

---

## SUPPORT SERVICES JOB AID

### NAF Human Resources Indoctrinate New Staff Members

---

#### DO THIS TASK WHEN

- An FFR staff member is *newly* hired/promoted into your FFR Program.
- An FFR staff member is transferred/reassigned from another FFR Program to your Program.
- An FFR staff member is temporarily detailed to your Program.

---

#### REFERENCES

- CNICINST 1710.3, Operation of Morale, Welfare and Recreation Programs.
  - CNICINST 5300.2, Commander, Navy Installations Command Nonappropriated Fund Personnel Manual.
  - Local policy directives on personnel management, staffing, indoctrination, and position management.
  - Human Resource Training Reports, Business and Legal Reports, Inc., Madison, CT, 1996.
  - Starting Off Right, Ora Spaid, Human Resource Development Press, Inc., 22 Amherst Road, Amherst, MA, 1991.
-

**SUPPLIES/  
RESOURCES**

- Up-to-date, standard operating procedures (SOPs) relative to the FFR Department, Program and the position into which the new staff member was recently hired/promoted/detailed.
- Up-to-date, Command instructions relative to the FFR Department, Program and position into which the new staff member was recently hired/promoted/detailed.
- Up-to-date, FFR, Navy and Department of Defense (DoD) system instructions relative to the FFR Program and position into which the new staff member was recently hired/ promoted/detailed.
- Applicable keys, passwords, combinations.
- Appropriate letters of authorization.
- Current inventory/list of supplies and equipment.
- Up-to-date position description (PD) for the newly hired/promoted/detailed staff member.
- Individual Development Plan (IDP) form.
- Applicable pass-down logs and/or local desk references, if any.
- Local area, base, and FFR Department information packages, flyers, brochures, booklets, etc.
- Petty cash fund, cash drawer, change fund, etc.
- Payroll and benefits information relative to the newly hired/promoted/detailed staff member.
- Copies of current and past work schedules.
- Copies of the FFR Department/Program mission, vision, goals, and guiding principles, if any.

**SUPPLIES/  
RESOURCES  
(cont.)**

- Copies/excerpts of local labor agreements, if any, applicable to the newly hired/promoted/detailed staff member.
  - Copies of the FFR Department's/Program's short/long-term Program plans, if any.
  - Equipment, clothing, identification badges, cards, tags applicable to position.
  - Current Program activity/event calendar(s).
  - An indoctrination plan, schedule, and assignments for your Program.
  - Indoctrination check lists.
  - Typical office supplies and equipment.
- 

**THIS TASK  
IS DONE  
CORRECTLY  
WHEN**

- Each newly hired/promoted/detailed staff member completes all indoctrination procedures required by the:
  - Region/Installation
  - FFR Department
  - Program, business or office
- Each newly hired/promoted/detailed staff member completes all applicable indoctrination steps listed in this task.
- Each newly hired/promoted/detailed staff member has all necessary certifications/licenses needed to accomplish the responsibilities of his/her position/detail.
- Each newly hired/promoted/detailed staff member has been issued applicable letters of authorization necessary to accomplish the responsibilities of his/her position.

**THIS TASK  
IS DONE  
CORRECTLY  
WHEN**

- Each newly hired/promoted/detailed staff member has authorized access to all applicable program areas, equipment, and supplies necessary.
- You have reviewed and discussed the history of your staff, operations, finances, equipment, facilities, activities, events, services, projects, and its customers to the level of detail appropriate to the position.
- You have provided each newly hired/promoted/detailed staff member copies of all applicable instructions and SOPs necessary to the position/detail.
- You have assisted each newly hired/promoted/detailed staff member in the discovery of what the Program has, does, offers, where everything is located, what projects are pending, and what projects need to be initiated/finished.
- You have provided each newly hired/promoted/detailed staff member a list of the phone numbers and points of contact (POCs) necessary to accomplish the responsibilities of his/her position.
- You have discussed and established an initial training and IDP for each newly hired/promoted/ detailed staff member.
- You have ensured each newly hired/promoted/detailed staff member can access Total Workforce Management System (TWMS) and Navy Knowledge Online (NKO).
- You have made staff aware of training (FFR business, leadership, sales and service) offered through the FFR Training Branch.
- You have reviewed all applicable safety and hazardous materials (HAZMAT) procedures and policies.

