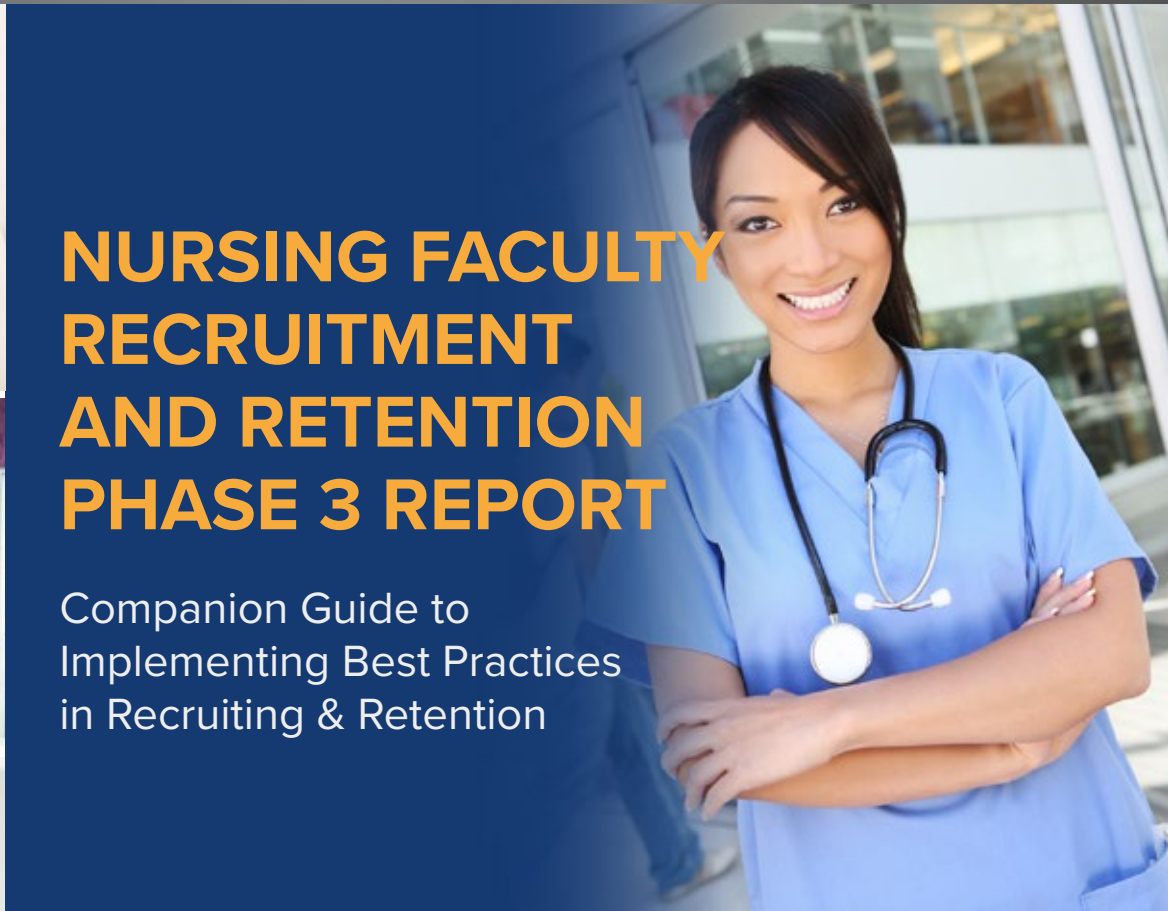




CALIFORNIA COMMUNITY COLLEGES

Doing What **MATTERS**™

FOR JOBS AND THE ECONOMY



NURSING FACULTY RECRUITMENT AND RETENTION PHASE 3 REPORT

Companion Guide to
Implementing Best Practices
in Recruiting & Retention



Table of Contents

Introduction	3
Culture & Brand	4
Listening to Employees	4
Recognizing and Appreciating Talent	5
Developing Your Own Employee Value Proposition (EVP)	7
Trends in Employee Development	8
Recruiting Practices	
Social Media Presence	8
Recruitment as an Organization-Wide Responsibility	10
Referral Bonus Program	10
Hiring in the Current Market: Move quickly and communicate clearly	10
Candidate Impression Survey	11
Sample Interview Questions	12
Building the Candidate Pipeline	12
Transitioning from Candidate to Employee	13
Recruiting Material Templates & Downloadable Toolkit	14
Developing a Messaging Strategy: Branding guidelines	14
Sample Job Posting	15
New Hire and Anniversary Interview	17

Introduction

This Companion Guide is designed to assist California’s Community College nursing and allied health programs with recruiting and retaining qualified faculty. The Guide covers the impacts of culture and employment brand on hiring and retention. Further, it describes specific actions that colleges can take in their search for part- and full-time faculty members and provides tools for developing messages as well as sample communication materials. Healthcare faculty have the opportunity to make an outsized impact on students and their community, multiplying their influence in a positive way for both students and the patients they serve in their chosen field. This overarching theme is woven through the approach to recruitment and retention.

