

Student Recruitment: A Framework developed through A Multi-phased, Multi-method Process Planning Approach

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Widening the access to higher education as a response to the global shortage of health care workers necessitates a framework to recruit quality students for professions in the health sciences. The aim is to describe the development of a framework to aid with the recruitment of nursing students, but can also be utilised in the wider higher-education community. A multi-phased, descriptive, explorative and sequential multi-method research design, using an adapted version of the process planning model by Zuber-Skerritt, was utilised. National and international nurse educators participated in the study. The challenges identified and confirmed during three phases were interpreted and a generic framework for student recruitment was developed. This recruitment framework was validated. The article notes that the recruitment framework can be adjusted, implemented, evaluated and reviewed by different institutions in order to customise such framework to their own particular contexts.

Keywords: health professionals shortage; higher education and training; nursing education institution; recruitment framework; service provider; student recruitment

In a world that is increasingly competing for human resources, finding the most suitable student for a specific profession tends to be challenging. When various allied health groups recruit from the same pool, a specific recruitment strategy is needed to ensure that the students whom they recruit will most probably succeed and will be retained for the profession.

The global shortage of health professionals is escalating at an alarming rate; hence recruitment strategies need to be examined. Currently, there is a global shortage of 7.2 million health care workers and the projected estimate for 2035 is 12.9 million (Brooks, 2013). This implies a dire need to train and sustain more health care workers because the current rate of training will not address the demand, which, in future, will negatively influence access to essential health care services. The inadequacy in the

supply-demand chain is especially acute in developing countries such as those in sub-Saharan Africa (Brooks, 2013).

According to Dr Etienne, World Health Organization (WHO) regional director for the Americas, members of the profession have a responsibility to ensure that “everyone – especially people in vulnerable communities and remote areas – has access to well-trained, culturally sensitive, and competent health staff” (GHWA-WHO, 2013). Dr Kieny, WHO assistant director-general for health systems and innovation, adds to this by emphasising that training institutions need to be proactive and address this shortage by reconsidering the way we educate the future workforce (Brooks, 2013). However, education never occurs in isolation, and a major factor impacting on education and

training is the calibre and quality of student recruited for the specific profession.

Recruitment of the correct students might therefore impact positively on the global shortage of health care professionals.

There is considerable evidence in the literature that, despite the critical importance of recruiting the best possible students for education and training, many institutions do not have a specific recruitment plan geared to student recruitment (Lubbe, 2012). With the above-mentioned situation in mind, a multiphased study was conducted to develop a framework to aid in the recruitment of the best possible students for a specific profession. According to the assessors of the thesis, the recruitment framework can be used as a basis for a recruitment plan for various professions and higher-education institutions (HEIs), whether private, public or parastatal.

Leadership and management may play a vital role in ensuring that recruitment plans, policies and actions will support the recruitment of the best possible candidates for the profession. A recruitment plan, based on a validated framework for

recruitment, may contribute to improving throughput and to retaining professionals so that, ultimately, this may make a difference in the quality of health care and, at the same time, address the declining number of health care workers.

Method

In order to create a viable recruitment framework, a four-phased, multimethod study, spanning five years, was constructed. The study was grounded in an adapted version of the process planning model as originally described by Zuber-Skerritt (2002) and adapted and elaborated on by other authors (Lubbe, 2012; Simeon, 2014). The development of the framework was undertaken in four different phases. During Phases 1 and 2, a descriptive, exploratory, qualitative design with a contextual focus was utilised. In Phase 3, where quantitative enhancement of the data obtained in Phases 1 and 2 was needed, a quantitative approach was utilised. The data was gathered using a questionnaire to ensure validity of content. (See Figure 1 for an overview of the different phases that guided the process.)

