

THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

SCHOOL OF LABOR AND EMPLOYMENT RELATIONS

EXPLORING BEST AND ACTUAL RECRUITMENT AND STAFFING PRACTICES FOR
HIRING OF DIVERSE NURSES

KELSEY WETZEL
SPRING 2016

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degrees
in Spanish and Labor and Employment Relations
with honors in Labor and Employment Relations

Reviewed and approved* by the following:

Stan Gully
Professor of Human Resource Management
Thesis Supervisor

Alan Derickson
Professor of Labor Studies and History
Honors Adviser

* Signatures are on file in the Schreyer Honors College.

ABSTRACT

The United States population continues to grow and become increasingly diverse, particularly the Hispanic population, which is one of the fastest growing populations in the United States. This increase in population and shift in diversity signifies that more Hispanics are entering the United States' workforce and it produces associated changes in healthcare needs and expectations. Therefore, it is critical to explore answers to the question of the best way to hire diverse applicants who can address these changes in US demographics and shifting healthcare needs. The focus of this study is on best hiring practices for diverse nurses in general. These findings have implications for shaping practices focused on increasing targeted aspects of diversity. An increase in the Hispanic population also means more Hispanics are entering not only the US workforce, but also US healthcare and hospital systems. Hiring diverse and bilingual nurses is critical, especially when facing the current nursing shortage. Although researchers have studied diversity and discrimination in the workplace, very little research exists on the best hiring practices for employees of a diverse background, particularly in the healthcare industry. This study aims to investigate this issue by comparing the existing literature on best practices to actual practices put in place by organizations. Using a qualitative approach involving surveys and interviews of 11 organizations, responses and answers are coded to identify common patterns and themes found in organizations. Understanding how to hire diverse employees is crucial to the success of a robust healthcare system. The implications of this research and the common themes identified could provide hiring managers and recruiters with a better understanding of how to hire diverse employees successfully and for highlighting the value that these employees can offer to their organizations.

TABLE OF CONTENTS

| | |
|---|----|
| LIST OF FIGURES | iv |
| LIST OF TABLES | v |
| ACKNOWLEDGEMENTS..... | vi |
| Chapter 1 Introduction | 1 |
| Chapter 2 Diversity | 4 |
| Bilingualism and Multiculturalism | 5 |
| Growth of US Hispanic Population | 6 |
| Chapter 3 Nursing and the Healthcare Industry | 9 |
| Importance of the Nursing Profession..... | 9 |
| Job Analysis | 12 |
| Chapter 4 Diversity in Nursing | 16 |
| Diversity and Job Analysis | 16 |
| Diversity in Language: Bilingualism | 17 |
| Cultural Competence | 19 |
| Advantages of a Diverse Workforce..... | 20 |
| Chapter 5 Staffing and Hiring Process Overview | 22 |
| Chapter 6 Generalized Best Practices for Hiring Diversity..... | 25 |
| Chapter 7 Effective Staffing Practices for Hiring Diversity | 30 |
| Chapter 8 Methodology..... | 33 |
| Sample..... | 33 |
| Research Protocol for Interviews..... | 34 |
| Research Protocol for Surveys | 35 |
| Chapter 9 Analysis and Results | 36 |
| Analytical Approach | 36 |
| Coding Results..... | 37 |
| Thematic Analysis | 40 |

| | |
|--|----|
| Chapter 10 Discussion..... | 44 |
| Key Findings | 44 |
| Comparison of Current Practices to Best Practices | 47 |
| Implications for Recruitment Research..... | 49 |
| Implications for Staffing and Recruitment Practice..... | 50 |
| Limitations and Future Research Directions | 51 |
| Chapter 11 Conclusion | 54 |
| Appendix A O*NET's Core Competencies for Position of RN..... | 56 |
| Appendix B Survey and Interview Questions | 63 |
| Appendix C Thematic Analysis – Sample Examples | 65 |
| BIBLIOGRAPHY..... | 69 |

LIST OF FIGURES

Figure 1: Hispanic Population Growth6
Figure 2: Projected Hispanic Population Growth.....7
Figure 3: Theme Mentions.....43

LIST OF TABLES

| | |
|---|----|
| Table 1: Nursing Industry Employment Projections | 11 |
| Table 2: Coding Results- Yes or No..... | 37 |
| Table 3: Coding Results- Sourcing for All Applicants..... | 38 |
| Table 4: Coding Results- Sourcing for Diverse Applicants..... | 39 |
| Table 5: Coding Results- Attraction and Retention..... | 39 |
| Table 6: Coding Results- Challenges | 40 |

ACKNOWLEDGEMENTS

I would like to thank my thesis supervisor, Dr. Stan Gully for his endless support and encouragement through the entire formation of this thesis. His enthusiasm to see me succeed and graduate with honors was one thing that allowed me to complete this final milestone in my college career, whether it was in sending me extra resources, editing countless drafts or sending emails to potential connections for my study. I would also like to thank my honors advisor, Dr. Alan Derickson for his feedback and support throughout this process.

I would like to express my gratitude to the School of Labor and Employment Relations for the faculty and staff members' support not only through this thesis process, but throughout my entire four years at Penn State. The encouraging, warm, and welcoming environment of the school and of 5th floor Keller inspired me to fall in love with my course of study and discover my future career path. I would also like to thank the Spanish department for helping me to recognize the value of bilingualism and to have experiences abroad that I never before could have imagined.

Finally, I would like to thank my family and friends for their endless support and words of encouragement throughout this entire process. Thanks to my mom and dad for always being the listening ears on the other end of the phone, for always putting me back into the I-can-do this mindset and for the "atta girl"s when I did. Thanks to my roommates and best friends for the late-night thesis work sessions around the dining room table and all of the words of encouragement. I am ever grateful for my family and friends' constant support in school and in life.

Chapter 1

Introduction

The world is growing more and more interconnected every day. With the introduction of new technologies, new methods of communication, and better, more accessible, and cheaper transportation, globalization is spreading rapidly. Interactions and integrations among people, companies, and governments of different nations are increasingly necessary and integral to the functioning of everyday life. Global relations have become imperative. As the world is shrinking, immigration is easier. New people with different customs, beliefs, cultures, and languages are entering new countries that often do not share these same ideals and values. They may speak a different language, follow a different religion, or live in a different lifestyle.

With immigration come new languages and cultures. More and more people are entering the US. Many of these people speak English as a second language, which can create language barriers and difficulties communicating. These difficulties can occur in conversations, signs and advertisements, in the workforce, in schools, hospitals, and churches and many other ways. The most common first language other than English in the United States is Spanish. The Hispanic population is rising significantly, according to recent census reports (Knickerbocker, 2011). This growing Hispanic population is not only comprised of immigrants, however, but also American-born Hispanics. Many of these children grow up speaking Spanish in their homes, like their parents, and learning the cultures of their countries of heritage as well as speaking English at school and growing up in American culture. This thesis will focus on the Hispanic population growth, as it is the most pertinent to society today but will draw on research and themes

regarding diversity in general because there is a scarce amount of previous work conducted to address issues specific to the Hispanic culture and population.

Population demographers estimate that people who are Caucasian or who self-classify as “white” will become a minority of the population by 2040 (Passel & Cohn, 2008). It is clear that the population is becoming more diverse. As the American population changes and becomes more multicultural, it is important for the workforce to adapt to the country's new population. Research shows having a diverse workforce can be beneficial to organizations (Cox, 1991).

Healthcare is an industry in which it will be critical to have employees from a diversity of backgrounds. This is because in particular, nurses often play a key role in patient care. They are the staff responsible for monitoring symptoms, pain levels, and overall patient well-being at the hospital. They must be able to communicate actively and effectively with the patient, and this can be done only if the nurse speaks the patient's language. This communication will be more effective if the nurse is able to understand the patient's points of view, cultural values, and background.

However, there is likely to be a shortage of nurses in general. The current population of nurses is getting older, and fewer young people are choosing nursing as their career path. The nursing pipeline is shrinking at the same time that the baby boomer generation is beginning to retire. The aging population increases demand for nurses, while the supply for nurses decreases. This shortage also applies to nurses with diverse backgrounds, but the shortage is exacerbated because while more and more immigrants and people of diversity are entering the country, very few members of these minorities are becoming nurses. As the shortage of nurses in general increases, the shortage of diverse nurses increases even more dramatically.

The population is growing older and becoming more diverse. To meet the healthcare needs of the populace, the nursing workforce must shift to reflect this new demographic landscape. Thus, recruiting will be a critical HR activity that will help address this challenge. The purpose of this thesis is to examine best practices in recruiting and staffing in general. It is also to conduct research identifying current and effective practices in recruiting nurses with a diversity of backgrounds. While the focus of this paper is on Hispanic diversity, there is not enough research available that is focused specifically on the Hispanic culture, so this paper pulls from all diversity research in general.

The thesis begins with an overview of demographic trends and the influence of diversity. Next, I review the nursing profession and the nursing industry. An examination of the importance for diversity in nursing follows. I examine effective staffing and recruitment practices, followed by specific practices for recruiting diverse nurses. A qualitative research study is presented along with methods, data, analytic approaches, and results. Finally, an overall discussion presents conclusions, implications for future recruitment theory, implications for practices, and future research directions.

Chapter 2

Diversity

Human diversity is a relatively complicated concept with many different parts to it. Generally, diversity is defined as "acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status (Gilliss, Powell, & Carter, 2010). Diversity is a wide and sweeping concept that covers all of the differences among people. This thesis focuses on specific diversity issues, including bilingualism, multiculturalism, and diversity in the Hispanic/Latino context, as they are most relevant to the United States changing population and its effect on the workforce, especially in the health care industry.

With such a drastic and rapid increase in size, the Hispanic population is one of the most important to study. The Hispanic population has recently and rapidly grown to become the largest minority group in the United States (Center for Disease Control and Prevention, 2015). Accordingly, with the Hispanic population growth, the United States has seen a large increase in bilingualism and language communication issues, as most of this growing population speaks Spanish as a first language. Multiculturalism is also an extremely vital aspect to understanding the change in the population, as a large minority group adds new cultural aspects to what some might consider the "American" culture.

