

# WELCOME: July 22, 2025

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**THE CHECK-IN**



**PUT ME IN, COACH! WHO  
DO WE HAVE HELPING  
PEOPLE AFTER THEY  
ONBOARD**



**ALL TEACH.  
ALL LEARN.**



# THE CHECK-IN

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*Why do you think a significant percentage of new hires leave within the first 90 days?*



# WELCOME

## JULY 22, 2025

**PUT ME IN, COACH!**  
**WHO DO WE HAVE HELPING**  
**PEOPLE AFTER THEY ONBOARD?**

### FEATURING



**ROGER WHITE**  
PRAIRIE SENIOR COTTAGES

# The revolving door

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An international study by Robert Half in 2018 revealed that **91%** of new employees are willing to quit when they walk into a new organization.

**28%** of those new employees do quit within the first 90 days.

**What is happening?**



# Onboarding is more than compliance

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- Onboarding new employees is more than a checklist – it is an intentional psychological strategy
- Beyond the paper trail, onboarding employees starts with an **emotional connection** from the first contact for an interview through the orientation process and beyond
- Consider the emotions of a new job:

**Anxiety – Fear – Belonging – Impressions – Safety**

**Fight or flight mode is active!**



# What do new employees need?

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- Employees need more than a pizza party or Jimmy Johns.
- They need intentional onboarding with educated and engaged mentors
- New hires need us to understand this is more about psychology than about false promises of grandeur
- Employees need connections – kindness – caring: Just like our residents
  - **Two things important for new employees include understanding the psychology behind 1) our places in life and 2) our places within organizations.**



# Our place in life

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- Our place in life often affects the way we view things
- Consider **Erickson's Theory of Human Development** and the impact it has on how your new employees are navigating a new job.
- Understanding where your employees are at in life helps you identify their needs and meet them where they are at.
- Think of person-centered care and apply it to employees: **Person-centered Onboarding!**
- What is important to one employee may not be important to another – **but they both matter.**



# Where is my employee at in life?

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## IDENTITY VS ROLE CONFUSION

*Stage: 13–19 years*

This is where we ask: Who am I really? It's where we look at peers and role models and develop our deeper identities, usually through **many social relationships**.

## INTIMACY VS ISOLATION

*Stage: 20–39 years*

This is when we ask: Can I love and be loved? It's where we **develop deep friendships** and romantic relationships.





# Later life stages

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## GENERATIVITY VS STAGNATION

*Stage: 40–59 years*

This is the big one where we ask: **Can I make my life really count?** It's where we explore our relationships, responsibility and environment, grappling with the idea that your life can have a real lasting impact.

## EGO INTEGRITY VS DESPAIR

*Stage: 60+*

This is the introspective phase, where we look back over everything and ask ourselves whether it was OK to be ourselves. We look at the **impact of our lives** and develop a sense of integrity if we feel it was successful.



# Commitment to organizations

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**Our psychological feelings toward an organization are just as important!**

The psychological reasons people stay at jobs can help us understand strategies to build the **desire** to stay rather than the **need** to stay.

When people **desire** to be part of an organization, they will be **more engaged and committed**. When people feel they need to stay, the lack of engagement becomes apparent in attendance, attitude, and care delivery.



# Three types of commitment

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# Continuance commitment

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**Continuance commitment** – I need to stay because I don't have any better options

- Little hope for happiness
- Lack of motivation
- There for the paycheck but not for the intrinsic rewards or residents



# Normative commitment

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**Normative commitment** – I should stay because this place was good to me or the residents need me, **but I am not intrinsically satisfied**

- Will not be entirely engaged
- Provides the minimum care levels without a need to go above and beyond
- Attitudes will vary depending on the day



# Affective commitment

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**Affective commitment** – I belong here.

- Has an emotional connection to the people and place
- Identifies the company being aligned with their personal values
- Is generally willing to go above and beyond to make it a great place
- Is not attracted to jumping ship when other offers arise



# Causes of affective commitment

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- **Social Support** – Employees are more committed to organizations that provide support when the employee needs it the most – such as when they are first starting a new job or have life challenges!
- **Empowerment** – Employees want to make decisions about how they do their work. Employees who get this opportunity can feel more empowered, driving their sense of commitment to the organization. Treating employees as the experts for advice is an excellent idea to help employees feel empowered.



