture is how the employee experiences the organization and influences their behavior including communication, how decisions are made, and how work activities are carried out. If the culture feels safe and secure for staff regardless of experience and background, the elements of success are easier to find.

Canadian workplaces are very diverse and it is important for all staff to understand the organization's culture, and to be made to feel that they are included and have a sense of belonging. We bring significant diversity to our workplace and a welcoming workplace is one where unique experiences are valued and differences are celebrated. You will want to let your new hires know from your first contact with them that diversity and inclusion (D&I) are important to your organization. Newcomers may have a lack of experience in the Canadian workplace and have different integration needs than those of other Canadian workers. There are also now four generations in the workplace each bringing a different perspective, different values, and different job expectations. By considering ways to make your onboarding process more inclusive you can increase diversity, be a more inclusive organization, and show that your organization is a welcoming workplace for all. Assigning a buddy for the duration of the onboarding process contributes to the new LTCA's connection, socialization, and engagement with the culture.

Long-term care organizations across Nova Scotia will be at different phases of their diversity and inclusion (D&I) journeys. Welcoming Workplaces is a government resource for Nova Scotian employers who want to build a welcoming and inclusive workplace. (16) The Immigrant Services Association of Nova Scotia (ISANS) has developed an onboarding resource for employers specifically on newcomers to Nova Scotia. (17) This resource guide includes a list of ***Tips for an Inclusive Onboarding Experience*** for your consideration during your onboarding process. (Appendix A -10.4)

2. Tips for a Successful Onboarding Program

The following tips for success will help your organization in the planning and/or revision of your current onboarding program.

1. Assessment

- Examine your current orientation/onboarding process or program. Where is your organization at currently? Does it address all four levels of effective onboarding as outlined above and if so to what extent? Which of the 4 Cs are you doing well and where is their room to improve?
- Pay particular attention to the Culture and Connection levels. Many organizations will do a good job at the more technical aspects and focus less on the higher levels.



- Does your organization have a “quality scorecard”? Do you know your strategic goals and how they are being measured? Does your onboarding program assist your organization in meeting these goals? If unsure speak to someone within your organization who has this information and keep this in mind as you build and evaluate your program.
- What resources (time and people) will you dedicate to developing and maintaining the program? What IT and learning management capabilities do you have to support the program? Is there sufficient support for new LTCAs? Is there buy-in from senior leadership?

2. Planning

- Onboarding programs are not a one-size-fits-all. It must be built based on what works for your specific organization with considerations given to management buy-in, and available resources. Be strategic and deliberate with your planning outlining your overall goals, activities, responsibilities, tools or checklists and timelines.
- In our post-COVID-19 world, remote HR practices are becoming more common. Organizations will have different capacities for remote onboarding. Some may already have a human resources management system and/or a learning management system, whereas others do not. A fully remote onboarding program for the LTCA is not likely due to the nature of their job responsibilities. However, a blended approach (in-person and virtual) to onboarding can be effective and meet the current limitations of face-to-face onboarding. An in-depth discussion on how to host meetings and implement blended learning is outside the scope of this project. However, ***Tips for Successful Remote Onboarding*** have been developed and can be found in Appendix A-10.5.
- The recommendation is that onboarding programs last a minimum of three months (90 days) and even up to a year in some situations. This will vary from organization to organization depending on your turnover rate, the role, and responsibilities the person has within the organization, and the capabilities of your organization.
- Use an active approach with a well-defined, team approach to the onboarding of new employees. Do not rely on passive onboarding with a “sink or swim” approach.
- Consider ways to ensure that your program focuses on the inclusivity of all diverse employees.



- Designate someone within the organization with the responsibility of overseeing the onboarding program including the measurement/reporting on any performance indicators.
- Outline clear responsibilities for HR managers, supervisors, educators, the LTCA, the peer buddy, and others involved in the onboarding process.
- Build in regular feedback on your program from the immediate manager and the buddy.
- Consider the ongoing development of the LTCA and include an employee development plan as part of your ongoing performance management. Tie conversations about career-building into your plan. The LTCA may wish to transition to other roles within the organization or begin the Recognition of Prior Learning (RPL) process to upgrade to a CCA.
- The use of technology during the preboarding phase can help the new hire feel connected early on and reduce the time for them to get up to speed.
- Involve new hires in giving feedback on your program.

3. Implementation

- Develop, implement, and communicate an onboarding tool/checklist that outlines your onboarding activities, timelines, and responsibilities. This provides consistency, tracks progress and lets everyone know what is expected and what their role is in the onboarding process.
- Communicate your onboarding program throughout the organization so everyone is aware of the program and understands your commitment.
- Regular meetings with direct supervisors even a phone call or a short online meeting are especially important for the new employee. Communication platforms such as Microsoft Teams, Zoom or Google Hangouts can be useful.
- Include opportunities for regular informal and formal feedback on how well the new hire is performing. Timely informal feedback both positive and constructive is very important to the new hire outside of the formal feedback process. Feedback is particularly important to new hires as they work towards performing their new job responsibilities, understanding and fitting into the culture of the organization, and building new relationships with other team members. Your organization should have a well-documented, formal performance appraisal system built on competencies and the job description for the position.
- The hiring manager is an important link to ensuring the success of the new LTCA and the quality of their onboarding experience. The manager needs to ensure that job expectations are clear and how that translates into everyday job expectations for the LTCA. It is important to provide ongoing communication, support, and feedback.



- Consider building a New Employee Onboarding Toolkit specific to your organization to assist your managers during the onboarding process and to ensure consistency.
- Consider sharing good news stories throughout your organization to promote the LTCA role and increase awareness and appreciation.

4. Evaluation and Program Revision

How do you know if your efforts to build an effective onboarding program are working, the value of the program, or the impact it is having? To ensure the continued success of your onboarding program you will want to know what is working well and what areas need improvement or revision. In other words, you need to supply evidence that the program is doing what you say it is going to do.

Start to think about your plans for evaluation at the beginning of your planning. In other words” start with the end in mind.” You do not need to begin with a robust evaluation plan. What is important is to pick one or two indicators, measure regularly, and make changes to your program as needed based on your evaluation results.

CPS-HR Consulting identifies 5 potential obstacles to be aware of when developing your onboarding program:

1. Not having a structured program for supervisors and human resources to follow for onboarding new hires.
2. Ineffective implementation of the onboarding practices throughout the organization.
3. No clear understanding of who is responsible for performing which onboarding steps.
4. Lack of communication of the onboarding process to the new hire.
5. Lack of tools to evaluate whether the onboarding experience was effective. (18)

Being aware of these obstacles when building your program and taking steps to mitigate them will help ensure success.