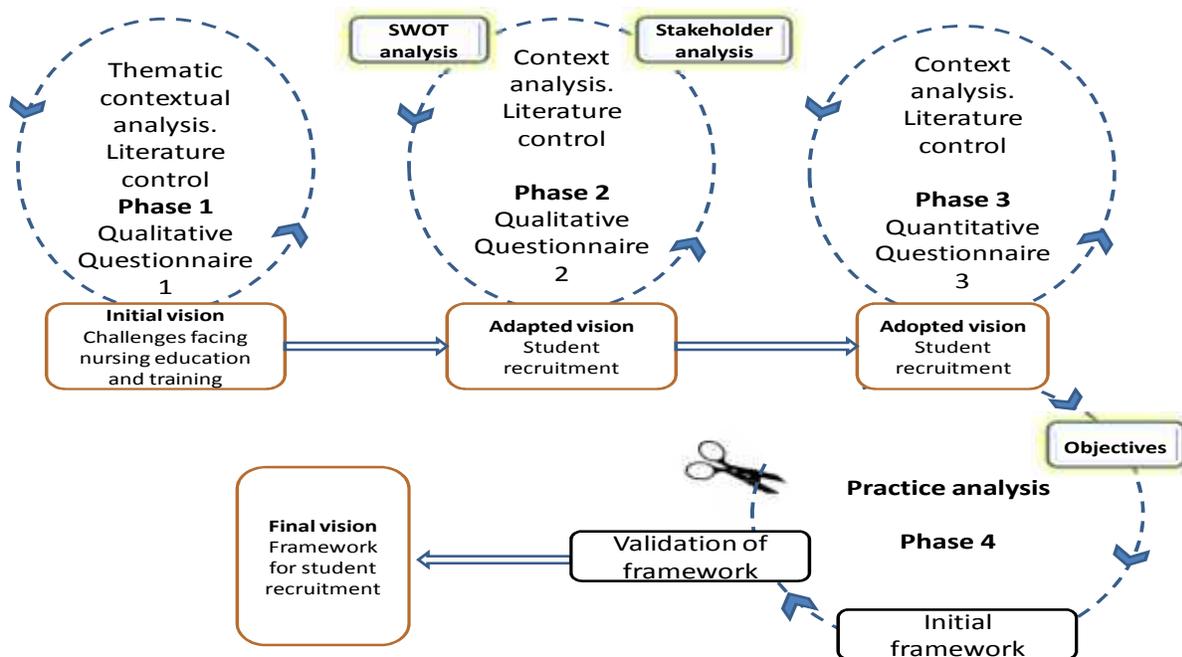


Figure 1: Overview of the phases of the study

Population, Sampling and Response Rate

The sample population consisted of local nurse educators and student recruiters (Phases 1 and 2) and local and international nurse educators and student recruiters (Phase 3) respectively. The nature of the research design contributed to different sample sizes in the different phases owing to differences in purpose.

Phase 1

In 2007, a qualitative questionnaire with a single open-ended question was sent to 46 conveniently and purposefully selected lecturers involved in nursing education and student recruitment. The purpose was to get a sense of what was really challenging and a concern. Respondents could return completed questionnaires via the postal service or email. Twenty-three (50%) responded and identified various challenges regarding their work as faculty members. Using Tesch's (in Creswell, 2014) eight-step thematic analysis, themes were identified and student recruitment was confirmed as one of the themes worth investigating.

Phase 2

In 2008, another qualitative questionnaire was sent to the 2007 population. Respondents were asked to identify the challenges that they experienced when recruiting students for training. They were also requested to provide best practices or suggestions on how the process could be improved. During this round, 61% responded.

To ensure that inputs from a variety of nursing colleges in South Africa were included, the same questionnaire was also sent to 11 college principals in South Africa, using SurveyMonkey™ (a cloud program for web survey development). A 100% response rate was obtained. All data received was thematically analysed.

Phase 3

The information collected during Phase 2 was collated, validated and supported by a literature review. From this, a third questionnaire was compiled and, in 2011, distributed via SurveyMonkey™ to both national and international nurse educators. The call for respondents was made via the

NEA (Nursing Education Association), FUNDISA (Faculty University Nursing Deans of South Africa), the STTI (Sigma Theta Tau International Honorary Society), ResearchGate forums and LinkedIn forums. Since snowball sampling was done and the open invitation to take part was placed on some of these organisations' websites, it was impossible to determine how many nurse educators eventually read and considered the invitation to participate. In total, 80 completed questionnaires from South African as well as international nurse educators were received.

Phase 4

The information from the literature as well as information collected during Phase 3 was used to draw up a recruitment framework. Seven participants directly involved in student recruitment were then purposefully selected to participate in a validation meeting to scrutinise the framework and evaluate it for correctness, feasibility, reliability and validity. Items not agreed upon were removed from the framework and consensus was reached at the end of the meeting. The validation meeting was facilitated by an independent facilitator in order to prevent bias and enhance the validity and reliability of the validation meeting.

Ethical Considerations

Ethical approval to conduct the study was given by the custodian university of the study. All participants who were included were nurse educators involved in the education and/or recruitment of undergraduate students. Owing to the nature of the SurveyMonkey™ software program, the recruitment letter could either be ignored or, by completing the questionnaire, those interested could agree to participate. The data was received through SurveyMonkey™ without any identifiable participant information.

The participants in the validation group also signed informed-consent forms prior to participation. The basic principles included in the Belmont Report (USA, 1978) and the Declaration of Helsinki (World Medical Association, 2013), such as beneficence,

justice, and respect for persons, were diligently adhered to.

The authenticity and trustworthiness of the study were confirmed in each phase by complying with the principles applicable to validity and reliability during the quantitative phase, including credibility, confirmability, dependability and transferability in the qualitative phase (Botma, Greeff, Mulaudzi & Wright, 2010; Savin-Baden & Major, 2013).

The Recruitment Framework

The recruitment framework was influenced by three recruitment models, namely those of Schreurs and Syed (2011), Middleton, Mason, Stilwell and Parker (1988), and Breugh and Starke (2000). Although some of these recruitment models have a long history, the principles on which these models were based were relevant for this study. Employment-recruitment models, such as those used by Microsoft™ and Nike™, also had an influence, although not as much as the above-mentioned academic models.

The proposed recruitment framework is not an algorithm. The users of this framework can selectively decide to use or omit certain aspects and to tailor the framework according to their institution's needs, budget, and the human resources available. They can create their own sequence for most of the aspects and give priority to what they believe is of importance.