# Causes of affective commitment

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- **Job Characteristics** – Employees want clarity in their roles. Organizations with clearly defined roles that use employee skills in a meaningful way can have higher affective commitment. Are we helping our employees feel they are highly skilled in their care delivery? Are we asking employees how we can help them build their skills or are we telling them what the need to know for regulation purposes? Are we acknowledging these skills, from the dishwasher to the director!
- **Making it personal** – When employees feel that colleagues on all levels know them, care for them, and trust them, they gain the emotional connection. The largest question, which we will address in the breakout sessions, is how do you make it personal?





# Causes of affective commitment

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**The most challenging piece with the most return on investment!**

**Managing in the Gray** –Employees who feel that they are being recognized as individuals rather than numbers in a company have higher levels of affective commitment. Managing in the gray is presented when our employees have life challenges and may need allowances outside of our current policies, whether that be additional time off, later start times, last minute requests, or help with navigating personal life circumstances



# Consider this lived scenario

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An employee was home in Africa to visit family for the full four weeks allowed under your policy. One week upon return, she was notified her father passed away unexpectedly in Nairobi. The employee is distraught and would like to return to Africa for a few weeks. The policy states an employee may only be gone a maximum of four weeks per year to keep their block schedule. The manager says the employee will need to go on call and give up her block per policy, which further upsets not only the employee, but most of the staff in the building. Managing in the gray makes the manager identify the challenge (the employee needs to go to Africa outside of policy), identify the shared goal (having this employee feel heard, valued, and be a long-term employee), and figure out how to satisfy both sides. Union facilities can complicate these possibilities, but there is generally a way to navigate for success. **Do you stick to the policy or manage in the gray?**



# The outcome

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In this case, the employee went on call at 9 am, and at 9:01 am picked up her old open block – to start in four weeks – a win for both sides! In 2025, she entered her 21<sup>st</sup> year of employment with the organization.



# What can we do with this information?

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We know we need mentors to onboard and acclimate new hires

We know we need managers who are engaged in the acclimation process

But what does a sustainable and measurable mentoring process look like?



# Building a mentor program

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- Build a diverse mentor program including trusted employees from different ages, cultures, and genders.
- Structure of the program and clear processes will be essential for sustainability
- Identify the value to the mentors
  - Continuity of care
  - Building culture with people you know and trust
  - Less burnout because we have staff to work instead of them quitting
  - Carefully planned financial incentives – unintended consequences
  - Hourly incentive vs. performance-based incentive



# Educating mentors

- Your mentors already know how to do their jobs!
- But do they know how to effectively train?



## Learning Styles

### VERBAL

Words are your strongpoint!  
You prefer to use words both in speech and in writing!

### VISUAL

You prefer to use pictures, diagrams, images and spatial understanding to help you learn

### MUSICAL / AUDITORY

You prefer using sounds or music or even rhythms to help you learn.

### PHYSICAL / KINAESTHETIC

You use your hands, body and sense of touch to help you learn. You might 'act things out'.

## WHAT'S YOUR LEARNING STYLE?

### LOGICAL / MATHEMATICAL

Learning is easier for you if you use logic, reasoning, systems and sequences.

### SOCIAL

You like to learn new things as a part of a group.  
Explaining your understanding to a group helps you to learn.

### SOLITARY

You like to work alone. You use self-study and prefer your own company when learning.

### COMBINATION

Your learning style is a combination of two or more of these styles.

# Knowledge is power!

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- Ensure your mentors have the background information of the new employee. Do they know the **age range**, **experience** in a similar position, and **cultural considerations**. Was there any information in the interview process that was important and should be shared with the mentor?
- Collaborate with mentors to identify the **area of Eriksons Theory** that may apply to the new employee. Are they a young employees that needs a role model and social relationships, or an older employee that may be looking to be shown the value their life ads to the organization and residents?
- Train employees to understand the differences between commitment styles and build upon affective commitment strategies.
- Have a meeting with the mentor before the new employee starts to brainstorm what may be the motivating factor for the specific new hire.



# The first 90 days

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- You have finally arrived at **day one**!
- The mentor should be ready to greet the new employee on arrival. Whether coming in on their day normally off or coming off the floor for 15 minutes, mentors need to welcome the new employee.
- Have a poster board with names to **welcome the new employee(s)** to the community to personalize their arrival.
- Often, management is out of the loop in welcoming new staff to the facility immediately.
- Encourage managers across departments to be the **welcoming committee** as new hires are coming in the door for their first day of orientation.