Bilingualism and Multiculturalism

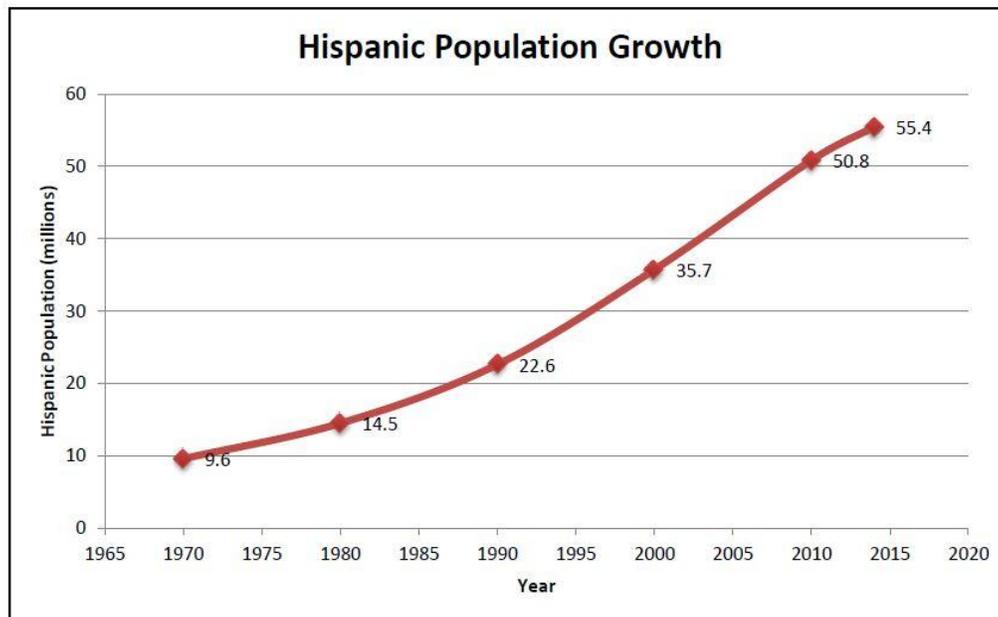
The *Encyclopedia of Counseling* defines bilingualism as "the ability to communicate or be fluent in two languages" (Rivas, 2008). Multilingualism is then the ability to communicate or be fluent in three or more languages. According to the *Encyclopedia of Counseling*, to be considered proficient in a given language, the individual must possess the four basic skills of reading, writing, listening and speaking the language. Some scholars have argued that the fifth ability of "thinking" should also be included (Rivas, 2008). The bilingual individual must be able to function in the language community where everything is in that specific language. This could include anything from the language people speak to the language of the street sign and restaurants' menus. Bilingualism is not as common in the United States as it is in many other countries, but it is something that continues to grow (Rivas 2008).

Multiculturalism is defined in the literature as "the legal and political coherence of ethnical diversity, coexistence of several cultures, modern societies covering different cultural groups, and ensuring that these different cultural groups have equal statuses" (Aydin, 2014). The United States generally does not see multiculturalism as a source of "conflict," but as a source of "power and renewal" (Aydin 2014). Multiculturalism adds value to the effect that people continue their diverse experiences and backgrounds that can originate from ethnic origin, race, gender, sexual orientation, etc. and help a company, country, or community develop a variety of viewpoints. An example of a multicultural policy would be providing support to different ethnic groups for cultural activities. If a company has a large Hispanic group in their workforce, they may allow them to observe cultural holidays or celebrate them at work.

Growth of US Hispanic Population

The rate of growth of the United States' Hispanic and Latino population reinforces the significance of bilingualism and multiculturalism in policies and practices. At the time of the 2010 census, there were 19.3 million Hispanics residing in the United States, an increase of 43 percent since the Census in 2000 ("Univision Insights," 2011). This growth rate is four times faster than the growth rate for the United States as a whole. In comparison, the non-Hispanic white population grew by just over 1% (Knickerbocker, 2011). The population continues to grow at a dramatic rate. One out of every two individuals added to the entire population in the United States is of Hispanic origin (Knickerbocker, 2011). From 2000 to 2010, the US population increased from 27.3 million people, and more than half of that, 15.2 million, was Hispanic. This figure demonstrates the Hispanic growth that has occurred in the United States from 1970 to 2014.

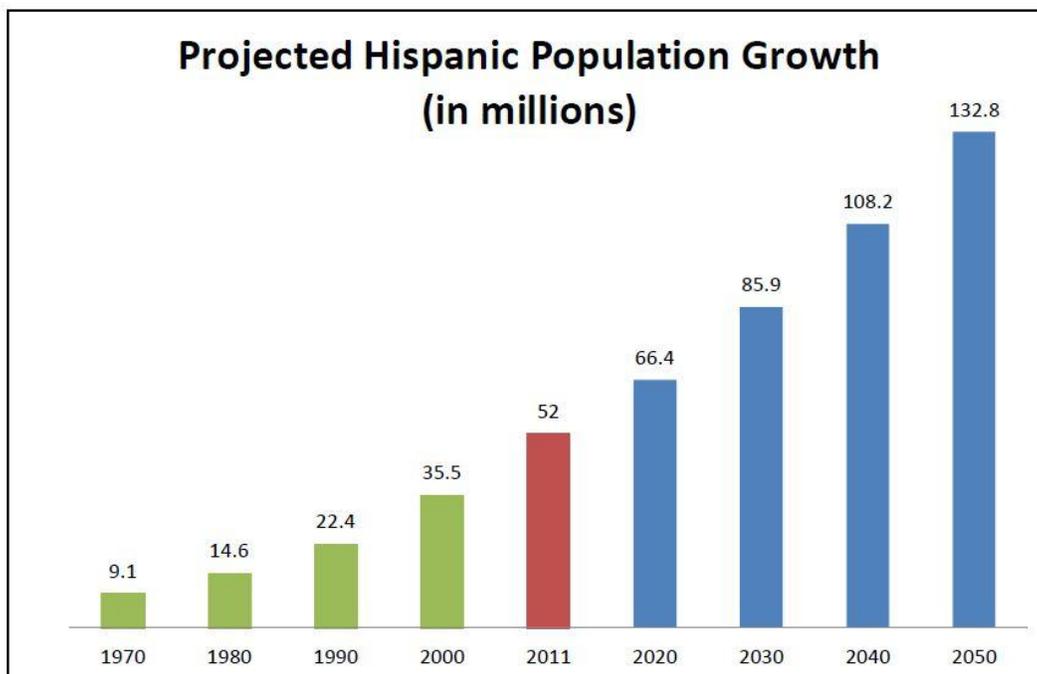
Figure 1: Hispanic Population Growth, 1970-2014



Date retrieved from Pew Research Center (Krogstad & Lopez, 2015).

This growth is also expected to continue. Colby and Ortman made projections that the Hispanic population will increase from 55 million in 2014 to 119 million in 2060, an increase of 115 percent (2015). A different projection, done by Passel and Cohn, predicts that the Hispanic population will be 29 percent, more than a quarter, of the population by the year 2050 (2008). These projections include only the immigrants and births of people with two Hispanic parents. They do not take into consideration the "two-or-more races" category, which would also include Hispanic origins, and is expected to be the fastest-growing population. The figure below demonstrates the US Census Bureau's projected growth of the Hispanic Population in the US until 2050 in a visual image.

Figure 2: Projected Hispanic Population Growth



Date retrieved from US Census Bureau's census data and projections (Convergence Digital, 2015).

Growth in this population across the United States also means that more Hispanics will be in our hospitals and healthcare systems. The United States' population is generally equally represented in the healthcare systems by patients. All groups, no matter what ethnicity or background, need healthcare and medical assistance. This growing group of minorities has the same health needs as other ethnic populations, yet it is not well-represented in the nursing population. Hispanic nurses only make up 3.6% of the entire nursing population (Gilliss et al., 2010). The same is true for other minority groups in the United States. Nurses are vital to the population's wellbeing, and the following chapter outlines nursing in the healthcare industry generally across all populations.

Chapter 3

Nursing and the Healthcare Industry

Nursing is a crucial part of the healthcare systems and hospitals. Because this paper aims to identify best and current practices for hiring diverse nurses, it is first necessary to understand what a nurse's job entails. The following chapter provides an overview of why nursing careers are important to society, as well as reviews the current nursing shortage that the United States is facing. It then provides a detailed job analysis of the nursing profession and includes the tasks, skills, abilities, and values required of nurses.

Importance of the Nursing Profession

Almost every single person has dealt with a nurse in his or her lifetime. From being born in a hospital and having regular checkups to mending injuries and supporting surgeries, nurses are a vital part of the healthcare system. While waiting to see the doctor for a yearly physical, the nurse will take vital signs and ask basic questions. Although doctors may perform technical procedures or actual surgeries, nurses are the ones who prepare the patient beforehand and monitor and care for the patient afterwards. Simply put, "A Registered Nurse (RN) is the person you will most likely have contact with during a hospital stay" (U.S. News and World Report, 2015). The nursing profession is spreading into a large variety of jobs, ranging from rehabilitation and long-term care facilities to community clinics, schools or corporations focusing on preventative care and wellness, and more. This makes nurses the largest single group

of health professionals, with roughly 4 million nurses in the United States as of January, 2016 (Henry J. Kaiser Family Foundation, 2016; Kennedy, 2003).

Even as the entire job market is shifting and growing and the demand for nurses increases, the United States has fewer and fewer nurses to fill these open positions. The pipeline to fill nursing positions is shrinking. As the baby boomer generation gets older, more nurses are necessary to meet the aging generation's health needs. Unfortunately, as the general population gets older, so does the nursing population. The average age of RNs is 43.8 years, and nurses less than 30 years old only make up 10 percent of all nurses in the profession (U.S. Senate Subcommittee of the Committee on Health, Education, Labor, and Pensions, 2001, p.2) These statistics don't paint a pretty picture for the future of the nursing workforce. Millions of baby boomers will start to retire and place an "unprecedented strain on the health care system" (U.S. Senate Subcommittee of the Committee on Health, Education, Labor, and Pensions, 2001, pp.1-2). It is projected that by the year 2020, the demand for nurses will be unmet by 20 percent or more (U.S. Senate Subcommittee of the Committee on Health, Education, Labor, and Pensions, 2001, p.2). The following table demonstrates the nursing industry's employment growth (Bureau of Labor Statistics, 2015).

Table 1: Nursing Industry Employment Projections

| Position | Employment 2014* | Projected Employment 2024* | Percent Change |
|--|-----------------------------|---|---------------------------|
| Registered nurses | 2751 | 3190.3 | 15.97% |
| Nurse anesthetists | 38.2 | 45.6 | 19.37% |
| Nurse midwives | 5.3 | 6.6 | 24.53% |
| Nurse practitioners | 126.9 | 171.7 | 35.30% |
| Nursing, psychiatric, and home health aides | 2,536.00 | 3,156.30 | 24.46% |

* In thousands of employees

As nursing becomes less common as a professional vocational choice among job seekers and more and more people begin to require nurse attention, the nursing shortage becomes an increasingly serious issue. Many people may be left without care. However, in addition to a retiring and diminishing population of RNs to work with patients and doctors, the RNs that teach nursing students are also getting older and retiring. This means that potential nursing students, future nursing practitioners who are necessary to fix the nursing shortage, could be turned away due to a shortage of educators (U.S. Senate Subcommittee of the Committee on Health,

Education, Labor, and Pensions, 2001, p.2). This would only increase the severity of the situation.

As the nursing shortage becomes an increasingly important issue in society today, hiring practices for nurses only continue to grow in importance. Hiring, attraction, and retention practices are vital to helping relieve the problem and ensuring that nursing needs are met for the aging generations and the new ones to come.

Job Analysis

As with any job, nursing requires certain tasks, training, values, and core competencies. A very brief summary of an RN job is to "assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management" ("29-1141.00 - Registered Nurses", 2015). Almost all nursing positions require an associate's or bachelor's degree, and all require licensing and registration. Although not all RN positions are identical, O*NET rated certain tasks, skills, and values as being vital to the position and ranked in order of most important to less important. Appendix A includes the full lists of core competencies but specific aspects of the full list are discussed below (29-1141.00 - Registered Nurses, 2016).

