

Teacher Recruitment: The Influence of Recruitment Processes on Candidate Decisions

A Capstone Project

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By

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EXECUTIVE SUMMARY

Attracting the most qualified teacher candidates has become quite challenging for school divisions around the country. Literature regarding the national and regional teacher shortage highlights several of the reasons teachers are in high demand (Sutcher, Darling-Hammond, Carver-Thomas, 2016). For example, the Learning Policy Institute (2016) cites three such reasons: increased student growth, reinstating courses that were reduced during the recession, and workforce attrition. Coupling these factors with the shrinking teacher candidate pool, it has becoming increasingly important for school divisions to employ effective practices for teacher recruitment. According to Odden (2011), active recruiting is the most important tool that schools can use to increase their talent pool.

The purpose of this research was to investigate the teacher recruitment process in Eagle City Public Schools (ECPS). Given the extensive resources devoted to attracting candidates to the school division via recruitment, this study investigated how the ECPS recruitment processes influenced candidates' perceptions of ECPS and their decision-making process, and sought to provide insights into why candidates either accepted or declined offers of employment from the district. In addition, this study examined the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees.

Job Choice Theory (Behling et al., 1968) was used as the conceptual framework for this research. To bolster the insights into the effectiveness of ECPS's recruitment process provided by Job Choice Theory, it was supplemented by the inclusion of division strategy (Breaugh & Starke, 2000) and organizational fit (Chatman, 1989). Two data collection strategies were utilized in this study: surveys and qualitative interviews. Teachers who were hired by ECPS for a three year period (2015-16, 2016-17, and 2017-18 school year) along with teachers who interviewed with ECPS, were offered a position but declined that position during this same time frame were included in this study, along with division-level recruiters and ECPS human resource personnel. Survey responses from division-level recruiters provided insight into the implementation of the recruitment processes and interviews with ECPS human resource leadership highlighted division-level vision and strategy related to the recruitment process. Data was analyzed for themes, trends and patterns to answer the research questions.

The themes from this study indicated that teacher recruitment is a multi-staged process that begins with candidate interest and culminates with his or her decision on the job offer. ECPS relies heavily on recruiters to provide information for candidates as they move through the process. Interviews at individual school sites continue to provide information for candidates to create a fit with the school or school division. Candidates were drawn to subjective factors such as climate and pleasant work environment and indicated that organization fit, the alignment of their values with the organization, was a

critical factor when deciding whether to accept or decline a job offer. When candidates evaluated offers from ECPS there were varying views of the influence of the recruitment process on their attraction to apply to the school division as well as their decision to accept or decline a job offer. Based on these themes, four recommendations were made for Eagle City Public Schools: 1) Investigate candidate's decision making process to determine additional reasons for acceptance and declining of job offers; 2) Maximize organizational fit during the recruitment process; 3) Provide training for recruiters to provide feedback from the recruitment process, share perspectives from teacher candidates, and develop future action and strategy; and 4) Target subjective factors to enhance teacher recruitment strategy for ECPS.

Eagle City Public Schools devotes extensive resources to recruiting teachers. ECPS also finds itself in competition with surrounding school divisions for the same pool of teachers. As such, it is important for ECPS to have a keen understanding of recruitment from the perspective of teachers who were recently hired by as well as those who recently declined offers from the district. Analyzing this data against the vision and strategy set forth by division leadership offered a robust picture of the recruitment process used by the division and provided direction for future recruitment practices. Eagle City Public Schools aspires to recruit, develop, and retain the highest quality employees and this capstone provides guidance for ECPS to reach this goal.

Keywords: teacher recruitment, job choice theory, organizational fit

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APPROVAL OF THE CAPSTONE

This capstone, “Teacher Recruitment: The Influence of Recruitment Processes on Candidate Decisions”, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Education.

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March 30, 2018
Date of Defense

DEDICATION

I dedicate this capstone project to my family who has been my support over the past three years. My wife, Breanne, has been incredibly patient and wonderfully enthusiastic as I spent long hours researching and writing. I truly appreciate her motivation and inspiration. My parents, Louise and Quentin, checked in often with a word of encouragement. My colleagues at Stafford County Public Schools believed in me, supported me, and cheered for me. Completing this capstone was an incredible experience and I could not have accomplished it without the love of my family, friends and colleagues.

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SECTION ONE: INTRODUCTION

Attracting high-performing applicants is a critical component of personnel selection and overall organizational success (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005). National and regional teacher shortages make finding quality teachers for every classroom a challenge (Sutcher, Darling-Hammond, Carver-Thomas, 2016; Will, 2016). The Learning Policy Institute (2016) cites three main reasons for the increase in the demand for teachers: increased student growth, reinstating courses that were reduced during the recession, and workforce attrition. Compounding workforce attrition is the shrinking number of new recruits to teaching. When examining teacher preparation programs, research shows that “between 2009 and 2014, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction” (Sutcher, et al., p. 1).

Extensive teacher shortages have been reported across the nation causing many school divisions to open the school year with teacher vacancies or long-term substitutes (Will, 2016). In the 2016-17 school year, for example, 47 states including the District of Columbia reported a shortage of special education teachers, 45 reported shortages of math teachers, and 38 reported shortages of teachers of English Language Learners (ELLs) (U.S. Department of Education, Office of Postsecondary Education, 2016). With the widespread shortage of teachers, the most qualified teachers will be in even greater demand, making it imperative that districts identify and utilize the most effective processes for teacher recruitment.

Odden (2011) asserts that active recruiting is the most important tool a school division can utilize to secure talent. With the increased focus on student achievement, securing quality teachers for every classroom has become a top priority for all school divisions. Research on teacher recruitment suggests that districts use a variety of strategies to attract teachers, with strategies varying across school divisions (Balter & Duncombe, 2008; Engel & Finch, 2015). District size and financial resources play an important role in the number of strategies utilized. In fact, one study which surveyed superintendents in New York state, found that the greater the number of strategies used the higher the quality of the teachers that were ultimately hired and the opposite was true as well (Balter & Duncombe, 2008).

Will (2016), who explored the national teacher shortage, highlighted several of the strategies utilized by various states to address this challenge. The approaches to addressing teacher recruitment used in Arizona, Hawaii, Indiana, Nevada and Oklahoma are highlighted in Table 1.

Table 1

Comparison of Recruitment Strategies in Five States

Recruitment Strategy	Arizona	Hawaii	Indiana	Nevada	Oklahoma
Increase in Salaries	X	X	X	X	X
New Teacher Mentoring	X	X	X		
Policy Changes	X		X	X	X
Lowered Requirements for Licensures	X			X	X

As Table 1 reveals, salary was a common area of focus for every state included in Will's (2016) study. Each state viewed this strategy as critical to increasing the pool of teachers and reducing the number of vacancies. Specifically, Arizona approved a constitutional amendment to add \$3.5 billion dollars to the education fund over the next 10 years,

Hawaii increased salaries slightly over last year and provided a 30% higher starting salary for those certified to teach in the state. The education department in Indiana advised establishing local salary scales while Nevada increased starting salaries and added a \$5000 signing bonus. Oklahoma desires to raise sales tax to fund a raise for teachers and seeks to raise the starting teacher salary for new teachers. Each state viewed the teacher shortage as a serious problem which required action from the local and state levels.

The Education Commission of the States (ECOS) (2016) highlighted the top seven education priorities for state governors in 2016. Several governors are focusing their efforts specifically on teacher recruitment. The Commission indicated that more than sixteen governors are focused on “ensuring that high-quality teachers are recruited, retained, and better compensated” (Auck & Railey, 2016, p. 2). For example, the governor of South Dakota recommended an increase in starting salary from \$40,000 to \$48,500. In South Carolina, Governor Nikki Haley is calling for benefits for teachers who agree to work in challenging schools for at least eight years. Benefits include “college tuition payment, student loan repayment, and graduate course payment” (ECOS, 2016, p. 5).

The results provided by Will (2016) and ECOS (2016) are indicative of the teacher shortages faced across the nation and the varied approaches taken to address them. Teacher shortages have far reaching impacts with many states and local districts scrambling to find effective ways to attract teachers to their localities. Berry and Shields (2017) suggest that designing and implementing effective strategies to attract quality

candidates and developing metrics to measure progress are important measures to meet a school division's vision and goals to recruit talent for every classroom.

Designing effective strategies to attract quality candidates, of course, requires insight into what candidates find attractive. Research on the candidate perspective, has revealed that a rather complex set of factors are involved in decision-making during the job search. Barber (1998) and Horng (2009), for example, found that when determining their fit with a given school division, candidates will consider factors such as compensation, student demographics, and working conditions. Furthermore, the behaviors of recruiters have proven to be influential in candidate decision making. Candidates reportedly view the behavior of recruiters as indicators of the practices of the larger organization and use them as signals when determining preferences and organizational fit (Rynes, Bretz & Gerhart, 1991; Chapman et al., 2005). Candidates are also influenced by recruitment messages which create perceptions of the organization and impact a candidate's decision to apply for a position within an organization (Roberson, Collins & Oreg, 2005). Overall, recruitment is seen as a complex, two-way process in which the candidate and organization seek to determine a proper match for the organization or specific job opportunity (Cannata, 2010).

This chapter introduces the reader to problem of practice as it currently exists in Eagle City Public Schools (ECPS)¹, the setting of the study. Additionally, the chapter explains the purpose of this study, presents the research questions and how they will be investigated, and overviews the conceptual framework. The chapter concludes by

¹ Pseudonyms have been used to provide confidentiality for names, locations and public documents used in this research.

highlighting educational importance of the study and acknowledging its limitations, assumptions and delimitations.

Background

Eagle City Public Schools (ECPS) is a rural/suburban school division in the Mid-Atlantic region of the United States. ECPS houses 30 school-sites, an alternative education program, headstart, and a two special education day schools. There are approximately 1,800 teachers employed by ECPS which had an enrollment of almost 28,000 students for the 2016-17 school year².

ECPS actively recruits to fill teaching vacancies for the current and upcoming school year. During the 2016-17 school year, ECPS officially began its recruiting season on October 24, 2016 at Slippery Rock University in western Pennsylvania. Between October 2016 and April 2017, ECPS recruiters attended job fairs in Pennsylvania, New York, Ohio, Michigan, Maryland, Delaware, North Carolina, West Virginia and Virginia. ECPS dispatched between two and eight recruiters per job fair and tasked them with attracting applicants to apply for and interview with the school division. During the 2016-17 school year, over 100 representatives recruited for the school division at 43 job fairs. Recruitment activities include sharing information about the school division, conducting preliminary interviews and scheduling visits to the school division. For the 2016-17 school year, ECPS had approximately 300 teaching vacancies and anticipates the same amount for the 2017-18 school year. These vacancies represent approximately 17% of the total teaching workforce.

² ECPS Snapshot, 2017

Recruitment in ECPS is managed centrally with the department of human resources playing a vital role. The Director of Human Resources, Director of Employee Relations & Workforce Compliance, and two Supervisors of Human Resources are responsible for training and supporting all recruiters, coordinating site visits for candidates, maintaining a dynamic and information-rich website, conducting follow-up interviews and making offers for employment. HR highlights several areas of emphasis for the school division which include professional learning opportunities for staff, a mentor program for novice teachers, and a wellness program employees and their families. The goals of HR align with the ECPS Strategic Plan³ and County priorities which include being able to “[r]ecruit, develop, and retain the highest quality employees”. Human resources serves as the hub for all employment activities and makes all offers for employment for the school division.

During the 2015-16 school year, ECPS adopted eight school divisions within the state to use for comparison in areas such as compensation and benefits, master schedules, and resource allocations. Due to the proximity of ECPS to many of these school division, many of them are in competition for teachers during the annual recruitment season. One area of focus that has garnered much attention is salary, specifically the starting salaries for entry level teachers. ECPS conducted a market analysis of teacher salaries using these eight school divisions for comparison. This analysis revealed that teachers with 15 or less years of experience had salaries below the median of the market. ECPS developed strategies based on this analysis to bring teacher salaries into closer alignment with these comparison school divisions. In addition, ECPS developed a Total Rewards Strategy to

³ Eagle City Public Schools 2016-17 Strategic Plan

increase the visibility of the overall benefits of working in the school division. This strategy is based on six domains which include compensation, benefits, work-life balance, recognition, performance management, and professional learning.

Compensation includes using market analysis to develop sustainable and competitive salary scales for all employees. Benefits include reducing health insurance premiums and enhancing benefits such as dental and vision care. ECPS promotes work-life balance by providing supportive counseling and employee coaching. Community business partnerships offer employees discounts and rewards while schools and worksites create and implement gratifying activities for their employees. Recognition occurs in many formats including annual recognition banquets to honor employees at the division level as well as traditions and celebrations at the department and school level. An emphasis on performance management ensures job responsibilities are clearly outlined and are outcome based. Finally, ECPS indicates that all employees should have avenues to grow professionally and provides various opportunities to do so. By focusing on each of these areas, ECPS seeks to provide a comprehensive package to recruit the best teachers for its schools.

Using various resources and strategy, ECPS has positioned itself to attract quality teachers to the school division. Division leadership places emphasis on developing vision and goals oriented around candidate attraction and actively recruits throughout the school year. ECPS recognizes goals regarding teacher recruitment are best met by incorporating them into the overall mission and vision of the school division.

Problem of Practice

Although ECPS has developed a thoughtful and research-informed recruitment and selection process, it like many other districts in Virginia struggles to attract highly qualified teachers. The Department of Education's (DOE)⁴ Top Ten Critical Shortage Endorsement Areas for the 2017-18 school year highlight all grade levels from kindergarten to twelfth and a plethora of subject areas. To address Eagle City's staffing needs, teacher recruitment began early this year in ECPS. As noted, ECPS attended 43 recruitment fairs in nine states to address its staffing needs. Teachers, administrators and central office personnel represent ECPS on these recruitment trips to attract candidates for the division. However, it is unclear whether these practices are serving the district teacher recruitment needs. To date, little information has been solicited from candidates about the factors impacting their decisions to apply to and/or accept job offers from ECPS. Providing insight into the candidate decision-making processes can provide ECPS valuable information to realize its goal of attracting a high-quality teaching pool.