Drawing on industry approaches to hiring and engagement, this guide identifies methods for addressing the intrinsic motivators that drive healthcare practitioners. While not a comprehensive exploration of industry practices, actions that tend to have the greatest success and are most relevant to the work environment for nursing and allied health are highlighted here. Colleges can tell a compelling story that attracts those with the skill and calling to teach others. The tools found inside aid in the implementation of recommendations outlined in the Phase II Report on this project, providing guidelines for employment branding and messaging for recruitment as well as templates for creating relevant materials to attract healthcare practitioners to faculty positions. Additional tools are also available in an online toolkit at www.power-minds.com/online-toolkit.

Culture & Brand

Organizational culture is unique to every workplace. It is often communicated through the behaviors of the employees in a particular organization and can differ as much from one college campus within the same system as it does from company to company. Culture is reflected in the way that employees interact with one another and how they get their work done because these pieces comprise the puzzle that defines each organization.

Liz Ryan, a contributing writer for Forbes, says, “The best way to attract great candidates is to have a terrific, trusting culture in your organization. Then you’ll be able to hire new people as fast as you need them without even running job ads. Your employees, vendors and customers will spread the word for you. You’ll have a fan club.” Substitute “clinical partners, and students” for “vendors and customers” and the same can be said about allied health and nursing. In short, culture matters. Your culture becomes your employment brand and your employee value proposition (EVP). When thinking about your culture consider these questions:

- What does it feel like to work here?
- What attracts and motivates people and what makes them stay?
- What behaviors – inside and outside of our work group – impact our effectiveness?
- How clear is our brand to employees? To customers (i.e., students, clinical partners)?

The EVP is a manifestation of your brand that reflects the experience of working in your organization. Defining these aspects of your culture will allow you to more clearly articulate your EVP as you talk with current employees and candidates about your organization. Defining the EVP in a way that accurately reflects reality can increase employee commitment and retention and make it easier to attract candidates who see employment as much about a shared common vision as it is about a paycheck. Before attempting to state your EVP, consider a few steps to gather information and support the culture you have (or would like to have).

¹ Ryan, L. (Jan 2018)
(<https://www.forbes.com/sites/lizryan/2018/01/01/five-rude-and-unprofessional-things-job-applicants-do/#6faa6f7686a6>)

Listening to Employees

As mentioned in the Phase II Report, culture tends to look backward: reflecting what happened, what worked. Leaders often have a different view of the organizational culture than employees because leaders are not telling the story, they are the story. By virtue of position, the experience for leaders within an organization is different from many employees. This is why it is so important for leaders to be able to listen without commenting and gather information.

In *Beyond Measure*, author Margaret Heffernan says, “the more senior you are, the more important listening becomes. Once a leader speaks, most people stop listening to one another and start positioning themselves. But when the leader doesn’t speak, then, just like a great choir, people have to listen to and respond to one another. That’s how and when distinctive work emerges.”² You work with smart people. You may be the ultimate decision maker for your department or discipline but consider letting others take on a consulting role where they provide ideas and recommendations. This requires you to do more listening initially.

Try this experiment. In at least one meeting this week, don’t say a word. This may sound simple, but it can be challenging because it is about power listening without the need to respond. Your body language and attention will show that you are actively engaged. Power listening requires courage and is harder to do than you might think. It means you have to be open to what you hear and not react. Power listening requires you to focus on others’ content, not what you will say next. You may not need to say anything. Notice whether or not you succeed in your silence and how others react. Listening to employees not only creates a potential source of information for you, as the leader, but can also shift the culture of your team.

Another way to purposefully seek insights from employees is to conduct anniversary interviews. In industry, these interviews are typically conducted by a member of human resources or a department leader other than the new hire’s direct supervisor. The purpose is simply to hear employees’ experiences and ideas, including identifying frustrations new faculty members encounter. Gathering the information allows you to identify and act on trends, make adjustments, and reinforce positive aspects of your organizational brand. Frustrations can be addressed, not on a one-off basis, but more holistically to continually improve the employee experience. Examples of anniversary interviews are included in the appendix.



² Heffernan, M. (2015). *Beyond Measure: The big impact of small changes*. Simon & Schuster/ TED Books. ISBN 9781476784908, p. 36.