Although a detailed discussion on evaluation methodology is beyond the scope of this guide, ***Guidelines for Measuring the Success of Your Onboarding Program*** and a sample beginner evaluation plan have been developed and can be found in Appendix A -10.6.



SECTION 4

1. Implementing a Peer Support Person (Buddy) Program

The use of a mentor or buddy is highly effective during the onboarding process. When onboarding was examined in “best-in-class” organizations in the US they were 35 percent more likely to include a mentor or buddy as part of onboarding new employees. (19)

After piloting a buddy program involving over 600 new employees, Microsoft’s research found that after their first week on the job, new hires with buddies were 23 percent more satisfied with their overall onboarding experience compared to those without buddies. This trend continued at 90 days with a 36 percent increase in satisfaction. Those with buddies also reported receiving more active support from both their manager and the broader team. They also found that the more the onboarding buddy met with the new hire, the greater the new hire’s perception of their speed to productivity. Fifty-six percent of new hires who met with their onboarding buddy at least once in their first 90 days indicated that their buddy helped them to quickly become productive in their role. That percentage increased to 73 percent for those who met two to three times with their buddy, 86 percent for those who met four to eight times, and 97 percent for those who met more than eight times in their first 90 days. (20)

Often the terms “mentor” and “buddy” are used interchangeably but they may be quite different. For example, the buddy is not a mentor. A mentor is someone more experienced and concerned with the all-around development of a person including both their personal and professional development from a broader perspective. The buddy is a peer and not a manager or supervisor. Both have clearly defined roles in the onboarding process of the new LTCA. The new LTCA may feel more comfortable asking questions of a peer and may not feel comfortable approaching their manager. The buddy builds on the knowledge obtained during the orientation by answering questions about their work and the work environment. This helps reduce some of the initial new job anxiety and builds commitment to the organization as well as supporting and increasing productivity and engagement of the new LTCA.

It is common for long-term care organizations to assign new LTCAs to more seasoned employees to ensure they become familiar with the clinical aspects of their orientation. The use of a buddy for onboarding goes beyond that. The buddy partners with the new LTCA for the first few months of employment creating a peer-to-peer relationship where the new LTCA gets to hear from and is supported by one of their peers. The new LTCA experiences consistency and is not relying on the perspective of different coworkers. The use of a buddy will be particularly important for newcomers to Canada who may not be familiar with the culture of long-term care and the Canadian workplace and will have different integration needs. ***Guidelines for the Implementation of a Peer Resource Person (Buddy)*** can be found in Appendix A -10.7.



...the more the onboarding buddy met with the new hire, the greater the new hire’s perception of their speed to productivity.



Conclusion

Research demonstrates that a formal onboarding model is of benefit to the organization and the new employee. Many resources address the issues related to orientation and onboarding of new employees, although few address the onboarding of Long-term Care Assistants and other staff working in long-term care specifically. This resource guide is based on recommended practices in the area of successful onboarding as well as the current environment in LTC across the province.

An effective onboarding program can assist your long-term care organization in meeting your recruitment and retention needs and contributes to quality, safe resident care and services and a psychologically safe workplace for your employees. Onboarding programs do not happen overnight and do not need to be perfect.

Some potential barriers to creating and delivering a successful program within the long-term care sector include minimal resources, limited IT capabilities, lack of well-documented processes, and lack of follow-through and accountability. When building your onboarding program these and other factors unique to your organization must be kept in mind.

By using the information in this resource guide, you will be able to gradually build your program and select which onboarding phases and activities to begin to work on. We hope this guide will provide you with the information, tools and resources you will need to assist you in developing a successful onboarding program that meets the unique needs of your organization.



SECTION 5 – APPENDIX A

10.1 Suggested Topics for Preboarding and Orientation of the LTCA

PREBOARDING

Topics to be covered during this phase may include but are not limited to:

- Signing any contracts or paperwork including benefits
- Access codes to e-mail and other IT systems
- Dress code
- Payroll set up including ID
- Details for the first point of contact on day one
- Employee resource (handbook) and other handbooks
- Information about your EAP program
- Agreement of confidentiality
- Learning hub and passwords
- Code of conduct
- Use of social media policy
- Scheduling and expectations for the first day of work
- Name and contact information of their buddy
- Giving the new employee a small gift that is branded with your company logo

ORIENTATION

Depending on your organization's resources, your number of hires, and how your orientation is structured you may choose to have some of these topics covered in subsequent stages of the orientation. Topics may be covered in both the general and program-specific levels of orientation with more details being provided around each topic during the unit/area-specific orientation.

A/General Orientation

- Welcome; mission, vision and values and strategic plan
- Organizational chart; overview of facilities and services
- PHIA and responsibilities
- OHS - rights and responsibilities and JOSH
- WHMIS
- Abuse prevention including Protection for Persons in Care Act & Regulations, mandatory reporting, and process for reporting
- Workplace violence- violence prevention program including risk assessment, violence prevention statement, and training opportunities
- Healthy workplace initiatives and policies, including topics such as a respectful workplace, staff code of conduct, harassment and discrimination, disrespectful behavior, and bullying
- Commitment to diversity and inclusion and associated policies, statements, and training opportunities



- Quality initiatives, including risk management and accreditation
- Workplace wellness initiatives and resources
- Fragrance restriction policy
- Use of social media including, the internet and personal mobile electronic devices(PMEDs)
- Smoke-free policy
- Fit for work or accommodation policy
- Attendance policy and expectations
- Ethics framework and internal resources
- Infection control and outbreak management, including COVID-19
- Emergency preparedness including resources, principles, roles and responsibilities and use of security in the facility if applicable
- Client-centered care philosophy
- Performance appraisal policy
- Risk management program
- Disaster and emergency preparedness including fire safety and emergency codes

B/Program Specific and Unit/Area Orientation

- Point of Care Risk Assessment
- Reporting of adverse events
- Plan of care
- All hazards plans
- Protection of residents from abuse and neglect
- Management and staff meetings
- WHMIS at the departmental level
- Body mechanics and lifts and transfers
- Infection prevention and control including the use of PPE and outbreak management plan
- Scheduling and attendance policies
- Performance management - expectations and process
- Collaborative practice - roles of other team members
- Fall prevention program
- Skin integrity program
- Documentation including injury reporting
- Advanced directives and end of life care
- CPR policy including use and locations of AED
- Food handling policies
- Dress code and personal appearance
- Equipment preventative maintenance program
- Incident reporting including the reporting of safety incidents