**THIS TASK  
IS DONE  
CORRECTLY  
WHEN**

- You have shown each newly hired/promoted/detailed staff member the location of all HAZMAT and HAZMAT storage necessary to the position.
  - You have shown each newly hired/promoted/detailed staff member the location of all fire, safety, security, and preventive medicine materials and storage necessary to the position.
  - Each new staff member is thoroughly checked out on the use of any dangerous machinery or equipment prior to his/her solo operation.
  - You have reviewed all applicable emergency procedures and policies with each newly hired/promoted/detailed staff member.
  - You have introduced all of your staff and all other FFR and Navy Department key POCs to the newly hired/promoted/detailed staff member.
  - You have discussed local policies, traditions, histories, mores, norms, and culture with your newly hired/promoted/detailed staff member.
  - You've selected, briefed and assigned one or more of your exemplary performers to assist and coach your newly hired/promoted/detailed staff member through the indoctrination processes and period.
  - You have reviewed and provided a copy of the Command/Department/Program incentive and recognition program to the newly hired/ promoted/detailed staff member.
-

**NOTES**

Recent industry studies report that "employee indoctrination" is the second most neglected and ineffective business management task after "performance evaluations", and, ahead of the third place, "effective hiring practices and methods".

For your new staff member, this task is largely one of absorbing a great deal of information in as short a period of time as practical. For you, it's ensuring each new staff member has the opportunity (time, materials, and guidance) to assimilate everything and commit to excellence. Some of the steps in this task may be included in your FFR Region, Department, and Command indoctrination procedures.

It is important that you size the indoctrination details to the size of the job—one-size indoctrination will not fit all.

Your new staff member may be moving up within a Program with which he/she is completely familiar and competent. If this is the case, you will review the steps in this task to determine which indoctrination elements need to be accomplished, if any, and disregard any items he/she has already accomplished; is scheduled to accomplish in the near-term; or with which he/she is already familiar.

Almost all new staff members find the first few weeks in a new position/assignment to be hectic and confusing, no matter how well organized the FFR Region, Department, Program and Command indoctrination processes. For sure, this is the time for you and the new staff member to both apply the effective communication imperative: "listen 80% of the time..., then listen the other 20% of the time! Afterwards..., ASK QUESTIONS." *You must make sure your new staff member is clear on everything.*

**NOTES  
(cont.)**

During this initial indoctrination period your new staff member will be swamped with details. It is a good idea to start each new staff member off with a system of effective time management and individual goals and objectives.

The length of the indoctrination items in this task may seem overwhelming, but remember, your new staff member will accomplish these over-time. It's in your best interest to ensure a balance of quality and speed. On the one hand, you want to ensure the new staff member covers everything; on the other, you must be sure they cover everything well.

Studies indicate that everything you do to integrate a new staff member in his/her first week will largely determine how well he/she will perform over time. One of the important discoveries is that new staff members want to become productive and do something of value as soon as possible. Lengthy training and indoctrination schemes that precede actual on the job work have proven less effective than an "integrated-with-actual-work" indoctrination approach. ***Whenever possible, have new staff member accomplish your indoctrination elements with the job incumbent!***

One of your best investments is the time and money it takes to give a new staff member a careful and complete check-in indoctrination and orientation -- few expenditures pay off so much so quickly.

Your indoctrination program should be deliberately planned and systematically executed. Your Program should schedule enough time and staff to ensure each new staff member receives the introduction and information they need to dispel their confusion and anxiety so they become comfortable, contributing members of your team.

**NOTES  
(cont.)**

According to author Ora Spaid in Starting Off Right these are some of the payoffs of an effective indoctrination and orientation program:

- "Brings new staff member up to speed sooner, so he/she can function on his/her own sooner, increasing the *quantity* of his/her work."
- "Starting the new staff member off in the right direction, doing things correctly the first time, improves the *quality* of his/her work."
- "Letting the new staff member know what to expect and what is expected generates *consistency* in both the *quantity* and *quality* of his/her work."
- "The orientation experience initiates the vital relationship between the new staff member and his/her colleagues and supervisors/managers--the long standing connection that help the new staff member become an integrated, willing, and committed member of the team."
- "Communicating what is expected of new staff members through rules, policies, procedures, practices, conditions of work, and performance standards reduces wasted time and diminishes the training load on the supervisor. And using an assigned exemplary performer/partner helps prevent accidents, injuries, and mistakes; reduces disciplinary actions; and gives the new staff members the security of structured work."
- "Information about the Program's activities, events, products, services, organization, work flow, gatekeepers, history, culture, norms, mores, supervision and management helps build positive morale and encourages the new staff member to believe in the organization."