Recognizing and Appreciating Talent

Creating an ongoing culture of recognition and appreciation for talent has lasting impact, keeping faculty engaged in their work even on the toughest days. When budgets are limited, there are many things colleges can do that recognize strong performance and dedication. As the Phase II report mentioned, a genuine “thank you” for a job well-done goes a long way, particularly when the reason for the thanks is clear and specific as to what was done.

Here are a few more examples of ways to recognize employees at little or no cost:

- **Thank You Note:** Providing a handwritten note of thanks may feel like the ultimate reward. This should be more than a “Good job!” Instead, provide a heartfelt comment that is specific about what the employee did, said, or accomplished. This has the added advantage of telegraphing to others the kind of behavior and actions that you want. As author Mike Michalowicz has noted, “If you do it selectively and authentically, a thank you note may be pinned above your employee’s desk for years.”³
- **Don’t Forget the Family:** When faculty are burning the midnight oil, a handwritten note of thanks to the faculty member’s family that recognizes the specific contributions of mom, dad, spouse, or partner, is a way to appreciate the sacrifices that families make when the faculty member is focused on work responsibilities.
- **Make News:** Nursing and allied health faculty are doing amazing things. Tell your local paper or news outlet about successes in your organization, whether with faculty or students (or both!). Also tell the paper in the town where they live, if different. When the story runs, frame the article and give it to the faculty member to celebrate their achievement.
- **Invite Applause:** Have your IT department create an address applause@yourdomain.edu. Regularly publicize that address for colleagues, students, clinical partners, etc. to submit positive feedback on faculty. On a periodic basis, perhaps monthly or quarterly, celebrate the success of your department by sharing the applause you have received. The celebration might take the form of printing comments in large print and putting up around the room prior to a faculty meeting or posting appreciation of employees on your website (where you could include a photo). When appropriate, include the name of the person or institution sending the applause.

Sample message inviting feedback: “We seek to make a difference in healthcare every day. Has someone on the faculty made a difference for you: going ‘above and beyond’ or otherwise doing something that you appreciate? No matter how big or small, now you have an opportunity to send your thanks. Please tell us who made a difference for you by sending an email to: applause@yourdomain.edu.”

One of the keys to building an appreciative environment is to make sure recognition occurs as close to the strong performance or positive behavior as possible. Take responsibility to recognize good work – perhaps by adding a recurring reminder to your calendar. When the reminder pops up, it will serve as a nudge to take action. This can assure that faculty appreciation remains a priority and your good intentions do not go by the wayside as you deal with the daily pressures of business as usual..

³. For many more low and no cost ideas for showing appreciation and recognizing employees, see “101 Ways to Reward Employees Without Giving Them Cash” at <https://www.americanexpress.com/us/small-business/openforum/articles/a-101-ways-to-reward-employees-without-giving-them-cash/>.

Developing Talent

Healthcare practitioners transitioning into teaching roles are accustomed to excelling in their careers. They want to do the same as faculty and will likely be open to learning if resources are provided to them. Employee development is an industry tool for supporting employees' continued growth. It can take many forms. In professional schools such as allied health and nursing, faculty members coming from practitioner roles may lack classroom management and curriculum development skills that must be quickly learned in order to succeed. On a statewide basis, nursing and allied health is working on a new faculty "boot camp" to reduce the frustrations of learning to work productively within a very different environment. The intention is to improve retention as nursing and allied health engages new hires early and connects them to the reasons they pursued instructional positions in the first place.

Beyond the "basic training" of an onboarding program, today's employees tend to look to their employers for career development and learning opportunities. Consider:

- Share one best practice tip in each staff meeting. Invite a different faculty member to share their experiences each time while others ask questions.
- Identify skill gaps for teaching faculty and develop content to help close the gaps.
- Invite your best faculty members to mentor new hires and/or to record brief podcast-like how-to videos on various aspects of teaching (preferably less than 3 minutes in length). Make these available internally for anyone who wants a refresher or is looking for tips on how to address certain instructional challenges.
- Take advantage of distance learning programs that allow faculty members to learn when it is convenient for them. Whether through a formal skill-based program or by using resources that are readily available online⁴, connecting faculty members to learning resources and making sure that new faculty have time to develop specific skills could assist in retention of new hires.
- Often in industry, online learning is paired with a coaching or mentorship relationship that gives new hires an opportunity to discuss challenges and apply solutions alongside an experienced partner.
- Participation on a project team can be good development for a faculty member. Challenging employees to expand their skill sets and think differently is a regular practice in industry.
- Cross-functional teams can also be good places to identify best practices and share ideas. Other disciplines within your college may have solutions to challenges that nursing and allied health departments face. Consider reaching out to colleagues in other areas of the college to see if they are interested in sharing ideas and experiences.



⁴For example, a search on the term "college classroom management" in YouTube.com resulted in over 900,000 matches, some of which might be applicable to Community College faculty learning needs.