10.2 Employee Development Plan Template

Employee Name _____ Position _____

Department _____ Supervisor _____

Professional goals and aspirations (from discussions)

Areas of strength (from discussions)

Development Opportunities (Personal and Job-Related):

Area of Development/Goal <i>What do I wish to accomplish?</i>	Activities/ Actions <i>What do I have to do?</i>	Resources <i>What support and resources will I need?</i>	Measures of Success <i>How will I know I have been successful? What is the target date for completion/review?</i>

Progress review (To be completed at end of the year)

Employee Signature _____ Date _____

Manager Signature _____



10.3 LTCA Onboarding Framework

	Phase 1 Preboarding	Phase 2 Orientation First 30 days	Phase 3 Continued Onboarding 30-90 Days	Phase 4 Organizational Insider
Purpose	<ul style="list-style-type: none"> • Focuses on the new LTCA feeling welcomed to the organization and prepared for their first day in the facility. • Focuses on the logistics that are necessary to prepare the new LTCA for their employment with the organization. 	<ul style="list-style-type: none"> • Creates an experience where the new LTCA feels welcomed, comfortable with their roles, and part of their team. • Ensures the new LTCA is aware of their job expectations and how things are done within your organization. • Assists with gaining insight into some of your overarching principles, policies, and practices. 	<ul style="list-style-type: none"> • Ensures the LTCA feels part of the team. • Expands the LTCA's sense of connection/socialization. • Expands the LTCA's awareness of the culture of your organization. • Prepares the LTCA to assume full responsibility for their role. 	<ul style="list-style-type: none"> • Ensures the LTCA feels they are engaged and a valued team member • Ensures the LTCA has integrated successfully into the culture, is motivated, and has an acceptable level of performance • Ensures the LTCA is aligned with the mission, vision, and values of the organization
Primary Activities	<ul style="list-style-type: none"> • Complete all necessary HR logistics including all forms and paperwork. • Establish any IT requirements and set up in any online systems. • Complete mandatory or core training modules. • Choose and assign a buddy • Introduce onboarding tool/checklist 	<ul style="list-style-type: none"> • Introduce to the organization, mission, vision, and values. • Provide orientation to the organization, including general, program-specific, and unit/area orientation • Tie orientation to roles and responsibilities and scope of employment • Introduce the role and responsibilities of the Buddy. • Ensure regular contact between the new LTCA and their Buddy. • Ensure regular communication/check-ins between the new LTCA and their manager. • Provide manager feedback / support on the new LTCA's performance • Continue use of the onboarding tool/checklist 	<ul style="list-style-type: none"> • Continue with Buddy's support and regular touchpoints between the Buddy and the LTCA. • Ensure regular communication and check-ins between the new LTCA and their Manager • Formalize the performance management process • Initiate a formal Employee Development Plan • Discussion with the new LTCA related to career goals • Continued use of the onboarding tool/checklist 	<ul style="list-style-type: none"> • Onboarding should be a minimum of 90 days and may end with the completion of probation. • Manager continues to build/review the Employee Development Plan with the LTCA • Manager continues with the formal and informal performance management of the LTCA • The LTCA and the buddy complete their formal relationship • Complete the onboarding tool/checklist. • Manager conducts an end-of probationary period performance review. • Evaluate your onboarding program and revise/amend as required.
Resources/ Guidelines	<ul style="list-style-type: none"> • Tips for an Inclusive Onboarding Experience • Tips for Successful Remote Onboarding • LTCA Onboarding Framework 	<ul style="list-style-type: none"> • Guidelines for the Implementation of a Peer Resource Person (buddy) • Suggested Topics for Pre-boarding and Orientation of LTCA's 	<ul style="list-style-type: none"> • Employee Development Plan Template 	<ul style="list-style-type: none"> • Guidelines for Measuring the Success of Your Onboarding Program.



10.4 Tips for an Inclusive Onboarding Experience

- Ask the new employee upfront what they need from you to support them and to help them to be successful in their role. This conversation helps ensure they have an opportunity to ask for any necessary workplace accommodations or assistance.
- Demonstrate your commitment to diversity and inclusion (D&I), equity, and antiracism as a part of your onboarding process by sharing value statements, policies, employee supports, and training opportunities.
- Introduce the new employee to your Diversity Committee and any other formal Employee Resource Groups you may have.
- Provide opportunities to share and recognize preferred pronouns.
- Ensure gender-neutral language in your communications, guides, written policies and procedures, and training materials.
- Ensure all written onboarding materials have been looked at with an equity, diversity, and inclusion lens.
- Consider including a statement about inclusion in your onboarding feedback mechanism to capture how well you are doing. It may be a statement as simple as “I feel I belong here” or “I feel like I am part of the community here at “your organization's” name.”
- Make any requirements for assistive technology available on the new hire’s first day at work.
- Follow up on any cultural and religious needs that have been identified.