Purpose of Study

The purpose of this research study is to investigate the teacher recruitment process in ECPS. Given the extensive resources devoted to attracting candidates to the school division via recruitment, this study will investigate candidates' decision-making process to determine how recruitment processes influence a candidate's perception of ECPS and provide insight into why candidates accept or decline offers of employment. In addition, this study will inspect the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees. The results of this study will be presented to the

⁴ Department of Education, Critical Shortages Areas, SY 2017-18

superintendent, associate superintendent and director of human resources. Exit surveys to supplement the interview process and entrance surveys for newly-hired teachers will be created for ECPS.

Research Questions

This capstone will be guided by the following research questions:

Question 1: What is the nature of recruitment in ECPS?

Question 2: What factors do candidates identify as influencing their perception of ECPS?

Question 3: What factors do candidates identify as influencing their job choice decisions?

For this capstone, the recruitment process will begin with the initial recruitment and attraction of candidates, proceed through the enticing of candidates to apply and interview for vacancies, and culminate when offers of employment are extended.

Candidates perceptions related to the process will be gathered based on their interactions with recruiters and school-based staff through job fairs, interviews, and other division activities.

Methodology

To address the research questions, this study will utilize two data collection strategies: surveys and qualitative interviews. Surveys will be administered to two samples of teachers:

1. All teachers who were hired by ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years).
2. All teachers who interviewed with ECPS, were offered a position and declined that position over a three year period (2015-16, 2016-17, and 2017-18 school years).

A survey will be administered to a third set of participants, division-level recruiters, and interviews will be conducted with a fourth set of participants, ECPS human resource leadership. The timeframe for each year will be September 1 to August 31. For example, teachers hired for the 2015-16 school year will be those teachers who were hired between September 1, 2014 – August 31, 2015.

First, a survey will be administered to those teachers who were hired to determine their perceptions of job attributes and recruiter behavior, organizational fit, and how the recruitment process influenced their decision to accept a position with ECPS. A similar survey will be administered to the sample of teachers who declined offers from ECPS. Surveys will also be sent to division-level recruiters to examine the implementation of the recruitment process from an organization perspective. Concurrently, interviews will be conducted with several members of human resources to illuminate the vision of the recruitment process, strategy for attracting quality candidates, and implementation mechanisms and logistics. These four data sources will provide a comprehensive view of the recruitment process in ECPS from several different perspectives.

Conceptual Framework

Job Choice Theory will be used as the framework for this problem of practice. Job Choice Theory captures the rationale behind a candidate's job selection (Behling, Labovitz, & Gainer, 1968; Young, Reinhart, & Place, 1989; Pounder & Merrill, 2001). Foundational research on Job Choice Theory by Behling et al. (1968) posits that there are three distinct theories for how candidates make decisions regarding employment: objective theory, subjective theory and critical contact theory. According to these

researchers, these theories are helpful to explain candidate behaviors during the decision-making process.

The objective theory of job choice posits that candidates select positions within organizations by weighing the “advantages and disadvantages of offers in terms of objectively measurable factors” (Behling et al., 1968, p. 14). Factors such as salary and benefits packages are likely to be highly valued when making job decisions. Subjective theory of job choice “recognizes candidates as psychological beings” (Pounder & Merrill, 2001, p. 31). Candidates expect organizations to fulfill psychological needs and select positions based on factors such as a positive and supportive climate or the opportunity to work in a diverse school (Newton & Witherspoon, 2007). Critical contact theory posits that candidates are unable to differentiate between organizations based on objective or subjective criteria because the contact with the organization is limited, organizations blur the differences between competing organizations, and the candidate is unskilled at contrasting the organizations (Behling et al., 1968). The integration of these theories will be used to examine the nature of recruitment practices as they related to organizational and candidate perspectives.

Limitations

There are several limitations for this study. The resultant data from this study will be from a single school division and may not be generalizable to the other school divisions. Teachers who declined offers for employment with ECPS may not be accessible for survey. Teachers will be self-reporting in the surveys which may result in response bias from the teachers who have already accepted employment in this school division. Recall bias may be a factor as teachers will be required to answer questions

based on their experiences from previous years. The conceptual framework utilized assumes that factors that impact a candidate's perception of ECPS can be generalized into the categories of objective, subjective and critical contact. Surveys, by nature, limit respondents to predetermined questions and responses and does not allow for follow-up or probing questions to illicit deeper understanding.

Delimitations

Two delimitations are present in this study. Teacher quality is not evaluated in this study. Even though there may be correlations between recruitment, this study will not evaluate the quality of those teachers who selected or did not select ECPS. Also, retention will not be explored in this study. Even though recruitment and retention are often linked, recruitment will be examined directly in this study.

Assumptions

This capstone proposal makes several assumptions about teacher recruitment in Eagle City Public Schools. This study assumes that teacher recruitment is an impactful strategy for securing teaching candidates, using recruiters is an effective strategy to attract candidates to ECPS, and the recruitment process is impactful in the candidate decision-making process.

Summary

This capstone project has several purposes. First, it will examine teacher recruitment in ECPS to better understand what recruitment processes influence new teacher perception of the school division. Second, the project will explore processes that influence a candidate's employment decision. Third, it will examine recruitment processes from a human resources perspective at the division level. This problem of

practice is important due to the teacher shortage as expressed by the Department of Education in this state as well as competition between school divisions locally. The researcher will investigate these three areas by surveying new teachers to the school division as well as candidates who were offered positions but did not accept them. In addition, the researcher will review recruitment procedures for the school division and interview key players in the human resources department. The results from this capstone project will provide valuable information for division leadership to evaluate recruitment practices in the ECPS.

In chapter two, an overview of the literature related to teacher recruitment will be provided. Specifically, the definition of recruitment for this capstone, a review of the recruitment research literature, and a discussion of the conceptual framework used in this study will be provided. In chapter three, research methodology that will be used to answer the research questions will be highlighted.

SECTION TWO: LITERATURE REVIEW

This capstone seeks to investigate the nature of recruitment processes in Eagle City Public Schools (ECPS) and how these processes influence a candidate's perceptions of the school division and their ultimate job choice decisions. As noted in chapter one, ECPS directs much time and resources toward recruitment activities to secure candidates for teaching vacancies. A review of current practice reveals that a significant number of candidates in ECPS were hired late into the recruiting season, many candidates were offered employment yet declined, and ECPS began the year with unfilled teaching positions (Personal communication, 2016). Due to these present challenges, it is important to better understand the decision-making process for candidates during the recruitment process to increase the likelihood of early hiring, reduce the number of refusals, and begin the school year with limited vacancies. This chapter will provide the following:

- A summary of the research process for this capstone.
- Definitions of recruitment, including the definition used for this capstone.
- A review of the recruitment research literature.
- A discussion of the conceptual framework used in this study.

Importantly, the review of research literature focuses on two key strands within the recruitment literature, which will serve as the focus for this capstone: (a) organizational representatives (recruiters) and (b) organizational fit. Literature from these strands will provide insight into the research questions and support the methods for this capstone.

The research process for this capstone began with an exploratory search on teacher recruitment using several databases including ERIC, Academic Search Complete, Education Full Text, and Google Scholar. This helped develop several key words within teacher recruitment (e.g. teacher recruitment, recruiting practices, job choice, teacher preferences). Upon review of the literature, several studies provided insight into the impact of salary in recruitment (Ballou & Podgursky, 1994; Figlio, 2002), strategies used by school divisions (Balter & Duncombe, 2008; Engel & Finch, 2015), and the preferences of candidates (Liu & Johnson, 2006; Cannata, 2010). Continuing in this exploratory fashion, the broader base of recruitment research was explored using PsycINFO to explore the foundational psychology and sociology behind organizational recruitment and candidate perceptions. This research revealed the depth of research over the past 40 years related to recruitment. Several underlying themes regarding the decision-making process for job seeking candidates were revealed by reviewing the history of recruitment research which dated back to Guion (1976), was broadened by Rynes (1991) and Breugh and Starke (2000), and culminated with Rynes, Reeves, and Darnold (2013). This research highlighted several definitions for recruitment and provided the focus areas for the literature strands and research questions for this capstone. It is important to understand the history of the recruitment research to provide ample background for this capstone.

Recruitment Defined

Recruitment is a critical aspect of the management of human resources in organizations (Barber, 1998) and has been defined in a variety of ways in the literature. Taylor and Bergman (1987) defined recruitment as encompassing a “wide variety of

activities and characteristics” that range from the organizations publications to the impact of their recruitment representatives (p. 261). Recruitment has also been used to explain the practices of an organization that have a main purpose of attracting candidates and enticing them to apply for positions (Rynes, 1991). Breaugh (1992) divided recruitment into two types of activities. Those that:

1. “[I]nfluence the number and types of applicants who apply for a position.”
2. Impact “whether a job offer is accepted” (p. 4).

Recruitment has also been viewed as a “multi-stage process that permits an organization to target employees with specific skills” (Barber, 1998). Barber’s definition identifies recruitment similarly to Rynes (1991) who indicated that the key objective for recruitment is “identifying and attracting potential employees” (p. 4).

Several researchers have examined recruitment as a multi-stage process (Boudreau & Rynes, 1985; Taylor & Bergman, 1987; Barber, 1998). Taylor and Bergman (1987) described four recruitment stages to include the campus interview, site visit, job offer, and candidate’s decision. Boudreau and Rynes (1985) suggested that a more “completed and integrative” process be utilized at various stages when attracting and securing candidates for organizations (p. 354). Barber (1998) describes three phases of recruitment that can help monitor applicants. She posits that the first stage involves candidate outreach, the second stage consists of enticing applicants to remain in the applicant pool and the third stage involves persuading candidates to accept job offers. She suggests that organizations can monitor candidates as they move through these stages and adjust strategy accordingly. For this research in the educational setting, Barber’s (1998) definition which identifies recruitment as a multi-staged process from initial recruitment

to accepting an offer mirrors the typical recruitment process in the educational setting and will be used for the purposes of this capstone study.

An Overview of Recruitment Research

Recruitment research spans several decades (Guion, 1976; Rynes, 1991; Breaugh & Starke, 2000; Rynes et al., 2013) and continues to be a focus area for organizations as they seek to fill their vacancies with the best candidates. Several reviews of recruitment research have been conducted over the past 40 years to provide an understanding of the nature of the organizational recruitment, compile and analyze the current literature, and provide insights and recommendations for future research. Each review highlighted the progress made in recruitment and affirmed the complexity of the process. An overview of this research is included in this section along with the specific focus of the research strands for this capstone.

Recruitment, Selection, and Job Placement. The first review of recruitment research was authored by Guion (1976) and was included in the *Handbook of Industrial and Organizational Psychology*. Guion's (1976) chapter entitled Recruitment, Selection, and Job Placement indicated that "organizations need people" and the needs of the organizations and the needs of the people should be aligned (p. 777). Even though most of the chapter was devoted to candidate selection, Guion highlighted the need for recruitment efforts in competitive job markets as well as gaining insight into the nature of recruitment sources that would yield viable applicants. This chapter pointed to research by Behling, Labovitz, and Gainer (1968) which sought to develop "a body of theory which will explain position choice behavior among college graduates" (p. 14). These researchers referenced increases in demand for positions in engineering, medicine,

education, and administration and cited the lack of understanding of a candidate's decision to accept an offer for employment. Behling et al. (1968) posited that candidates make decisions based on a combination of three theories: objective factors such as salary and benefits, subjective factors to satisfy their personal needs, and critical contact factors such as recruiters or facilities when candidates cannot distinguish between organizations. Guion (1976) also highlighted research by Tom (1971) which showed alignment between candidates and organizations based on subjective factors as noted by Behling et al. (1968). Early research suggested that recruitment could be examined using theory-based models.

Recruitment, Job Choice, and Post-hire Consequences. In 1991, Sara Rynes provided the first major review of the recruitment literature since Guion (1976) and identified three areas that had been of primary focus: recruiters, recruitment sources, and administrative policies (Rynes, 1991). Rynes indicated that recruitment theories were focused on “psychological or environmental mechanisms believed to determine the outcomes of various recruitment practices” also called processes variables (1991, p. 401). She discussed the interrelationships between several recruitment variables as an introduction to the overview of the identified areas of focus. The summary of these variables is included in Figure 1. According to Rynes (1991), research on recruiters focused on the impact of recruiter behaviors on candidate attraction. Recruitment sources examined the types of methods that were useful in hiring candidates (e.g. advertisements, word-of-mouth referrals). Administrative procedures examined areas such as “recruitment follow-ups, recruitment expenditures, and application processes” (Rynes, 1991, p. 402).