Developing Your Own Employee Value Proposition (EVP)

Moving from a focus on culture to clearly articulating your organization's EVP is best done by following several steps. Organizations can do this on their own or with outside assistance.

- *Interview and/or survey employees.* Formally seek input from employees to establish a clear image of their employment experience. Your goal in doing this is not to identify pain points in order to make employees “happy” so much as to understand what they desire from their work and how that compares with their current experience. This allows you to align what you offer as an employer with what candidates and current employees find fulfilling. (See the Appendices of the **Phase II Report (page 2)** of this project for more information.)
- *Define your brand.* Using insights gained from interview and/or survey feedback, identify the top reasons that employees join your organization and why they stay. This will help you to describe what it is like to work in your organization.
- *Acknowledge the gaps.* Most organizations have areas of their brand they would like to improve. Do not be afraid of gaps between aspiration and reality. Acknowledging that you are working to improve those gaps might be attractive to potential employees who want to be part of creating a new story for the organization.
- *Test your message.* Based on the information gathered from surveys and interviews, draft a few messages that embody the feedback you received and answer the question, “Why do you work here?” Then hold small group discussions with employees to get their reactions. What resonates with them? What still needs work?



Engaging in an interactive dialogue is not only a useful way to improve your message but has the added benefit of letting faculty members feel heard as you share feedback from the survey and interviews.

It may take a few iterations before you have an Employee Value Proposition that folks agree represents your college's employment experience. Once you know why healthcare practitioners are attracted to teaching roles in your organization and why they stay in those jobs, you are ready to develop a message strategy that speaks to their intrinsic motivations.

Once your EVP is developed, you will want to continue monitoring changes in organizational goals and seeking additional feedback from time to time. Brands and EVPs can evolve over time and it is important to learn from and act on the periodic feedback you collect.

Trends in Employee Development

Armed with a clear Employee Value Proposition, you can begin to form a recruiting strategy. In today's job market, organizations must establish a connection with potential candidates for open positions. No longer is it sufficient to post a job on your organization's website and wait for people to apply. By proactively building an employment brand, organizations position themselves to engage with those who are not currently looking for other work but might someday be a good fit for your open positions. This means connecting with those who could be interested – now or in the future – and makes recruiting a responsibility for every member of your team to a certain extent.

Social Media Presence

Healthcare faculty candidates are mobile and social and employers must have a social media presence in order to find these folks and build a community. Social media is a great place to amplify your employment brand and tell your organizational story. The goal for your social media presence should be to build a community where jobs can be posted, successes celebrated, and information shared. Extraordinary employee stories have a power to engage hearts and minds in a way that data does not. Thinking creatively about a quote, an essay on the joys of teaching, or a short video clip of a pinning ceremony could all be useful for building out your social media presence. **Be certain to check with your college's policy on social media posting permissions, and approvals where necessary.**

While there are many platforms to choose from, Facebook and LinkedIn are two that are often used in industry to tell stories that reflect the experience of working in a particular job or organization. Regardless of the platform you use, it will be important to let people know you are there and invite them to be part of the group. Then begin offering regular updates. Most experts recommend posting information at least a couple of times a week, especially as you are getting started. Start small and do not take on more than can be handled. Consistent updates are important but you probably already have more content than you realize about your programs (e.g., photo of a pinning ceremony, employers who volunteered for an event, or the start of a new quarter/semester) and the industry (e.g., developments in healthcare, news from clinical partners, overall trends or discoveries in medicine). In short, these updates do not have to be specific to the college but can also include news articles of interest to your community. Consider the most relevant audience and target your messages accordingly.

Videos, images, and short stories that engage your audience help to build a following. Be clear on the message you want to send to your followers and think about how to incorporate it into updates. Remember to keep your posts short. Most people visit social media sites on their smart phones, so making the information brief and easy to view is important. Job opportunities can be shared as well, once you are up and running. The more robust your community, the wider the audience.

Facebook. If your college does not already have a Facebook page, you will need a personal Facebook account to set up an organizational page. Once you have your personal account, go to **pages** to create your new organizational page. Add a name to your page – typically your college and department name. Make sure you enter the name correctly as you cannot always make changes later. For the profile picture, a logo is recommended. You will build out your page from there, adding engaging content before you start sharing the page. Whether your college already has a Facebook page or not, relevant, quality content will be central to draw in a community that will read regular updates and share information with their connections.

LinkedIn. Because LinkedIn is focused on professional networking, it allows employers to create a presence through both paid and unpaid means. Here we look at how to use the free tools available on LinkedIn to get the word out about your college and open positions. Like Facebook, it is possible to set up a **company page** on LinkedIn. Once that is done, the URL can be included in any communication pieces you develop. It can also be added to current faculty and staff email signatures to raise awareness. As with Facebook, adding content to the page is a must before you begin sharing the link.