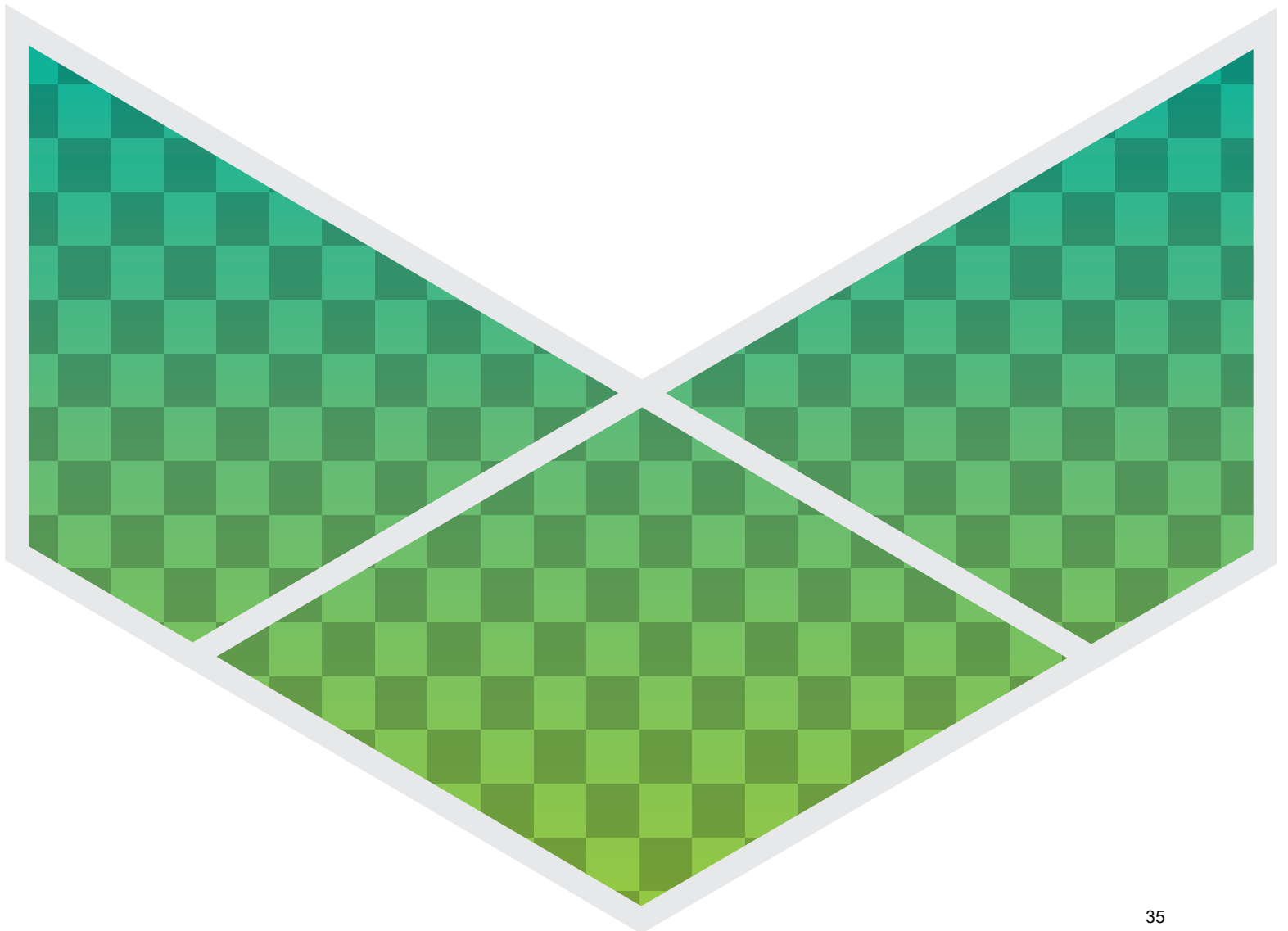


10.5 Tips for Successful Remote Onboarding

- When planning your program determine which components of your onboarding program can be done remotely and which are best-done in-person or on the job.
- Standardize and communicate which components are in-person and which are virtual so everyone is aware and taking the same approach to your onboarding.
- Make the necessary changes to your onboarding checklist to indicate which components will be done virtually and who has what responsibility.
- Plan your virtual delivery to include what works best for your program. It could include completing pre-boarding forms online, self-directed online modules, webinars, videos, and instructor-led virtual training(ILVT) to name a few.
- Decide on the meeting/learning application you will be using and what technical requirements are required. Platforms such as Zoom and Microsoft Teams are just a few platforms commonly used.
- Consider selecting a platform that shares documents with staff such as handouts, diagrams, policies, and procedures.
- Ensure the competency and comfort with the technology of those delivering the on-line training.
- Make arrangements for IT logistics.
- ILVT is an effective way to engage with staff during the onboarding process. Consider giving frequent breaks to reduce screentime fatigue and building in regular opportunities for engagement and interactive learning such as ice-breakers, chat activities, polls, and the use of break-out rooms.
- For ILVT you may want to consider having what is referred to as a “producer” during the training. The producer maintains the flow of the training overseeing any technical issues, launching polls, and monitoring the chat. This allows the facilitator to concentrate on content delivery.
- Build a sense of connection with staff during ILVT. Provide short videos of welcome or consider other care providers providing some aspects of the training.
- Reassure your new hire. Many may not be comfortable with virtual learning and may wonder if they will be able to understand the information when delivered in a virtual format.



- Communicate what the technical requirements are for the meeting application you are using and who to contact in the event of IT difficulties.
- Allow participants to become familiar with the basic functions of muting and unmuting, raising hands, polls, and chat, at the beginning of the ILVT.
- Break the training down into smaller chunks with frequent breaks or "one-minute energizers".
- Anticipate any obstacles that may occur and have a backup plan.
- Evaluate the online components of your program by obtaining participant feedback. An evaluation can be done at the end of any ILVT using the poll feature.
- One-on-one check-ins with staff are important during virtual onboarding to gauge how the new hire is feeling, their understanding of the material, and to provide support and any additional information, and resources.





10.6 Guidelines for Measuring the Success of Your Onboarding Program

You will want to evaluate your program by building an evaluation plan. A plan helps you decide what you want to collect, how you are going to collect it, and where to get the information that you need to evaluate your onboarding program. Your evaluation plan links to the goals and objectives of the onboarding program to determine if the outcomes are being met. It has indicators for success, a method to collect data and timelines and responsibilities.

Begin by setting an overall goal for your onboarding program. Develop measures of success or key performance indicators (KPI's) during the planning and development phase of building your program. You will want to establish benchmarks and measure your success over time. The extent of your evaluation and the methods used will depend on the size of your organization, your resources, and the resources dedicated specifically to continuous quality improvement within your organization.

For some organizations, program evaluation is a relatively new concept and falls to the administrator or manager. In larger organizations, resources are dedicated specifically to risk management and quality. Consult with any quality expertise that you have in your organization at the beginning of planning your program. Some long term care organizations will be in a position to evaluate their program at a higher level measuring the impact of their program and the possible relationship to strategic indicators such as retention rates, voluntary and involuntary turnover rates, the number of new hires who leave after the first six months and staff engagement surveys such as “Work-life Pulse”, (Accreditation Canada), the “Guarding Minds” (Mental Health Commission of Canada) or other measures of staff engagement or satisfaction. If your organization has a formal quality scorecard with established strategic quality indicators it will be important to link your results back to that scorecard.

Your onboarding program will be one of several indicators of success under a more strategic goal for the organization. Developing and implementing a robust, higher-level evaluation is often outside the resources of many long-term care organizations. You may start by examining specific outcomes related to just one phase of your program. As an example, you may wish to evaluate the pre-boarding phase or a particular activity of your orientation phase.

The new hires “feedback or experience” is a common measure of the value of an onboarding program. As a minimum level of evaluation, you should have a formal feedback mechanism as part of your program. This could include feedback from the new LTCA, their manager, the buddy, and others. Ideally, you will want to capture both qualitative and quantitative data and compare the results at regular intervals.