Results and Discussion

The preliminary recruitment framework was drawn up and e-mailed to all participants 48 hours prior to commencement of the validation meeting. Table 1 shows an extract from the preliminary framework that was given to the participants prior to the meeting. In the document, the participants were requested to rate each separate component of the recruitment plan as essential, useful or not necessary. Participants also included their comments on their personal copy and shared these with the group. Field notes were added by the facilitator during the validation meeting. After consensus was reached, the facilitator collated the field notes and calculated the responses.

Framework

The framework is divided into two main sections, namely Sections A and B (see Table 2). The first main section contains the general, overarching key focus areas of the recruitment framework, while the second main section contains the more specific actions and features. Each section of the framework consists of seven descriptive columns, addressing the “where” (area/stakeholder), “what” (action), “how will I know” (indicator), “how” (method), “why” (rationale), “who” (lead responsibility) and “when” (time scale) guiding questions. The framework is presented in Table 2.

Table 1: An extract from the preliminary framework document

Section A: The general (non-specific), overarching key focus areas of the recruitment framework					
Rating scale: E = Essential feature U = Useful feature N = Not necessary					
AREA Where	ACTION What	Summary of verbal responses by participants (my field notes)	E	U	N
Managerial level	Appoint a dedicated marketing and recruitment person/team.	<ul style="list-style-type: none"> In general, a dedicated recruiter appeared to be a good suggestion, although most of the respondents verbalised concerns about financial implications. There was agreement that a very detailed job description would be needed should a dedicated recruiter be appointed. Later discussions reverted back to this topic and the respondents indicated that the dedicated recruiter would need to be a professional registered nurse. 	√		

The framework was subsequently finalised. The different aspects in the designed framework are presented below, followed by

a discussion on the inputs during the validation meeting, supported by relevant literature.

The final framework

First section: General, overarching key focus areas of the recruitment framework

This section has five combined themes. These themes specifically focus on the educational institution and have a managerial approach to it. The section includes: the approval of a specific recruitment plan by management; appointing a dedicated recruiter; approving a budget for recruitment; involving stakeholders; and the quality assurance thereof.

- Approval of the recruitment plan in its entirety

All of the members of the validation group were of the opinion that having an approved recruitment plan is essential. Comments such as, “That is why our recruitment is in the bad state that it is – there is no plan”, supported the notion that a plan should indeed be drawn up, communicated and approved. The members were further concerned that the current recruitment initiatives at their places of employment are not being undertaken consistently and that there is no integration or coordination of efforts. Part of this approved plan should then also, on the recommendation of the participants, include evaluation or measurement of its effectiveness (Fenton, Lotherington & McQueen, 2011).

- A specific, separate budget for recruitment

The budget for the recruitment activities was a much-discussed item. All seven members were of the opinion that it was needed, but some members were concerned as to who would approve such a budget. Despite the approval aspects, the members agreed that two main activities should be focused on, but budgeted separately for, namely marketing and recruiting. The suggestion was that marketing the institution should not come from the same budget as the specific recruitment of students for a professional programme, as there might be competing agendas.

- Appointing a dedicated recruiter

All members in the validation group agreed that a dedicated recruiter is crucial for the success of a recruitment plan or framework. Employing a dedicated recruiter, with a specific job description,

who is a member of the profession for which recruitment is needed will greatly contribute to the success of the recruitment activities.

- Stakeholder involvement in recruitment plans

Stakeholder involvement in decision-making was considered to be important. Five validation-group members were of the opinion that it is important to make all stakeholders aware of the recruitment plan in order to get buy-in from them. They based their decision on the grounds that the institution (as a stakeholder) needs to provide the budget for the activities. They also commented that some stakeholders have unrealistic expectations regarding recruitment and that problems can be prevented if all stakeholders are therefore appropriately informed.

All members of the validation group indicated that the training institutions as well as other service providers, as stakeholders, at times have specific requirements and requests regarding the number and diversity of students (such as in respect of gender and ethnic group) that may be admitted at a specific institution (RSA DoHET, 2014; Bruce, Klopper & Mellish, 2011). These prerequisites should be taken into account when the recruitment initiative is planned.

- Quality assurance

The discussion on quality assurance touched on monitoring and feedback. Six of the seven group members indicated that quality assurance is incredibly important. The two subthemes of quality assurance that emerged were, firstly, the monitoring of procedures (e.g. the post-recruitment outcome), and, secondly, feedback regarding the entire process to all involved. To enhance quality assurance, the participants suggested that the recruitment plan should be aligned with the requirements as stipulated in the policy framework of a specific country’s higher-education system (RSA DoHET, 2014).

Second section: Specific actions and features of the recruitment framework

The second section is focused on the specific actions and activities that should be included in a recruitment framework or

plan. Six main themes emerged during the second data-collection cycle and were included in the framework. These are: (1) marketing initiatives and recruitment at schools; (2) using traditional as well as a web-based marketing techniques; and (3) recruitment activities at the premises of the education institution as well as at (4) industry sites (of potential employers). It further included: (5) targeting role-players external to the school. The framework concluded with: (6) revisiting quality assurance.