**Smiling is a universal language!**





# Interdepartmental support

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- Ensure each department has a specific time to meet with the new employees
  - Introduce themselves and their experience
  - **Personalize themselves beyond the position**
- Set kind expectations of what is important to the leader for new employees to know – **Clarity is kind!**
  - Each leader should give them something that stands out as a token of welcoming. For example, staffing might give a scheduling book, while the DON may give a pen shaped like a needle – or some other fun and inexpensive items.



# Lunch time anxiety

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*Ahhh.....the first opportunity for flight!*

- The first day is filled with anxiety – take out any anxiety points you can
- Mentors should **eat lunch with the new staff person. Dept managers** should also attend and most importantly, intermingle with the new staff and not just with one another. **Start building trust and commitment.**
- Don't accept managers using the 'busy' excuse. They will be less busy when they have continuity of staff!



# The first day continues

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- After lunch, the mentor takes the new employee around the facility and follows a comprehensive checklist including:
  - What to expect on your first working day from arrival to end, including how do you get in, what do most people do, and where the mentor will meet them on day one.
  - Provides necessary keys and explains how to clock in/out, locker room tour, and a tour of the unit they will be working, to include a first glance at the location of linens, shower rooms, and the soiled utility closets.
  - Brings the new hire to the managers office so the new hire can hopefully see them again and know where their office is located.



# The first two days of impressions

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On day two, the mentor and new hire fill out a **Mentor Training Checklist**. The checklist ensures we cover all areas in the beginning with the expectation we will need to reference this checklist throughout training.

- Customer service expectations
- Identifying care plans
- Demonstration of tub
- Paging for the overhead system
- Catheter care, vitals, and weight procedures
- Break procedures

- EMR
- Review daily work-flow
- Emergency equipment
- Meal service and tray cards
- Skin review expectations
- Lift/assistive device procedures



# The first month of impressions

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The mentor and new hire must complete a **Mentor Check In Form** 7-10 days and 21-25 days

- How are things going?
- Have you made friendship in the organization?
- What can I or the company do to help make your job more enjoyable?
- Do you have any things that are frustrating for you?
- Do you feel connected with your manager?
- How would you rate your employment experience so far? 1-5, poor to excellent
- Additional insights



# The first 90 days

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- The same Mentor Check In Form is used at **45-50 days and 75-80 days**, long after the employee has been working on their own and establishing their routines.
- All forms are standardized, signed by the mentor and the employee, and turned into the employee relations person at the facility.
- HR and managers identify opportunities timely and the facility can respond to concerns, feelings, or situations promptly and transparently.
- New hires feel empowered, heard, and cared about beyond their employee number.



# Results

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- Since implementation in 2021, the facility has seen a reduction in 90-day terminations from **22% to 6%**.
- The facility stopped advertising for nursing assistants in 2023 and now has an active waiting list to hire for nursing assistant positions.
- **Increased retention has also led to:**

Increased continuity of care

Less overtime

Increased financial opportunities for further employee events



# Takeaways

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- The **psychological implications** of a new job are critical to the success of our new hires
- Determining **person-centered onboarding** considerations are critical.
- Considering **Erikson's Theory of Human Development** provides a fair pulse point on what may be important to the new hire and their **intrinsic reward system**.
- Use Erikson's Theory to also understand the cycle of total employment. For example, career path development should consider how the employees reward system changes over time to create more opportunities for deeper relationships, leaving the world a better place, and providing value and purpose beyond themselves.
- Consider the differences in commitment styles. When we change how people are committed to their job, we change them from being committed to the almighty dollar to being committed to making a difference in our residents lives and providing continuity of care in the future.





# CASE SCENARIO: Amina

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You have a 40's Somali female starting next week as a nursing assistant. You are nervous about onboarding the new employee in your rural community.

- **How can you help your employee develop affective commitment in the first 90 days, while remembering it is about relationships, safety, support, empowerment, clarity, kindness, and managing in the gray to make them more than an employee number.**



# ALL TEACH. ALL LEARN.

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- What themes emerged in your small group?
- What questions do you have for the group?
- What lessons do you have to share on this topic?



# NEXT SESSION: August 12

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