You may use one-on-one feedback discussion sessions or focus groups to collect qualitative data. If using this as an approach you will want to capture the main themes and share with others regarding the success of your program. Some examples of questions for your new LTCA may be: How is everything going so far? What have you appreciated about your onboarding experience? Have you had any challenges and if so what have they been? Is there anything that you are still unclear about?

Surveys give you more quantitative data provided they are structured and participants answer on a Likert scale. Online surveys such as Survey Monkey and Survey Hero may be used and are of no cost. Software programs are another option and if you have an HR system or learning management system survey capability may be included. If you are using a survey alone without the one-on-one feedback discussion you should build in the collection of both quantitative and qualitative data. The use of a buddy system is one of the most important parts of an effective onboarding program. Consider building a way to measure the experience of the new LTCA as well as the buddy into your evaluation plan.

Exit surveys which track why staff leave or stay surveys which track why staff stay are a must in organizations that truly value the input from their staff and want to build a better workplace. Consider adding a few survey questions to these already established surveys/discussions that will help to evaluate your onboarding program.

Just like your onboarding program itself, the evaluation component doesn't have to be perfect and robust from the start but the important thing is to start somewhere and then you can continue to build as you go.

Below you will find examples of quality indicators and how they may be measured. The examples are geared towards evaluating a particular phase of the onboarding program using a survey method of evaluation. Note that the percentage used as part of the success indicators and the timeline for measurement are examples only. It will be up to you to determine what percentage of responses are considered to be a success for your organization and the frequency of your data measurement.

In this example, two surveys would need to be developed using a Likert scale to use as data collection tools. They are a New Hire Onboarding Survey and a Buddy Experience Survey.

- **Organization's Strategic Goal (Example)**

At "name of organization" we believe our staff are our greatest asset. We recognize the importance of a healthy, competent workforce and therefore are committed to maintaining the health and safety of all employees.

- **Onboarding Program Goal (Example)**

At "name of organization", we have a consistent, and effective onboarding program for our new employees. Participation in the program results in our new employees feeling valued, supported, capable of doing their jobs, and part of the "name of organization" community.



Phase 1 Pre-boarding

Outcome	Success Indicators	Methods of Data Collection	Tools/Data Source	Timeframe/Frequency of Data Measurement
New LTCAs are given sufficient information on the employer-provided benefits of their position	85% of new hires will either agree or strongly agree that they were given sufficient information on the employer-provided benefits of their position	Quantitative data collected from the survey	New Hire Onboarding Survey	Every six months

Phase 2 Orientation

Outcome	Success Indicators	Methods of Data Collection	Tools/Data Source	Timeframe/Frequency of Data Measurement
New LTCAs are provided with clear expectations of their job duties and job expectations	85 % of new LTCAs will either agree or strongly agree that they were provided with clear expectations of their job duties and job expectations	Quantitative data collected from the survey	New Hire Onboarding Survey	Every six months
New LTCAs are well prepared to succeed in their job after attending orientation	85% of new LTCAs will either agree or strongly agree that they were well prepared to succeed in their job after attending orientation	Quantitative data collected from the survey	New Hire Onboarding Survey	Every six months



Phase 3 Continued Onboarding

Outcome	Success Indicators	Methods of Data Collection	Tools/Data Source	Timeframe/Frequency of Data Measurement
New LTCAs are supported by their buddy during the onboarding process	85% of new LTCAs felt comfortable asking their Buddy questions 85% of new LTCAs believe their buddy was able to answer their questions and provide them with the necessary information or resources	Quantitative data collected from the survey	Buddy Experience Survey	Every six months
New LTCAs receive one formal performance review from their immediate supervisor/manager at the end of Phase 3 of the onboarding process	95% of new LTCAs receive one formal performance review from their immediate supervisor/manager at the end of Phase 3 of the onboarding process	Quantitative data collected from personnel files/ HR system	HR data report following a review of personnel files/ HR system	Yearly

Phase 4 Organizational Insider

Outcome	Success Indicators	Methods of Data Collection	Tools/Data Source	Timeframe/Frequency of Data Measurement
New LTCAs have had the opportunity to participate in a formal Employee Development Plan with their immediate supervisor /manager within one year of hire	95% of new LTCAs have had the opportunity to participate in a formal Employee Development Plan with their immediate supervisor /manager within one year of hire	Quantitative data collected from personnel files/ HR system	HR data report following a review of personnel files/ HR system	Yearly



10.7 Guidelines for the Implementation of a Peer Resource Person (Buddy)

The benefits of having a buddy during the onboarding process were outlined earlier in this guide. The goals of a buddy program are to help the new LTCA feel welcomed and connected to your organization and to help them adjust to the culture, norms, and job expectations. Some long-term care organizations may choose to have the onboarding buddy be the same staff member that would be assigned in assisting the LTCA with their clinical orientation. In other organizations, they may be two different peers.

Depending on the size and structure of your organization some responsibilities for the buddy program may be delegated to an educator or other supervisors. It is all about what works best for your organization. The important thing is to have a well-planned, documented, and communicated plan for using the peer buddy system. The following are some guidelines that employers should take into consideration when building or expanding their buddy program:

- Designate someone with the responsibility of being the primary coordinator for the program and the point of contact for the new LTCA, the manager, and the buddy.
- Clearly define the roles, responsibilities, and expectations of the buddy, the manager, HR, and the new LTCA. Document and communicate to those who need to know. Suggested responsibilities are outlined below.
- Communicate the suggested length of time related to the formal buddy/ LTCA relationship. The formal relationship will end at a specific point, in most cases at the end of the onboarding process which is the completion of the probationary period.
- Define the required check-in times between the new LTCA and their buddy and their frequency. They should meet on day one as a minimum and once weekly for the first month. They may also consider checking in virtually, by email or phone.
- Develop the criteria for the selection of the onboarding buddies based on the suggested criteria below.
- When assigning the new LTCA to their buddy consider common interests and experiences as much as possible.
- Provide the necessary training/information sharing to ensure consistency among all buddies.



- Reduce the buddy's workload when appropriate and necessary particularly during the orientation phase.
- Provide the buddy with any necessary tools, forms, etc. that require completion.
- Provide some form of recognition for your buddies, perhaps a gift card, an annual appreciation event or showcase their efforts in a newsletter or other form of communication within the organization.
- Develop a method to evaluate the buddy program such as a survey or regular focus groups. This can be built into the overall evaluation plan of your onboarding program.
- Consider diversity when matching the new LTCA to their buddy.

Selection of Peer Buddies

When selecting the peer buddies certain qualities and characteristics will help ensure the success of the onboarding for both the new LTCA and the buddy. The buddy must want the responsibility and be suited for the role.