- Marketing and recruitment at school premises

Certain key role-players at schools were identified. They included the academic personnel such as the principal, career counsellor, teachers, and media centre managers. Originally, the involvement of a school nurse and sports coordinator was also included in the framework, but the majority of members were of the opinion that, although it would be useful to include them, it was not an essential action. Although these personnel were then removed from the framework, they might still be viewed by others as important in the global context of student recruitment.

The themes on marketing and recruitment pertaining to school learners initially included a wide variety of activities, with varying degrees of agreement among the members of the validation group. The final activities agreed upon, as illustrated in Table 2 (the final recruitment framework), included, among others, acting as guest speaker at schools and presenting selected health-related modules.

Activities excluded after validation included awareness-weekend camps for Grade 11 and 12 learners who indicated their interest in health-related studies.

- Traditional and technology-based recruitment

As illustrated in Table 2, these activities include printed, electronic and web-based marketing and recruitment. The validation group's reaction to the various aspects identified ranged from an overwhelming "Yes" to an absolute "No". Surprisingly, the use of social media (such as Facebook) for marketing and recruitment was mostly deemed as either useful or not necessary,

despite the widely published views in favour of the use of social media (Lubbe, Roets, Van Tonder & Wilkinson, 2013).

A concept that is gradually emerging is gamification. However, the validation group did not see gamification, virtual worlds or online competitions on the institution's website as an essential recruitment tool. However, all were in favour of creating a virtual tour of the training institution (access via the website of the institution).

The majority of members (6) also supported the idea that a link/URL to the institution's website be placed on the website of the collaborators or stakeholders (such as hospitals in the case of students interested in the health sciences). Web-based advertising was also supported.

Five of the seven members indicated that information about the institution in general, potential careers after education, admission requirements and contact details, as well as an online application form with immediate response should be accessible and placed on the website.

- Recruitment activities at the premises of the education institution

It was suggested that it is the responsibility of an institution to conduct research to identify factors contributing to attrition of students in the health sciences. Prospective students need to be informed that they might be working unsociable hours, which could exclude them from certain campus activities (Lubbe, 2009).

Other activities that need to be included in a recruitment plan are open days and campus tours.

- Industry sites

The framework has been drawn up within the health sciences context; hence the reason for referring to a hospital in the framework (Table 2). Recruitment plans should include a formal memorandum of understanding between the educational institution and the centre for experiential learning (in this context, a hospital or other health service providers). Some participants supported the fact that aspects to be negotiated include tours through the facility, shadowing, and voluntary vacation work. They stated: "We use it – it works well."

- Targeting role-players external to the school

The importance of parents, significant others, elders in the community, faith-based leaders and charity organisations (see Table 2) in the career-planning of young adults cannot be underestimated. Communication with these members is crucial and needs to be incorporated in any recruitment drive.

- Quality assurance

The value of any intervention or programme lies in the impact or change associated with it. Quality assurance, therefore, is of utmost importance. Participants confirmed the need for accountability as a quality-assurance requirement. An assessment tool to measure the recruitment outcomes should be also be developed and utilised.

Conclusion

Student recruitment as an institutional management function (Tight, 2012) should not be the exclusive duty of a human resource (HR) department (e.g. in the case of private hospitals) or that of the marketing committee. Every educator involved in a teaching programme has the responsibility to actively and positively promote the relevant profession and academic programme.

The proposed framework contains various aspects that can be included in a recruitment campaign or plan. It remains the prerogative of the institution to decide which aspects will be appropriate. This framework is by no means stagnant or prescriptive, but aims to guide the user in considering various options as well as stakeholders to consider in the recruitment of students.

We recommend that the recruitment framework, as presented in Table 2, be implemented, evaluated and reviewed by different institutions in order to customise it to their own particular contexts.

Undergraduate student recruitment alone will not address the global health worker shortage, but, as part of a greater global focus, it might contribute to increased awareness of a profession as well as enhancing the image thereof.

Table 2: Recruitment framework

Section A: The general, overarching key focus areas of the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONALE (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
HEI: Managerial level	Appoint a dedicated marketing and recruitment person/team.	Appointment confirmed.	Create a specific post with a specific and unique job description for a recruiter. Advertise, interview and appoint an appropriate person(s).	A dedicated recruiter focuses all his/her attention and resources on marketing and recruitment.	HEI manager. HR department.	Before the other recruitment activities start.
HEI: Plan in its entirety	Develop a standardised procedure for fair recruitment. The plan focuses exclusively on: <ul style="list-style-type: none"> marketing the HEI, training and the profession; and recruitment of candidates. See Section B for particulars/details.	Increase the quality and quantity of applicants. Feedback from stakeholders.	All HEI policies, practices and procedures are assessed when developed and are annually reviewed. Create the marketing and recruitment plan, involve stakeholders and get commitment from team members. Link recruitment plan to due dates and measurable outcomes.	Marketing and recruitment happen in a coordinated way according to the devised strategy.	All role-players who take part in the recruitment activities are allocated tasks and responsibilities. (HEI manager, HR member, recruiter, marketing representative and committee) See Section B for details.	Annually.
HEI: Managerial level – budget	Compile a budget exclusively for: <ul style="list-style-type: none"> marketing the HEI; and recruiting candidates. 	An adequate budget is available (and approved) to enable marketing and recruitment.	Conduct a situation analysis of priorities that need funding. Review resource allocation and identify funding priorities.	A dedicated budget for marketing and recruitment will enhance the output of the recruitment plan.	HEI manager, HR manager, recruiter, marketing representative and committee.	Annually, before submission of budget for subsequent year.
HEI & stakeholders – awareness	Raise awareness of the recruitment plan with relevant stakeholders.	Feedback from stakeholders.	Meetings and written communication with selected/relevant stakeholders. Ensure annual progress reports are	Stakeholders can access details of the plans and progress of the HEI and have the opportunity to contribute to future priorities.	Dedicated recruiter in conjunction with HEI manager.	Annually.