Critical tasks, skills, abilities, and values have been identified by O*NET, which is a comprehensive database of worker attributes and job characteristic and the nation's primary source of occupational information (O*NET Resource Center – Data Collection Overview, 2016). O*NET uses a specialized data collection program which includes online data collection

aimed at not only identifying the characteristics of workers and occupations, but also maintaining current information and keeping it up to date. The actual data collection process includes identifying a random sample of the businesses expected to employ workers in the targeted occupations. Within these occupations, O*NET selects a random sample of workers and job incumbents using standardized questionnaires. O*NET studies provide several hundred ratings that are based on the responses of sample workers for a given occupation that are used for research results and work with the U.S. Department of Labor (O*NET Resource Center – Data Collection Overview, 2016). O*NET has been endorsed by thousands of leading national and industry associations, including American Association of Critical-Care Nurses, Home Healthcare Nurses Association, National Association for Practical Nurse Education Service, and the National Federation of Licensed Practical Nurses (O*NET Resource Center - Association Support, 2016).

O*NET identifies the abilities necessary to hold the position of registered nurse. Work abilities are the "enduring attributes of the individuals that influence performance" and fall under the category of Worker Characteristics (O*NET Resource Center - Content Model, 2016). Top abilities include oral comprehension, which is "the ability to listen to and understand information and ideas presented through spoken words and sentences" (29-1141.00 - Registered Nurses, 2016). The second ability required is oral expression, or the ability to communicate so that others will understand through speaking. Problem sensitivity is rated as the third most valuable ability, which is being able to tell when something is wrong or likely to go wrong - recognizing a problem. Also included on the list of abilities are written comprehension, speech clarity, and speech recognition.

In addition to the abilities an RN is expected to possess, there are also certain work skills required for the position. A "skill" falls under the category of worker requirements (as opposed to worker characteristics for abilities) and is defined as the "developed capacities that facilitate learning or the more rapid acquisition of knowledge". The number one skill necessary to the position is "active listening" (29-1141.00 - Registered Nurses, 2016). Active listening is giving complete attention to what another person is saying and taking the time to understand the point he or she is making and asking questions where appropriate. The second most highly rated skill is "social perspectives" (29-1141.00 - Registered Nurses, 2016). This is being aware of others' reactions and understanding why they may have reacted that way. Also included under work skills are things like service orientation (actively looking for ways to help), speaking, and coordination.

O*NET includes a list of tasks that an RN would be expected to perform on a daily basis. A nurse's number one task is to "maintain accurate, detailed reports and records" (29-1141.00 - Registered Nurses, 2016). They are expected to also administer medicines and monitor the patient for reactions or side effects, modify treatment plans, and monitor all aspects of patient care, including diet and physical activity. They also need to be able to prepare patients for and assist with examinations and treatments. An RN will be required to work with other people in many ways, as some additional tasks include consulting and coordinating with healthcare team members, supervising other nurses, and even instructing families, individuals, communities, or other groups on issues such as health education, disease prevention, etc. (29-1141.00 - Registered Nurses, 2016).

Finally, the database includes the work values vital to a position as an RN. Work values are the "global aspects of work composed of specific needs that are important to a person's

satisfaction" (O*NET Resource Center - Content Model, 2016). O*NET only includes three work values. The number one value is relationships (29-1141.00 - Registered Nurses, 2016). An RN must value providing services to others and working with co-workers and patients in a friendly environment. Being able to and desiring to form relationships as an RN is considered the most important value in an employee. The second value is "support", meaning that an RN should have a management that stands behind him or her (29-1141.00 - Registered Nurses, 2016). The third value is achievement, so workers are able to use their strongest abilities and attain a sense of accomplishment in their occupations (29-1141.00 - Registered Nurses, 2016).

It is clear that many abilities, skills, tasks, and values are necessary for a successful career as an RN. With these occupational core competencies in mind, it becomes apparent that diversity can play a large role in how effectively some of these competencies can be achieved or applied. The connections and thought processes necessary could be difficult for a non-diverse nurse working with a diverse patient or coworker or vice versa.

Chapter 4

Diversity in Nursing

Knowing more about the position of an RN, what they do day by day, what skills they need to possess, and the values that are vital to the position, it is easy to see why diversity is so important to consider when hiring a nursing staff member. This chapter continues with a broad understanding of diversity and includes all populations of diverse backgrounds. Understanding a patient and a patient's way of life is necessary to carrying out and completing the tasks of an RN. Diversity is especially important in an RN's work values and tasks. An important part of diversity in nursing is diversity in language and bilingualism. Finally, research shows that there are very clear and distinct advantages to having a diverse workforce.

Diversity and Job Analysis

For job abilities, an ability listed is "Problem Sensitivity." An RN must be able to tell when there is an issue or problem with his or her patient. Different cultures may react differently to issues, or express pain in different ways. Some cultures may be open to talking about how they feel, about what hurts and what does not, and about things such as side effects from medicine (Juckett, 2005). Some of these discussions are personal and detailed. If some cultures tend to keep their reactions to themselves or hide their pain, the nurse still must be able to sense the problem. If an RN is of the same culture and background as the patient, he or she will be much more adept at this.

One necessary work skill is social perspectives, which is being aware of how people react and why. This could be very difficult if the RN does not understand the patient's background, morals, and cultural views. For example, some cultures have different opinions on medicine and when and how it should be administered, if at all (Juckett, 2005). It may be hard for some nurses to deal with and understand why a family is reacting some particular way, if the RN believes in a given course of treatment. However, if the nurse is of the same diversity, he or she will more easily be able to see the same social perspective as the patient.

As touched on in Chapter 3, the number one work value for the position of an RN is "Relationships". O*NET places relationships as the absolute most essential work value for an RN (29-1141.00 - Registered Nurses, 2015). For a person to succeed as a Registered Nurse, they must value and succeed in forming relationships. It is extremely difficult to form these relationships if the nurse does not understand the cultural background and values of the patient, or, especially, if he or she does not speak the patient's language. Research reports higher success levels in forming relationships and providing care when diverse patients work with nurses of similar ethnicities or backgrounds (Esty, 1988).

Diversity in Language: Bilingualism

One aspect of diversity is language. Different minorities, Hispanics in particular, sometimes do not speak English as their first language, and therefore some members of these populations may have an issue understanding the staff in healthcare facilities. This focus on bilingualism narrows back down to the Hispanic population, as it is the largest minority group and it is a minority group that natively speaks a language other than English. For example, the

Pew Research center found that although Hispanics' English proficiency is on the rise, about one third of the Hispanic population is not proficient. They found that 12.5 million Hispanics said they speak English but not very well. An additional 3.2 million say they do not speak English at all. Together, these groups of Hispanics make up one-third (32%) of all Hispanics ages five and older (Krogstad, Stepler, & Lopez, 2015). However, the concept of bilingualism can also be applied other immigrants or cultural groups that speak other non-English native languages. The first two work abilities valued in an RN are oral comprehension and oral expression. The first necessary work skill for an RN is active listening. None of these three competencies could be successfully upheld if the nurse and patient do not speak the same language. Direct oral communication cannot exist if the patient does not speak English and the nurse is not bilingual

It is crucial that more bilingual nurses are hired. First, having a bilingual nurse on staff could literally be a matter of life and death. The patient must be able to understand the medical terminology, as well as explain what is wrong and give consent to treatment (Gilliss et al., 2010). If the patient cannot do this, he or she will be at risk if the staff treated him or her, and likely the patient would be sent away from the hospital to a healthcare facility that does have a bilingual workforce. This could exacerbate health problems and potentially be very dangerous for the patient.

In addition, not having a bilingual workforce could affect the institution's legal liability (Kalist, 2005). For the same reasons as listed above, if the patient cannot communicate with the staff, he or she will not be able to tell them what is wrong. If the doctors and nurses attempt to treat the patient, the organization could be placed at legal risk for malpractice or other similar lawsuits. A trial could lead to possible negative publicity and fines that the organization would

have to pay. However, if the organization has bilingual nurses on hand who can understand and help the patient, they may drastically decrease the likelihood of legal issues.

The value of bilingual nurses is demonstrated in their salary levels compared to non-bilingual nurses. Spanish-speaking RNs received on average a 5% premium, which could be up to 12% depending on the demand and supply of the region (Kalist, 2005). Universities are also beginning to recognize the importance of a bilingual nursing staff, and many are offering specific courses in medical Spanish (Kalist, 2005). Universities recognize that their students will be more successful and more marketable if they speak a second language and can navigate their field's terminology in that language. Overall, patients who do not speak English receive better care, have greater medical comprehension, and demonstrate higher likeliness of returning to their follow-up appointments if they see a doctor or nurse who speaks their own language (Gilliss et al., 2010). Bilingualism is thus crucial to healthcare facilities, and is especially beneficial to a nurse.

Cultural Competence

Cultural competence is vital when nurses are working with patients, whether they are ill or healthy, young or old, in a hospital or in home care. As Dhadda writes, "culture affects the way individuals perceive health and illness and is defined as one of the social determinants of health" (2014, p. 66). It is a professional duty of nurses to protect the interests of those they care for. Nurses, as any healthcare provider, need to understand and integrate patients' cultural preferences into the care that they provide. Cultural competence is not only important for the

care of the patient, however, but also important to supporting the family's treatment decisions and approaches to care management. A nurse must be culturally adept enough to care for her patient in addition to feeling comfortable to speak with, give explanations to, and maybe even offer suggestions and recommendations about a patient's care to the family. Gilliss, Powell, & Carter found that "Minority patients tend to receive better interpersonal care from practitioners of their own race or ethnicity, particularly in primary care and mental health settings" (2010). They also found that ethnicity remains a significant predictor of the quality of care received. The workforce needs to be both culturally competent and linguistically capable; otherwise, they will not be capable of performing their job. By matching patients and nurses by their diverse backgrounds, patients will feel better supported.

Advantages of a Diverse Workforce

Research has shown that having a diverse workforce brings many substantial advantages to an organization. Cox includes advantages such as "better decision making, greater creativity and innovation, and more successful marketing to different types of customer" (Cox, 1991, p. 34). A diverse workforce also leads to increased productivity, fewer lawsuits, and more marketing opportunities for the company (Cox, 1991, p.34). These advantages stem from a few things that a diverse workforce offers.

First, a diverse workforce recognizes and echoes the changing demographics of the area. The very best employees will be from the entire pool of potential employees, and by hiring a diverse workforce, a company ensures that it is pulling from the entire pool of all possible candidates (Esty, 1988). A diverse workforce is likely to make better decisions. By having

employees of all different backgrounds, the company avoids groupthink, where all individuals think alike and therefore come to the same conclusion through social conformity. A diverse employee is less likely to fear having different ideas. Along these lines, diverse employees bring creativity and innovation. Research shows that the most creative teams have team members from diverse backgrounds because they offer diverse perspectives and assumptions (Esty, 1988; Stahl, Maznevski, Voigt, & Jonsen, 2010). Innovation and breakthrough ideas are a team effort, and the better the team, the more innovation. Research has also shown that more diversity leads to higher worker morale (Esty, 1988; Stahl et al., 2010). A homogenous workplace tends to be boring and bland, and companies can avoid this and have happier, healthier workers by hiring diverse employees. Finally, a diverse workforce is good for staying in touch with the customer (Esty, 1988). A successful organization often has a workforce that mirrors its customers and clients. Employing people of diverse backgrounds has clear and established advantages for all types of organizations.