**NOTES  
(cont.)**

- "Knowledge about the Region's, Command's, FFR Department's and your Program's priorities permits the new staff member to participate in achieving the vision, mission, guiding principles, and goals and objectives."
- "Awareness of the organization's employee benefits can help reduce staff turnover."
- "Orienting new staff members to the physical layout of the installation, the FFR Department's other facilities, and the FFR Program's facilities, equipment, and grounds helps eliminate the new staff member's sense of confusion and helps him/her function and work more efficiently, sooner."
- "Providing uniform/standardized information to all new staff members satisfies the requirements of equal opportunity and safety laws and regulations."
- "Assigning established exemplary performers to assist in initiating new staff members reinforces the role of the older staff member; demonstrates desired team relationships; and gives the new staff member an opportunity to observe and learn how to do quality work."
- "Effective orientation programs prepares the new staff member for further training; develops a willingness to learn; and shortens training time."

How many or how few indoctrination elements you will need to accomplish and how thoroughly and in depth you have to examine each element will depend entirely on the level of experience of the new staff member with regard to his/her new position, and the simplicity/complexity of the new position.

---

**This page left blank intentionally.**

## PROCEDURE

**Step 1** Establish a structured indoctrination process specific to your Program and to the unique requirements of each position.

- Review the indoctrination procedures and elements required by the following offices, and make copies of all indoctrination checklists.
  - Your immediate supervisor
  - The FFR Director/Deputy
  - Human Resources Office (HRO)
  - The Region
  - Other
- From your experience, observation, and through questioning recent new hires, determine if each of the indoctrination elements accomplished by these other offices meet your needs and the indoctrination/information needs of your new staff members.
  - Is each element thorough enough? (If not, the new staff member will need additional information.)
  - Does the information your new hire received align with your Program and his/her new position? (If not, the new staff member will need additional information.)
- Review the list of indoctrination subjects/activities provided later in this task to select elements appropriate to your Program and the new staff member's specific position.
- Using the indoctrination information you discovered, identify what additional procedures you will need to accomplish.
- Prepare an indoctrination checklist for your Program. (See example Indoctrination List at the end of this task.)
- Important** -- Run your indoctrination checklists/plans through your system for a management/personnel/legal review and approval.

**Step 2** Identify an exemplary performer on your staff who will “partner” with your new staff member to assist him/her through the check-in and indoctrination process.

**Select a staff member who:**

- Consistently demonstrates exceptional customer service skills.
- Accomplishes all his/her tasks in an outstanding manner. (On or ahead of time, in a professional manner, and with minimal or no errors. One who nearly always meets or exceeds specified or agreed upon standards and expectations.)
- Works and interacts well, positively, and effectively with others.
- Is willing to coach and assist his/her colleagues and new staff members.
- Is experienced in most or all of your Program's operations.
- Is experienced in most or all of the critical duties and responsibilities of the new staff member's position.

**Step 3** Prepare the exemplary performer, in advance of the new staff member's arrival, to be an effective "partner".

- Review all indoctrination elements.
- Discuss any specific areas you know will need immediate attention based on your interviewing and hiring experience with the new staff member.
- Discuss the duration and sequence of the indoctrination elements, specific to the new staff member.
- Review the traditional on-the-job training (OJT) method and procedures.
- Discuss any special disability work needs the new staff member may have based on your initial meetings and information.

**Step 4** Reserve time in your calendar and in your exemplary performer's calendar to accomplish the check-in and indoctrination specific to your Program.

**Step 5** Conduct FFR Program specific indoctrination session.

- Prepare/provide amenities for this "ice-breaking" meeting.
- Welcome the newly hired/promoted/detailed staff member.
- Introduce the new staff member to the exemplary "partner" that you selected to assist in the indoctrination.
- Based on the new staff member's level of experience, provide an overview of your Program and his/her major duties and responsibilities. The focus of this dialogue should be on what he/she will be doing to contribute to the success of the Program, NOT the details of day-to-day chores that will come later.
- Give the new staff member a tour of your operation.
  - During this tour introduce the new staff member to each member of your team. (A tour of the FFR Department and the installation can come later in the indoctrination process.)
  - Mentally note any staff member's absence so that you or your new staff member's partner can ensure a follow-up introduction.
  - During this tour you and your exemplary performer should again explain the general functions of the Program and generally what each of your staff members accomplish. Caution..., too much detail here will just be lost. (Provide this information in a handout too.)
- Take a "windshield tour" of the entire installation, especially if the new hire is unfamiliar with the base and area.
- After returning to your original meeting area, identify what check-in/indoctrination the new staff member may have already accomplished and discuss what he/she will do next.
- Issue all special clothing items, uniforms, badges, name tags, etc.

**Step 6** If your new staff member is new to the area/Command, assist him/her in accomplishing his/her personal needs. (You may choose to have your exemplary performer help with these.)