There are several ways to use LinkedIn for recruiting purposes without purchasing paid job advertisements:

- You can post a status update describing your open role on your personal LinkedIn feed and the company page.
- You can send messages directly to your connections asking them to share your job posts to expand your reach beyond your network.
- LinkedIn also has professional groups which all faculty and staff can join. Sharing information on open positions by posting an update to a group is another way to get the word out that you are looking for qualified faculty.
- You can also search your network to find people who match the job skills, contacting them directly about the opportunity.

Regardless of approach, keep messages short and direct readers to your website or encourage them to reach out to a designated contact for more information.

Other Options. As technology continues to evolve, other social media sites may be appropriate to consider. Depending on the role that you need to fill, a job posting with an industry-specific site (e.g., nurse.com or higheredjobs.com) may be useful. Cost varies for these targeted job postings. Some trade associations allow members to post jobs for free or at reduced rates. Consider whether your department has any association membership that might be useful. Also check with current faculty and staff to see what memberships they hold and if they can share information on your open position with fellow members.

Recruitment as an Organization-Wide Responsibility

Because most open positions tend to be filled through networking, it is useful to help all faculty and staff understand how their interactions in online and in-person communities serve recruiting efforts. All nursing and allied health faculty members have the ability to influence and identify those who might become instructors. Everyone on the team is essentially a talent ambassador. To help them be great ambassadors:

- Educate faculty on the employment brand.
- Regularly share relevant information with faculty and staff and encourage them to, in turn, share with their networks. A “like” or mention on LinkedIn or Facebook can generate interest that might not have been anticipated.
- Use faculty meetings to talk about upcoming job openings and the skills that are needed to fill those positions. Encourage faculty to talk with friends and associates about these needs.
- Use faculty meetings to talk about upcoming job openings and the skills that are needed to fill those positions. Encourage faculty to talk with friends and associates about these needs.

Hiring in the Current Market: Move quickly and Communicate Clearly

The current job market is highly competitive. Hiring managers must move quickly, responding to expressions of interest in a timely fashion (i.e., preferably within 24 hours) and describing the work environment so that candidates see the full picture. Candidates with an active job search are often considering more than one offer and desire a connection to the organization’s mission and vision. Streamline processes as much as possible, including making it easy to apply from a mobile device. Almost 60% of Baby Boomers and almost 80% of Millennials apply for jobs using their smart phone or tablet⁵, making it imperative that qualified candidates can find and apply for your open positions while on the go.

When you have a candidate you are interested in hiring, move as quickly as the system will allow. Stay in touch with the candidate by providing frequent communication and updates throughout the process.

Referral Bonus Program

Referral bonus programs are intended to provide a modest incentive to colleagues to encourage qualified candidates to apply for open positions. The referral bonus might be paid for all open positions or only for specific, hard-to-fill positions. Awards range widely, from a \$10 Starbucks card to a \$50 gift card to a cash payment (\$500-\$1,000 or higher is common in industry). Candidates should indicate who referred them and this information should be tracked. Typically, the referral bonus is not awarded until the newly hired individual has successfully completed a certain period of employment. Those responsible for hiring decisions are usually not eligible for the referral bonus. It is, after all, their job to find and hire great people.

Sample Program Description

“To ensure we continue to hire talented, dedicated employees, we rely on faculty and staff to refer qualified candidates for job openings. You are the best source of knowledge about candidates who will fit our position qualifications as well as our culture at [college name]. To thank you for your efforts in ensuring we continue to hire top talent, we provide a cash award to non-management employees for referred hires once the successful candidates have completed their first 90 days of employment satisfactorily. Please notify [designated person] when you have a referral for any of our current openings.”

⁵ According to research by job search site, Indeed.com (<http://blog.indeed.com/2017/07/27/the-unstoppable-rise-of-mobile-job-search/>).

Those who are not actively looking but learn of your opening through their network still desire timely responses to their application. Even applicants who are not qualified appreciate knowing that their application did not fall into a black hole. Reaching out to candidates, especially the unsuccessful ones, to seek feedback on the hiring process can also help you improve this image and how you interact with those who are interested in teaching in your program (see *Candidate Impression Survey*). A simple “decline” message to all unsuccessful candidates is a courtesy that will support a positive employer brand image in the community.

Over time, the data collected in response to a candidate survey can be helpful as you refine your recruiting efforts. Responses may identify opportunities for process improvement, and by asking some of the same questions of employees and external candidates, you can identify and address any existing perception gaps.