Chapter 5

Staffing and Hiring Process Overview

Every work organization wants to bring in the best possible candidates to work for them. Every company wants to find the "right" people and the "best match". For many companies, this will be a diverse workforce. People are vital to an organization, and the right people can make all the difference (Phillips & Gully, 2015a). A company needs to hire employees that fit their organizational goals and business model. Phillips and Gully attribute success to the "employees' motivations, competencies, and skills" (Phillips & Gully, 2015b, p.4). Every company, no matter the industry, size, or location, does hiring, so learning about the hiring process and how to carry it out effectively is important to all companies. All companies need people, and they all want to hire the best people that they can. One way to do this is through "Strategic Staffing". Phillips and Gully define strategic staffing as "the process of staffing an organization in future-oriented, goal-directed ways that support the business strategy of the organization and enhance its effectiveness. It involves the movement of people into, out of, and through the organization" (Phillips & Gully, 2015b, p.4). They also outline the following steps of hiring.

The first step an organization must take in the hiring process is workforce planning. Workforce planning is "the process of predicting an organization's future employment needs and the availability of current employees and external hires to meet those employment needs and execute the organization's business strategy" (Phillips & Gully, 2015b, p.7). Managers must evaluate every line of business, both those that exist as well as those that they anticipate to exist in the future. They must answer questions such as whether they will be expanding or automating

and consider both their short-term and long-term needs (Phillips & Gully, 2015b, p.7-8). The major goal of workforce planning is to determine the number and types of people needed and specify their skills and competencies.

The second step to strategic staffing is sourcing and recruiting talent. Sourcing is a smaller component of recruiting. Sourcing involves searching for and locating labor markets from which to recruit and where to find qualified individuals that would make good candidates. Sourcing can determine the overall success of effectiveness of a recruitment effort (Phillips & Gully, 2015b, p.8). When sourcing, a company is identifying the desirable people with the requisite talents and figuring out ways to reach them. An example of this would be if an auditing company were looking to hire more people. This company identifies that experienced accountants make good auditors because they are already aware of the lingo and processes that are involved in the job. Therefore, the company may reach out to large accounting firms to hire their auditors. Or they may attend conferences that focus on accounting and finance professionals to locate top talent for their firm. In the context of nursing, sourcing might involve locating qualified candidates through social media and social networks, attending annual conferences of nursing associations, and locating large firms, or even countries, that employ large numbers of talented nurses to recruit them. Recruiting talent involves "all organizational practices and decisions that affect either the number or types of individuals willing to apply for and accept job offers (Phillips & Gully, 2015b, p.8). Recruiting is talking to the people that have been "sourced" and turning them into applicants.

After locating and identifying good candidates for a position, the next step is selecting the best person for the position. The selection process is "putting applicants through activities such as skills tests and employment interview to evaluate their capabilities and qualifications so that the organization can choose whom to hire" (Phillips & Gully, 2015b, p.9). The selection process assesses the existing candidates who were brought in during the recruitment stage and enables the organization to choose the candidates that the company would like to hire.

The final steps to strategic staffing are acquiring talent, deploying talent, and retaining talent. Acquiring talent involves "putting together job offers that appeal to chosen candidates and persuading job offer recipients to accept those job offers" (Phillips & Gully, 2015b, p.9). These job offers are often negotiable. The acquired talent must then be deployed, or assigned to the appropriate positions and roles in the company (Phillips & Gully, 2015b, p.10). Finally, the last step in the strategic staffing process is to retain talent. Retaining talent is avoiding turnover, or having fewer employees quit or leave the organization (Phillips & Gully, 2015b, p.10). By retaining talent, the company will spend less time hiring. They will not have to start the entire process over again for new candidates to fill the job that they may have just filled because they are not able to retain employees.

By including and successfully following these steps, an organization can become more effective in their recruiting and hiring process. If an organization completes these steps fully and well, they will be able to bring the best candidates possible into their company.

Chapter 6

Generalized Best Practices for Hiring Diversity

James Breugh is well known for his work and research on recruitment and has identified generalized best practices for recruitment and hiring (University of Missouri-St. Louis, 2016). He breaks down the steps of the hiring practice and identifies the best and most successful ways to do them. Although he primarily focuses on recruitment, he also identifies pre and post-hire objectives and strategy development as critical issues. He targets recruitment activities, results, and the three "R"s. These are recognized as general best practices across all recruitment and hiring.

Breugh (2008) states that the organization must first identify overall recruitment objectives. Pre-hire recruitment objectives align with the above-mentioned "workforce planning." A company must first identify the number of positions necessary. They also must recognize the type of applicants, including characteristics such as education, knowledge, skills, work experience, interests, and diversity (Breugh 2008). Before beginning the recruitment process, the company must identify the time frame for recruiting and the number of applicants they would like to have (Breugh 2008). Post-hire recruitment objectives include job performance of new hires, new hire retention rates, and job satisfaction of new hires (Breugh 2008). A company wants the new people they hire to perform well, stay at the company, and be happy with their jobs and what they are doing.

The second step to recruitment is "Strategy Development" (Breugh 2008). When filling open positions, the organization should look at whom they want to fill the positions and where they want to find their candidates. The organization must consider timing, how to reach them,

what messages to communicate, who to use as recruiters, how a site visit will work, and what to offer them (Breaugh 2008). Deciding on whom and where to recruit is a process called "targeting". For example, a company may realize that hiring employees who have been out of college for a few years are older and more experienced, have more realistic job expectations, a better work ethic, better technical skills, etc., but are less enthusiastic and willing to learn. The company must consider if this is the type of candidate they would want to fill the open position. When deciding where, the organization considers what areas and modes of advertisement and contacts are appropriate through which to recruit. An organization may place newspaper ads to target the older population. They also may target an alumni email list of a local college if they are in a geographic region that may be considered unattractive to recent graduates in other parts of the country. Another example of targeting is the U.S. Army. The Army recruits high school students, especially those economically underprivileged, to enlist. They make offers such as paid college tuition to attract economically disadvantaged high school students to join. Strategy development is making decisions about who to recruit, where to recruit, what to say to the recruits, and other similar decisions about the entire recruitment process.

The third step of a successful recruiting process is "Recruitment Activities" (Breaugh 2008). This step takes the decisions made during strategy development and turns them into actual actions. These activities are the recruitment methods utilized and the timing of them, the information actually conveyed, the recruiters used, the site visit, and the process of extending the job offer. It also considers how complete, realistic, and timely the information was, and which recruiters completed the process.

Breaugh (2008) analyzes the different types of advertising for open positions and makes observations on the success of different methods. He notes that, overall, advertisements with more information were viewed as more attractive jobs. Advertisements with specific information increased both applicant interest as well as better person-organization fit. He also found that people with a higher level of ethnic identity react more positively to an advertisement that contains a company's diversity initiative. The catch with the diversity initiative on the advertisement, however, is that the initiative had to match the company practices and climate for diversity (McKay & Avery, 2005). Otherwise, the applicant was much more likely to be dissatisfied with the company (Breaugh 2008).

Breaugh (2008) notes that timeliness and schedule flexibility is crucial during recruitment. He found that delays in replying led to some individuals eliminating a company from consideration, while on the other hand, prompt replies alone provoked a more positive view of the employer (Breaugh 2008). Willingness to be flexible in scheduling site visits also made a favorable impression on recruits. He also analyzed internet recruitment methods, and survey results found internet recruitment to be effective. It is an efficient method to generate large numbers of applicants at a low cost (Breaugh 2008). He found that internet job boards (CareerBuilder.com, Monster.com, etc.) generally had people with better educational qualifications and higher levels of skill, but found less work experience than in other methods used (Breaugh 2008). However, internet recruitment is only effective if site visitors view the information provided as credible.

The final step to the recruitment process is "Results." This step is simply reviewing the objectives to see if the organization accomplished the recruitment objectives identified in step

one and to determine if these objectives were accomplished effectively. However, other factors can lead to results beyond strategy development and recruitment activities. "Intervening Job Applicant Variables" can also influence results. Intervening job applicant variables include factors such as "applicant attention, message credibility, applicant interest, accuracy of expectations, self-insight, and decision making" (Breugh 2008). Often even the applicants themselves cannot predict how they will react to the position, and even if the recruiter utilized an extremely effective recruitment process, if the person-job fit was not right for the applicant, then he or she did not react as expected (Breugh 2008). "Recruitment Results" is the last step to the recruitment process as explained by Breugh (2008), and should align with the objectives identified in step one.

Breugh identifies what he calls the "3Rs" of recruitment. The first R represents realistic job previews (Breugh, 2008; Phillips, 1998). Recruiters need to present applicants with a realistic preview of what their job will be like, not just what the recruiter thinks the candidate would want to see. The applicant should know exactly what to expect when hired. Although a recruiter may be tempted to present the applicant with only the best aspects of the job, if the applicant accepts the position and then realizes that the job is not what he or she was expecting, he or she will likely be unhappy or even leave the company, which leads to high turnover rates or unproductive workers (Breugh, 2008; Phillips, 1998). Companies need to be completely honest with their prospective employees.

The second R is for recruitment methods. Breugh found that the most successful recruitment methods were employee referrals and direct applicants (Breugh 2008). These methods of recruitment are linked to slightly less turnover. The applicant had a more accurate

understanding of what the position involves. These methods generated more applicants, more hires, and a higher yield ratio of hires to applicants than advertisements did. He also found that when using advertisements, geographically focused ads were more effective than unfocused ads (Breugh 2008). The final R of Breugh's three represents recruiter behaviors. Individuals who viewed a recruiter as more personable, trustworthy, affirmative, and/or competent were more attracted to the job for which they were interviewing (Breugh 2008).

Breugh's work in recruitment is viewed as some of the most important recruitment research, and the steps that he identifies are some of the best practices identified in the literature. He develops objectives, encourages strategy development, and identifies key recruitment activities and results. His three Rs are great for recruiters to keep in mind when going through their own recruitment processes. However, Breugh studies recruitment in a very broad sense. His work is on general recruitment across all types of applicants. This paper aims to study diverse hiring. It focuses on discovering how Breugh's recruitment practices can apply to applicants of diverse backgrounds. The next chapter reviews what the literature has identified as best practices for hiring diversity.

Chapter 7

Effective Staffing Practices for Hiring Diversity

Little research exists on best hiring practices for diverse applicants. This chapter aims to identify what does exist in the literature on diverse hiring practices. It will identify best practices and review recommendations given by other researchers.

Most general diversity research in the United States has emphasized negative individual, group, and organizational outcomes due to a dependence on theoretical frameworks such as similarity attraction, social identity, stereotypes, and relational demography (Oyler & Pryor 2009). Research within the field of human resources has supported these same frameworks. Very few studies have focused on the positive perspectives of diversity, such as taking the value-in-diversity approach.

This paper aims to add to the literature that takes a positive approach and identify the value that diverse employees can add to an organization, and how the organization can hire them in the most effective way possible. One finding of these studies is that workplace diversity programs must include a diversity orientation that clearly signals to the employees that diversity is a core part of the organization and that diversity is highly and unconditionally valued (Richard & Johnson 2001). Peter Drucker identified that this orientation paired with an HR department that focuses on workforce planning and strategy development will have the most success in acquiring a diverse workforce (Oyler & Pryor 2009). Other research has recognized that best practices are very difficult to identify. Green and colleagues state that there is no single formula

for success, but that success depends on the manager's ability to understand what is best for the organization depending on the dynamics and teamwork of the workplace (Green, López, Wysocki, Kepner, Farnsworth, & Clark, 2015).