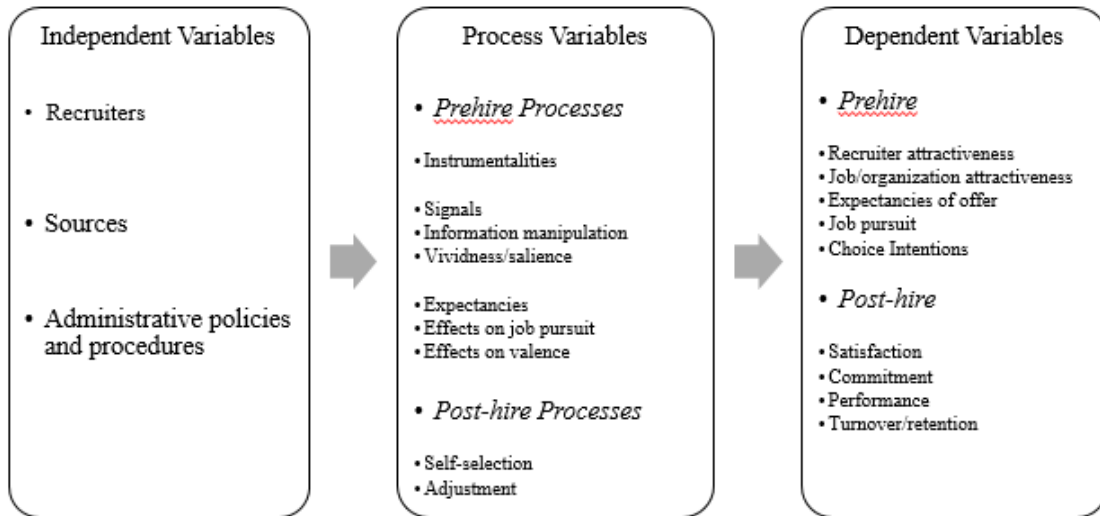


Figure 1. Summary of previous recruitment theory and research. This figure illustrates several variables that exist in the recruitment process. Rynes, 1991, p. 402

Several dependent variables were linked to the independent variables included in Figure 1. Rynes (1991) surmised that much of the empirical research was singularly focused on an independent variable's relationship with a dependent variable. She indicated that research was limited in its inclusion of intervening variables that impacted their relationship. For example, when candidates lack adequate information from recruiters, they may interpret recruiter behavior as a signal of characteristics of the larger organization which may, in turn, influence or impact their perceptions of the organization or job choice intentions. Because of these intervening variables, Rynes (1991) revealed the difficulty in determining causal relationships between independent and dependent variables.

In summary, Rynes (1991) indicated that recruitment research had been extensive since Guion's (1976) review. She offered a model for future recruitment research which

highlighted that recruitment occurs within a specific context and only within this context could the interplay between recruitment activities and decisions, recruitment processes, and recruitment outcomes be examined. She outlined a model for future research which is detailed in Figure 2. Rynes (1991) described recruiting as a “critical human resource function” and called for increased empirical research to support the integration of process variables to simulate the true contextual factors in organizational recruitment (p. 440).

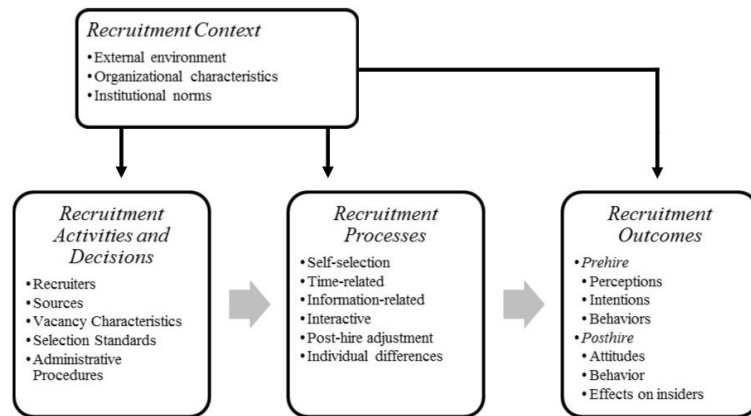


Figure 2. Model for future recruitment research. This figure highlights a framework to focus future research for candidate recruitment. Rynes, 1991, p. 430.

Research on Employee Recruitment. Nine years after Rynes’s (1991) comprehensive review of the recruitment literature, Breaugh and Starke (2000) published *Research on Employee Recruitment: So Many Studies, So Many Remaining Questions*. They sought to provide a selective review of the recruitment literature and stimulate future research by highlighting “unresolved issues and several overlooked topics” (p. 406). Breaugh and Starke (2000) indicated that more attention should be focused on the overall recruitment process and provided an organizing framework which is shown in Figure 3.

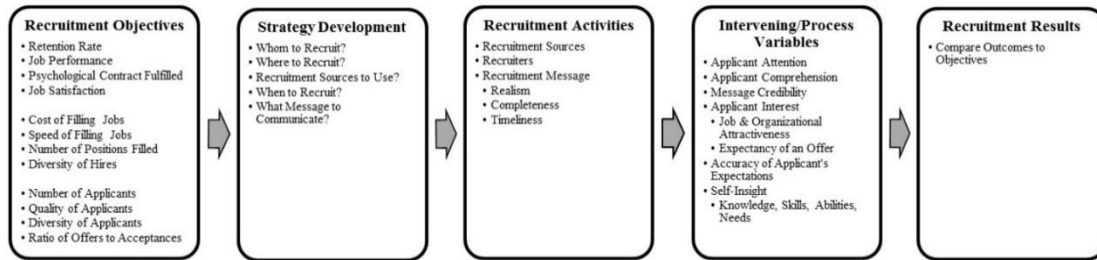


Figure 3. A model of the organizational recruitment process. This figure provides an organizing framework for a comprehensive recruitment process for an organization.

Breaugh and Starke (2000) concluded that it remained difficult to determine the effects of recruitment activities on candidate's job choice and that studies needed to be conducted to consider the complexity of the recruitment process. Similar to Rynes (1991), Breaugh and Starke (2000) found emergent themes regarding the importance of recruiters and the existence of signals that candidates may interpret as they pursue an organization. However, these researchers asserted that more research was needed to determine the underlying reasons why recruiters had some of the positive effects on candidate perception and job choice. In addition, Breaugh and Starke (2000) urged more research into the strategy behind organizational recruitment to determine the connections between strategy and implementation. Overall, these researchers saw recruitment research moving in a positive direction by examining strategy, embracing complexity, and improving methodology.

The History of Recruitment Research. Rynes, Reeves, and Darnold (2013) reviewed recruitment literature over four decades to compare and contrast empirical research over the time period and provide insight and recommendations for future recruitment research. These researchers expanded on Rynes (1991) to include the progression of recruitment research on recruiters and recruitment sources, an emergence

of process variables such as self-selection (remaining in the applicant pool), time (delays in communication), and information (specificity of a recruitment message). In addition, the perspective of the organizational was considered by examining person-organization and person-job fit. Rynes et al. (2013) cited an overall improvement for research methodologies as well as an increase in the incorporation of multiple variables to simulate the actual recruitment context that exists within the job market. Rynes et al. (2013) suggested that research should move beyond its focus on college students and examine actual behaviors instead of attitudes or behavioral intentions of perspective candidates. Much of this research saw similar trends as the review conducted by Rynes (1991) and viewed recruitment as a complex process that should be examined from the perspectives of the organization and candidate.

A consistent variable throughout the literature was the impact of recruiters on candidate perceptions and job choice intentions. Recruiters are extensively used in ECPS to implement many of the recruitment operations from an organizational perspective. From the candidate perspective, organizational fit emerged in the literature as a construct to examine candidate behavior during the recruitment process as they evaluate organization attraction and job choice (Chatman, 1989; Cable & Judge, 1994; Cable & Judge, 1996; Judge & Bretz, 1992). The utilization and impact of recruiters will narrow the scope of the organizational perspective and will be discussed in the next section. This will be followed by the candidate's perception of their fit with the organization as it relates to perceptions of organizational attraction and how they interpret various processes that occur during recruitment.

Organizational Representatives

Recruiters are utilized frequently by a wide variety of organizations with much research devoted to their impact and effectiveness on luring candidates to their organizations. This research examined a multitude of variables such as personableness, aggressiveness, affect and job knowledge of the recruiters (Linden & Parsons, 1986; Harris & Fink, 1987; Powell, 1984; Rynes & Miller, 1983). Research also explored the functions of recruiters (Harris & Fink, 1987; Taylor & Bergmann, 1987) and the perception that candidates formed about recruiter behavior and personality (Harn & Thornton, 1985; Chapman et al., 2005). Understanding the nature and influence of recruiters will provide insight into how they are perceived by candidates as well as their impact on job choice.

Harris and Fink (1987) evaluated the impact of recruiter characteristics such as personableness, competence and aggressiveness on several job choice outcomes (e.g. regard for the organization, likelihood of accepting an offer). They utilized 145 college students who were participating in campus interviews and their findings suggested that recruiter affect was quite significant on applicant impression. This finding was also supported by Linden and Parsons (1987) who surveyed 422 applicants about several aspects of job choice including their interview experiences. Findings suggested that candidates who responded more favorably to their interviewer were more positive about accepting a position with the organization. Harn and Thornton (1985) examined recruiter behaviors by analyzing responses from 105 graduating college students and found that the recruiter behaviors of acceptance, genuineness, and rapport-building were associated with recruiter warmth. Listening skills were related to a candidate's willingness to accept

a job offer as was the perception that the recruiter was a representation of the larger organization.

Rynes, Bretz, and Gerhart (1991) examined a candidate's reasons behind their job choices and found that organizational representatives played several roles in a candidate's decision-making process. Researchers examined 41 graduating students from four colleges with selections based on a range of majors and diversity of the sample. Analysis of coded interviews led to several findings related to the impact of recruiters on job choice. Candidates indicated that recruiters were seen as reliable signals for the organization when information was perceived as credible. In addition, recruiters who were seen as less influential in a candidate's decision-making process were seen as not representative of the organization and were "bad apples" (p. 504). Finally, candidates indicated that recruiters were more influential signals of the organization when less information was known about the organization.

A meta-analysis conducted by Chapman et al. (2005) found evidence of relationships between recruiters and the reactions of candidates. In their analysis of 71 empirical studies, these researchers examined the relationships between variables such as job pursuit intentions, job-organizational attraction, intentions for acceptance, and job choice. Chapman et al. (2005) also found that the capabilities of the recruiter were related to organizational attractiveness and acceptance intentions. Candidates who felt similarity with recruiters found the organizational more attractive although this similarity was not an indicator of an intention to accept a position.

Probing deeper into the relationships between recruiters and candidates, Chapman and Webster (2006) surveyed 489 students prior to their interview, immediately

following their interview, and two weeks after their interview. These researchers utilized justice and expectancy theories and found that recruiter friendliness was directly related to the candidate's perception of procedural justice, organizational attractiveness, and their expectancy of an offer of employment. These three variables were also shown to mediate the relationship between the friendliness of the recruiter and candidates' intentions after the interview.

Several researchers examined recruiter characteristics and job attributes simultaneously to determine the influence on job choice. Powell (1984) surveyed 200 college students using path analysis and determined that job attributes were a greater predictor of job acceptance when compared to recruitment behaviors. Rynes and Miller (1983) conducted two experiments using mock interviews that varied recruiter knowledge and affect. Their findings suggested that recruiter behavior was regarded as a signal of the likelihood of receiving an offer from the organization whereas job attributes were related to the desirability of the job.

Taylor and Bergman (1987) took a broader view and examined recruitment activities during a five-stage recruitment program consisting of campus interview stage, post-campus stage, site visit stage, job offer stage, and job offer decision (p. 264). The sample consisted of 1,286 college applicants and 73 recruiters who provided information for this study which found that recruitment activities were significantly related to candidate reactions in stage one only. As the recruitment process progressed, job attributes emerged as the predictors of the candidate's reactions at the subsequent stages. This finding was supported by Rynes (1991) who indicated that characteristics of the recruiters were shown to impact the impressions of the candidate, however, the impact of

the recruiter tended to fade to insignificant as dependent variables moved closer to job choice, the attributes of the vacancy were accounted for, and the candidates progresses further into the recruitment process.

When examining research on recruiters, there is evidence that recruiter characteristics have an impact on the attraction of candidates and influence their decision-making process. Even though recruiter behaviors can impact a candidate's decision to apply for a position, evidence suggests that the influence of recruiters can wane over time to be replaced by job attributes. Rynes (1991) indicated that good recruiters have value as they can keep candidates in the applicant pool so they have time to evaluate other attributes of the organization.

Organization Fit

Person organizational (P-O) fit has been used to provide insight into a candidate's job choice and is defined as the alignment between the values of an organization and those of the job seeker. It is what a job seeker values in an organization (Chatman, 1989). P-O fit provides insight into the candidate's perspective as they navigate the recruitment processes with an organization. Job seekers have been shown to prefer organizations where their personal characteristics are aligned with organizational attributes (Cable & Judge, 1996; Cable & Judge, 1994; Chatman, 1991; Judge & Bretz, 1992). Through Job Choice Theory, Behling et al. (1968) indicated that there are several factors that candidates evaluate and this process ultimately determines their fit within an organization and influences their job choice. If desired applicants consistently self-select out of an organization's hiring process based on a perceived lack of fit, it is critical to know the source and accuracy of those perceptions (Cable & Judge, 1996).

Cable and Judge (1996) examined the nature of person-organization (P-O) fit perceptions for 96 active job seekers during the job search process. They centered their research on two questions: “what are the determinants of job seekers’ and new employees’ P-O fit perceptions, and how important are P-O fit perceptions in job choice decisions and work attitudes relative to job attributes” (p. 294). The findings from this study indicated that P-O fit perceptions are predicted by the alignment between a candidate’s values and the perceived values of the organization. The results also suggested that P-O fit perceptions predicted job choice as well as attitudes toward work and suggested that employees could manage their future work attitudes by considering P-O in the decision-making process.

Cable and Judge (1994) investigated the influence of pay preferences on candidate job searches and the relationship between compensation attributes and a candidates’ personal characteristics. This study examined 171 job-seeking college students who represented a variety of majors and degree types (i.e. engineering, hotel administration; bachelor and master degrees). The results found that organizations that were perceived to offer higher pay, flexible benefits, or customized pay structures were more favorable for candidates and created higher levels of fit between the candidates and the organization.

Chatman (1991) sought to determine how fit is established between a candidate and the organization as a whole and what consequences this poses for organizations. She used 171 entry-level auditors in a large U. S. based accounting firm to investigate this relationship. The results suggested that fit with an organization is created in part by “selection (assessments of who the person is when he or she enters the organization) and

socialization (how the organization influences a person's values, attitudes, and behaviors during membership)" (p. 459). These results supported three hypotheses:

- Candidates can adjust more quickly to an organization when values match.
- Candidates who are influenced the most by the values of the organization fit better than those who are influenced the least.
- Candidates are more satisfied and are retained longer when their values match those of the organization.