Section A: The general, overarching key focus areas of the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONALE (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
			provided by personnel responsible for recruitment and public relations.			
HEI & stakeholders' requirements & requests	Involve stakeholders and employers (if any) to determine their requirements and requests in relation to number of students and diversity.	Student population will reflect the parameters determined by the stakeholders or employers.	SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis (by employers) to estimate current and requested distribution.	Assist with the compilation and prioritisation of the recruitment plan as regards student diversity and number of students.	Recruiter.	Annually.
HEI & stakeholders – student diversity	Prioritise/establish student distribution/diversity.	A fair and representative student population is recruited.	See Section B.	See Section B.	See Section B.	See Section B.
HEI – monitoring	Quality management/assurance.	A fair and just procedure with equal opportunities for everybody is ensured. Procedures are aligned with the requirements of government.	Monitor recruitment procedures and data about applicants.	All applicants have the same opportunities as their peers to access information about the educational opportunities at the HEI and are not discriminated against in the provision of offers, including during the interview stage.	HEI manager in collaboration with recruiter.	Annually at the end of each recruitment cycle, and before the next cycle.
HEI – feedback	Quality management/assurance.	A fair and just procedure with equal opportunities for everybody is ensured.	Review procedures and feedback from stakeholders, nurse educators, nursing students and visitors.	Data gathering/management includes mechanism of analysing data for monitoring and quality-assessment purposes.	HEI manager in collaboration with recruiter.	Annually at the end of each recruitment cycle, and before the next cycle.

Section B: The specific actions and features in the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONAL E (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
1. Marketing and recruitment at school premises: Academic and non-academic personnel						
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with principal.	Permission is granted. Working relationship is established.	At least an annual meeting with principal. Present information about level of involvement and knowledge contribution.	Obtain permission to conduct marketing and recruitment at school by getting involved at various levels.	Recruiter.	Beginning of each year.
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with career counsellor.	The career counsellor is knowledgeable in relation to nursing as a career and as regards the academic requirements and possible career paths for nurses. Career counsellor emphasises gender equality in nursing.	At least an annual meeting with career counsellor(s).	Establish working relationship and perform needs analysis.	Recruiter and nurse educators.	Beginning of each year.
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with heads of department or learning areas.		At least an annual meeting.	Establish working relationship and perform needs analysis.	Recruiter and nurse educators.	Beginning of each year.
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with teachers.	Teachers contact the HEI when they need information for, or assistance with, the presentation of health-related content/modules.	At least an annual meeting with teachers and follow-up communiqué.	Establish working relationship and perform needs analysis.	Recruiter and nurse educators.	Beginning of each year.
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with school media centre managers.	Media centre managers contact the HEI when they need information. Media centre managers verbalise positive comments about nursing as a career.	At least an annual meeting with media centre managers and follow-up communiqué.	Provide career information about nursing. Establish dates to hold a career display in the media centre (possibly to coincide with International Nurses' Day).	Recruiter and nurse educators.	Beginning of each year and again before International Nurses Day.

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AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONAL E (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with IT (information technology) educator.	IT educator verbalises positive comments about nursing as a career. IT educator encourages and assists learners to play health-related computer games.	At least an annual meeting(s) with IT educator and follow-up communiqué.	Introduce nursing in a fun way to learners.	Recruiter and nurse educators.	Beginning of each year.
Primary schools and secondary/high schools: Teaching and non-academic personnel	Meeting with school nurse. (If available/appointed at school.) Could include any health professional employed or involved at the school.	School nurse contacts the HEI when she/he needs information. School nurse gives correct information to the school learners when the latter discuss a nursing career with her/him.	Annual meetings with the school nurse to partner with her/him about promoting the profession and raising her/his awareness of the training provided by the HEI.	The school nurse is a reachable contact person for the learners should they require more information about nursing as a career. She/he might act as a positive role model.	Recruiter and nurse educators.	Beginning of each year and again before International Nurses' Day.
2. Marketing and recruitment at schools premises (the focus is on the learners)						
Pre-primary	Various activities to promote the profession as a future career option.	Pre-school learners display an interest in nursing as a career. Verbalise positive feelings. Acknowledge that all genders could be nurses.	Activities such as: • dressing up; • creative activities (drawing, colouring/painting); and • storytelling and/or puppet show. Include male and female role models.	Preparing the early pipeline. Creating a positive image of nursing as a profession and career.	Recruiter in collaboration with nurse educators and nursing students.	Second and fourth school term.
Primary school	Talks about duties and responsibilities of a nurse. Emphasis is on the caring aspect.	Primary-school learners display an interest in nursing as a career. Verbalise positive feelings. Acknowledge that all genders and races could become nurses.	Presentations to learners. Include video clips of positive nursing environments and activities. Include games and role-play. Include male and female role models.	Priming the early pipeline. Creating a positive image about nursing as a profession and career.	Recruiter in collaboration with nurse educators and nursing students.	Twice a year.
High school/secondary	Nurse educators become	Learners show interest in nursing – ask	Obtain permission from school principal.	Learners are exposed to	Young, dynamic nurse	Monthly, quarterly, or as