Although it may be difficult to name specific practices that have proven successful for diverse hiring, research has identified some recommended practices. Gilliss et al. (2010) provide recommendations specific to hiring a diverse nursing staff. The study determines that a nursing workforce that matches the population is a social benefit. For example, if we look back at the Hispanic population, the RN numbers are not nearly representative of the population. The study recognizes that currently, 83.2% of RNs are white, but only 65.6% of the population is. Hispanic nurses only represent 3.6% of all RNs, whereas Hispanics make up 15.4% of the population (Gilliss et al., 2010). This pattern is similar for other minority groups as well. For the RN population to achieve a more accurate representation of the overall United States population, Gilliss offers a few recommendations.

Most of Gilliss' recommendations involve earlier education and programs in schools and universities; however, these ideas can be applied to the workforce as well. These include things such as summer nursing programs during college that cater to students of diverse backgrounds, and working with these students during their college years to strengthen their performance and resilience. It could also include bridge programs and mentoring networks that would be available when students graduated from college and were beginning to enter the workforce (Gilliss et al., 2010). These types of programs could be implemented in companies to assist their new employees through their transition as well. Gilliss also offers broader suggestions about the overall educational programs for diverse students, such as improved funding, improved

networks, and enhanced academic preparation. The study also recognizes the importance of the development of English as a Second Language (ESL) programs, as a portion of diverse students or employees don't speak English as their first language, which could hinder their performance or success (Gilliss et al., 2010). A suggestion is that all of these students should be put into a pipeline program. This program would identify students early in their careers, including high school, who had an interest in nursing and facilitate their journey to becoming a nurse as a final career. These pipeline programs would allow for a larger quantity of diverse nurses to enter the labor force and be placed into various nursing positions across the country. Although many of these suggestions apply to nursing education, they can also be applied to an organization and a workforce for how to source, recruit, and hire a diverse group of nurses.

Most of the best practices identified in the literature can be applied to successfully hiring a diverse nursing staff in a healthcare organization. These theories cover a relatively broad approach to hiring diversity or offer relatively narrow recommendations on ways to proceed, so this study attempts to identify current practices for hiring diverse nurses, as well as identifying the benefits of a diverse workforce to a healthcare organization. These current practices will be compared to best practices as well as contribute to the gaps that the literature does not cover. It specifically examines hiring diverse nurses and the processes used by actual organizations, as well as how these employees are beneficial to that organization. Due to the continuing nursing shortage and the growth of the Hispanic population and other minority groups, understanding how to hire diverse nurses is crucial to healthcare facilities' success today.

Chapter 8

Methodology

To study diverse hiring practices of nurses, I interviewed and collected survey responses from eleven professional nurse recruiters. I conducted the interviews over the phone, and recruiters completed a survey online via a link sent to them. I asked recruiters about their current hiring practices and the effect of a diverse workforce on their companies. Recruiters answered all of the questions on a voluntary basis and only answered questions that they could answer truthfully. The methodology of this study was submitted to Penn State's Institutional Review Board to ensure that everything was held to high ethical standards. Responses were analyzed qualitatively using a thematic analysis approach, which is described in Chapter 9.

Sample

Eleven organizations were included in the study. These were all healthcare facilities located primarily in the east coast region. These facilities ranged from single small hospitals or facilities to university medical centers to homecare centers to national health organizations that have multiple hospitals and other facilities across various locations. The large variety in types of organizations included allowed the study to examine a wide range of approaches to recruiting and hiring.

A single recruiter represented each of these eleven organizations. These recruiters held titles such as "nurse recruiter" or "talent acquisition specialist." Most recruiters were found on LinkedIn, while others were contacts that the university's nursing department uses to place

nursing students in jobs. Participation was voluntary. Out of these eleven participants, seven were female and four were male. Their average age was 48 years old. Ten participants self-identified as "white/Caucasian" and one participant identified as "other". Mean tenure in their current positions was 6.4 years. Including their years of experience in a recruiter-type role, the average years of experience was 13.5. The recruiter with the most experience had 36 years of experience, and the recruiter with the least amount of experience had only been working in recruiting for two years.

Research Protocol for Interviews

Six of the recruiters responded to the study through an interview. Interview questions are listed in Appendix B. Interviews were arranged via email. Participants received the interview questions ahead of time so that they knew what types of questions they would be responding to and had adequate time to prepare and could feel confident in the answers they gave. At the very beginning of each interview, I gave each participant a brief explanation of what the study was about and how his or her responses would be utilized. I reminded the participants that responses would be kept anonymous, and that each questions should be answered on a voluntary basis. One interview was an in-person interview. This interview was recorded and later transcribed. The remaining five recruiters completed their interviews over the phone. Participants responded to questions one at a time, and I typed their answers as they provided them. Most interviews lasted about 20 to 25 minutes. Before finishing the interview, I asked each participant if he or she had

any remaining questions or comments at the end and ensured that they had my contact information if they needed to get in touch with me after the interview was completed.

Research Protocol for Surveys

Surveys used the same questions as the phone and in-person interviews. The questions are found in Appendix B. Participants that chose the survey option completed an online survey that they received via a link in an email. Again, all responses were voluntary and no questions on the survey were "required questions". Participants typed their own responses manually in an open-ended form for each question. These answers downloaded to an Excel form where I was able to see the responses to use for analyses in the study. Participants were again provided with my contact information in case they had any questions, comments, or concerns regarding the survey or after they had completed it.

Chapter 9

Analysis and Results

Using the responses from participants, I conducted a thematic analysis. A thematic analysis is a type of qualitative research that "emphasizes pinpointing, examining, and recording patterns (or 'themes') within data" (Adams & Lawrence 2015). Themes are considered patterns across the data set that are important to the research question. After reading, analyzing, and coding the survey and interview responses, I was able to develop themes as to why diverse nurses are important and what the most common processes are. The following chapter presents the coding results and then breaks the thematic analysis down into codes and examples.

Analytical Approach

The analytic approach taken to code the data from the interview was a thematic analysis approach. Thematic analysis is the most common form of analysis in qualitative research and emphasizes finding, observing, and recording patterns (or "themes") within the data (Adams & Lawrence 2015). Themes are patterns across the data set that are linked to a specific research question and are important to the description of what is happening. I read each of the responses of the recruiters through a few times and then began to analyze them. All of the questions can be found in the Appendix and I only coded questions that related to diversity and diverse hiring practices. I coded for questions 7 and 9-16. Questions 1-6, 8, and 17 were not included in the thematic analysis because they did not focus on diverse hiring, or because they were simple data collection or identifying information. I coded each question individually as well as across all

questions and began to identify common themes within and across questions. Appendix C offers examples of answers by recruiters that were coded for each thematic response. I identified seven main themes across all of the questions as well as individual themes within certain questions. The coding results can be seen below. Key phrases were classified as fitting into these specific themes. Frequencies were calculated for the themes, as well as the percentage of recruiters who mentioned certain themes.

Coding Results

The following coding results include the themes I coded within each question and the patterns I identified within the eleven answers in response to that one specific question.

Almost all participants responded "yes" to questions that asked if they felt that diversity added value to their company. For example, 90% found it beneficial overall to their organizations, as evidence in the literature has suggested. The table below presents the responses.

Table 2: Coding Results- Yes or No

| Question | Percentage of Recruiters responding "yes" |
|---|--|
| Is diversity important in your company? | 91% |
| Do you feel your company has benefitted from a diverse workforce? | 90% |
| Do you feel your recruiting process is generally successful for diverse applicants? | 90% |

I asked participants about where they source their employees, both employees generally as well as where and how they specifically source their employees with diverse backgrounds. The table below demonstrates the organization's regular sources as a part of their hiring cycle.

Table 3: Coding Results- Sourcing for All Applicants

| Source | Percentage of Recruiters Using Source |
|--|---------------------------------------|
| Employee Referrals | 100% |
| Direct Applicants | 100% |
| University Placement offices or Career Fairs | 100% |
| Job Fairs | 90% |
| Job Search Websites (Indeed, Monster, etc.) | 90% |
| LinkedIn | 80% |

Every company uses the same sources to find diverse employees as it uses to find non-diverse employees, but many also target other sources as well, as demonstrated in the table below. One interview question that recruiters responded to was "where do you find your employees with diverse characteristics and where do you look for them?" Although there were a variety of responses, the most common additional sources included online niche sites, schools and universities, scholarships and scholarship programs, and patient referrals. Frequency of use of these sources is presented below.

Table 4: Coding Results- Sourcing for Diverse Applicants

| Source | Percentage of Recruiters Using Source |
|--|--|
| Online niche sites | 67% |
| University Career Fairs of Placement Offices | 33% |
| Scholarship Programs | 17% |
| Patient Referrals | 17% |
| Same sources as for hiring non-diverse employees | 100% |

One question in the interview targeted attraction and retention. Recruiters were asked what they believed attracts and retains diverse employees. Their responses are shown below. A response counted toward "general working conditions" could have included things such as hours, paid time off, required weekend work, compensation, health benefits, or work-life balance.

Table 5: Coding Results- Attraction and Retention

| Reasons for Attraction and Retention | Percentage of Recruiters Reporting Reason |
|---|--|
| Company's culture and values | 60% |
| We are a renowned employer | 30% |
| A diverse workforce | 40% |
| General Job Conditions | 30% |

A final question addressed the challenges recruiters faced with hiring diverse employees and working with diverse applicants. The common themes are presented below. Not all recruiters felt that they faced challenges with regard to their diverse hiring practices.

Table 6: Coding Results- Challenges

| Challenges to Diverse Hiring | Percentage of Recruiters Reporting Challenge |
|-------------------------------------|---|
| Language and Accent Barriers | 36.4% |
| Company Policies and HR Processes | 27.3% |
| Scheduling Issues | 27.3% |
| No Challenges | 27.3% |

Thematic Analysis

Through thematic analysis, I developed seven main themes from reading and understanding the interview responses. These themes are the following: Diversity; Laws; Company Actions; The Changing Population; Different Experiences, Ideas and Perspectives; Language; and a Connection to Patients. These codes are broken down with explanations and examples in this section.

The first theme is "diversity". I counted the number of times recruiters integrated diversity into their responses. This was the simplest theme, and purely involved coding for the word "diversity" or synonyms or other forms of the word. Key phrases included "diverse", "diversity", and "multicultural".

The next theme is "Laws". This theme was coded for the number of times a recruiter mentioned something having to do with federal or state laws. Most responses involved issues with compliance when hiring. One example is when a recruiter mentioned that the company has to "follow laws and regulations around anti-harassment and anti-discrimination. Everything is

EOE (Equal Opportunity Employment)." A second key phrase that would have been coded as "Laws" is a recruiter's response to sourcing for diverse applicants. He or she stated, "With government policies, we are required to post job opportunities in certain places."

Another theme is "Company Actions". I coded for this theme when a recruiter mentioned something about their company's policies, decisions, or culture. Examples include the phrase "attend mandatory diversity workshops" and "X Company is committed to building a caring service that encompasses a deep regard for human diversity".

"The Changing Population" is another theme identified in this study. This theme includes references to the community's changing population. This could involve the Hispanic population change reviewed in Chapter 2 or a general change in the overall population. This theme was coded if the recruiter recognized that since the community's populations are changing, the nursing population needs to change as well to reflect it. Key phrases from the interview responses include a recruiter's statement about the necessity of "meeting the health needs of an increasingly diverse nation, region, and community", and another's statement that "more diversity [of our staff] reflects the community diversity."