Judge and Bretz (1992) examined how organizational work values influenced job choice. Specifically, they examined how the presence of the attributes of achievement, concern for others, honesty, and fairness was related to a candidate's job choice intention. Surveys from 67 respondents were used to test eight hypotheses related to these four work attributes. The findings suggested that the work values of an organization were a strong predictor of job choice decisions for candidates and supported the hypothesis that these values were important factors in person-organization fit.

Research suggests that candidates evaluate several factors in the job search process to determine their fit with an organization. As candidates navigate the recruitment process and make determinations of fit, the image of the organization as well as the candidate's perceptions of various processes in the organization play influential roles in their job choice.

Organizational image. Candidates do not begin the job search process as "blank slates" and typically have some impression of an organization prior to any exposure to the recruitment process (Barber, 1998). This impression has been categorized as organization image (Tom, 1971; Collins & Stevens, 2002; Gatewood, Gowan, &

Lautenschlager, 1993). Tom (1971) described image as how people feel about an organization as well as the beliefs that they have about it. Gatewood et al. (1993) determined that organizational image is related to the information that is available indicating that “corporate image and recruitment image are significant predictors of initial decisions about pursuing contact with organizations” (p. 414).

Darnold and Rynes (2013) identified four distinct approaches to research on organizational image. They include:

1. The tactics utilized.
2. Organizational characteristics.
3. As a set of values.
4. As organizational personality (p. 108).

Brand-equity theory has been utilized as a key theoretical framework for examining organizational image. The brand-equity framework posits that brands can influence candidates by increasing their recognition, organizational attractiveness and ability to be distinguished from others (Keller, 1993). Much research from customer-based brand equity indicates that by creating a unique, favorable brand image in consumers’ minds, organizations can increase the likelihood that their products or services will be chosen over similar products or services (Keller, 1993, Collins & Stevens, 2002).

Research has examined branding and brand image to provide perspective on recruiting (Collins & Stevens, 2002; Collins & Han, 2004; and Collins, 2007). Collins and Stevens (2002) asked 133 engineering students to select ten companies that they were interested in and had them evaluate each based on their brand, the recruitment practices they used, and their intention to apply to the company. The results of this study found

relationships between these three variables which suggested that organizational recruiting is related to image and candidate appeal. Collins and Han (2004) surveyed recruiting managers from 99 companies about their low impact and high impact recruitment efforts and followed up to assess outcomes once the recruitment season was completed. The results suggested that early recruitment practices led to positive outcomes such as increasing the number of applicants, the number of vacancies that were filled, and the overall quality of the candidates. Collins (2007) solicited information from 123 companies that were engaged in recruitment. These companies were asked to submit their early recruitment practices while the 456 candidates who were recruited were asked to rate their level of product awareness for the company, their knowledge level of the company, and their intentions to apply. Upon follow up with the candidates, Collins (2007) found that the recruitment practices used by companies could increase a candidates' familiarity and positive perceptions of the company and could influence their desire to apply.

Brand-equity theory was also utilized to identify different aspects of corporate image. Tsai and Yang (2010) examined corporate image as a combination of product, service, citizenship, and credibility images. Tsai and Yang (2010) surveyed 360 graduate and undergraduate students from six Taiwanese business schools to determine perceptions of 40 banks in Taiwan. Their findings suggested that organizational image was related to product, citizenship, and credibility image.

Cable and Yu (2006) conceptualized organizational image as a function of perception of the values of that organization. Fifty-three MBA job candidates were surveyed for their perceptions of organizational image and were then instructed to view

various organizational media used for recruitment to assess media richness and credibility. Cable and Yu (2006) found that candidate's perceptions of the organization were enhanced through positive media messages. In a similar vein, Cable and Turban (2003) utilized brand-equity theory in their study involving 339 marketing students. They examined candidates' reputation perceptions, familiarity with the organization, beliefs about job attributes, job pursuit intentions, pride that would be gained from membership, minimum salary required for the job, and the memory of recruitment materials (p. 2255-2256). Cable and Turban (2003) found that a candidate's perceptions of organizational image impacts job pursuit intentions because reputation is used as a signal regarding job attributes and image impacts the feeling of pride expected from working in an organization. Researchers also found that candidates were willing to accept lower pay to work in organizations with a better reputation.

Barber (1998) indicated that organizational image is related to recruitment for three reasons:

1. "[I]mage may influence applicant attraction directly."
2. "[A]n organization's image may influence potential applicants' receptivity to recruitment messages."
3. "[A]pplicants may have no other knowledge of an organization other than its image" (pp. 33-34).

Research suggests that organizations should develop and maintain a positive image as it leads to increased attraction and job choice. Organization image has been shown as a significant predictor in the initial stage of the recruitment process (Gatewood et al., 1993). As candidates continue through stages two and three - enticing applicants to

remain in the applicant pool and persuading candidates to accept job offers (Barber, 1998), candidates continue to develop perceptions of organization attraction as they gain more information about the organization.

Perceptions of organizational attraction. Gomez and Neves (2011) defined organizational attractiveness as “the way employers strategically attempt to exploit their strengths in order to attract applicants” (p. 684). Several researchers have highlighted recruitment as a multi-stage process with Barber (1998) warning that the first phase of recruitment should be examined critically as candidates who do not apply do not experience the subsequent, more personal stages of recruitment. Attraction is critical in the early stages of recruitment because according to Collins and Stevens (2002), a decision not to apply to an organization is synonymous to a rejection. Several aspects of candidate perceptions of attraction will be reviewed in the following section to include message specificity, organizational attributes, and cultural preferences.

Message specificity. Roberson, Collins, and Oreg (2005) examined how the specificity of a recruitment message impacted the attraction of a candidate to an organization. They applied the elaboration likelihood model (ELM) from marketing research to their results using 171 college-level job seekers. ELM provides an understanding of how advertisements with detailed information may create favorable recruitment outcomes. The ELM model suggests receivers of a recruitment message develop cognitive responses as they actively participant in the process of persuasion (Petty & Cacioppo, 1981). Roberson et al. (2005) determined that specific recruitment messages increased the perception of organizational attributes as well as person-organization (P-O) fit. In addition, candidate perceptions of attractiveness, fit, and

organizational attributes were shown to influence their intentions to apply to an organization.

Organizational attributes. Gomez and Neves (2011) attempted to clarify the process that an applicant experiences when deciding to apply to an organization. They hypothesized that a candidate evaluates job characteristics and organizational attributes which mediate the attractiveness of the organization and thus the intention to apply. Gomez and Neves (2011) utilized 53 marketing professionals and 73 undergraduate marketing students to test the variables of organizational attractiveness, job characteristics, organizational attributes, and intentions to apply for a vacancy. They also provided for several control variables such as urgency to find a job, difference in student groups, and age. Findings suggested that attractiveness plays a critical role in a candidate's intention to apply for a vacancy. Specifically, a candidate's intention to apply for a job vacancy was predicted by perceived job characteristics as well as the attributes of the organization.

Cultural preferences. Judge and Cable (1997) examined cultural preferences using 182 job seeking students in large professional degree programs (business, administration, and industrial relations). They sought to study the interaction of cultural preferences and candidate attraction and found that a candidate's alignment of cultural preferences with the organization was related to organizational attraction. In addition, a candidate's direct perception of fit with the organization was related to their attraction.

Perception of organizational processes. Several process variables have been related to candidate perceptions of the recruitment process and ultimately to the perceptions of and attraction to the organizations themselves (Rynes et al., 2013).

Research related to time-related processes, social processes, information-related processes and interactive processes can help understand the perceptions of candidates during the recruitment process.

Time-related processes. Time has been evaluated in a variety of research, especially with respect to the change in a candidate's perception of the organization from the start of the recruitment process to the time an offer for employment is extended (Rynes, 1991; Boswell, Roehling, Lepine, & Moynihan, 2003; Becker, Connolly, & Slaughter, 2010). Rynes (1991) found that students who had stronger grades and more interviews had a higher probability of withdrawing from the recruitment process if the delays were substantial. In addition, these candidates were more likely to develop a negative view of the organization because of this delay. Boswell et al. (2003) used 96 college students to examine how several variables related to job choice changed over time (e.g. culture, advancement opportunities, nature of work). The results showed that students' value of job choice variables changed over time. For example, students rated organization culture and advancement opportunities as the most important factors that would influence their job choice. Later in the process, the work itself emerged as the most influential factor on their job choice decision. In addition, Boswell (2003) found that the quickness of follow up contact impacted a candidate's job choice. Becker et al. (2010) reached a similar conclusion to Boswell's (2003) findings. Using a large archival database, Becker et al. (2010) found that it was more probable that both student and veteran candidates would accept offers that were extended shortly after the interview. Overall, early job offers created a positive perception of the organization and were more likely to be accepted by the candidate.

Social processes. The influence of social processes involved in the job search process dates back to Granovetter's (1974) study into how candidates find jobs. He posited that social networks provide strong influences on a candidates' success in the job market. More recent research has indicated that social processes indeed influence and help explain job choice (Kilduff, 1990; Barber et al., 1994; Van Hoyle & Lievens, 2007a, 2007b, 2009). Kilduff (1990) examined 170 MBA students and found that they chose to interview with companies they perceived were most like them. Research by Barber et al. (1994) indicated that a candidate's relatives and friends played large roles in job choice, especially after candidates narrowed the options to a few choices. The positive and negative aspects of social processes were explored by Van Hoyle et al., in several studies. Van Hoyle's (2007a) research found that word-of-mouth communications had a direct correlation with the effectiveness of job advertising. Positive communication increased its effectiveness while negative communication interfered with the recruitment message. In addition, findings supported increased effectiveness when word-of-mouth communication was from someone with strong connections to the organizations. Van Hoyle et al. (2007b) found that word-of-mouth information about organizations from friends was more believable than endorsements by organizational representatives or other employees. In a third study, Van Hoyle (2009) found that word-of-mouth information gained early in the recruitment process had positive effects on organization attractiveness and intentions to apply for a job. In light of these social processes, Rynes and Cable (2003) suggested that organizations should use recruitment strategies that build a presence to promote their organization.

Information processes. Candidates process information from a variety of sources during the recruitment process that influences their job choice (Harris & Fink, 1987; Rynes & Miller, 1983; Barber & Roehling, 1993; Rynes, 1991; Cable & Turban, 2001; Cable, Aiman-Smith, Mulvey, & Edwards, 2000). Organizational representatives have been shown to serve as signals for the larger organization and research continues to explore how candidates make other inferences about job attributes. For example, Barber and Roehling (1993) used verbal-protocol analysis with college students and found that they used the size of the organization to make inferences about less visible characteristics such as the level of responsibility of the job or the amount of effort required in the job. In addition, students were asked to provide an estimate of an unknown characteristic of the organization and they found that students utilized the organization's brand or job title to judge rigor and responsibility of the job. Rynes et al. (1991) found that response delays were viewed as inefficiencies of the larger organization or a reduced chance of receiving a job offer. Rynes et al. (1991) also found that that recruitment practices were viewed as more indicative of the larger organization when candidates had less experience, recruiters represented actual jobs within the organizations, and when practices took place on organizational visits.

Cable and Turban (2001) used marketing research to develop the notion of "employer knowledge, or the beliefs that a job seeker holds about a potential employer" (p. 115). Within this framework, they suggested that there were three types of information that would influence a candidate's job choice: the actual employer, the job opportunity, and personnel. They proposed that candidates are active processors of information and that the probability of active processing is related to the worthiness,

expertise, and authenticity of the information source. Cable et al. (2000) explored this vein as well and examined how candidates used information to develop inferences about organizational culture. The results indicated that candidates who relied heavily on organizational recruitment materials overestimated aspects of culture when compared to the assessments of organizational representatives. Further, they found that candidates who did not use this information tended to underestimate the organizations culture. The results suggest that organizations should promote positive images of their organization so that candidates have the most viable information possible.

The historical perspective of recruitment research highlights the breath of literature devoted to understanding the nature and processes of recruitment. Several researchers highlight the complexity of the recruitment (Barber, 1998; Rynes, 1991; Rynes et al., 2013) and suggest that the research continue to expand to encompass multiple variables to illuminate this complexity. To provide a broad lens to examine this problem of practice in Eagle City Public Schools, Job Choice Theory will be used as the conceptual framework.

Job Choice Theory: A Conceptual Framework

As candidates navigate the recruitment process, their decision-making processes will be illuminated using Job Choice Theory as the conceptual framework. Several conceptual frameworks have been highlighted throughout the literature and Job Choice Theory provides a broad lens for analysis of the problem of practice as it exists in Eagle City Public Schools. Job Choice Theory has been utilized to capture the rationale behind a candidate's job selection (Behling et al., 1968; Young, Reinhart, & Place, 1989; Pounder & Merrill, 2001). Behling et al. (1968) sought to develop "a body of theory

which will explain position choice behavior among college graduates” (p. 14). These researchers referenced increases in demand for positions in engineering, medicine, education, and administration and cited the lack of understanding of a candidate’s decision to accept an offer for employment. Behling et al. (1968) posited that there are three distinct theories for how candidates make decisions regarding employment: objective theory, subjective theory and critical contact theory. According to these researchers, these theories are helpful to explain candidate behaviors during the decision-making process. Job Choice Theory is highlighted in Figure 4.