Section B: The specific actions and features in the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONAL E (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
school	involved in presenting selected modules during life orientation.	questions/debate the feasibility of the career option.	Collaborate with educator responsible for the specific learning area.	a professional nurse outside the hospital milieu and verbalise positive feelings about the profession.	educators (both genders and various racial/cultural representatives). Include nursing students. Recruiter.	requested by educators (s).
High school/secondary school	Be a guest speaker at school about various health-related topics.	Learners engage in conversation. Display interest and verbalise positive comments.	Meet with principal and career counsellor. Conduct a needs analysis (of the school about relevant topics) and agree upon topics, time and occasion.	Learners are exposed to a professional nurse outside the hospital milieu and verbalise positive feelings about the profession. The knowledge component is acknowledged.	Young, dynamic nurse educators (both genders and various racial/cultural representatives). Recruiter.	Annual meeting with follow-ups when needed.
High school/secondary school	Become involved in career days.	Learners engage in conversation. Display interest and verbalise positive comments. Parents make contact with nurse educator(s) or the HEI.	Have a display. Provide promotional material and information (verbal & leaflet) about profession, training and subject selection. Screen video clips of "a day in the life of a nurse".	Learners are exposed to nursing as a possible career opportunity.	Recruiter in collaboration with nurse educators and nursing students. Young, dynamic nurse educators (both genders).	Annual meeting with follow-ups when needed.
High school/secondary school	Address learners about subject selection.	Learners and career counsellor(s) have current information about the profession, the training and the learning areas' pre-requirements. Prospective students are aware of the competency standards.	Arrange with career counsellor to address Grade 7 and 10 learners. Focus on learning-area selection during talk.	Various applications are rejected on the basis of not meeting the requirements of the relevant learning areas.	Recruiter.	Beginning of fourth school term.
High school/	Present credit-bearing	The number of learners registered	Obtain permission from	Learners can	Nurse educators.	As negotiate

Section B: The specific actions and features in the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONAL E (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
secondary school	courses (e.g. basic life support) at school.	for the courses.	school principal. Talk to learners and send communiqué to parents.	complete the module(s) before starting with studies and then receive credit for module when HEI studies commence. Create awareness and commitment.	Recruiter.	d with learners and their parents.
High school/ secondary school	Increase visibility at achievers' function.	Increase in number of applications from that particular school.	Sponsor an academic reward for a learning area required for nursing.	Increased visibility of the HEI and displays interest in academic achievers.	HEI manager.	Annually – fourth term.
High school/ secondary school	Marketing and recruitment among Grade 11 and 12 learners.	Increase in number of applications from that particular school.	Present information to learners about nursing as a profession and NEI-specific marketing.	Stimulate interest in nursing as a career option and increase applications.	Young, dynamic nurse educators (both genders). Nursing students. Recruiter.	During final school year, before cut-off dates for application to the HEI.
High school/ secondary school	Marketing and recruitment among Grade 12 learners.	Learners verbalise interest in nursing as a career. Learners register for the camp.	Hosting weekend camps for Grade 12 learners who expressed an interest in nursing and who meet the required criteria.	Stimulate interest in nursing as a career option and increase applications.	Young, dynamic nurse educators (both genders). Nursing students. Recruiter.	During final school year – April or June holidays.
3. Web-based marketing and recruitment						
Website of the hospital	Provide hyperlink to website of the HEI.	Increase Internet traffic (number of hits) on website.	Provide an active hyperlink on the website of the hospital, for the HEI. Consider a pay-per-click system for monitoring purposes.	Marketing and recruitment opportunity. Provide online information for prospective nursing	Recruiter in collaboration with information and communications technology (ICT) team.	As soon as possible. Before submission of applications starts.

Section B: The specific actions and features in the framework for recruitment						
AREA (Where)	ACTION (What)	INDICATOR (How will I know)	METHOD (How)	RATIONAL E (Why)	LEAD RESPONSIBILITY (Who)	TIME SCALE (When)
				students and their parents.		
Website of the HEI	Provide information about: <ul style="list-style-type: none"> • nursing as a career; • the HEI (include admission requirements and contact details); • online application form with immediate response; and • career progression. 	Increase Internet traffic (number of hits) on website. Number of online application forms submitted.	Place all relevant information on website. Ensure updated and active online application form.	Provide an alternative source of information . Allow prospective applicants to browse for information in the convenience of their own home and in their own time. Place and time restrictions are eliminated. It might be less intimidating than a face-to-face conversation or telephone conversation with an unknown nurse educator.	Recruiter in collaboration with ICT team.	As soon as possible. Before submission of applications starts.
Website of the HEI	Create a virtual tour of the HEI (access via the website of the HEI).	Increase Internet traffic (number of hits) on website.	In collaboration with ICT team.	Provide an alternative source of information . Allow prospective applicants to browse for information in the convenience of their own home and in their own time. Place and time restrictions are eliminated.	Recruiter in collaboration with ICT team.	Before submission of applications starts.
Website of the HEI	Create a virtual world where	Increase traffic (number of hits) on website.	In collaboration	Provide an alternative	Recruiter in collaboration	Before submission