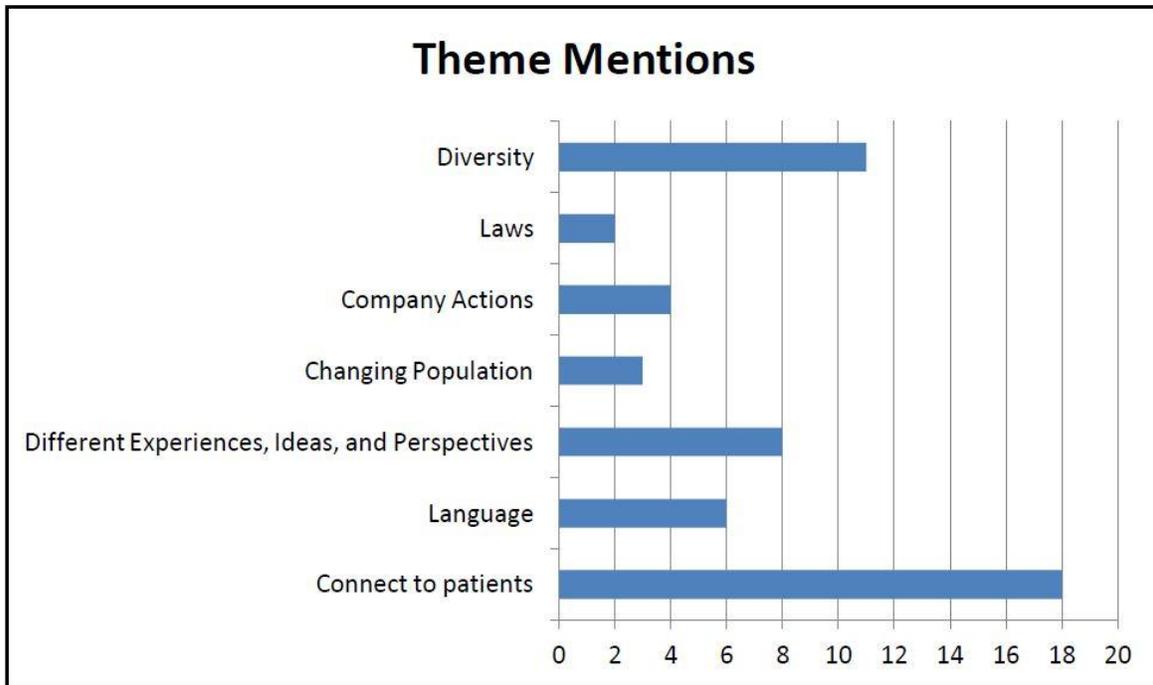
A fifth theme focuses on "different experiences, ideas, and perspectives." I coded for this theme if a recruiter stated that a multicultural workforce and employees with different backgrounds offer the company new ways to think about their products or their organization. This theme includes the idea is that the different understandings of diverse employees benefits the company in some way. One example of a phrase coded for this theme is the statement a recruiter made that a diverse workforce "brings different perspectives and variety to the cultural aspects of providing care." One cited this benefit and stated that diverse employees "bring with

them a vast amount of differing experiences and ideas that have all come to work together to further our mission.

"Language" was another theme identified through thematic analysis. If a recruiter talked about language, whether it was language barriers, translation services, or the advantages of bilingualism, I coded the statement for Language. Phrases coded include "if you can't understand, you're not as much help as you could be," "having a foreign language is a plus," and when speaking about hiring for home care, "we build in recruiters that speak certain languages to certain clients."

The final and most prominent theme is "Connection to Patients". When a recruiter's response included something about a diverse nurse having a better connection or bond with a patient, I coded for connection to patients. This connection could involve both that patients are more comfortable with a nurse of a similar background, usually of their same ethnicity, and that the diverse nurse can provide better service to the patient if the nurse understands his or her background. One example was from a healthcare organization that offered home care, where the recruiter stated that the company receives "a wide variety of patients from different backgrounds, cultures, and socio-economic statuses," and that "we try to make the best match!" One recruiter cited a benefit of a diverse nurse as "being in tune with multicultural clients" as another said that "this allows us to deliver superior patient care." Another recruiter was very specific and cited an example where his or her company had a patient from the Philippines. The recruiter stated that they "matched the patient with a Filipino nurse so that the patient felt more comfortable."

The following figure demonstrates the theme mentions throughout the data.

Figure 3: Theme Mentions

Chapter 10

Discussion

This study aimed to identify common and best practices for hiring diverse nurses. After completing a qualitative study, I identified key findings to add to the question of how to best hire diverse nurses, and what companies are doing now. This chapter will first present the key findings discovered through thematic analysis. It then compares current practices discovered through interview with recruiters to "best" practices found in the literature, both general best practices and the best practices for diverse hiring found in the literature. It will then discuss the implications for recruitment research and for staffing and recruitment practice. Finally, this chapter recognizes the limitations of this study and acknowledges recommended future research directions.

Key Findings

The themes identified represent the key findings of the study. Recruiters hire for diversity for a number of reasons. Some hire or search for diversity because the law says that they have to, but this theme was the least mentioned of the seven. This is significant because it indicates that most recruiters hire for reasons other than being forced to by the law. Even when the law was mentioned, it was never cited as the primary reason for sourcing for or hiring diverse nurses. Recruiters are recognizing the advantages of hiring for diversity and the benefits that a diverse staff of nurses can bring to their organizations. Although less frequently cited, recruiters are looking toward more diversity due to their companies' policies and culture. That this was a

continuous theme throughout the interviews signifies that more and more companies are including diversity into their culture and highlighting it as one of their values. These company policies and values are trickling down to their employees, and the recruiters recognize the importance of diversity and their responsibility for hiring nurses with multicultural backgrounds.

The themes of language and changing population reveal that recruiters have to hire nurses of varied background out of necessity. Because the US population is changing and their communities of patients are changing, more diversity in employees is necessary to match this continuously changing population. As Hispanics and other minority groups grow at the accelerating rate explained in Chapter 2, the workforce must start adapting to match them. Current nurse recruiters recognize that the population is changing and are beginning to see the value in a workforce that matches the population of the community.

The same idea is represented in the theme of language. If a patient speaks a different language and does not speak English, and none of the nursing staff can speak the patient's language, they cannot treat the patient effectively. It would be difficult, if not impossible, to know the patient's symptoms, pain levels, or any other factors necessary for treatment. The facility would have to turn the patient away, which would be bad for the organization and the patient, or bring in an interpreter. As minority groups continue to grow and spread throughout the United States, recruiters recognize that for the business to be successful, the workforce needs to be able to communicate with these minority groups, who are also their patients. With Hispanic growth and the increase of Spanish speakers in the United States, bilingual Spanish-English nurses are vital. Nurses with proficiency in Spanish are necessary to a successful healthcare

organization due to the changing population and language needs, as identified as themes in nurse recruiters' responses.

An additional theme found throughout the responses is that diverse nurses can bring different perspectives, ideas, and experiences to their positions and their organizations. Because of their multicultural backgrounds, recruiters spoke to the value they can add to the organization with their unique points of view. Not only are diverse employees necessary through laws, company policies, or the changes in demographics, they are beneficial because of what they can offer the company. A diverse employee offers the opportunity for a company to reshape their homogenous workforce that may think similarly, or at least have similar experiences or understandings of culture. Diverse nurses can offer unique perspectives to a company, and nurse recruiters recognize this value.

The final and most common theme is the connection that diverse nurses have with their patients. When nurses have backgrounds similar to their patients, they can give better care and make their patients feel more comfortable. This theme had by far the most mentions, which makes it clear that the recruiters felt it was the most important aspect of hiring diversity. Healthcare facilities want to provide the best care that they can to their patients, and by hiring diverse nurses, the hospital can strengthen connections between staff and nurses. Recruiters are taking the time to hire diverse nurses because they recognize the value of these stronger connections, and that it takes a multicultural nurse to be able to create it.

Comparison of Current Practices to Best Practices

The current practices identified through thematic analysis can be compared to those best practices defined in the literature. Chapter 6 reviewed general hiring and recruitment practices related to all types of employees, and the nurse recruiters that were interviewed use many similar or identical practices. Breugh (2008) recommends that recruiters use strategy development. All current recruiters had a specific strategy in place for their recruitment process. He also noted that people with higher level of ethnic identity react more positively to a diversity initiative contained in the advertisement. Multiple recruiters commented that having a company policy and commitment to diversity clear on their websites and advertisements was something they felt attracted diverse employees. Breugh (2008) also found internet job boards to be an effective recruitment source, and, as seen in Table 2, 90 percent of recruiters reported using internet job boards for recruitment. Breugh (2008) also found that referrals and direct applicants are the most successful form of recruitment. The data of this study affirmed this statement, as those were the only two methods that every single recruiter reported using effectively.

Chapter 7 reviewed the literature's best practices for hiring diversity. Many of the themes found in the study echo what the literature states. Gilliss et al. (2010) finds that the best social good of a nursing workforce comes from a nursing workforce that matches the population. The idea of matching the nursing population to the changing community population is one that was clearly prevalent in current practices. Gilliss and colleagues also recommended pipeline programs and school nursing programs for hiring diverse nurses, and as seen in Table 4, 33% of nurse recruiters mentioned utilizing University career offices as a source for finding diverse applicants. Gilliss et al. also recommend scholarship programs that encourage potential diverse

nursing students to pursue a nursing degree. Seventeen percent of nurse recruiters reported using scholarship programs. From Gilliss' recommendations, it appears that nurse recruiters could utilize education more consistently as a source for finding diverse applicants to hire into their organization's workforce. Recruiters and healthcare companies could target funding to support education for careers in nursing through scholarship programs and then have these programs and universities as a source for recruiting applicants. Overall, Gilliss and colleagues discovered that there is no single answer to how to hire a diverse workforce, but instead suggest the process is made up of different aspects of recruiting and hiring that diverse applicants might find attractive. One recruiter echoes this idea in saying, "if there is a single answer then I don't know about it. I think everyone tends to have specific things that interest them, both long and short term..."

Thematic analysis of the recruiters' responses found that one advantage and theme of a diverse workforce is the ability of such a group to bring new perspectives to their companies. Esty (1988) recognized that the best employees would be from the entire pool of applicants, meaning those employees in the minority groups as well. Many of the advantages explained in Chapter 4 are reflected in this theme identified by current recruiters. An advantage identified by the recruiters but not specifically listed in the literature is the connection to patients. The main theme identified in the recruiters' responses focused on the care their nurses could provide to the patients if they were of a similar diverse background or spoke the patient's language.

Implications for Recruitment Research

This study has implications for recruitment research. Each of these themes could be analyzed more closely. The most highly mentioned theme is the nurse's connection to patients. If such a high value is placed on this connection, recruitment research can focus on discovering what makes diverse nurses so successful in this connection. Nurse recruiters claim that it improves care and makes patients more comfortable, but current research does not present any evidence to back that up. How does this connection improve care? Researchers could survey patients about their feelings towards their nurses and the care they receive. Recruitment research could compare relationships between nurses and patients of the same backgrounds versus nurses and patients of different backgrounds.

Recruitment could also look into other themes such as the different perspectives that a diverse workforce brings to a company. This was an issue that was frequently mentioned by nurse recruiters. Why are these perspectives valuable and in what ways do they add to a team? It would also be interesting to research the types of company policies and actions that occur in these companies and identify which ones are successful in hiring a diverse workforce. The same holds true for law and which ones have influenced diverse hiring practices. The themes this study identified lead to more specific research questions that could have various implications for recruitment research.