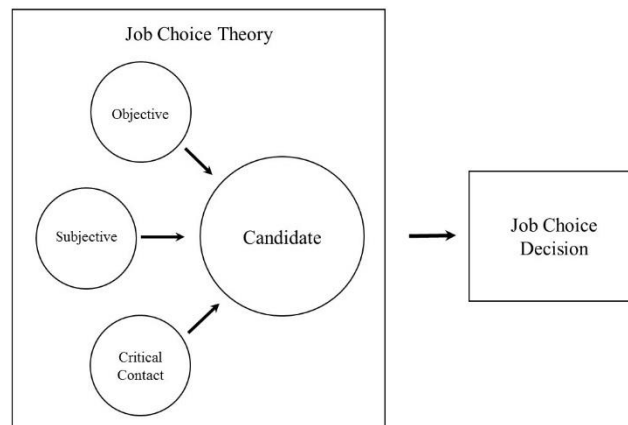


Figure 4. Theories of Job Choice. Behling, et al. (1968). Posits that objective, subject, and critical contact theories influence a candidate’s job choice decision

Objective theory. The objective theory of job choice posits that candidates select positions within organizations by weighing the “advantages and disadvantages of offers in terms of objectively measurable factors” (Behling et al., 1968, p. 14). In other words, factors such as salary and benefits packages are likely to be highly valued when making job decisions. In addition, candidates may consider “prospects for advancement, educational opportunities and location of the job” (Pounder & Merrill, 2001, p. 30). According to Behling et al. (1968), candidates take all of this type of information and

combine it into an overall rating of job attractiveness. Barber and Roehling (1993) used verbal protocol analysis to investigate what factors impact a candidate's decision to apply for a job and found that salary and benefits were given significant attention when determining the attractiveness of a vacancy and whether a candidate would apply. The impact of salary has been examined in various research indicating that this factor may have implications in job choice (Ballou & Podgursky, 1994; Figlio, 2002)

Subjective theory. The subjective theory of job choice “recognizes candidates as psychological beings” (Pounder & Merrill, 2001, p. 31). Candidates look at organizations as a way of fulfilling psychological needs and select positions based on such factors as a positive and supportive climate or the opportunity to work in a diverse school (Newton & Witherspoon, 2007). Behling et al. (1968) summed up subjective theory as follows:

The selection of a position by a college graduate is the result of a perceived high degree of congruence between deeply seated and poorly understood emotional needs, and the ability of the firm, or more accurately its image, to satisfy the needs of the individual candidate. The decision is not based upon weighing the objective factors in a pattern which is fairly consistent from individual to individual, but rather is made on a highly personal and emotional basis. (p. 17)

Several researchers have examined subjective factors in job choice and revealed a correlation between emotional needs or personal preferences with job choice (Tom, 1971; Cannata, 2010). Candidates favor environments that promote positive self-concept and make job selections that are intrinsic in nature.

Critical contact theory. Critical contact theory posits that candidates are unable to differentiate between organizations based on objective or subjective criteria because

the contact with the organization is limited, organizations blur the differences between competing organizations, and the candidate is unskilled at contrasting the organizations (Behling et al., 1968). Because candidates are unable to decide using objective or subjective theory, they may make decisions based on the initial contact with the organization, the demeanor of the recruiter, or the appearance of the facilities (Pounder & Merrill, 2001).

Job Choice Theory has been utilized frequently to analyze job selections in educational settings (Young et al., 1989; Pounder & Merrill, 2001; Newton & Witherspoon, 2007). These studies examined the job selections made by elementary teachers, principals, and superintendents by applying the job choice framework. Young et al. (1989) posited that candidates are influenced by the “specific job requirements and job expectations communicated during the initial contact with an organization” (p. 330). Candidates are unable to rely on objective or subjective factors as organizations are too similar to discern or contact with the organizations has been limited. Pounder and Merrill (2001) extended critical contact theory indicating that candidates are concerned about the actual work which is typically conveyed in the initial contact with the organization. Their findings revealed a need for further research related to the reasons for teacher job selection.

Behling et al. (1968) surmised that “the average individual will be affected by elements of all three theories, but in varying degrees, in varying circumstances” (p. 18). These researchers saw challenges in determining the interrelatedness of these three theories in candidates as they made job choice decisions. Young, Rinehart, and Heneman (1993) indicated that “[J]obs are comprised of multiple attributes or characteristics.

Virtually all attraction models suggest that these attributes play a prominent role in influencing attraction outcomes” (pp. 55-56). Behling et al. (1968) argued that “the basic problem is establishing the nature of the interrelationships among the factors emphasized in the three theories” (p. 18).

Using this framework to examine a candidate’s decision-making process will help illuminate this complex process because ultimately, candidates will make decisions whether or not to accept an offer based on their fit with the organization (Behling et al., 1968; Chatman, 1989).

Research Questions

As noted previously, this capstone seeks to investigate the nature of recruitment in Eagle City Public Schools (ECPS) and what factors influence a candidate’s perception of the school division and their ultimate job choice decisions. The following research questions will be used for this research.

Research Question 1: What is the nature of recruitment in ECPS? This question will allow for the exploration of recruitment in ECPS from a variety of perspectives. According to Breaugh and Starke (2000), strategy is a key component in the development of recruitment processes. The strategic focus of the school division can be examined to determine the vision and goals of the recruitment processes, the theory of action with the organization, and any assumptions that may surface regarding recruitment. In addition, this information can be compared to the experiences of the candidates who engage in the recruitment process.

Research Question 2: What factors do candidates identify as influencing their perception of ECPS? According to the literature, several factors may influence a

candidate's perception of the recruitment process such as the behavior of the recruiter, the image of the organization, and the perceived fit within the organization. (Harris & Fink, 1987; Gatewood et al., 1993; Chatman, 1991). Answering this research question will provide insight into what may influence a candidate's perceptions of the school division.

Research Question 3: What factors do candidates identify as influencing their job choice decisions? Ultimately, ECPS desires to attract and employ the best candidates and it will be important to understand how the recruitment processes influence a candidate's decision to accept an offer with ECPS. Rynes et al. (2013) assert that recruitment is a complex process so it will be critical to understand the final job choice decisions made by candidates.

There are several other frameworks that were discussed in the literature (e.g. signaling theory, brand-equity theory, and elaboration likelihood model). Each provides a unique insight into a portion of the recruitment process. Consistent with Rynes (1991), the complexity of the recruitment process should not be ignored and methods should be utilized to capture the interplay amongst a variety of variables. Each of the above-mentioned frameworks contributed to the knowledge base on recruitment but did not capture the complexity of the recruitment process. Job Choice Theory provides a broad lens to view the process incorporating several factors that influence a candidate's perception of the organization as well as their job choice intentions. Organizational fit provides a window in the candidate's decision-making process as he or she processes objective, subjective, critical contact factors of a specific position and will allow for a detailed examination of the research questions for this problem of practice.

Summary

Research supports recruitment as a critical function for organizations. Eagle City Public Schools extends resources in support of its strategic plan which includes being able to “[r]ecruit, develop, and retain the highest quality employees” (ECPS Strategic Plan, 2016). Teacher shortages increase the importance of recruitment, especially when many school divisions compete for the same teachers. ECPS has experienced several challenges in teacher recruitment which necessitates a deeper understanding into why teachers are attracted to the school division as well as why candidates accept or do not accept offers when they are extended. Many of the challenges seen in the broad base of organizational research align closely with those found in education. Utilizing Job Choice Theory to illuminate candidate decision-making in the educational setting, this capstone will build upon the literature base by assessing the impact of organizational representatives as an organizational function and providing insight into candidate perceptions of organizational processes. In addition, answers to the research questions will provide support for strategic management of recruitment processes for ECPS.

The next section of this capstone will explore the methodology and the application of the conceptual framework that will support this study. Vision and strategy (Breaugh & Starke, 2000), Job Choice Theory (Behling et al., 1968) and Organizational Fit (Chapman, 1991) will be integrated to highlight the recruitment process in Eagle City Public Schools and provide a framework for examining this problem of practice.

SECTION THREE: METHODOLOGY

As noted previously, this capstone sought to investigate the nature of recruitment processes in Eagle City Public Schools (ECPS) and how these processes influenced a candidate's perceptions of the school division and their ultimate decisions to accept or decline job offers. This section outlines the methodology for the capstone on the teacher recruitment process in ECPS. Specifically, this chapter provides an overview of the conceptual framework and how it was utilized in this study, a review of the research questions and how data was collected to answer them, a description of the participants, and an overview of data collection and analysis.

Conceptual Framework

Job Choice Theory was used as the conceptual framework for this capstone project. Job Choice Theory posits that there are three distinct theories for how candidates make decisions regarding employment: objective theory, subjective theory and critical contact theory (Behling et al., 1968). The integration of each of these theories aids a candidate to determine their overall fit within an organization and influences their decision to accept or decline a job offer (Behling et al., 1968; Chatman, 1991). Breugh and Starke (2000) emphasize the importance of strategy in the recruitment process and how it informs the recruitment process and influences positive outcomes. The integration of division strategy, Job Choice Theory and Organization Fit is highlighted in Figure 5

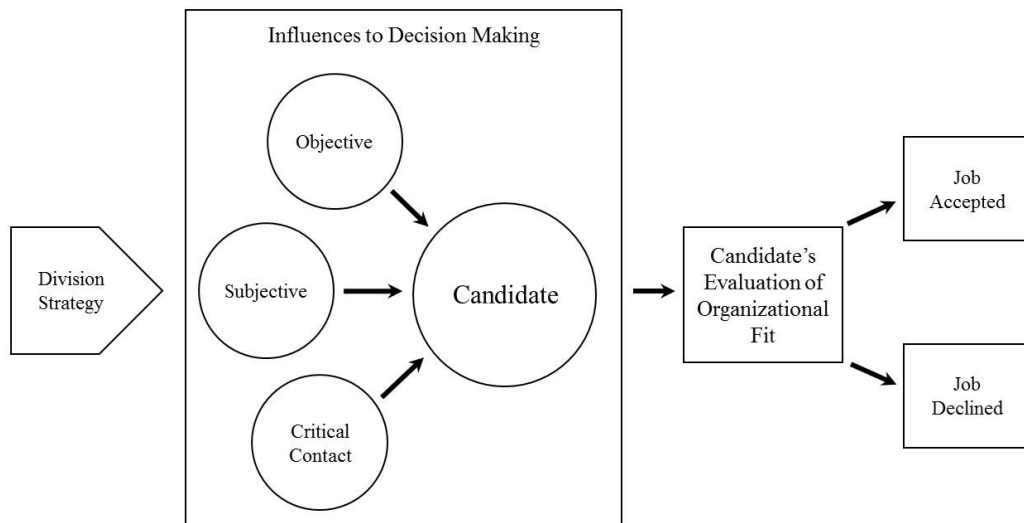


Figure 5. The integration of job choice theory and organization fit which results in a candidate's job choice.

Research Design

The research for this capstone utilized a mixed-methods design. Creswell (2014) describes a mixed-method design as a combination of both quantitative and qualitative research designs. This approach “provides a more complete understanding of the research problem” than using either approach separately (p. 4). Semi-structured interviews with human resources representatives were used to gain insight into division goals and strategy regarding recruitment processes. Surveys of division-level recruiters were used to examine the implementation of the recruitment process from an organization perspective. Two samples of teachers were surveyed to examine the influence of these recruitment processes on their perceptions as they determine their fit with the school division and how the processes influence their job choice decisions.

Research Questions

Three research questions were utilized to examine the nature of recruitment processes in ECPS and how these processes influenced the perceptions of the school division and candidate job choice decisions. The research questions, the focus for each, and data collection utilized to answer each question are included in Table 2.

Table 2

Research Questions, Focus Areas, and Data Collection Procedures

<u>Research Question</u>	<u>Focus</u>	<u>Data Collection</u>
What is the nature of recruitment in ECPS?	This question gathered information on recruitment from division-level leadership. Data regarding vision and strategy, the factors of job choice, and organizational fit were gathered.	<ol style="list-style-type: none"> 1. Survey of teachers who were hired by ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years) (Appendix D) 2. Survey of candidates who were offered positions and declined them over a three-year period (2015-16, 2016-17, and 2017-18 school years) (Appendix E) 3. Survey of division-level recruiters (Appendix G) 4. Semi-structured interviews with HR personnel. (Appendix L)
What factors do candidates identify as influencing their perception of ECPS?	This question provided insight into a candidate perception of the school division: job attributes related to job choice, recruiter/interview characteristics, and perceptions of fit.	<ol style="list-style-type: none"> 1. Survey of teachers who were hired by ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years) (Appendix D) 2. Survey of candidates who were offered positions and declined them over a three year period (2015-16, 2016-17, and 2017-18 school years) (Appendix E) 3. Survey of division-level recruiters (Appendix G)
What factors do candidates identify as influencing their job choice decisions?	This question provided insight into how a candidate's decision to accept or decline a job offer is influenced during the recruitment process.	<ol style="list-style-type: none"> 1. Survey of teachers who were hired by ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years) (Appendix D) 2. Survey of candidates who were offered positions and declined them over a three year period (2015-16, 2016-17, and 2017-18 school years) (Appendix E) 3. Survey of division-level recruiters (Appendix G)

As noted previously, the recruitment process for this capstone begins with the initial recruitment and attraction of candidates, proceeds through the enticing of candidates to apply and interview for vacancies, and culminates when offers of employment are extended. Candidate perceptions related to the process were gathered based on their interactions with recruiters and school-based staff through job fairs and interviews.

Site Selection and Participants

The study took place in Eagle City Public Schools (ECPS) which is a rural/suburban school division in the Mid-Atlantic region of the United States. ECPS houses 30 school-sites, an alternative education program, Headstart and a two special education day schools. There are approximately 1,800 teachers employed by ECPS which had an enrollment of almost 28,000 students for the 2016-17 school year. Two samples of teachers were used for this capstone: teachers who accepted offers in grades pre-kindergarten through twelfth grade in ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years) and those who declined offers during those same school years. ECPS offered teaching positions to 226 candidates for the 2015-16 school year, offered teaching positions to 312 candidates for the 2016-17 school year, and offered teaching positions to 308 for the 2017-18 school year. Of those candidates, 59 declined the offer of employment in 2015-16, 64 declined the offer of employment in 2016-17, and 56 declined the offer of employment in 2017-18. The data for the participants in this study is highlighted in Table 3.