**These may include:**

- Moving.
- Locating temporary or permanent housing.
- Delivery of personal property into a new residence.
- Electrical, water, and sewage hook-ups.
- Trash, garbage, and recycling collection.
- Start mail.
- News, periodicals, and TV service set-up.
- Address changes.
- Child care.
- School registration/transfers.
- House/yard care/maintenance/renovation.
- Church affiliation and transfer of records/membership.
- Fraternal organization affiliation and transfer of records/membership.
- Special medical requirements.
- Veterinary care facilities.
- Establishing new physician and dental care providers.
- Establishing new banking and investment services.
- Establishing new legal and insurance services.
- Establishing new personal services (gym, hair care, car care, etc.).
- Identify new recreation and leisure opportunities.
- Accommodate new/different transportation needs.
- Change/new driver's licenses, vehicle/boat/plane registrations/tags.
- Title changes.
- Voter registration.
- Business license/changes, etc.

**Step 7** Within the first week of the new staff member's arrival, discuss the past history of the Program, staff, operations, finances, supplies, equipment, facilities, procedures, activities, events, products, services, projects, and its customers/patrons.

**Your discussion points may include:**

- What will make the new staff member a superstar?
- Other than the obvious rank-has-its-privileges (RHIP) folks, who are the Program's important customers, why, and how to communicate with and reinforce them.
- Military customs, traditions, and protocol.
- Who are your Program's influential complainers/critics, why, and how to communicate with and re-inform/refocus them.
- Who are your Program's advocates, why, and how to communicate with and reinforce them.
- Who are the Program's principal gatekeepers, why, and how to communicate with and reinforce them.
- Any pending sensitive issues, why, and what, if anything, the new staff members should do regarding these issues.
- Any open/pending audit/inspection findings.
- What will keep the new staff member out of trouble. Briefly discuss local custom, culture, and norms.

**Step 8** Ensure each new staff member completes all indoctrination procedures required and/or specified by the following.

- Your Program
- Your immediate supervisor
- The FFR Director/Deputy/Site Manager
- HR
- The Command
- Other

**Step 9** Ensure you and your exemplary performer ask the newly hired/promoted/detailed staff member questions throughout the indoctrination to reinforce key/important points.

**In particular, reinforce:**

- Your customer service standards.
- What customer problems to expect.
- Customer expectations.
- How the new staff member is to handle and solve problems.
- How to deal with difficult customers and/or situations.

**Step 10** Encourage the newly hired/promoted/detailed staff member to ask questions throughout the orientation.

- Ensure you and your assigned new staff member “engage” immediately. Answer the new staff member's questions. In cases where you don't have a correct answer, get back to the new staff member as soon as possible.

**Step 11** Give and explain the new staff member his/her work schedule.

**Step 12** Ensure the new staff member has the following as applicable to his/her job:

- Uniforms and/or special protective clothing
- Special issue equipment/tools
- Access keys/combinations, etc.

**Step 13** Ensure the new staff member begins actual work with his/her "partner" providing appropriate demonstration, observation and coaching.



**Step 14** Observe personally the new staff member and provide guidance and support as needed.

- Ask him/her questions about what he/she is doing and why, to ascertain his/her level of comprehension and comfort with all new responsibilities.

**Step 15** Encourage your new staff member to get out and about and to discover what your Program's customers use, do, and want.

- Remind your new staff member NOT to wait for the customers/patrons to come to them. Rather, encourage that they get out and meet the people.
- Take every opportunity to introduce your new staff member to the FFR Director and Deputy and the base Commanding Officer, Executive Office and the Command Master Chief (CMC). Also include the other FFR Program managers, department heads, Unit CO's and CMCs, recreation council/advisory board representatives, gatekeepers, Ombudsman, Security, NAVOSH, etc.
- Ensure your new staff member understands each of these customer's roles and importance to the Program and to the Navy.
- Reinforce that your new staff member should always listen first to understand! Ensure he/she hears the customers' perceptions and opinions about what the Program is not doing/providing or should be doing/providing, then asks each customer to describe what they value in the Program?
- Ensure your new staff member records and carries out his/her promises and that he/she always under promises and over-delivers.

- Step 16** Ensure your new staff member studies all applicable instructions and SOPs necessary to accomplish the responsibilities of his/her new position.
- Ask the new staff member questions from time to time to reinforce key/important points of your instructions and SOPs.
  - Ensure your new staff member is comfortable enough to ask you and/or his/her "partner" for clarifications and/or elaboration about key/important points of your instructions and SOPs.
  - Document this review per local policy.
- Step 17** Assist the new staff member in establishing and maintaining a professional network of on and off-base POCs, vendors, colleagues, staff, coaches, and mentors.
- Provide a list of important base phone numbers with job titles.
  - Provide a list of useful/frequently called local and community numbers relative to the new staff member's position.
  - Review all message, memoranda, phone, and Internet methods, requirements, and restrictions.
- Step 18** Provide your new staff member copies of the FFR Department's and your Program's mission, vision, goals, and guiding principles. (You may choose to have your exemplary performer handle this.)