Section B: The specific actions and features in the framework for recruitment						
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	potential applicants can “visit” the HEI and hospital (different departments).		with ICT team.	source of information . Allow prospective applicants to browse for information in the convenience of their own home and in their own time. Place and time restrictions are eliminated.	with ICT team.	n of applications starts.
Website of the HEI	Launch games and competitions on the website of the HEI.	Increase Internet traffic (number of hits) on website.	In collaboration with ICT team.	Draw prospective applicants to the website of the HEI. Hope that word-of-mouth will put the message in the public domain.	Recruiter in collaboration with ICT team.	As soon as possible. Before submission of applications starts.
World Wide Web	Engage in general web-based advertising.	Increase Internet traffic on website of the HEI. Consider a pay-per-click system for monitoring purposes.	In collaboration with ICT team, advertise, for instance, on Google or in online magazines and newspapers (not limited to examples).	Increase the visibility of the HEIs and reach the technologically savvy members of the public.	Recruiter in collaboration with ICT team.	Negotiable. Preferably before submission of applications starts.
World Wide Web	Social media.	Increase Internet traffic on the website of the HEI. Consider a pay-per-click system for monitoring purposes.	The HEI selects a few applications (e.g. Twitter and Mxit) and advertises on these applications.	School learners are aware of the HEI and that they provide training.	Recruiter in collaboration with ICT team.	Negotiable. Preferably before submission of applications starts.
World Wide Web	Social media.	Increase Internet traffic on the Facebook page of the HEI.	Create a Facebook page that is actively maintained by a nurse educator.	School learners are aware of the NEI and that they provide training.	Recruiter in collaboration with ICT team.	Negotiable. Preferably before submission of applications starts.

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4. Traditional (printed and electronic media) advertising methods for marketing and recruitment purposes						
Local/regional newspaper and magazines	Advertisement.	Increase number of enquiries. Members of the public quote the reference number as displayed in the advertisement.	In local/regional newspaper and magazine, place advertisements about the HEI, the training available and career possibilities. Maybe partner with hospital group.	Provide information for the public and prospective applicants. Increase visibility.	Recruiter.	Before submission of applications starts.
Local/regional newspaper and magazines	Competition.	Number of returned competition entry forms.	Launch a competition in the printed media. Focus specifically on the HEI and the nursing profession.	Provide information for the public and prospective applicants. Increase visibility.	Recruiter.	Before submission of applications starts.
Cell phone	Advertisement or competition.	Uncertain whether this is measurable, unless, on application form, the HEI asks: "Where did you get information about us?"	Request cell phone numbers from school and send bundle SMSs to learners. (Provided permission was obtained.)	Awareness campaign.	Recruiter.	When registration starts.
Radio	Advertisement.	Uncertain whether this is measurable, unless, on application form, the HEI asks: "Where did you get information about us?"	Advertise on radio. Focus on the HEI and the training courses.	Awareness campaign. Public is aware of training and is provided with information.	Recruiter.	Daily.
Television	Advertisement.	Uncertain whether this is measurable, unless, on application form, the HEI asks: "Where did you get information about us?"	Advertise on television. Focus is on the HEI and the training courses.	Awareness campaign. Public is aware of training and is provided with information.	Recruiter.	Daily.
Shopping malls	Combined: • printed	Difficult to measure.	Prepare banners/disp	Inform public	Recruiter. Young,	During school

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	information and personal contact; and • banners and displays.		lays in shopping malls. Have pamphlets available with information. Nurse educators and nursing students ought to be available in the display area.	about the HEI and the training provided by the HEI. Information is provided. Can combine it with improving the image of nursing.	dynamic nurse educators (both genders, and all races). Nursing students.	holidays when malls are busier.
5. HEI-related (at premises)						
HEI	Open days.	Attendance register.	Host HEI-initiated open days to showcase the HEI, lecture rooms and equipment. Use current nursing students to provide information and assistance.	Learners (and parents) get a realistic view of the HEI and its infrastructure.	Nurse educators. Nursing students. Recruiter.	At least twice a year.
NEI	Campus tours.	Attendance register.	Host HEI-initiated campus days to showcase the HEI and surroundings. Use current nursing students to provide information and assistance.	Learners (and parents) get a realistic view of the HEI and its infrastructure.	Nurse educators. Nursing students. Recruiter.	At least twice a year and on request.
HEI research	Analysis of data about students who drop out/terminate training.	File all terminations of training according to reasons. Review annually.	Exit interviews with students who terminate training.	Reasons for dropping out will assist with addressing those aspects during the recruitment phase. Prospective students have a realistic impression about the positive	HR – exit interviews.	Before student's last day at the HEI.