Table 3

Summary of Candidate Job Offers for the 2015-16, 2016-17, and 2017-18 School Years

<u>School Year</u>	Total Teachers Offered Positions by <u>ECPS</u>	Teachers Who Accepted Offers <u>(Sample 1)</u>	Teachers Who Declined Offers <u>(Sample 2)</u>
2015-16	226	167	59
2016-17	312	248	64
2017-18	308	252	56
Totals	846	667	179

A third sample of participants was division-level recruiters. For the 2016-17 school year, ECPS utilized recruiters at 43 job fairs. Job fairs were held locally as well in various states such as Pennsylvania, New York, and Michigan. Finally, three human resource representatives were interviewed. Each representative is responsible for sharing ECPS vision and implementing strategy for the school division's recruitment processes.

A summary of the data samples for this study is highlighted in Table 4.

Qualitative interview data obtained from sample four will be presented first to highlight the nature of recruitment as shown in research question one. Quantitative survey data gathered from samples one, two, and three will be presented next. This survey data were utilized to answer research questions two and three and were triangulated with interview data to expand on research question one. The interview data from division HR representatives highlight division strategy, the recruitment process, job choice factors, the use of recruiters, and organizational fit. Survey data highlight the findings related to job choice factors, perceptions of recruiter and interviewer behaviors, perceptions of organizational fit, and the influence of the recruitment process on the attraction to apply to the school division and overall job choice. Finally, findings are presented related to the relationships between the recruitment process and the following variables to determine the influence of the recruitment process on decisions to apply to the division and job

choice: (a) age, (b) years of experience, (c) grade level of position sought, (d) number of offers extended to the candidate, (e) relocation.

Table 4

Summary of Data Samples

<u>Survey Data</u>	<u>Qualitative Interviews</u>
Candidates who accepted positions (Sample 1)	Human Resources Representatives (Sample 4)
Candidates who declined positions (Sample 2)	
Division recruiters (Sample 3)	

Data Sources

To address the research questions, this study utilized two data collection strategies: surveys and qualitative interviews. Surveys were administered to two samples of teachers as noted in Table 3. A third survey was administered to division-level recruiters. Interviews were conducted with a fourth set of participants, ECPS human resources leadership. Survey data from all samples were collected anonymously. Participants were not required to disclose any identifying information such as their name, school site, or grade level. Teacher participants were asked general demographic questions such as gender, school level, and age range which did not allow for identification due to the size of the sample. Division-level recruiters were asked limited demographic information including their job title and tenure with the school division.

Survey design. Survey items used for this capstone and were compiled from various sources related to the conceptual framework. All survey items were based on existing instruments and were utilized with proposer approval from the associated researchers (Harris & Fink, 1987; Cable & Judge, 1996). Each survey was created using Qualtrics Survey Software and administered to the participants electronically. Each began

with a section to provide informed consent prior to beginning the survey, and then participants progressed through questions related to perceptions of job attributes categorized using Job Choice Theory, perceptions of recruiter behavior, perceptions of interviewer behavior, perceptions of organizational fit, and an overall perception of the recruitment process. All questions focused on the categories listed above and were tailored for their particular audience (accepted offers, declined offers, division-level recruiters). Background on the survey content is included in the next portion.

Harris and Fink (1987) explored the effect of recruiter behavior on an applicant's reaction to the recruitment process. Given the conflicting research on the impact of recruiters, Harris and Fink (1987) sought to "determine more precisely whether recruiter characteristics were related to perceived job attributes and intentions to accept a job" (p. 769). These researchers utilized items from previous research on job attributes (Posner, 1981; Powell, 1984) and recruiter perceptions (Schmitt & Coyle, 1976). Similarly, Turban, Forret, and Hendrickson (1998) studied how factors during interviews influenced a candidate's attraction to an organization. They hypothesized that job and organizational attributes would have a "positive and direct effect on applicant attraction" to an organization (p. 27). Turban et al. (1998) utilized items from previous research (Harris & Fink, 1987; Linden & Parson, 1986) and added additional items to test several hypotheses including the influences of job attributes and recruiter and interviewer behavior on an applicant's perception of the organization. Results from these studies indicated that job attributes and recruiter characteristics influenced a candidate's perception of the organization as well as their intentions to join.

Job attributes. Items related to job attributes were organized into the following categories based on Powell (1984) and were aligned with Job Choice Theory:

1. Compensation/Job Security (Objective Factor).
2. Work/Company Environment (Subjective Factor).
3. Job Itself (Critical Contact Factor).

Harris and Fink (1987) also included a fourth category (minor fringe benefits) which was excluded from this study. This category included items such as private phone and business cards which are not typical benefits of teaching positions. A total of fifteen items were used to determine a candidate's perception that the position was likely to have that job attribute. Responses were provided on a 4-point Likert-type scale ranging from "strongly disagree" to "strongly agree". Survey items related to job attributes were developed based on the research by Posner (1981), Powell (1984), and Harris and Fink (1987). The development process can be seen in Appendix N.

Recruiter behavior. Items related to recruiter behavior were organized into the three categories: (a) personableness, (b) competence, and (c) informativeness. Examples of items that were administered included "warm personality", "willing to answer questions" and "told about opportunities for professional growth" (Harris & Fink, 1987). A total of twenty items were used for recruiter behavior. Respondents were asked to rate the degree to which the recruiter exhibited the behavior with responses being provided on a 4-point Likert-type scale ranging from "strongly disagree" to "strongly agree". Survey items related to recruiter behavior were developed based on the research by Schmitt and Coyle (1976) and Harris and Fink (1987). The development process can be seen in Appendix O.

Organizational fit. Cable and Judge (1996) explored the organizational fit perceptions of active job seekers to determine the importance of person-organizational (P-O) fit when candidates make job choice decisions. They surmised that candidates are influenced by the alignment between their personalities and preferences and those of the organization. They utilized two questions to assess the importance of fit when making a job choice decision. They asked, “In general (with no specific school division in mind), when you evaluate a job, how important is fit (values, personality, interests, and goals match those of current employees in the organization)?” and “To what degree is your job search based upon the "match" or interpersonal fit between your values, personality, and goals and those of the current employees in the organization?” (Cable & Judge, 1996, p. 300). Variations of these items were used to assess the importance of fit with the organization and school during the job search, the importance of fit with Eagle City Public Schools based on the actual job offer, and the overall influence of the recruitment process. Responses were provided on a 5-point Likert-type scale ranging from “not at all important” to “extremely important”. Survey items related to job attributes were developed based on the research by O’Reilly, Chatman, and Caldwell (1991) and Cable and Judge (1996). The development process can be seen in Appendix O.

All survey items underwent an expert review process along with pretesting and pilots. According to Bullen (2014), “pretesting and piloting can help you identify questions that don’t make sense to participants, or problems with the questionnaire that might lead to biased answers” (para. 1). Pretesting was done with a wide spectrum of participants including educators, medical personnel, and corporate executives. Pilots were implemented using veteran and novice teachers, school administrators, and school

division management. Each pilot participant provided written or verbal feedback to help revise the survey instruments. Feedback helped to clarify items for the reader, assessed the length of the survey, and suggested enhancements including an introduction to the survey and progress bar. Overall, the review process improved the content, format, and scales of the survey instrument (Creswell, 2014).

As noted, surveys were administered to samples one and two to gain insight into job attributes, perceptions of recruiter and interviewer behavior, and organizational fit perceptions. Responses allowed for analysis related to positive job choice (sample one), negative job choice (sample two), division-level implementation (sample three), and comparative analysis (samples one, two, and three). Survey questions have been authorized by the previous researchers, have been reviewed by human resources leadership, and underwent a pilot and pretesting process within and outside of the school division.

Semi-structured interview design. Semi-structured interviews were conducted with the Director of Human Resources and two Supervisors of Human Resources from Eagle City Public Schools. The interview questions were the same for each participant with interview questions and informed consent provided to each participant in advance. Interviews were structured to last approximately one hour which included all questions and follow up probes. Questions related to division strategy, the recruitment process, job choice factors, the use of recruiters, and organizational fit were asked in a semi-structured format. The interview protocol is included in Appendix M. In addition, representatives were provided summary quantitative survey data from teacher candidates and recruiters to review for trends and patterns. Data included preference of job choice factors,

importance of fit, the influence of the recruitment process on attraction to apply to the school division, and influence of the recruitment process of the decision to accept or decline the job offer.

The interview questions were derived from various sources related to the division strategy (Breaugh & Starke, 2000), Job Choice Theory (Behling et al., 1968), and organization fit (Chatman, 1989). Codes such “job satisfaction,” “whom to recruit,” and “recruitment sources” were some of the codes that were used for data analysis based on division strategy. In addition, responses related to vision and strategy were reviewed for themes and emergent codes. Responses to questions regarding Job Choice Theory and Organizational Fit did not have predetermined codes and were examined for themes and emergent codes only. These included codes such as “fit”, “recruiters”, and “retention”. The full listing of codes for this capstone is included in Appendix N.

Data Collection Process

Surveys were administered electronically to all participants listed in Table 3 as well as the division-level recruiters via the Qualtrics Software distribution center. A personalized link was sent to division employees via their Eagle City Public Schools email address and non-employees via their email addresses on file with the department of human resources. Survey responses from samples one and two provided insight into teacher perceptions of the ECPS recruitment processes and the influence of recruitment processes on their job choice decisions. Survey responses from division-level recruiters highlighted the implementation of recruitment processes from a division perspective. These surveys were administered to all participants on December 7, 2017 via Qualtrics.

Follow up emails were sent to participants on December 12 and December 19, 2017.

Survey data collection concluded on December 22, 2017.

Semi-structured interviews were scheduled for with the Director of Human Resources and two Supervisors of Human Resources. Interviews were scheduled for one hour and were audio recorded for transcription. Interviews were used to gain insight into the vision and goals of the recruitment processes, strategies related to job choice theory, the impact of recruiters, and the importance of fit with the organization. Interviews were held at the ECPS Central Office Department of Human Resources. Interviews were scheduled for the month of January 2018 and each was completed by January 20, 2018.

Data Analysis

The qualitative, semi-structured interviews were analyzed along with the quantitative teacher and recruiter survey responses. Quantitative survey data was analyzed for trends, patterns, and relationships amongst the variables in the study. The qualitative interview data was coded for themes that were used to interpret the data. The mixed-methods approach allowed for integration of these data sets to provide a clearer understanding of the problem of practice (Creswell, 2014).

Qualitative data. Data analysis was performed to highlight trends and patterns in the data based on established codes and emergent themes. The semi-structured interviews were audio recorded and the dialogue was transcribed using a professional transcription service. The transcripts were reviewed to gain a general understanding and then codes were applied. The full listing of codes is located in Appendix M. The transcripts were reviewed for emergent themes and were coded for these themes in addition to the established codes.

Quantitative data. Survey data was analyzed in four ways: comparisons within sample one, comparisons within sample two, comparisons within sample three, and comparative analysis of samples one, two, and three. The descriptive statistics of central tendency and cross tabulations were used for each sample to compare perceptions of job attributes, recruiter behaviors, Job Choice Theory, Organizational Fit, and the overall influence of the recruitment process. All reporting scales were organized from negative response (e.g. strongly disagree) to positive response (e.g. strongly agree) and were translated to an ordinal scale from 1 (low) to 4/5 (high) to calculate central tendency. Mean values were calculated for all items within the four categories listed above. Composite scores were also calculated for sub-sections of job choice attributes (objective, subjective, and critical contact) and recruiter/interviewer behavior (personableness, competence, and informativeness). Items regarding job choice and fit were examined based on central tendency and were also utilized in cross tabulations. For example, the ranking of the importance of job choice factors was examined by demographic factors such as age, years of teaching experience, or number of job offers received. Finally, Pearson correlation coefficients were calculated to compare candidates who accepted positions with those who declined positions. This allowed for an overall analysis of the influence of the recruitment process on teacher job choice. Survey items are detailed in Appendices D, E, and H. Job Choice classifications are noted in Appendix I, and Recruiter/Interviewer Characteristics are located in Appendix J. These descriptive statistics and correlation coefficients provided ample basis for comparisons within each sample and provided multiple opportunities to triangulate this data to answer the research questions.

Researcher Ethics and Bias

The researcher currently serves a principal within this school division and has engaged directly in the recruitment of teachers for the past several years. Teachers from each sample who were hired and placed at the researcher's school were excluded from participation in this study. Additionally, teachers from each sample who attended any recruitment fairs or other recruitment events where the researcher was present were also excluded from participation.

The researcher adhered to the highest standards of professional ethics throughout this capstone study. Detailed informed consent was used for all survey and interview protocols to minimize the risk and harm to all participants. For the semi-structured interviews, the questions and consent were provided in advance and audio transcripts were available for review prior to any use or publication of the data. Participants were informed and reminded that they could withdraw from the study at any time. Participant survey data was kept confidential and anonymous by using password-protected storage devices. While the research did not benefit the teachers directly, they were duly informed of the importance of their input to support the efforts of Eagle City Public Schools to recruit the best teachers.

Limitations

As noted in section one of this capstone, teachers who declined offers for employment with ECPS (sample 2) may not be accessible to respond to a survey resulting in a reduced response rate. Given the small sample size for each year as listed in Table 3, the response rate limited the ability to report disaggregated data for this sample. A low overall response rate of 27.93% was seen for this study as show in Appendix P. For

example, 59 teachers declined positions for the 2015-16 school year. Fourteen surveys were fully completed and two surveys were partially completed resulting in a response rate of 27.12%. Data was analyzed based on several items such as age (7 categories), years of experience (4 categories), and number of job offers that were extended to the candidate (4 categories). As a result of this disaggregation, many categories had few or no respondents to be reported in findings or utilized for analysis. According to Johnson and Owens (2003), there is no standard number of responses that has been adopted for survey analysis. These authors report that many academic journals do not report response rates as standard procedure in research studies. Fincham (2008) asks the question, “can the reader evaluate the study findings with assurance that the sample of respondents reflects elements of the population with breadth and depth?” (p. 43). Teachers who accepted positions (sample 1) is the larger of the two samples and will be used as a basis for comparison with teachers who declined (sample 2). For this capstone, comparative analysis was be conducted primarily with aggregate responses for sample 2. Items and/or categories that have fewer than 10 responses were not used for analysis.