**Step 19** Remind your new staff member to observe and discover the following as soon as possible:

- What your Program offers/has/does.
- Where everything is located.
- What projects are pending and what needs to be initiated/finished.
- What is on order or on back-order.
- Each staff member's major duties, responsibilities, and shifts or hours of operation.
- Where FFR publicity and information is located.

**Step 20** If applicable, show your new staff member the location of the HAZMAT and HAZMAT storage for your Program. (You may choose to have your exemplary performer handle this.)

**Step 21** If applicable, ensure your new staff member is thoroughly checked out on the use of any dangerous machinery or equipment prior to his/her solo operation. (You may choose to have your exemplary performer handle this.)

- This may require special training and licensing in accordance with system or local policy.

**Step 22** Encourage your new staff member to immediately begin getting to know his/her colleagues and supervisor if other than you. Suggest that the new staff member learn the following about their colleagues and supervisor:

- First and family names.
- Important family dates.
- Interests and hobbies.
- What they find rewarding and satisfying.
- What they most like and dislike about the Program and their job.
- Their background and experience.

**Step 23** Ensure you have accomplished the following indoctrination elements:

- You have a structured indoctrination system.
- You've selected, briefed and assigned one or more of your exemplary performers to assist and coach your new staff member through the indoctrination processes and period.
- The new staff member has completed all indoctrination steps required by your Command and Department.
- The new staff member has all necessary certifications/licenses.
- The new staff member has been issued applicable letters of authorization.
- The new staff member has authorized access to all Program areas, equipment, and supplies necessary to accomplish the responsibilities of his/her position/detail.
- You have reviewed and discussed the past history of your Program's staff, operations, finances, supplies, equipment, facilities, procedures, activities, events, products, services, projects, and its customers/patrons to the level of detail appropriate to the position.
- You have discussed local policies, traditions, histories, mores, norms, and culture with the new staff member.
- You have provided the new staff member copies of all applicable instructions and SOPs necessary to accomplish the responsibilities of the position/detail.
- You have discussed how to use the Support Services Job Aid and the attached/linked resources.
- You have assisted the new staff member in the discovery of what the Program has, does, offers, where everything is located, what projects are pending, what projects need to be initiated/finished, and what is on order/back-order.

**Step 23  
(cont.)**

- You have provided the new staff member a list of the phone numbers and POCs necessary to accomplish the responsibilities of his/her position.
- You have discussed the FFR Department's and your Program's incentive/recognition program with the new staff member.
- You have discussed and established the initial IDP for the new staff member.
- You have reviewed all applicable safety and HAZMAT procedures and policies with the new staff member.
- You have shown the new staff member the location of all HAZMAT and HAZMAT storage necessary to accomplish and/or applicable to the responsibilities of his/her position.
- You have shown the new staff member the location of all fire, safety, security, and preventive medicine materials and storage necessary to accomplish the responsibilities of his/her position.
- The new staff member is thoroughly checked out on the use of any machinery or equipment prior to its solo operation.
- You have reviewed all applicable emergency procedures and policies with the new staff member.
- You have introduced all of your staff and all other FFR and Navy Department key POCs to the new staff member.

**Step 24** Evaluate the effectiveness of your structured indoctrination system.

- Ask the new staff member what worked, what didn't work, what was valuable, what wasn't -- and why.
- Work with your exemplary performer to decide what to add, delete or change.
- Stay abreast of changes in the indoctrination procedures and requirements of the other offices at your Command and in the FFR Department and Region. Their improvements may reduce what you need to accomplish during your Program-specific indoctrination.
- Examine your labor turnover. Are you losing staff members soon after they are hired? If yes, why? Are they leaving even though they seem capable of doing the work?
- Examine your performance ratings. Are there common factors in the weaknesses or unsatisfactory reports that should have been resolved by indoctrination? If progress is not adequate, why? What are your new staff members saying about their first month(s) on the job?
- Are new staff members taking longer than they should to become fully productive? If yes, why? Are your new staff members not showing steady improvement? If no, why? Is the quality and quantity of your new staff member's work below what you'd expect after the probationary period? If yes, why?
- Are your new staff members asking an inordinate number of questions that should have been answered during their check-in/indoctrination period? If yes, why? Are mistakes made out of ignorance or casual violation of the rules? If yes, why?