Implications for Staffing and Recruitment Practice

This study has implications for future staffing and recruitment practice for hiring nurses and especially diverse nurses. One implication is that companies and recruitment teams should start their sourcing earlier. If 100 percent of recruiters are using university career fairs and placement offices to hire generally, but only 33 percent are using them to hire diverse nurses, these sources could be used more effectively. If companies begin to reach out earlier to foster interest in nursing and healthcare or offer immersion programs or summer camp experiences to diverse students, these students would hopefully develop interest, and as a result of their experience subsequently pursue a nursing career.

Recruiters should also be careful to consider the patient population when hiring for their nursing staff. Both the literature and the current practices identified the changing population as a crucial aspect to consider when hiring. With a staff that matches the population, current recruiters cited that this allows patients to be more comfortable and for the nurse to provide better care to the patient. If the nursing staff is not diverse enough to reflect the communities' population, the staff will not be able to uphold this high level of care and patient satisfaction. If recruiters gain the necessary knowledge and work to understand their community and patient population, they will be better suited to hire an appropriate workforce. Companies could consider including this information in training materials or company lectures and meetings.

Sixty percent of recruiters cited company cultures and values as affecting attraction and retention of nurses of diverse ancestries. Companies should work hard to include diversity initiatives in their policies and make acceptance and inclusion of diversity a company value. However, this needs to go beyond just policy, as companies need to ensure that this value is

demonstrated and applied throughout the entire recruitment process (McKay & Avery, 2005). If diverse applicants recognize that a company supports and values their multicultural background, they will be more likely to accept a job offer and stay within that company (McKay, Avery, Tonidandel, Morris, Hernandez, & Hebl, 2007).

A final consideration for recruiters is that although initiating the process of achieving a diverse workforce may be difficult and more work, it has numerous advantages and will continue to get easier as the company becomes more diverse. Building a diverse workforce will make it increasingly easier to hire multicultural workers, as 40 percent of recruiters found an existing diverse workforce to be something that attracts and retains additional minority employees. By putting in the work from the beginning, the company will begin to see the advantages of a diverse workforce, and these advantages will build upon themselves as other diverse applicants are attracted to joining the company.

Limitations and Future Research Directions

This thesis had multiple limitations. One prominent limitation was sample size. A sample size of eleven is a small sample from which to draw accurate conclusions. Although the sample of recruiters came from a wide variety of types of healthcare organizations, the recruiters themselves were not highly diverse. This may have created biases or narrower perspectives on the role of diversity in nurse recruitment. In addition, as the questions were voluntary, as mandated by ethical standards, not every recruiter responded to each question, which limited the sample size even further for some survey or interview questions.

Another limitation is in the organizations that participated in the study. This study aimed to identify best practices as well as advantages of a diverse workforce, but not all of these companies have necessarily been recognized for being good at hiring diverse applicants. One organization was cited by diversity.com as one of the top hospital systems for diversity but the other organizations were simply organizations that chose to participate. Even though the practices and themes I identified through thematic analysis are current, there is no way to know if these are the best practices, as not all have been formally recognized for the effectiveness of their diversity hiring practices. However, the aim of this study was to identify current practices and advantages of diverse employees, and all recruiters held positions in which they were able to do so and offer current, accurate, and unique perspectives.

A final limitation is the subjective nature of qualitative research. Only one researcher coded the data to develop the themes identified in Chapter 9. As this was an independent project, only one researcher was involved throughout the study. Although others gave input and suggestions and offered their own thoughts on the coding and themes, only one researcher actually completed the coding to develop the results that are presented. The researcher approached the analysis as open-minded and unbiased as possible, but because qualitative research and data analysis is generally subjective in nature, utilizing only one coder may limit the accuracy of the study.

Future research should include studies with larger sample sizes and participants with greater diversity. Ideally, these organizations would be organizations formally recognized for their successful diverse hiring practices. Although this study identifies themes of diverse hiring and the advantages it offers a workforce, future research could go into more depth with their

actual processes and the steps taken with diverse applicants. It would also be interesting to know the success rate of these processes. This study asked recruiters what they considered the best practices, yet there was no information obtained as to the success rates other than if the recruiter considered the practices to be successful or not. By collecting applicant, placement, and retention rates of diverse employees, future studies could achieve a better understanding as to exactly how effective these processes are and identify steps to maximize the effective hiring of an increasingly diverse workforce.

Chapter 11

Conclusion

With the increasing diversity of the United States population and the current nursing shortage, hiring a diverse nursing staff that reflects this population is crucial. This thesis identified best and current practices as well as offers key findings to this hiring process. It began by presenting definitions of diversity and reviewing recent demographic changes. This thesis has identified best practices through literature review. It summarized the importance of the nursing profession, reviewed the nursing shortage, and offered a job analysis of an RN position. It applied this job analysis and identified demographic change to demonstrate the importance of diversity in nursing staffs as well as emphasizing the advantages a diverse workforce can offer a company. General steps and hiring strategies were presented. These steps were then applied to best practices for recruitment and hiring found in the literature. After identifying general best practices, this thesis reviewed effective staffing practices specifically for hiring diversity and shared recommendations for hiring a diverse workforce.

The next component of this thesis went on to identify current actual practices used by nurse recruiters. After interviewing and surveying recruiters from a variety of healthcare organizations, a thematic analysis identified key patterns and themes. This study identified seven main themes of diversity including: laws; company actions; changing demographics; different experiences and perspectives; language; and a connection to patients. Recruiters identified the nurses' connection to their patients as the most important with regard to hiring diverse nurses. Many of these themes connected to practices already identified in the literature and others offered new perspectives. This thesis finished with a review of the study's

implications for recruitment research and the implications for staffing and recruitment practices. Finally, limitations of the study were acknowledged and future research directions were suggested. This study aimed to identify best diverse hiring practices for RNs to address a significant challenge facing healthcare systems - an issue that only continues to grow. With the current research and future research directions, this study is a contribution to confronting and addressing this challenge.

Appendix A

O*NET's Core Competencies for Position of RN

Tasks

- Maintain accurate, detailed reports and records.
- Administer medications to patients and monitor patients for reactions or side effects.
- Record patients' medical information and vital signs.
- Monitor, record, and report symptoms or changes in patients' conditions.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Monitor all aspects of patient care, including diet and physical activity.
- Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.
- Prepare patients for and assist with examinations or treatments.
- Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.
- Assess the needs of individuals, families, or communities, including assessment of individuals' home or work environments, to identify potential health or safety problems.
- Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained.
- Refer students or patients to specialized health resources or community agencies furnishing assistance.

- Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing.
- Inform physician of patient's condition during anesthesia.
- Administer local, inhalation, intravenous, or other anesthetics.
- Provide health care, first aid, immunizations, or assistance in convalescence or rehabilitation in locations such as schools, hospitals, or industry.
- Hand items to surgeons during operations.
- Observe nurses and visit patients to ensure proper nursing care.
- Conduct specified laboratory tests.
- Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.
- Engage in research activities related to nursing.
- Prescribe or recommend drugs, medical devices, or other forms of treatment, such as physical therapy, inhalation therapy, or related therapeutic procedures.
- Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
- Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.
- Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.
- Provide or arrange for training or instruction of auxiliary personnel or students.
- Work with individuals, groups, or families to plan or implement programs designed to improve the overall health of communities.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Service Orientation — Actively looking for ways to help people.
- Speaking — Talking to others to convey information effectively.
- Coordination — Adjusting actions in relation to others' actions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Instructing — Teaching others how to do something.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Persuasion — Persuading others to change their minds or behavior.
- Time Management — Managing one's own time and the time of others.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Speech Clarity — The ability to speak clearly so others can understand you.

- Speech Recognition — The ability to identify and understand the speech of another person.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.
- Far Vision — The ability to see details at a distance.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Finger Dexterity** — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- **Memorization** — The ability to remember information such as words, numbers, pictures, and procedures.
- **Stamina** — The ability to exert yourself physically over long periods of time without getting winded or out of breath.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other

Values

- **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

- **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment.

Corresponding needs are Ability Utilization and Achievement.

Appendix B

Survey and Interview Questions

Phone interviews, face-to-face interviews, and online survey used identical questions.

Questions:

1. What is your name?
2. What is the name of the company that you work for, and what is your title there?
3. How many years have you worked for this company?
4. How many years of experience do you have related to the role you are in now?
5. How do you structure your recruiting process?
6. Where do you find your employees? Where do you look for them?
7. Please check any of the following hiring methods that your company uses:
 - a. Employee referrals
 - b. Direct applicants
 - c. University placement offices or career fairs
 - d. Job fairs
 - e. Job-search websites such as Monster, Jobs.com, Indeed, etc.
 - f. LinkedIn
8. Do you feel your recruiting process is generally successful? Why or why not?
9. Is diversity important in your company? Bilingualism? Why or why not?
10. Do you feel your company has benefited from a multicultural workforce and if so, how?

11. What advantages do you feel individual bilingual and multicultural employees can offer to your company?
12. Where do you find your employees with diverse characteristics and backgrounds? Where do you look for them?
13. Do you feel your recruiting process is generally successful for diverse applicants? Why or why not?
14. What attracts and retains diverse employees? What dissuades them from pursuing jobs?
15. Do you do anything differently for minority and non-minority candidates? Bilingual?
 - a. If you don't, do you think you should?
 - b. If so, what prevents you from doing things differently?
16. What challenges have you faced with regard to multicultural recruitment and hiring?
17. I just have a few last questions for recording and data purposes.
 - a. What is your gender?
 - b. What is your age?
 - c. Do you identify as Caucasian or White, African-American or Black, Hispanic-American or Hispanic, Latin-American or Latino, Asian or Asian-American, Native American, Native Alaskan, Pacific Islander, or Other?

Survey Link:

https://docs.google.com/forms/d/1DmRfumow8mgquoAoy8tI2PTFzcF7iD9SNQwY0Q7YTVc/viewform?usp=send_form

Appendix C

Thematic Analysis – Sample Examples

The tables seen in Chapter 9 are broken down and a few examples of coded phrases for each response are included.