Candidate Impression Survey

It is not uncommon in industry to follow up with unsuccessful candidates - i.e., those who receive a “decline” message - to ask for their impressions as well. This is relatively easy to do because most candidate “decline” messages are sent via email (e.g., “thank you for your interest in our open position, but we have decided to move forward with another candidate”). Be sure to check with your college policies to secure approval and support for this follow up contact. A link can be added to these messages, taking candidates to a brief survey that asks them to respond to questions such as:

What is your view of [insert college name] as a potential employer? Select all that apply.

- | | |
|---------------------------------------|--|
| Stable employment opportunity | Making a difference in healthcare through teaching |
| More flexibility/better work schedule | Saw the need for skilled practitioners to serve as faculty |
| Opportunity to give back | Wanted to share my knowledge and experience with others |
| Interesting work | It’s a paycheck. For me, that’s about it. |
| Demanding work | I didn’t know much about [insert college name] |
| Great people to work with | Other (please provide) |

• I learned about this open position from

- | | |
|---|--------------------------------|
| A friend or colleague | Job posting on college website |
| Current employee of [insert college name] | Other (please provide) |

• I applied in MM/YY

• Approximately how long after you submitted your resume did you hear from us?

- | | |
|------------------|---|
| Less than a week | More than a month |
| 3-4 weeks | More than 2 weeks but less than 3 weeks |
| 1-2 weeks | This is the first contact I’ve had. |

• In my job search I’ve used the following social media sites. Please check all that apply.

- | | |
|------------------------------|--------------|
| LinkedIn | Indeed |
| Higheredjobs.com | Facebook |
| Nurse.com | Glass Door |
| Other (please specify) _____ | Simply Hired |

Certainly, the current competitive job market puts pressure on compensation but often the overall rewards package makes more of a difference. Because nursing and allied health salaries tend to lag industry pay, acknowledge the differential and focus on what is good about being a faculty member. The California Community College system offers attractive medical benefits and a pension. It is possible that the candidate will have a more flexible work schedule and perhaps be able to work fewer hours than in their current role (i.e., 32 weeks per year). The potential to impact student lives is great, and for those who care about the quality of medical care provided in their community, moving from practitioner to faculty gives them an opportunity to multiple their influence. Be sure to highlight these benefits throughout your discussions with qualified candidates. You should also ask candidates what matters most to them in a job. Is she looking for professional development? Does he want more flexibility or control of his schedule? Is this an opportunity to give back? When you know what matters most, you can emphasize those aspects of the job.

Asking a candidate what he or she wants most in their next job is also a good way to determine if someone who is otherwise well-qualified would not be a good fit for your opening. Though you may hope that a highly qualified practitioner will join the department and fall in love with teaching, if that candidate is looking for things in a job that your college cannot provide, it is more likely that you will spend time and resources training someone who will eventually be dissatisfied and leave. Be sure you are realistic in previewing the job for your top picks so that the fit is good from both perspectives.

Building the Candidate Pipeline

Making connections within your local and professional community or online via sites such as LinkedIn allows you to meet people who may someday be good additions to your faculty. You may already be doing this but the competitive job market demands that organizations be more purposeful in their networking. Invite faculty and staff to always have their recruiting hat on, sending you the contact information of anyone they think should be on the radar for a future opening. Find ways to stay in contact with those people, perhaps by inviting them to join your online community.

Sample Interview Questions (to go deeper)

- What was it about this position that attracted your attention? [Listen and take notes, you will use this information throughout the “engagement” process.]
- Tell me about a typical day in your present (or last) job?
- What are you looking for in your next position?
- If you could have made improvements in your last job, what would they have been? What would you have done differently than management?
- How would your co-workers describe you?
- What types of situations frustrate you?
- What kind of people annoy you and why?
- If I were checking your references, what would your former manager tell me about you?
- What skills/experience and behaviors do you feel are necessary in order to be successful in this position?
- How do you think your previous experience ties in with the job we have open?
- How do you think you could improve yourself professionally?
- In what way would you like the college to support you professionally if you join us?

In addition, when you identify practitioners with potential who do not yet have the required credentials, connect those individuals with appropriate resources to explore an academic career. Perhaps they are able to work as adjunct faculty members even though they are not yet qualified to join the faculty full time. Maybe there is an exceptional student who expresses interest in teaching. Planting a seed of encouragement so that these individuals consider the career path of “educator” can have long term benefits for your college.

“The best time to plant a tree is 20 years ago. The next best time is today.”

– Ancient Proverb

(variously attributed to African or Chinese philosophers)

Transitioning from Candidate to Employee

Once an offer is made and accepted, the transition begins from candidate to employee. Making that transition as smooth as possible can make a difference in how quickly the new hire is productive and how satisfied they are with their decision to join your organization. “Onboarding” – the practice of welcoming the new hire, processing their paperwork, and helping them feel like true members of the team – is an industry practice that colleges can adopt if they do not already have a program

New Allied Health and Nursing Faculty Bootcamp

New faculty need more than just the keys to the building. As nursing faculty retire and new hires from industry are welcomed to faculty roles, it is imperative to provide a structured on-boarding experience.