**Step 24  
(cont.)**

- Do the newest staff members seem to understand the importance you and the organization place on matters such as quality, production, customer service, continuous improvement, manners, tact, diplomacy, problem solving, meeting deadlines, or working compatibly and effectively as a team player? If no, why?
  
- Are there reports that new staff members are not fitting in or are there cases of continuing conflict between older and newer staff members? Is there any evidence that new staff members are being ignored? Are there an uncommon number of complaints over matters of little consequence? If yes, why?

The evidence you are seeking in the answers to these type questions need not be overwhelming to be significant. A few cases may be enough to suggest that you should improve your indoctrination program.



***Congratulations! You've completed this task.***

---

**This page left blank intentionally.**



**INDOCTRINATION SUBJECTS/ACTIVITIES**

**Page 1 of 9**

This is a random list of subjects/activities that might need to be included in your indoctrination processes. Decide whether you or another office accomplishes each of these. For every **"NO"** answer, you will need to decide if your Program-specific indoctrination will need to include the element.

**Does your (or someone's) indoctrination process include:**

- Active participation by top management?
- A hiring notice/method that informs the applicant during the interview or by phone shortly thereafter, that he or she has been hired and is given a starting date, time, and place to report to work?
- Employment confirmation letters following verbal confirmation that includes starting date, time, and place to report to work, job classification, starting salary, FFR Program name, name of supervisor, work hours, welcome aboard information/packet, etc?
- A new arrival notice to the new staff member's supervisor with starting date, time, and place to report to work, job classification, starting salary, work hours, job application, resume, copies of hiring documentation, etc.?
- A notice to coworkers in writing detailing the new staff member's starting date, time, and place to report to work, and brief information about the new staff member?
- A pre-employment or Welcome Aboard packet?
- Assignment of sponsor/partner (exemplary performer)?
- A welcome/ice breaker and orientation meeting between you and the new staff member?
- Introduction to sponsor/partner (exemplary performer)?
- A confirmation of the name/nickname the new staff member prefers?
- Checklists of what is to be covered during the check-in/indoctrination?
- Introductions to colleagues and key FFR and Navy staff members?
- Explanation of how the new staff member's position relates to his/her colleagues?

**INDOCTRINATION SUBJECTS/ACTIVITIES**  
Page 2 of 9

**Does your (or someone's) indoctrination process include:**

- Explanation of how the new staff member's position relates to the FFR Program, FFR Department and the region?
- A guided tour of the Program, Department, and Command/Installation?
- Workspace assignment?
- Explanation of how the new staff member's position relates to Navy and its customers/patrons?
- A slide/video of the Command and the FFR Department's programs and history?
- Salary information such as rate of pay, date of first pay, paydays, raises, etc?
- Initial paperwork sign-ups? (Usually done by NAF HR Office. This includes federal, state and local tax withholding, security clearance applications, identification badge photography, parking/gate decals, etc.)
- Taking new staff members to a welcome breakfast/lunch/dinner?
- Explanation of the new staff member's work schedules?
- Requirements for calling in sick?
- Use of sick and annual leave, if applicable?
- Use of compensatory and administrative leave, if applicable?
- Policy on jury duty and military leave?
- Advice on how to dress for work?
- Information about medical/dental benefits, if any?
- Information about retirement and investment opportunities, if any?
- Information about labor union agreements and participation?
- Issuing SOPs?

**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 3 of 9

**Does your (or someone's) indoctrination process include:**

- Procedures for collecting reimbursable expenses for travel, per diem, and Program purchases?
- Rules on housekeeping, cleanliness, and sanitation?
- New staff member sponsorship procedures?
- Spousal employment and spousal/veteran preference information?
- Requirements for specific certifications/training?
- How new staff members send/receive mail, memos, and system information?
- Issuing special clothing, tools, or equipment?
- Location and use of HAZMAT?
- An explanation and demonstration of your performance evaluation process and the IDP?
- A description and discussion about future training opportunities and requirements, and how to register for or access the training?
- A thorough check-out and certification for the use of any dangerous or complicated equipment or machinery?
- Letting the new staff member accomplish some real work her/his very first day?
- List of important on and off-base phone numbers and POCs?
- A list of important up-coming activities and events?
- A copy of the current Activity/Event Calendar for your Program?
- Procedures to follow in the case of a personal accident or injury on/off the job including use of the personal injury form and when to fill one out?
- Procedures to follow in an accident or injury involving colleagues?
- Procedures to follow in an accident or injury involving customers?