Table 2: Yes or No questions

| Question | Response | Example Responses (quotes) |
|---|----------|--|
| Is diversity important in your company? | Yes | <ul style="list-style-type: none"> • Diversity is extremely important • Always an asset • Yes so important • Absolutely! |
| | No | <ul style="list-style-type: none"> • *no affirmation |
| Do you feel your company has benefited from a diverse workforce? | Yes | <ul style="list-style-type: none"> • In healthcare it's always good to have people from different backgrounds • Oh my gosh absolutely beneficial • Yes • Definitely! |
| | No | <ul style="list-style-type: none"> • *no affirmation |
| Do you feel your recruiting process is generally successful for diverse applicants? | Yes | <ul style="list-style-type: none"> • Yes it works well • Yes it shows people we're inviting them to apply • We have been successful and continue to grow our efforts |
| | No | <ul style="list-style-type: none"> • *no affirmation |

Table 7: Coding Results- Sourcing for Diverse Applicants

| Question | Response | Example Responses (quotes) |
|--|--|--|
| Where do you find your employees with diverse characteristics and backgrounds? | Online niche sites | <ul style="list-style-type: none"> • Diversity nursing online publication • Black nurses association site • Target job sites that cater to different people or women or specialty niche sites |
| | University Career Fairs of Placement Offices | <ul style="list-style-type: none"> • We've identified quality nursing programs at diversely populated schools • Clinical experience students |
| | Scholarship Programs | <ul style="list-style-type: none"> • Reach out to employees with a similar background to see if they would be interested in our scholarship program |
| | Patient Referrals | <ul style="list-style-type: none"> • Ask the patient's parents if they know a nurse they would want to work in their home |
| | Same sources as for hiring non-diverse employees | <ul style="list-style-type: none"> • *all responses included an overlap with their hiring process for non-diverse nurses |

Table 8: Coding Results- Attraction and Retention

| Question | Themes | Example Responses (quotes) |
|--|------------------------------|--|
| What attracts and retains diverse employees? | Company's culture and values | <ul style="list-style-type: none"> • The right culture • A fair company • Zero tolerance for any sort of bullying or harassment • A fair and equitable culture |
| | We are a renowned employer | <ul style="list-style-type: none"> • X Company is a coveted place to work • We are a magnet |
| | A diverse workforce | <ul style="list-style-type: none"> • Open to diversity • A savvy candidate of diverse background wants to be in a diverse culture • At face to face interviews people see the diversity here • Having a diverse workforce certainly makes things a bit more comfortable to allow other diverse candidates to feel welcomed |
| | General Job Conditions | <ul style="list-style-type: none"> • We have flexible hours- they can choose what they work • High wages • Good benefits • Life-work balance • We offer competitive pay and benefits and our patient care, research, and educational opportunities are vast |

Table 9: Coding Results- Challenges

| Question | Theme | Example Responses (quotes) |
|---|-----------------------------------|---|
| What challenges have you faced with regard to diverse hiring and recruitment? | Language and Accent Barriers | <ul style="list-style-type: none"> • If someone didn't speak English well or looked a little different they older adults would show stereotype and bias • If they're not very fluent in English it's hard to have them do our group assessment |
| | Company Policies and HR Processes | <ul style="list-style-type: none"> • Diversity tends, sometimes, to get lost in the shuffle • As a recruiter, you must be aware of those things that are important to a diverse candidate • Most managers and departments are interested in filling their position quickly and easily and often don't have the priority to look for emails |
| | Scheduling Issues | <ul style="list-style-type: none"> • Couldn't assign them to work with that patient • I have had difficulty in finding availability of staff |
| | No Challenges | <ul style="list-style-type: none"> • No challenges that stand out |

BIBLIOGRAPHY

- 29-1141.00 - Registered Nurses. (2015). Retrieved July 9, 2015, from <http://www.onetonline.org/link/summary/29-1141.00>
- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics, and applications*. Los Angeles, CA: Sage.
- Aydin, H. (2014). Multiculturalism. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity* (Vol. 2, pp. 888-893). Los Angeles: SAGE Reference.
- Breaugh, J. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management Review*, 18(3), 103-118.
doi:10.1016/j.hrmr.2008.07.003
- Bureau of Labor Statistics. (2015, December 8). *Employment by detailed occupation*. Retrieved February 07, 2016, from http://www.bls.gov/emp/ep_table_102.htm.
- Centers for Disease Control and Prevention. (2015, May). *Hispanic health*. Retrieved April 3, 2016, from <http://www.cdc.gov/vitalsigns/hispanic-health>.
- Colby, S., & Ortman, J. (2015). Projections of the size and composition of the U.S. population: 2014-2060. *Population Estimates and Projections*, 1-13. Retrieved July 12, 2015, from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>
- Convergence Digital. (2015, June 4). *Google celebrates commitment to Hispanic market*. Retrieved February 28, 2016, from <http://www.convergencedigital.com/blog/>

- Cox, T. (1991). The multicultural organization. *Executive*, 5(2), 34-47. Retrieved January 27, 2016.
- Dhadda, S. (2014). An appreciation of diversity. *Nursing Standard*, 28(28), 66.
- Esty, K. (1988). Diversity is good for business. *Executive Excellence*, 5(1), 5.
- Gilliss, C. L., Powell, D. L., & Carter, B. (2010). Recruiting and retaining a diverse workforce in nursing: From evidence to best practices to policy. *Policy, Politics, & Nursing Practice*, 11(4), 294-301.
- Green, K. A., López, M., Wysocki, A., Kepner, K., Farnsworth, D., & Clark, J. L. (2015, October). *Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools*. Retrieved January 27, 2016, from <https://edis.ifas.ufl.edu/hr022>
- Henry J. Kaiser Family Foundation. (2016, January). *Total Number of Professionally Active Nurses*. Retrieved March 17, 2016, from <http://kff.org/other/state-indicator/total-registered-nurses/>
- Juckett, G. (2005). Cross-cultural medicine. *American Family Physician*. Retrieved March 7, 2015 from <http://www.aafp.org/afp/2005/1201/p2267.html>.
- Kalist, D. E.. (2005). Registered nurses and the value of bilingualism. *Industrial and Labor Relations Review*, 59(1), 101–118. Retrieved from <http://www.jstor.org.ezaccess.libraries.psu.edu/stable/25063017>
- Kennedy, R. (2003). The nursing shortage and the role of technology. *Nursing Outlook*, 51(3), S33-S34. doi:10.1016/S0029-6554(03)00093-9
- Knickerbocker, B. (2011, May 26). Census bureau: Hispanics account for half of US population growth. *The Christian Science Monitor* Retrieved from <http://search.proquest.com/docview/868736936?accountid=13158>.

- Krogstad, J. M., & Lopez, M. H. (2015). *Hispanic population reaches record 55 million, but growth has cooled*. Retrieved January 15, 2016, from <http://www.pewresearch.org/fact-tank/2015/06/25/u-s-hispanic-population-growth-surge-cools/>
- Krogstad, J. M., Stepler, R., & Lopez, M. H. (2015). *English Proficiency on the Rise Among Latinos*. Pew Research Center, available at:
<http://www.pewhispanic.org/2015/05/12/englishproficiency-on-the-rise-among-latinos/>(accessed 11th August, 2015).
- McKay, P. F., & Avery, D. R. (2005). Warning! Diversity recruitment could backfire. *Journal of Management Inquiry*, 14(4), 330-336.
- McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key? *Personnel Psychology*, 60(1), 35-62.
- O*NET Resource Center - Association Support. (n.d.). Retrieved February 01, 2016, from <http://www.onetcenter.org/associationSupport.html>
- O*NET Resource Center – Data Collection Overview. (n.d.). Retrieved February 01, 2016, from <http://www.onetcenter.org/dataCollection.html>
- O*NET Resource Center - Content Model. (n.d.). Retrieved February 01, 2016, from <http://www.onetcenter.org/Contentt.html>
- Oyler, J. D., & Pryor, M. G. (2009). Workplace diversity in the United States: The perspective of Peter Drucker. *Journal of Management History*, 15(4), 420-451.
- Passel, J., & Cohn, D. (2008, February 8). *U.S. Population Projections: 2005-2050*. Retrieved July 12, 2015. PewResearch

- Phillips, J. M. (1998). Effects of realistic job previews on multiple organizational outcomes: A meta-analysis. *Academy of Management Journal*, 41(6), 673–690. Retrieved from <http://www.jstor.org/stable/256964>
- Phillips, J. M., & Gully, S. M. (2015a). Multilevel and strategic recruiting: Where have we been, where can we go from here? *Journal of Management*, 41(5), 1416-1445.
- Phillips, J., & Gully, S. (2015b). *Strategic staffing* (3rd ed.). Hoboken, NJ: Pearson.
- Richard, O. C., & Johnson, N. B. (2001). Understanding the impact of human resource diversity practices on firm performance. *Journal of Managerial Issues*, 13(2), 177-96.
- Rivas, L. A. (2008). Bilingualism. In F. T. L. Leong, E. M. Altmaier, & B. D. Johnson (Eds.), *Encyclopedia of Counseling* (Vol. 3, pp. 1024-1027). Thousand Oaks, CA: SAGE
- Stahl, G. K., Maznevski, M. L., Voigt, A., & Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. *Journal of International Business Studies*, 41(4), 690-709.
- Univision Insights. (2011, March 1). Univision insights reveals Hispanics propelling growth in several states. *Manufacturing Close – Up*. Retrieved April 3, 2016 from <http://ezaccess.libraries.psu.edu/login?url=http://search.proquest.com.ezaccess.libraries.psu.edu/docview/855033844?accountid=13158>.
- University of Missouri-St. Louis. (2016). *James A. Breough Ph.D., Professor of Management*. Retrieved February 13, 2016, from [http://www.umsl.edu/divisions/business/About the College/Faculty/Management/breough.html](http://www.umsl.edu/divisions/business/About%20the%20College/Faculty/Management/breough.html)
- U.S. News & World Report. (2016, April). *Registered nurse*. Retrieved April 6, 2016, from <http://money.usnews.com/careers/best-jobs/registered-nurse>.

U.S. Senate Subcommittee of the Committee on Health, Education, Labor and Pensions (2001).

United States Senate, 107th Congress. *The nursing shortage: Perspectives from the field.*

Washington: U.S. G.P.O. Retrieved August 18, 2015, from

<http://babel.hathitrust.org/cgi/pt?id=pst.000045413452;view=1up;seq=1>.

ACADEMIC VITA

Academic Vita of Kelsey Wetzel klw5515@psu.edu

EDUCATION:

- Pennsylvania State University**- University Park, PA May 2016
B.A. in Spanish Language, B.A. in Labor and Employment Relations, Psychology Minor
Member of Schreyer Honors College and Paterno Fellow
- Universidad de Alicante**- Alicante, Spain Spring 2015
All classes and homestay in Spanish
-

WORK EXPERIENCE:

JFC Staffing Companies- Carlisle, PA

Intern June 2015-August 2015

- Conducted interviews with candidates, both in-person and over the phone
- Completed recruiting calls, ran weekly payroll, scheduled and verified appointments
- Ran searches and reviewed resumes to fit candidates to job descriptions
- Informed candidates when they were not hireable due to criminal background

Penn State Residence Life- University Park, PA

Resident Assistant August 2014-December 2014

- Managed residence hall floor of 38 ethnically and gender diverse undergraduate students
- Enforced University rules and regulations resulting in a safe, orderly, and enjoyable environment
- Counseled students on various personal and academic issues
- Ensured residents were kept up-to date through floor meetings, emails, resident chats, and boards.

Morgan Academic Center- University Park, PA

Tutor of Student-Athletes September 2013-Present

- Assist students with class work and understanding concepts at weekly or bi-weekly meetings
- Teach time-management and organization techniques

Volunteer Abroad- Cusco, Peru

REMAR Orphanage Volunteer June 2014-July 2014

- Created activities for 35 male and female orphans from infant to age 15
 - Taught English to orphans and helped with other homework
 - Adapted to working with very few resources
 - Completed over 160 hours of community service
-

AWARDS AND CERTIFICATIONS

- John W. White Spanish Language Award 2014
 - Evan Pugh Scholar Award (Top 0.5% of class)
 - 2016 Student Marshall for School of LER
 - Certified Researcher: IRB
-

ACTIVITIES:

Relay For Life of Penn State

Recruitment and Involvement Overall Chairperson

- Lead committee of 7 captains and delegate responsibilities
- Create, implement, and organize Recruitment & Involvement events

Water Polo Penn State Dance MaraTHON organization

Primary Chairperson

Society for Human Resource Management member

Society of Labor and Employment Relations member

Penn State Women's Club Water Polo team member