The following are some characteristics to look for when selecting a staff member as a buddy:

<i>Patient and approachable</i>	<i>Has high standards</i>
<i>A positive outlook on the organization</i>	<i>Sense of pride in their work and the job they perform</i>
<i>Experienced employee</i>	<i>Positive role model</i>
<i>Knows the ropes</i>	<i>Awareness of or interest in engaging in anti-racism, BIPOC, D&I and LGBTQ issues</i>

Responsibilities

Buddy

- Is a key staff member of your organization who has a good understanding of your organization, your culture, and available resources.
- Is the “go-to-person” for the new LTCA providing one point of contact within the organization that the new LTCA feels comfortable asking questions. This helps increase their comfort level, sense of connection, and feeling of belonging.



- Answers the day-to-day questions about the job and the organization and explains unfamiliar tasks or "the way we do it here".
- Has the main responsibility to show the new LTCA the "ins and outs" of your organization or in other words "how we do things around here." Is a resource for the new employee for information related to policies, procedures, organizational norms, and work processes.
- Offers guidance, encouragement, and assistance so the new LTCA feels comfortable in their new role and responsibilities. By creating a safe, and supportive environment they help the new LTCA become more comfortable in their role over a shorter period of time.
- Plays an important role in cultivating the culture and connection phases of onboarding which can sometimes be forgotten during the onboarding process.
- Plays an important role in the socialization of the new LTCA assisting them with establishing networks with other team members so that the new LTCA feels a connection to others.
- Maintains regular contact with the new LTCA.
- Completes buddy checklists and other required forms.
- Maintains confidentiality of the information shared during the buddy/new LTCA relationship.
- Provides for opportunities to socialize such as having breaks together and with other team members.
- Recognizes that there may be a mismatch between the buddy and the new LTCA and takes steps to minimize any conflict.

Managers

- Ensures the buddy and the new LTCA are clear about their role and responsibilities.
- Provides the necessary time for the buddy to perform their roles, responsibilities, and required tasks.
- Monitors the relationship between the buddy and the new LTCA.
- Provides the necessary tools/checklists that require completion.



New LTCA

- Is open to the suggestions and advice provided by their buddy.
- Seeks clarification and asks questions.
- Contacts the buddy at the agreed-upon times respecting any boundaries related to emails or phone calls.
- Maintains confidentiality in terms of information shared during the buddy/new LTCA relationship.

Benefits of Being a Buddy

Participating as an onboarding buddy provides the buddy with the opportunity to:

- Know that they are making a difference in the job satisfaction of someone new to the organization.
- Showcase the organization.
- Develop their leadership skills.
- Gain new knowledge and ideas from the new hire based on their recent experiences in the field and at other organizations.
- Know they are recognized for their commitment to the organization and their level of performance within the organization.
- Develop significant relationships with peers.
- Be recognized by their manager as being a role model and having the skills required to be selected as a buddy.
- Be part of a larger network of buddies within the organization and participate in regular updates and training.



APPENDIX B

11.1 Sample LTCA Position Description from NS Department Health and Wellness

Long Term Care Assistant – Sample Job Description (As a sample job description, this may be tailored to suit individual facility needs)

Overall Purpose:

The Long-Term Care Assistant (LTCA) role is a temporary mitigation to support the work of the Continuing Care Assistant (CCA), while facilities increase their CCA complement through the implementation of a variety of recruitment and retention strategies. The LTCA contributes an important role within the health care team. They are responsible for providing assistance with daily routines to residents/clients along with activities of daily living. The role does not include provision of personal care to the residents/clients.

Key Responsibilities - In collaboration with the care team:

Would require training as appropriate with respect to the population they serve.

- Perform light housekeeping duties such as tidying residents'/clients' rooms and collecting the garbage, cleaning closets, hanging clothing, making beds, cleaning wash basins, dental care cups, etc.;
- Answer call bells and redirect when appropriate. Provide items of comfort, sitting with residents/clients and having purposeful conversations, etc.;
- Assist with the residents'/clients' dining experience under the direction of the supervisor, including but not limited to:
 - escorting residents/clients to and from dining areas;
 - Setting up and clearing tables, pouring beverages and delivering meals to residents;
 - Assist/support residents/clients in programming such as, but not limited to, recreational programs;
 - Assist in the preparation and clean up of activity rooms.

Reporting Relationships:

This role reports to the Manager (or person identified within the organizational structure) such as designated Registered Nurse and/or Licensed Practical Nurse.

Typical Contacts:

Daily contacts with coworkers, residents/clients, families and visitors.

Innovation:

May be required to spend one on one time with residents/clients to provide company, meaningful and appropriate conversation and support. May require creative skills to calm and distract from overstimulating environments.

**Decision Making:**

Identifies resident/client needs and expectations as outlined in the job description for scope of employment. Responds to requests efficiently and effectively. Seeks support/feedback to develop a clear understanding of resident/client needs and outcomes.

Refers/reports complex questions and/or observations to a higher decision-making level that is clearly identified by the organization.

Impact of Results:

Performing the tasks identified within their scope of employment, will allow other health care providers to focus on the duties and responsibilities within their job profiles and their scope of practice.

Working Conditions:**A. Physical Environment**

The care environment is working with the elderly population who may have varying levels of dementia, responsive behaviours and other health conditions.

B. Physical Effort

Physically demanding role that includes lifting, walking, standing, pushing wheelchairs, bending, turning, etc.

C. Sensory Attention

Active listening and observation skills are required.

D. Mental Pressures

Actively demonstrates an interest in engaging with a variety of residents/clients, family, visitors and co-workers.

Work within an environment that can change at any moment and is prepared to adapt to these situations in a respectful and understanding manner.

Will seek support appropriately from other health care providers/supervisor.

Qualifications:

Grade 12 education or non-academic equivalent (to be determined/assessed by service provider).

Pre-employment vulnerable sector check required.

Demonstrated ability to attend work on a regular and consistent basis.

Good oral and written communication skills.

The ability to work required shifts: days, evenings, nights, weekends and holidays.

Sound interpersonal, problem solving and organizational skills.

Compassion, integrity, maturity, respect and a positive attitude are essential attributes.

Previous experience in senior care, group home, caring for a family member/friend will be considered an asset.

Willing to gain training related to role as per the facility's policy and guidelines and as reflected in the job duties. Examples could include, but are not limited to, environmental hazard awareness (WHMIS); infection control practices, nonviolent crisis intervention, dementia awareness and food safety.