**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 4 of 9

**Does your (or someone's) indoctrination process include:**

- Procedures to follow in the event of weather emergencies or natural disaster?
- Rules and policies concerning sexual harassment and discrimination?
- Complaint, grievance and appeal procedures?
- A review of the new staff member's PD, including his/her most critical duties/responsibilities?
- Opportunity to observe, work with, and be coached by an exemplary performer?
- Frequency of progress checks during the probationary period, if applicable?
- Discussion of service awards, bonuses, suggestions plans, incentive/recognition program, etc?
- Information about attending staff meetings?
- A description of your Program's activities, events, products and services?
- Providing a copy of your vision, mission and guiding principles?
- An explanation of payday and wage policies, to include:
  - Shift differential, if applicable?
  - Holiday and Sunday premium pay, if applicable?
  - Step increases, if applicable?
  - Tip policies, if applicable?
- Use of time sheets, cards, scanners, clocks, or computers?
- Providing a copy of your organization or workflow chart(s)?
- Use of FFR facilities and Programs?
- Explain applicable parking and driving information?
- Location of staff lounge, break area, locker room, rest rooms, dining areas, etc?
- Time for the new staff member to become acquainted with his/her colleagues and superiors?

**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 5 of 9

**Does your (or someone's) indoctrination process include:**

- Invitation to participate in recreational and social activities?
- Overview of the FFR Department/Program history, facilities and future?
- Restrictions regarding smoking and the use of alcohol and illegal/prohibited drugs?
- Procedures to follow if confronted with a violent/threatening workplace situation?
- A description of available services such as banking, credit union, child care, discounts, etc?
- An explanation of how the new member will get vital information covered both in writing and by word-of-mouth?
- A depiction and discussion about the new member's immediate chain of command?
- Security measures and requirements?
- Obtaining identification tags, badges, decals, etc.?
- Expectations regarding work quality and quantity standards?
- Expectations regarding customer service standards?
- Expectations regarding behavior standards with and around colleagues and superiors?
- A discussion about military/government protocol?
- Special efforts to make the new staff member feel welcomed, valued, and needed?
- Obtaining applicable medical clearance in accordance to policy, e.g., tuberculosis test?
- Obtaining food handler's permit/Health Card, if applicable?
- Information on disciplinary actions that can be given to staff members?
- Personal hygiene requirements?

**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 6 of 9

**Does your (or someone's) indoctrination process include:**

- Issuance of, or confirming possession of, an up-to-date base vehicle stickers for each vehicle you and your family use on the base?
- Issuance of, or confirming possession of, an up-to-date government vehicle operator's license?
- Issuance of letters of authorization necessary to accomplish the responsibilities of the position?
- Processing for, or confirming possession of, an up-to-date National Agency Check or other security check, if required by the position?
- Issuance of, or confirming possession of, an up-to-date ID or Common Access Card (CAC)?
- Issuance of authorized keys and/or lock combinations to all areas necessary to accomplish the responsibilities of the position?
- Assignment of passwords to access authorized computer system(s) or system areas?
- An explanation and opportunity to change the initial "start-up/log-in" password to a new one known only to the new staff member?
- Guidance and indoctrination in the use and authorized application of assigned computer systems/resources, e-mail, Internet, peripherals, etc?
- Preparation of an IDP?
- Provision of contracting training and issuance of a contracting warrant, if a requirement of the position?
- Provision of purchasing training and issuance of an authorized NAF or APF purchase card, if a requirement of the position?
- A briefing about the FFR Program's contracted services (e.g., maintenance, janitorial, and other services)?

**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 7 of 9

**Does your (or someone's) indoctrination process include:**

- Issuance or access to all applicable base and higher authority instructions necessary to accomplish the responsibilities of the position?
- Requirement for a site inspection of the FFR Program's spaces, equipment, FF&E, machinery, vehicles and minor property with your immediate supervisor, if a requirement of the position?
- Requirement to complete a physical (item-by-item) inventory of all resale and Program supplies with your immediate supervisor and applicable staff members, if a requirement of the position?
- An explanation of how to report lost, stolen, and/or damaged/destroyed FFR Program supplies, equipment, machinery, and vehicles?
- Providing the new staff member a copy of the FFR Program's goals and objectives, and strategic and short/long-range plans?
- A general briefing of DO's and DON'Ts from your immediate supervisor?
- An overview briefing of the FFR Department's and FFR Program's history, staff structure and organization from your immediate supervisor? (The Big Picture?)
- Providing copies of local forms necessary to accomplish the responsibilities of the position?
- Explanation of and access to the pass-down logs and/or local desk references, if any.
- Providing copies of up-to-date supplies and equipment lists/inventories?
- Establishment of or revisions to the new staff member's Official Personnel File (OPF)?