Summary

This capstone seeks to investigate the nature of recruitment processes in Eagle City Public Schools and how these processes influence a candidate’s perceptions of the school division and their ultimate job choice decisions. In order to investigate this problem of practice, three research questions were utilized to understand the nature of recruitment processes in the school division, the influence of recruitment processes on a candidate’s perception of the school division, and the influence of recruitment processes on a candidate’s job choice decision. Data sources to answer these research questions

included new teachers hired in the school division, teachers who were offered positions and declined those positions, division-level recruiters, and human resource leadership. Analysis of the data from these sources will provide information to division leadership regarding the influence of recruitment processes in Eagle City Schools. The findings, discussion, and recommendations will be presented in the following section.

SECTION FOUR: FINDINGS

This study investigated the nature of recruitment in Eagle City Public Schools (ECPS) and what factors influence a candidate's perceptions of the school division and their ultimate decisions to accept or decline job offers. Given the extensive resources devoted to attracting candidates to the school division via recruitment, this study sought to provide insight into why candidates either accepted or declined offers of employment from the district. In addition, this study explained the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees. Specifically, this study sought to answer the following three research questions:

- 1) What is the nature of recruitment in ECPS?
- 2) What factors do candidates identify as influencing their perception of ECPS?
- 3) What factors do candidates identify as influencing their job choice decisions?

Table 4

Summary of Data Samples

<u>Survey Data</u>	<u>Qualitative Interviews</u>
Candidates who accepted positions (Sample 1)	Human Resources Representatives (Sample 4)
Candidates who declined positions (Sample 2)	
Division recruiters (Sample 3)	

Qualitative interview data obtained from sample four is presented first to highlight the nature of recruitment as shown in research question one. Quantitative survey data gathered from samples one, two, and three is presented next. This survey data were

utilized to answer research questions two and three and were triangulated with interview data to expand on research question one.

Research Question One: What is the nature of recruitment in ECPS?

Because the Strategic Plan includes a priority of recruiting the highest quality employees, it is important to understand the nature of recruitment processes and how they impact the decisions of candidates. To answer this question, interviews were conducted with three human resources representatives. These individuals were able to provide insight not only into the process, but also into the division strategy underlying the process as well as the key individuals involved in the process (i.e. recruiters). Survey data was also used to help answer this research question. In the following three subsections, key findings will be highlighted in each of these areas: the division strategy for recruitment, the recruitment process, and the recruiters.

Division strategy. Each human resources (HR) representative was asked to outline ECPS's vision for recruitment. Each respondent placed emphasis on the importance of division strategy to the teacher recruitment processes for ECPS. The director of human resources explained that strategy was centered on a comprehensive package involving factors such as compensation, benefits, work life, professional development, and recognition. The overall goal was to attract the best and brightest candidates to ECPS. Human resources representatives indicated that the school division was seeking candidates who had completed their teacher preparation programs and were eligible for renewable licenses in the state. One of the supervisors indicated that it was important that human resources strategy align with the overall strategy for the division:

Everything we do has to align with our mission, our vision, and the strategic plan for the division. Our role is to get the best employees that we can to support out in

those classrooms for the teachers, the administrators and the support staff for those kids.

In order to attract the best candidates, cultivating interest was a common theme addressed by each HR representative. One supervisor indicated that interest may come from a candidate having a connection with the school division, seeking out opportunities on the division website, visiting one of the teacher recruitment fairs, or speaking with someone in the HR office. Another supervisor shared the importance of cultivating interest through advertising so that ECPS could build a sufficient applicant pool:

The advertising piece is huge for us, because we have to get our name out there. We have to build a pool of candidates because we are competing with so many other school divisions for the same candidates. I think that's huge ... that's got to be a priority for us.

The director of human resources indicated that it is all about the applicant pool and that cultivating interest plays a significant role in candidates' decision to apply to the school division. In her experience, she found that by providing multiple opportunities to engage with the school division, it was more likely that a candidate would enter the applicant pool. She indicated that engagement occurred via social media, recruitment fairs, and the online applications. Once a candidate shows some interest in the school division, ECPS attempts to stay connected with the candidate so they stay active in the pool:

We'll send them an email, encourage them to apply if they've not already. We also will, when we've made an offer to someone, in our offer letter we tell them about our ambassador. If you want a personal connection ask her about ECPS. They might have something specific, and we have teachers out there who'd be more than happy to help. Candidates may ask what it's like to work in the division or at a specific school. We can call the principal or teachers in that building that can reach out to the candidate to help us out.

Additional strategies are being explored by ECPS including a teacher recruitment fair for candidates when they are on holiday breaks and career-switcher programs to ease the transitions of candidates who wish to pursue teaching after another profession. The overarching goal for the division's recruitment strategy is to align with the division vision which is to secure a highly qualified teacher for every classroom in ECPS.

Recruitment process. The director of human resources and two supervisors were asked to illustrate the teacher recruitment process and discuss the most important factors. Each outlined a multi-stage process which included advertising for the division, cultivating interest, interviewing and maintaining that interest, and contracting candidates for teaching vacancies. There was consensus among all HR representatives that the recruitment process continued until a candidate accepted or declined an offer. Each asserted the importance of HR representatives, building principals, and other staff members participating in the process to cultivate candidate interest, persuade them to interview with the division, and secure them for teaching positions.

The HR director cited two aspects of the recruitment process as most important: cultivating interest and applicant monitoring. The director indicated that recruitment always begins with the candidate showing some type of interest in the school division. From there, this interest is cultivated so that a candidate completes an application and enters the applicant pool:

Cultivated interests starts from personal contact that you have with the individual, so that could be at a recruitment fair for instance. Sometimes it's cultivated right here in our office. So the person comes in here for one thing, for instance to be a sub. We look at their credentials and we go, "Oh, we have an opening in this area for a contracted teacher position." And then we talk to that person.

Once a candidate completes an application, they enter the applicant pool. Human resources uses a two-pronged approach to monitor the applicant pool. Principals are provided authority to access the applicant pool to address the needs of their buildings and HR representatives monitor open vacancies and maintain contact with candidates to keep them engaged with the school division. The director emphasized the importance of monitoring the applicant pool due to the national and regional teacher shortages and competition with surrounding school divisions. She described that without cultivating candidate interest and monitoring those who apply, ECPS would have difficulty filling its teacher vacancies:

Prior to this teacher shortage period the most important part for us was just monitoring the pool. So because we have so many people in it, we could actually have numerous candidates for each job. This is the first school year where we have really felt the teacher shortage. It's been trickling along, like the last five or six years or so. But this school year is where we've really, really felt it. Just in terms of the number of unfilled teaching vacancies that we've had. Many candidates apply to all of the surrounding divisions so we have to stay on top of our game.

One supervisor placed emphasis on advertising as the most important aspect of teacher recruitment. Without advertising, she argued, it is very difficult to build an applicant pool. Similar to the director, this supervisor cited competition with surrounding school divisions as a critical challenge when building an applicant pool. This supervisor cited an increase in the use of social media to attract candidates as well as maintaining a presence at regional and college job fairs:

The advertising piece is huge for us, because we have to get our name out there. We have to build a pool of candidates because we are competing with so many other school divisions for the same candidates. I think that's a huge ... that's got to be a priority for us. We have used social media far more than we have in the past. At the same time I think that's an area where we still have opportunities to grow. I think we will get more consistent in our use of that, using multiple platforms as

new platforms are created, making sure that we are staying current with the options that are available to use.

Also, she indicated that HR reduced the amount of print advertising because it was costly and there was no evidence that it was attracting candidates for the applicant pool. As a result, ECPS uses digital media and web-based advertising as much as possible.

Another supervisor noted that advertising is a critical part of teacher recruitment and placed additional emphasis on the importance of cultivating candidates by building relationships with them. Building relationships extended throughout the recruitment process and was ongoing until candidates accepted or declined offers. This supervisor indicated that a personal touch is developed in a variety of ways. Whether it is meeting candidates at a job fair, talking with teachers on a site visit, or emailing after an interview, this supervisor emphasized the importance of maintaining a connection with each candidate through a personal relationship:

We tell them, that as big as we are, we have that family feel, that little village feel and that the expectation is that everyone is going to help support you and you see that because our mission ... When you're out in the buildings everyone wants you to succeed. That's what I tell people.

Each member of the HR team indicated that each stage of the teacher recruitment process is vital to attracting candidates and building a viable applicant pool. Throughout the process, each emphasized the importance of multiple people working together including HR representatives, recruiters, and building principals. In the face of a nationwide teacher shortage and competition with other schools divisions, the ECPS director and supervisors of HR assert that creating and cultivating relationships are the keys to successful teacher recruitment.

Recruiters. Because recruiters are utilized in the division recruitment process, HR representatives were asked how the use of recruiters aligned with division strategy. Human resources representatives placed high value on recruiters to attract and influence candidates during the teacher recruitment process. Recruiters were used at local and regional career fairs as well as college recruitment fairs in various states. Emphasis was placed on recruiter selection and roles and responsibilities such as sharing information about the school division, explaining the application process, and conducting interviews. Participants also consistently described the importance of the recruiters' belief in the mission of the school division. The director shared the importance of selecting the right recruiters and providing a diverse team when attending career fairs.

I think that it's important that we get the list of people who are interested. Select people in a strategic manner, making sure that your teams are balanced in terms of gender to the extent that you can with some of the larger fairs. In terms of their levels, meaning elementary, middle, high, special education and things of that nature. And also race, I mean I think that, that's important too, that people need to see that ECPS is not a homogenous school division. It's important to send out people who have a certain charisma and dynamic personality so that they can attract people.

Heavy emphasis was placed on the energy and enthusiasm coupled with the division and building-level knowledge to entice candidates. One of the supervisors referred to recruiters as "our cheerleaders".

They are the face of the division. It's every person who goes out recruiting is a spokesperson for our school division. They're ambassadors. We have to use positive, energetic, engaging recruiters so that we can build that pool of candidates, so that we can attract teachers coming in.

One of the supervisors shared that recruiters with these personality traits can be very influential, especially when they have experience in a school or at a specific level or grade.

It's important that we have recruiters out there like the administrators and the teachers who can tell you about day to day in the school division so they can see what it's really like to work in the school division.

Teacher candidates also indicated that recruiters were highly regarded in the recruitment process. Based on survey data, candidates who accepted positions as well as those who declined positions perceived that recruiters were personable, competent, and informative. Recruiters exhibited characteristics such as a warm personality, showed a willingness to answer questions, and told about opportunities for professional growth. Candidates consistently expressed a high level of agreement that recruiters demonstrated these characteristics which created a positive perception of ECPS.

Recruiters are relied upon by ECPS to interact with perspective candidates in an enthusiastic and positive way. ECPS selects recruiters who have these personality traits and relies on their skills to connect with candidates during the recruitment process. Introductory training is conducted for recruiters which consists of an overview of key attributes for the school division, expectations for behavior at recruitment fairs, and interview dos and don'ts. Human resource representatives explained that they should be strategic when selecting recruiters as well as when they build teams for larger recruitment fairs. Overall, recruiters are seen as the face of school division when recruiting teacher candidates.

Summary of Findings Regarding Research Question One

Interviews with human resources representatives focused on division strategy, the recruitment process, and recruiters to answer research question one. Responses revealed a focus on alignment of vision for teacher recruitment with the strategic plan of the division which centered on attracting and hiring the best candidates for the classroom.

Compensation plays a key role in attracting candidates to the school division but work place climate was seen as a higher priority. Human resources representatives indicated that a positive climate in the school and school division was a better enticement for candidates and also promoted higher retention.

The recruitment process was seen as multi-staged beginning with advertising for the school division and culminating with the acceptance or declining of a job offer. The process was viewed as dependent on multiple people working together to build a viable applicant pool to hire candidates. Within this process, the division uses recruiters to actively attract candidates to enter the applicant pool and selects recruiters based on enthusiasm, passion, and division-level knowledge. Recruiters are often seen as the face of the division and share the vision of the school division with potential candidates as they persuade them to enter the applicant pool.

Overall, human resources representatives indicated it is critical to build strong relationships and personal connections with candidates to populate the applicant pool, cultivate their interests, and secure teachers to fill vacancies.

Research Question Two: What factors do candidates identify as influencing their perception of ECPS?

To answer this question, a survey was administered to ECPS job applicants, both those who had accepted a job with ECPS as well as those who had declined the job offer. This survey was designed to target various factors that candidates identified as influencing their perception of ECPS. Division recruiters were also surveyed to help answer this research question. Candidates from 2015-16, 2016-17, and 2017-18 were asked about Job Choice factors, recruiter and interviewer behaviors, organizational fit,

and the influence of the recruitment process. A summary of all response rates and demographics are included in Appendix P. Of the candidates who accepted positions 85.71% were female and 14.29% were male. For candidates who declined positions, 81.40% were female and 18.60% were male. Over 90% of candidates who accepted positions identified their race as White with the all other races reporting less than 5%. For candidates who declined positions, 79.07% identified as White, 9.30% identified as Black or African American, and all other races reported less than 5%.

Response rates were calculated based on the American Association for Public Opinion Research (AAPOR) standards for reporting (AAPOR, 2018) and are included in Appendix P. The response rate including partial responses was 50.37% for candidates who accepted positions with ECPS. For candidates who declined positions, the overall response rate was 27.93%. For recruiters, 57 recruiters were emailed. Forty-four recruiters submitted a completed survey and two submitted partial surveys for an overall response rate of 80.70%. Due to the small sample size and low response rate for teachers who declined positions, several items had very few responses. As noted in the previous section, responses for candidates who declined positions (sample 2) will be reported primarily in aggregate. Items and/or categories that have fewer than 10 responses will not be used for analysis. Survey data will be reported based on Job Choice factors, perceptions of recruiter and interviewer behavior, perceptions of organizational fit, and the influence of the recruitment process. Additional demographic data will be reported in upcoming sections as it pertains to those findings.