11.2 Additional Employer Resources

A list of resources that can be used to assist you in building your onboarding program has been developed. Many of these resources can be used during the orientation phase and others would be useful for other phases of your onboarding program. This list is not meant to be inclusive. However, it will provide you with several resources outside of this guide. While the majority of these resources are free some would require purchase.

A/Health and Safety

1. AWARENS, Nova Scotia Health and Community Services Safety Association, Course Catalogue, <https://awarens.ca/courses/>
AWARE NS offers some free online learning modules for the health and community services sector. Courses include but are not limited to WHMIS, OHS Legislation, Safe Handling, and Mobility including PACE, Donning and Doffing of PPE, and Violence in the Workplace Regulations.
2. Canadian Centre for Occupational Health and Safety- CCOHS
<https://www.ccohs.ca/>
CCOHS offers a variety of e-courses including but not limited to: pandemic planning, mental health and wellness, and violence prevention. Some of their courses are free and others are paid per registration seat. They also provide fact sheets in the area including WHMIS, COVID-19, infection control, violence prevention, and other topics. *See reference below regarding the free seats sponsored by NS Department of Labour and Advanced Education
3. Nova Scotia Government Department of Labour and Advanced Education.
<https://novascotia.ca/lae/healthandsafety/>
The site has information and resources on health and safety topics including the Nova Scotia Occupational Health and Safety Act and regulations. They offer all Nova Scotian residents 3 free e-learning courses from CCOHS including WHMIS. They also have a free training video on Taking Responsibility - The Nova Scotia Occupational Health and Safety Act.
4. Health Canada. Government of Canada.
<https://www.canada.ca/en/health-canada.html>
The site has a variety of information on environmental and workplace health including WHMIS.



5. Nova Scotia Health Authority Corporate Website. WHMIS Handbook PowerPoint Presentation. (2015, February 26)
<https://www.cdha.nshealth.ca/safety-injury-prevention/chemical-safety-whmis>
A PowerPoint presentation to be used for training staff on WHMIS that could be used as a guide for developing your training.

6. Safety Services Nova Scotia (2020)
<https://campus.safetyservicesns.com/catalog.php>
A wide range of health and safety programs available for purchase.

7. Chemical Safety WHMIS. Nova Scotia Health Authority Corporate <https://www.cdha.nshealth.ca/safety-injury-prevention/chemical-safety-whmis>
A PowerPoint presentation for training staff on WHMIS that could be used as a guide for developing training for your organization.

B/ Personal Health Information Act (PHIA)

1. Health Association of Nova Scotia. Personal Health Information Act. A Toolkit for Long-term care Facilities. (nd). No longer available on the website. Sourced from:
<file:///C:/Users/user/Downloads/PHIA%20LTC%20Toolkit%20Final.pdf>
This Toolkit provides a general explanation of the Personal Health Information Act and resources to support its implementation in the Long-term Care Sector. The toolkit should not be used in the place of legal consult.

2. Nova Scotia Government Department of Health and Wellness. Personal Health Information Act. (nd) <https://novascotia.ca/dhw/phia/>
The Government of Nova Scotia offers a variety of resources for the public and organizations related to PHIA.

Key resources:

2.1 Nova Scotia Department of Health and Wellness. Toolkit for Custodians: A Guide to the Personal Health Information Act. (2013, November, 1)
<https://novascotia.ca/dhw/phia/documents/PHIA-complete-toolkit.pdf>

2.2 Nova Scotia Department of Health and Wellness. The Personal Health Information Act: A New Era of Accountability. (2013, May, 31)
<https://www.youtube.com/watch?v=7k5y0VU5H3M>

A short video produced by the Government of Nova Scotia on the collection, use, and disclosure of health information under PHIA.



2.3 Nova Scotia Department of Health and Wellness. A Summary of the Personal Health Information Act. (nd). <https://youtu.be/K8eWHautXLc>
This video provides a summary and overview of PHIA from the consumer's perspective.

2.4 Nova Scotia Department of Health and Wellness. Your Health Your Privacy (nd).
<https://novascotia.ca/dhw/phia/documents/PHIA-Brochure.pdf>
A brochure outlining basic information about privacy and PHIA.

3. Nova Scotia Health Authority. Nova Scotia Health Authority Pledge of Confidentiality. (nd)
http://www.nshealth.ca/sites/nshealth.ca/files/newhireresource_q_pledge_of_confidentiality.pdf
A resource that can be used when developing a pledge of confidentiality for your organization.

C/ Ethics

1. Warren, M & Aymar, J. Nova Scotia Health Ethics Network. Ethical Issues in Long Term Care. (nd)
<http://www.nshen.ca/index.php/fireside-chats/ethical-issues-in-long-term-care/>
This video provides an excellent overview of LTC in NS and reviews some of the everyday ethical dilemmas in long term care. A downloadable discussion page of questions is also included.

D/Protection of Persons in Care/Abuse Prevention

1. Protection for Persons in Care Fact Sheet. Nova Scotia Department of Health and Wellness. (2007, October)
https://novascotia.ca/dhw/ppcact/PPC_Act_FactSheet.pdf
A fact sheet on the Protection for Persons in Care Act that can be distributed to staff as a handout.

2. Senior Abuse and the Law. Nova Scotia Department of Seniors(nd) <https://novascotia.ca/seniors/> An overview of the laws related to senior abuse that can be distributed to staff as a handout.



3. Understanding Senior Abuse: Facts, Tips, Contacts. Nova Scotia Department of Seniors. (2012.)

https://novascotia.ca/seniors/stopabuse/pdf/Booklet_EN.pdf

Although geared towards seniors this booklet contains information on senior abuse and what to do if you suspect abuse. A good resource for your staff and is available in booklet form for easy distribution.

4. Financial Abuse. Respect Nova Scotia's Seniors. Nova Scotia Seniors' Secretariat. (nd)

[https://novascotia.ca/seniors/pub/elderabuse/BrochureFinancialAbuse\[EN\].pdf](https://novascotia.ca/seniors/pub/elderabuse/BrochureFinancialAbuse[EN].pdf)

A brochure with a brief overview of financial abuse.

5. Abuse of Older Adults. Legal Info Nova Scotia. (2019)

<https://www.legalinfo.org/i-have-a-legal-question/seniors/#seniors-navigator-project-2>

An excellent and current resource on abuse, the laws, and contacts for a variety of community resources.

6. Protection for Persons in Care-Training Video. NS Government. (nd).

<https://www.youtube.com/watch?v=2arX9s6D5g4&feature=youtu.be> Provides an overview of abuse and the various types of abuse and the responsibilities of both employers and employees under the PPCA. Also includes criteria to consider when building your abuse prevention program.