INDOCTRINATION SUBJECTS/ACTIVITIES

Page 8 of 9

**Does your (or someone's) indoctrination process include:**

- A complete demonstration, briefing and check-out/certification on each of the following local standardized procedures relative to the responsibilities of new staff member's position?
  - Point-of-Sale system
  - SAP AIMS Budget Planning
  - Safe procedures
  - Time/Attendance
  - Work schedules
  - Tips
  - Credit cards
  - Alarm procedures
  - Use of facilities
  - Purchase Requests (PRs) and Purchase Orders (POs)
  - SOPs and station instructions
  - Local forms
  - Internal controls
  - Program safety, sanitation/health risks
  - Procedures for requesting assistance/work from support services and other FFR Programs.
  - Procedures for requesting assistance/work from other on-base and off-base Departments.
  - Disaster and emergency procedures and phone numbers (e.g., robbery, assault, fire, hurricane/tornado, snow/ice, injury, death, etc.)
  - The filing system(s) used by your Program
  - Performance Appraisal and IDP
  - Training and developing staff members
  - C.A.R.E Training, if applicable to the new staff members position
  - E-mail, Intranet, Internet, and fax operations
  - Standards of conduct and ethics
  - Equal Employment Opportunities (EEO)
  - Affirmative Action
  - Preparation and routing of Daily Activity Reports (DARs)
  - Computer operations and security
  - Emergency procedures for your building(s) and area of responsibility
  - ADA requirements applicable to the new staff member
  - Cash handling
  - SAP AIMS financial reports
  - Payroll
  - Time cards (System) and scheduling history
  - Staff meals
  - Tickets, coupons, and refunds
  - Security
  - Facility opening/closing
  - Fees, prices and charges
  - Petty cash and change funds
  - Interdepartmental transfers/charges
  - Pass-down Log
  - HAZMAT and operational safety
  - Securing cash/registers/POS systems
  - Discipline



**INDOCTRINATION SUBJECTS/ACTIVITIES**

Page 9 of 9

**Does your (or someone's) indoctrination process include:**

- Issuance of any special security access badges, name tags, ID cards, etc., as required by local security conditions/requirements.
- Issuance of all necessary office supplies and/or equipment necessary to accomplish the responsibilities of the position?
- A review of the new staff member's Training Record?
- Establishing initial, individual goals and objectives and recording same on IDP as applicable?
- Follow-up interviews with the new staff member throughout the check-in/indoctrination?
- A follow-up interview with the new staff member upon completion of the check-in/indoctrination?

**OTHER:**

---

---

---

---

---

---

---

---

---

---

---

**This page left blank intentionally.**

INDOCTRINATION CHECK LIST					
WHAT	BY WHOM	HOW	WHERE	WHEN/DATE	ACCOMPLISHED
<b>New Arrival Notice.</b> Copy of SF-52 attached to copies of new staff member's original application and interview packet.	HR Office	HR Office sends to Program Manager via MWR Director.	NA	During week before start.	M.P. Miles 3/27
<b>Select and brief exemplary performer.</b> To partner with new staff member to assist him/her through indoctrination.	Program Manager	Verbally.	In office.	During week before start.	R.D. Ellsworth 3/28
<b>Notice to Co-Workers.</b> Notify all staff members who will work closely with new staff member.	Program Manager	Verbally. Stress importance to help and welcome. Ask for everyone's cooperation!	In office before opening.	During week before start.	R.D. Ellsworth 3/28
<b>Schedule amenities and Indoc Area.</b> Ensure schedules clear and conference room available and ready (clean!).	Program Manager	Call for coffee and pastries. Call to reserve conference room. Visually check conference room. Straighten up as necessary.	Conference Room.	During week before start.	R.D. Ellsworth 3/29
<b>Indoctrination Paperwork.</b> Gather and/or copy all worksheets, Welcome Aboard packets, application forms, and handouts.	Program Manager and Partner	Pull from files and copy. Get Welcome Aboard from HR Office.	NA	During week before start.	R.D. Ellsworth Alicia Stone 3/28-3/30
<b>Welcome.</b> Greetings, introductions, and casual conversation.	Program Manager and Partner	Program Manager, star performer (partner) and new staff member agree on meeting date, time, and location.	Conference Room.	First moment of arrival.	R.D. Ellsworth Alicia Stone Annita Woods 4/4
<b>And so forth..., until all applicable check-in/indoctrination elements are recorded, scheduled, planned, assigned, and ultimately accomplished.</b>					

**This page left blank intentionally.**

INDOCTRINATION CHECK LIST					
WHAT	BY WHOM	HOW	WHERE	WHEN/DATE	ACCOMPLISHED

**This page left blank intentionally.**