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				and negative aspects of the training.		
HEI research	Analysis of data about students who stay/continue with training.	Annual surveys among each group according to year of study.	Surveys.	The positive aspects are strong points and are focused on during the recruitment campaign.	Nurse educators.	Annually.
6. Hospital related						
Hospital	Meeting with hospital and nurse manager.	Permission is granted. Working relationship/memorandum of agreement (MoA) is established.	At least an annual meeting with both. Present information about level of involvement, risks, precautions and indemnity.	Obtain permission to allow school learners in the hospital for: <ul style="list-style-type: none"> • tours; • shadowing a nurse at work; and • voluntarily vacation work. 	Recruiter.	Beginning of each year and then on an ad hoc basis.
Hospital	Hospital tours. (Partner with the hospital.)	Enquiries received. Feedback from hospitals. Attendance register.	Host hospital tours for interested groups of school learners.	Learners get a realistic view of the hospital and its infrastructure.	Hospital and nurse manager. Recruiter. Nursing personnel of hospital. Managers of various divisions (e.g. theatre, pharmacy, rehabilitation, etc.)	Twice a year.
Hospital	Shadowing a nurse at work.	Enquiries received. Feedback from hospitals. Attendance register.	Place advertisement in local newspaper or visit schools and invite school learners. Send communiqué to parents –	Learners get a realistic view of the hospital and its infrastructure. They have a first-hand	Hospital and nurse manager. Recruiter. Nursing personnel of selected units who are extremely passionate and positive	During school holidays.

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			they have to give consent.	experience of what nursing encompasses.	about nursing and who expressed eagerness to participate.	
Hospital	Voluntary vacation work.	Enquiries received. Feedback from hospitals. Attendance register.	Place advertisement in local newspaper or visit schools and invite school learners. Send communiqué to parents – they have to give consent.	Learners get a realistic view of the hospital and its infrastructure. They have a first-hand experience of what nursing encompasses.	Hospital and nurse manager. Recruiter. Nursing personnel of selected units who are extremely passionate and positive about nursing and who expressed eagerness to supervise the vacation workers. If compensation is required, nursing agencies might be involved in discussions and negotiations.	During school holidays.
Hospital	Hospital-initiated workshops (the HEI partners with the hospital).	Enquiries received. Feedback from hospitals. Attendance register.	Place advertisement in local newspaper or visit schools to invite school learners. Send communiqué to parents.	Learners are introduced to the various components of nursing duties (not limited to nursing in wards). Get learners excited about nursing. Provide information about a health-related subject in which they are interested.	Recruiter. Nursing personnel. Nurse educators (provide a good cultural and gender mix).	During school holidays. During weekends.
7. Role-players external to the school						
Pre-	Present talks	Feedback from	Personal	Although	Recruiter.	At least

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nursing institutions	for the students and provide information about training at the HEI.	applicants.	communication and leaflet with information.	the SANC (South African Nursing Council) does not acknowledge the existence of such institutions, the students who have completed their training might be interested in furthering their studies.		annually.
Employment agencies	Provide leaflets with information.	Possible feedback from agencies and applicants.	Personal communication and leaflet with information.	Second-career adults might be interested in nursing training.	Recruiter.	At least annually.
Ambulance colleges	Provide leaflets with information.	Possible feedback from applicants.	Personal communication and leaflet with information.	Second-career adults might be interested in nursing training.	Recruiter.	At least annually.
Charity organisations	Present talks for members. Provide information.	Possible feedback from applicants.	Personal communication and leaflet with information.	Leaders might be aware of community members who are interested in nursing and could direct them to pursue nursing training.	Recruiter.	At least annually.
Faith-based organisations	Present talks for members. Provide information.	Possible feedback from applicants.	Personal communication and leaflet with information.	Leaders might be aware of members of the congregation who are interested in nursing and could direct them to pursue	Recruiter.	At least annually.

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				nursing training.		
Elders in the community	Talks with the elders in the community. Possible high visibility in the community by getting involved in community projects.	Possible feedback from applicants.	Personal communication and leaflet with information.	If the elders view nursing in a positive light, they might influence community members positively to pursue a career in nursing. Elders might be aware of community members who are interested in nursing and could direct them to pursue nursing training.	Recruiter.	At least annually.
Community leaders	Talks with the community leaders. Possible high visibility in the community by getting involved in community projects.	Possible feedback from applicants.	Personal communication and leaflet with information.	If the community leaders view nursing in a positive light, they might influence community members positively to pursue a career in nursing. Leaders might be aware of community members who are interested in nursing and could direct them to pursue nursing training.	Recruiter.	At least annually.
8. Quality assurance						
HEI	Audit/evaluate the recruitment process.	Results from audit/assessment.	Create and utilise an assessment tool to	A recruitment plan that is evidence-	Manager of the HEI. Recruiter. Nurse	At the end of each cycle.

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			evaluate the marketing and recruitment initiative. Celebrate successes/best practices and adjust plan to eliminate/change less successful endeavours.	based and updated annually.	educators.	

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