E/ Workplace Violence

1. Nova Scotia Health Authority Corporate Website.

<https://www.cdha.nshealth.ca/>

Has a variety of resources on their internal workplace violence prevention plan including a general overview of workplace violence that could be adapted to your organization.

2. Nova Scotia Department of Labour and Advanced Education. A Workplace Violence Prevention Strategy for Nova Scotia. (nd)

<https://novascotia.ca/lae/healthandsafety/violenceintheworkplace.asp>

Provides information about workplace violence in Nova Scotia including a Q&A document on the Workplace Violence Regulations.



3. Workplace Violence. Are you at Risk? NSNU Statement of Beliefs

https://www.nsnu.ca/sites/default/files/Workplace_Violence.pdf

Discusses violence as an occupational health and safety issue and a variety of steps that can be taken to prevent or minimize violence in the workplace.

F/ Diversity and Inclusion (D&I)

1. Passport to a Diverse Workplace. Health Care Sector Council of Nova Scotia. (2020) <https://passport.hcsc.ca/>

The Passport to a Diverse Workplace is a self-directed learning resource designed to deliver content on overarching issues of diversity and cultural competency. This series of six short videos is an online resource to build a level of comfort with a link to useful resources while navigating the rewards and challenges of workplace diversity.

2. How to Effectively Create a Welcoming Workplace and Successfully Integrate New Employees. Immigrant Employment Council of BC. (2019).<https://iecbc.ca/how-to-effectively-create-a-welcoming-workplace-and-successfully-integrate-new-employees/>

This video discusses some of the different needs of newcomers in successful integration into the Canadian workplace.

3. Employer Support Resources. Immigrant Settlement Association of Nova Scotia (ISANS). (2020) <https://www.isans.ca/employer-support/>

Provides a variety of resources to help Nova Scotian employers build strong and diverse workplaces including English in the Workplace and On-site Recruitment and Career Information Sessions.

4. Onboarding Newcomers. A Toolkit for Nova Scotian Employers. Immigrant Settlement Association of Nova Scotia (ISANS). (2019)

https://www.isans.ca/wp-content/uploads/2019/12/OnboardingNewcomersToolkit_Final_web.pdf

This resource provides information for onboarding newcomers to the Nova Scotia workplace. Topics include but are not limited to sourcing immigrant talent, unconscious bias, reasonable accommodations, creating community, and the use of a buddy system.



5. Get in the Know: Orientation, Retention, and Promotion A Guide for Building Welcoming and Inclusive Workplaces for New Immigrant Workers. DIVERSEcity Community Resources Society and PEERs Employment and Education Resources. (2018)

https://getintheknow.ca/wp-content/uploads/2018/06/GetInTheKnow-Orientation_Retention_Promotion-Guidebook-2018.pdf

This resource is for employers who wish to embrace cultural diversity within their workplace. It includes tips and strategies for preparing the workplace, orientation, retention, and promotion of newcomers to Canada.

6. Grenier, A & Hixson-Vulpe, J. (2017, September). Beyond Diversity: An LGBTQ Best Practice Guide for Employers. Pride at Work Canada.

<https://prideatwork.ca/wp-content/uploads/2017/09/Beyond-Diversity-LGBT-Guide.pdf>

This resource is a practical tool to help organizations develop more LGBTQ inclusive workplaces, focusing on and sharing the best practices of Canadian organizations. It covers the top 12 strategies to promote the inclusion of LGBTQ people in the workplace.

7. Baumann, A., Ross, D., Idriss-Wheeler, D. & Crea-Arsenio, M. (2017). Strategic practices for hiring, integrating and retaining internationally educated nurses: Employment manual. Nursing Health Services Research Unit (NHSRU), McMaster University, Hamilton, ON.)

https://nursesunions.ca/wp-content/uploads/2017/05/StrategicPracticesforHiringIntegratingandRetainingIENs-EmploymentManual2017_WEB.pdf

This manual discusses some of the challenges in hiring internationally educated nurses (IENs) and provides some evidence-informed strategic practices to facilitate the hiring, integration, and retention of IENs.

8. Nova Scotia Human Rights Commission

<https://humanrights.novascotia.ca/education-training/workshops>

Offers a variety of online and in-person training opportunities on topics to build an understanding of human rights and the Nova Scotia Human Rights Act, understand barriers to equity and inclusion in the workplace and to reflect on and change attitudes to help build respectful and inclusive environments.

G/ Employee Handbook

1. Employee Handbook Template. Government of Nova Scotia. (2020). Nova Scotia Works.

<https://workplaceinitiatives.novascotia.ca/hr-toolkit/downloadable-resources>

Provides a template to consider when building an employee handbook for your organization.



2. The ABCs of Building an Employee Handbook. The Canadian Federation of Independent Businesses. (2018, April 26).

<https://www.cfib-fcei.ca/en/tools-resources/employee-handbook-template>

This webinar provides valuable information on building an employee handbook including the purpose, as well as access to a free employee handbook template.

H/ Other Resources

1. An Orientation and Onboarding Resource for Employers of Continuing Care Assistants (CCAs) in the Nova Scotia Home Support Sector (2021)

<https://hcsc.ca/about/projects-and-publications/>

2. The Onboarding Peer Buddy System Guide (2021):

<https://hcsc.ca/wp-content/uploads/2021/01/PeerBuddy.pdf>

This guide provides an employer resource to explore the more informal mentorship model of a "Peer Buddy System" in the context of onboarding a new employee into an organization.

3. Skills on Line NS

<https://www.coursepark.com/ns>

The program, sponsored by the NS Department of Labour & Advanced Education and the CBDC, is designed to give Nova Scotian businesses the ability to provide important skills training to their employees at no cost. By signing up today, your business can build its private learning area for employees, allowing them to access hundreds of online courses including social media, workplace health and safety, and interpersonal communication. Over, 6,000 courses and hundreds of topics. SkillsonlineNS, (2020).

4. Private Learning Networks. SkillsonlineNS,(2016, October 13)

<https://www.youtube.com/watch?v=SHPzFa91MKg&feature=youtu.be>

This video takes you through the process of creating a private learning network for your organization.

5. Welcoming Workplaces and HR Toolkit. Nova Scotia Government. Nova Scotia Works. (2020) <https://workplaceinitiatives.novascotia.ca/hr-toolkit>

Offers an HR Toolkit for Nova Scotian employers with information on a variety of HR topics including some downloadable resources. Also has several resources related to creating a welcoming and inclusive workplace under the Welcoming Workplace section of the website.



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