The goal of the New Faculty Bootcamp is to develop training materials to accompany an in-depth workshop to assist new allied health and nursing faculty to learn tools and techniques that will enhance their effectiveness in their new faculty role.

The two-day workshop is designed to be presented by expertise with the California Community College system so the on-boarding program can be offered anytime anywhere in the state at a reasonable cost.

Sharp Healthcare in San Diego, CA has been recognized for their onboarding practices that pair a recruiter with a designated person responsible for onboarding. After a candidate accepts an offer, the Sharp recruiter will talk with them about next steps, follow up with emails, and assure that they are connected to an onboarding specialist. The specialist creates a packet of information, including forms that need to be filled out by new employees, and schedules the new hire for an orientation session where they receive assistance in completing all their paperwork and are welcomed with an introduction to the organization. At Sharp, their award-winning culture is on display during orientation which includes a video welcome from the CEO and speakers who talk about benefits and other aspects of the culture. Orientation is customized by each hospital and outpatient center to meet their specific needs. New hires at Sharp have reported that the consistency of the onboarding process contributes to a positive impression and satisfaction with their decision to join the healthcare provider.⁶

⁶ Sharp Healthcare was highlighted in Jane Larson’s February 2018 article in Workspan magazine titled “Work Sweet Work.”

Other organizations pair new hires with seasoned employees who serve as “buddy” for the new hire’s first few months on the job. Responsibilities include offering advice and guidance regarding the day-to-day aspects of working for the organization, sharing resources, and introducing the employee to colleagues and the organizational culture. Prior to the new employee’s start date, the buddy usually sends a welcome email to create anticipation about the first day and establish a connection. On the first day of work, the buddy gives the new hire a tour of the facilities and makes introductions. Finally, buddies are in charge of checking in with the new hire periodically over the first few months to answer any questions and see how things are going. Buddies typically volunteer for those roles because of their pride in the organization and desire to help others be productive contributors as soon as possible. These types of programs help onboard new employees, give them an additional resource beyond their boss as they adjust to a new work culture, and provide additional connections at work.

Recruiting Material Templates and Downloadable Toolkit

In addition to the below strategies and templates, find all customizable collateral materials in our new online toolkit at www.power-minds.com/online-toolkit

Developing a Messaging Strategy

From our research findings, several potential EVPs were identified to reflect the information gathered in the first two phases of the Recruiting and Retention project. These EVPs reflect the drive of those who went into healthcare to positively impact others’ lives. These possibilities, presented in the Phase II Report, were intended to generate more ideas.

- ***“You know healthcare. Pass it on.”***
- ***“Everyone’s journey matters. Shape the future of healthcare, one student at a time”***
- ***“Nurturing tomorrow’s healthcare providers.”***
- ***“Nurturing tomorrow’s healthcare providers.”***
- ***“Healthcare faculty help more. Multiply your effect.”***
- ***“Making a difference in healthcare, one student at a time.”***

Thinking about the employment brand from a culture perspective could have far reaching implications for attraction and retention of faculty for years to come.

Sample Job Posting

Rather than simply post the requirements of the job, start with some information that draws in someone with whom the EVP will resonate, tell them about your department, and then provide the description of the job, minimum qualifications, and desired attributes.

Nursing Instructor

This is an exciting opportunity for a dynamic healthcare practitioner to multiple their impact on the quality of healthcare in this community. We are looking for the best and brightest talent to join our team. If you want to share the nursing skills and knowledge you have gained from a career in nursing and you have an unwavering commitment to developing individuals to improve patients' lives, we hope you'll explore our career openings and get to know Community College.

Why Teach? Nursing Faculty enjoy-

- Making a difference in healthcare through teaching
- Sharing knowledge and experience with future nurses
- Interesting work with eager learners
- Stable employment, Incredible benefits
- Flexible work schedule including summer breaks
- Opportunity to give back and make a long-term impact in healthcare

About Us

Community College's nursing and allied health programs have been training healthcare workers since 1972. We provide a cost-effective, quality education to students, many of whom are the first in their family to earn a college degree, as they seek to become caregivers in our community's hospitals, doctor's offices, urgent care centers, and home health organizations.

About the Opportunity

The Nursing Instructor is a full-time, tenure-track position. Nursing faculty are professionals with the education and practice skills to prepare the next generation of nurses. Faculty members are accountable to the Dean/Director of Nursing for the implementation of the approved curriculum based on the mission and philosophy of the nursing program and the College/Campus. They provide students with opportunities to acquire the knowledge and practice the skills identified in course objectives using varied and appropriate teaching methods. They plan learning activities to meet program outcomes based on the standards set by policies, legal and other regulatory requirements, and acceptable practice. Faculty also participates in the program's evaluation and continuous improvement process and engages in personal professional development.

Requirements:

- * Completion of an approved professional nursing education program.
- * A current active unencumbered license as a registered nurse in the state in which the program is located or multi-state privilege to practice in state.
- * A master's degree in nursing from an accredited program required.
- * Previous teaching experience preferred.
- * Excellent written and oral communication skills and analytical skills. *Excellent teaching and classroom management skills.
- * Functional abilities to carry out classroom, clinical and laboratory teaching responsibilities Competence in clinical skills in areas of teaching.
- * Competent in personal computer applications: word processing, spreadsheet, database, and email.
- * Successful completion of criminal background check and drug screening, required immunizations, current CPR and HIPAA certifications.

Appendix: Anniversary Touchpoints

90-Day New Hire Touchpoints

The supervisor or counselor explains, “The purpose of this meeting is to check in you and see how things are going. We meet with all new employees around the 3-month and 9-month marks to get your input on what we do well and where we can improve.” Then the supervisor asks these questions, recording responses in order to follow up on actionable items and track trends over time.

1. What are you enjoying most about your position at [organization name]?
2. What do you know now about the organization or your job that you wish you had known your first week? (How would this help you be more effective?)
3. Can you readily locate the information and resources you need to get your job done?
4. a. How has it been getting to know people and feeling “at home” at [organization name]? (Is it easy? Is it difficult?)
b. Is there anything we should consider doing that would make it easier to be “new” at [organization name] (to help with the transition)?
5. What do you like best about your boss?
6. What do you like best about your colleagues/work group?
7. Is there anything you would like to see your boss or your work group do differently?
8. Have you had an opportunity to set goals with your supervisor? If yes, do you feel like you have the appropriate resources and information to complete those goals?
9. What’s different at [organization name] (good or bad) from your last employer?
10. How was your onboarding experience (orientation, systems training, new hire paperwork)? Can you think of any additional ways we can make those experiences better for new employees?
11. What could be done to build and strengthen a positive culture at [organization name]?
12. Any questions or outstanding issues?

9-Month New Hire Touchpoints

In this touchpoint, some questions are the same as in the 90-day conversation and some are different. The supervisor or counselor explains, “We spoke about 6 months ago. The purpose of this meeting is a similar opportunity to check in with you and see how things are going. Now that you’ve been here for 9 months, we’re interested in your input on what we do well and ideas for where we can improve.”

1. What is the best thing about working at [organization name]?
2. What’s different at [organization name] (good or bad) from your last employer?
3. After 9 months, is there anything you know now about the organization or your job that you wish you had known earlier? (How would this help you be more effective?)
4. Do you understand how your job/department contributes to [organization name]’s overall goals?
5. What development opportunities do you see for yourself going forward? (Could be a conversation on what the employee wants to learn in their current role or where they see new opportunities to make a difference).
6. What could be done to build and strengthen a positive culture at [organization name]?
7. How could you contribute to culture building at [organization name]?
8. If you could change one thing about [organization name], what would it be?
9. (If appropriate, based on location) Have you had an opportunity to participate in any of the employee activities (e.g., Fun Food Thursday, Lunch & Learns, Health & Wellness or community [organization name]-sponsored events)? If so, any thoughts or feedback? If not, is there something that causes you not to participate when you would like to?
10. Is there anything I can help you with?
11. Any questions or outstanding issues?

3-Year and 5-Year Anniversary Touchpoints

The supervisor or counselor explains, “We had a couple of conversations with you in your first year of employment with [organization name]. Employees’ perspectives change over time, and we want to take the opportunity to understand how your experience and the organization have developed over the last 3 (or 5) years. We’re interested in your observations. We value insight on what we do well and input on the things which can be improved.”

1. What do you enjoy most about your work? Your team? Your supervisor?
2. How would you describe your professional growth at [organization name]?
3. Where have you grown? Where would you like to grow?
4. What keeps you here at [organization name]?
5. How has [organization name] changed since you’ve been here (better or worse-be specific)?
6. How have you contributed to [organization name]’s success?
7. If there was one thing you could change about [organization name] what would it be?
8. What could be done to build and strengthen a more positive culture at [organization name]?
9. How could you contribute to culture building at [organization name]?

Is there anything you hoped we would talk about but didn’t?

Note: ALWAYS thank employees for their time and their input at the end of each touchpoint session!



California
Community
Colleges

Visit Our Website:

www.power-minds.com/online-toolkit