Job Choice factors. Respondents who accepted positions (sample one) and those who declined positions (sample two) were asked to rate their perception of the three Job

Choice factors: objective, subjective, and critical contact. For each factor, questions asked respondents to indicate if they perceived the school division to have a specific characteristic on a Likert-type scale from “very unlikely” (1) to “very likely” (4). For comparison, recruiters (sample 3) were asked how important it was to convey that the division had that specific characteristic on a Likert-type scale from “not important at all” (1) to “very important” (4). All respondents (samples one, two, and three) were asked to rank order the Job Choice factors from “most important” (1) to “least important” (3). Mean values were calculated for each attribute within each job choice factor for each year of the study. In addition, combined mean values were calculated by using means for each attribute across all years of the study.

Objective job attributes. Respondents were asked to rate their perception of three objective job attributes based on the question, “During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?” These attributes were “competitive salary”, “job security”, and “excellent benefits”. The full summary of objective job attributes is located in Appendix Q and the combined mean values are shown in Table 5. When examining individual items from the objective job attributes, the perception that the school division had a “competitive salary” was the lowest of the three attributes among candidates who accepted positions with ECPS with an overall mean of 2.40. Overall, candidates who accepted positions had the highest perception for “job security” (3.18) followed by “excellent benefits” (2.93).

Table 5

Combined Mean Values for Objective Job Attributes

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Competitive Salary	2.40	2.79	3.40
Job Security	3.18	3.28	3.00

Excellent Benefits	2.93	3.02	3.42
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There were similar findings for candidates who declined positions. “Competitive salary” was rated the lowest across all three years of the study with an overall mean of 2.79. Candidates who declined positions had the highest perception of “job security” (3.28) followed by “excellent benefits” (3.02).

Recruiters were asked to evaluate these same attributes based on the question, “During the recruitment process, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?” The findings contrasted with the responses for samples one and two. Recruiters rated “excellent benefits” as the most important characteristic to convey to candidates (3.42). Excellent benefits was followed by “competitive salary” (3.40) and “job security” (3.00).

Subjective job attributes. Respondents were asked to rate their perception of six subjective job attributes based on the question, “During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?” Examples included “competent co-workers”, “training programs available”, and “desirable geographic location”. The full summary of subjective job attributes is located in Appendix Q and the combined mean values are shown in Table 6. For candidates who accepted positions, all subjective job attributes had mean values above 3.00 for all years of the study. The mean values for 2015-16, 2016-17, and 2017-18 were 3.19, 3.27, and 3.36, respectively. When examining combined mean values across all years of the study, candidates who accepted positions rated “having an administrator I can work with” (3.43) and “competent co-workers” (3.31) as the highest attributes. These were followed closely by “desirable geographic location” (3.30).

Table 6

Overall Mean Values for Subjective Job Attributes

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Competent co-workers	3.31	3.31	3.35
Sociable co-workers	3.26	3.29	3.28
Training programs available	3.17	3.07	3.63
Administrator I can work with	3.43	3.29	3.47
School division is a good place to work	3.22	3.19	3.88
Desirable geographic location	3.30	2.88	3.70

For candidates who declined positions, the majority of the subjective job attributes had mean values above 3.00 for all years of the study. The mean values for 2015-16, 2016-17, and 2017-18 were 3.20, 3.05, and 3.25, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “competent co-workers” (3.31), “sociable co-workers” (3.29), and “an administrator I can work with” (3.29) as the highest attributes. “Desirable geographic location” was rated the lowest with a mean of 2.88.

Recruiters were asked to evaluate these same attributes based on the question, “During the recruitment process, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?” All subjective job attributes were rated of high importance to convey to candidates with a mean of 3.55. The three most important subjective attributes were “school division is a good place to work” (3.88), “desirable geographic location” (3.70), and “training programs available” (3.63). These were followed by “administrator I can work with” (3.47), “competent co-workers” (3.35), and “sociable co-workers” (3.25).

Critical contact attributes. Respondents were asked to rate their perception of five critical contact job attributes based on the question, “During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?” Examples included “opportunities for professional learning”, “opportunities to use skills”, and “enjoyable type of work”. The full summary of objective job attributes is located in Appendix Q and the combined mean values are shown in Table 7. For candidates who accepted positions, all critical contact job attributes had mean values above 3.00 for all years of the study. The mean values for 2015-16, 2016-17, and 2017-18 were 3.27, 3.29, and 3.32, respectively. When examining combined mean values across all years of the study, candidates who accepted positions rated “enjoyable type of work” (3.40) and “opportunities to use skills” (3.38) as the highest perceived attributes. These were followed by “opportunities to demonstrate effective performance” (3.31), “opportunities for professional learning” (3.23), and “autonomy for teachers” (3.16).

Table 7

Combined Mean Values for Critical Contact Job Attributes

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Opportunities for professional learning	3.23	3.24	3.65
Enjoyable type of work	3.41	3.26	3.70
Opportunities to demonstrate effective performance	3.31	3.29	3.09
Autonomy for teachers	3.16	3.05	2.91
Opportunities to use skills	3.38	3.26	3.34

For candidates who declined positions, all critical contact job attributes had mean values above 3.00 for all years of the study. The overall mean values for 2015-16, 2016-17, and 2017-18 were 3.30, 3.03, and 3.30, respectively. Across the years of the study,

candidates who declined positions rated “opportunities to demonstrate effective performance” (3.29), “opportunities to use skills” (3.26), and “enjoyable type of work” (3.26) as the highest perceived attributes. These were followed by “opportunities for professional learning” (3.24) and “autonomy for teachers” (3.05).

Recruiters were asked to evaluate these same attributes based on the question, “During the recruitment process, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?” The majority of critical contact job attributes were rated of high importance to convey to candidates with an overall mean of 3.34. The most important critical contact job attributes were “enjoyable type of work” (3.65) and “opportunities for professional learning” (3.65). These were followed by “opportunities to use skills” (3.33), “opportunities to demonstrate effective performance” (3.09), and “autonomy for teachers” (2.91).

Importance of Job Choice factors. Respondents were asked to rank order each job choice factor in their order of preference with the factor that was most preferred in the top location. Subjective job attributes such as pleasant work environment were noted as the most important consideration when evaluating a job offer. This finding was true for all samples of the study. Subjective job attributes were followed by objective job attributes such as salary and benefits and critical contact factors such as challenging or interesting work opportunities.

For candidates who accepted positions, summary data is included in Table 8. Almost 64% (n=134) of respondents indicated that subjective job attributes were the most important factor to consider when evaluating a job offer. Forty-seven percent (n=99) of candidates ranked objective factors such as salary and benefits of secondary importance.

Table 8

Rank Order of Job Choice Factors for Candidates who Accepted Positions

	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>
Objective Factors - (Salary, Benefits)	13.33%	47.14%	39.52%
Subjective Factors - (Pleasant Work Environment)	63.81%	23.81%	12.38%
Critical Contact - (Challenging/interesting work opportunities)	22.86%	29.05%	48.10%

For candidates who declined positions, summary data is included in Table 9. Over 58% (n=15) of respondents indicated that subjective job attributes were the most important factor to consider when evaluating a job offer. Thirty-eight percent (n=10) of candidates ranked objective factors such as salary and benefits of secondary importance.

Table 9

Rank Order of Job Choice Factors for Candidates who Declined Positions

	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>
Objective Factors - (Salary, Benefits)	38.46%	38.46%	23.08%
Subjective Factors - (Pleasant Work Environment)	57.69%	34.62%	7.69%
Critical Contact – (Challenging/interesting work opportunities)	3.85%	26.92%	69.23%

Summary data for recruiters is included in Table 10. Almost 70% (n=20) of respondents indicated that subjective job attributes were the most important factor to consider when evaluating a job offer. Sixty-two percent (n=18) of candidates ranked objective factors such as salary and benefits of secondary importance.

Table 10

Rank Order of Job Choice Factors by Recruiters

	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>
Objective Factors - (Salary, Benefits)	17.24%	62.07%	20.69%

Subjective Factors - (Pleasant Work Environment)	68.97%	17.24%	13.79%
Critical Contact – (Challenging/interesting work opportunities)	13.79%	20.69%	65.52%

Perceptions of recruiter behavior. The perception of recruiter behavior was evaluated based on three categories: personableness, competence, and informativeness. Within each category, respondents were asked to indicate their level of agreement that a recruiter exhibited a given characteristic based on a Likert-type scale from “strongly disagree” (1) to “strongly agree” (4). For comparison, recruiters were asked how important it was to exhibit the specific characteristics on a scale from “not important at all” (1) to “very important” (4). Mean values were calculated for each attribute within each category of recruiter behavior for each year of the study. In addition, combined mean values were calculated by combining means for each attribute across all years of the study. Over 35% (n=101) of candidates who accepted positions indicated that they spoke with a recruiter at a job fair. Over 41% (n=18) of candidates who declined positions indicated that they spoke with a recruiter at a job fair.

Personableness. Respondents were asked whether recruiters exhibited eight behaviors related to the personable characteristics. Examples included “warm personality”, “cooperative”, and “likable”. The full summary of the recruiter behaviors related to personableness is located in Appendix R and the combined mean values are shown in Table 11. All candidates who accepted positions indicated a high level of agreement across all years of the study that recruiters exhibited behaviors related to personableness. The mean values for 2015-16, 2016-17, and 2017-18 were 3.49, 3.66, and 3.50, respectively. When examining combined mean values across all years of the study, candidates who accepted positions rated “showed respect for your

accomplishments” (3.66), “likeable” (3.63), and “warm personality” (3.61) as the most exhibited characteristics. The range for all characteristics was 3.66 to 3.44.

Table 11

Combined Mean Values for Recruiter Behaviors Related to Personableness

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Warm personality	3.61	3.47	4.00
Thoughtful	3.52	3.23	3.70
Trustworthy	3.48	3.00	3.93
Socially-perceptive: senses others’ feelings	3.44	3.12	3.77
Cooperative	3.55	3.11	3.77
Showed respect for you as a person and for your accomplishments	3.66	3.30	3.91
Liked you	3.53	3.31	3.44
Likeable	3.63	3.31	3.74

The majority of responses from candidates who declined positions indicated agreement that recruiters exhibited behaviors related to personableness. For all years of the study, the overall mean values were above 3.0. The mean values for 2015-16, 2016-17, and 2017-18 were 3.32, 3.06, and 3.20, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “warm personality” (3.47), “likeable” (3.31), and “liked you” (3.31) as the highest attributes. The range for all characteristics was 3.47 to 3.00. When compared to candidates who accepted positions with the school division, all eight characteristics were rated lower by candidates who declined positions.

Recruiters placed great importance on exhibiting behaviors related to personableness. This category had an overall mean of 3.78. All recruiters indicated that it was very important to exhibit a “warm personality” (4.00). This characteristic was

followed by “trustworthy” (3.93) and “showed respect for you as a person” (3.91). The range for this category was 4.00 to 3.44.

Competence. Respondents were asked whether recruiters exhibited seven behaviors related to the competence. Examples included “willing to answer questions”, “was professional,” and “was knowledgeable about the school division.” The full summary of the recruiter behaviors related to competence is located in Appendix R and the combined mean values are shown in Table 12. All candidates who accepted positions indicated a high level of agreement across all years of the study that recruiters exhibited behaviors related to competence. The mean values for 2015-16, 2016-17, and 2017-18 were 3.62, 3.69, and 3.60, respectively. When examining combined mean values across all years of the study, candidates rated “was professional” (3.72), was “grammatically precise,” and was “knowledgeable about the school division” (3.69) as the highest attributes. The range for this category was 3.72 to 3.50.

Table 12

Combined Mean Values for Recruiter Behaviors Related to Competence

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Willing to answer questions	3.68	3.41	3.95
Was professional	3.72	3.47	3.93
Answered questions completely	3.64	3.47	3.79
Knowledgeable of the school division	3.69	3.47	3.88
Grammatically precise	3.70	3.41	3.65
Well acquainted with the potential job	3.50	3.24	3.53
Asked interesting and relevant questions	3.52	3.35	3.49

The majority of responses from candidates who declined positions indicated agreement that recruiters exhibited behaviors related to competence during their

interactions. For all years of the study, the overall mean values were above 3.0. The mean values for 2015-16, 2016-17, and 2017-18 were 3.75, 3.11, and 3.41, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “knowledgeable about the school division” (3.47), “answered questions completely” (3.47), and “was professional” (3.47) as the highest perceived attributes. The range for all characteristics was 3.47 to 3.23. When compared to candidates who accepted positions with the school division, all seven characteristics were rated lower by candidates who declined positions.

Recruiters placed a high level of importance on exhibiting behaviors related to competence. This category had an overall mean of 3.75. Recruiter responses indicated that the following categories were of high importance: “willing to answer questions” (3.95), “was professional” (3.93), and “knowledgeable about the school division” (3.88). The range for this category was 3.95 to 3.49.

Informativeness. Respondents were asked whether recruiters exhibited five behaviors related to the informativeness. Examples included “told about opportunities for professional growth”, “gave information about supervision”, and “indicated the kind of teacher the school division was looking for.” The full summary of the recruiter behaviors related to informativeness is located in Appendix R and the combined mean values are shown in Table 13. Candidates who accepted positions indicated a moderate level of agreement across all years of the study that recruiters exhibited behaviors related to informativeness. The mean values for 2015-16, 2016-17, and 2017-18 were 2.96, 3.09, and 3.11, respectively. When examining combined mean values across all years of the study, candidates rated “indicated the kind of teacher school division was looking for”

(3.28), “gave balanced view of the school division” (3.10), and “told about opportunities for professional growth” (3.03) as the highest perceived attributes. The range for this category was 3.33 to 2.86.

Table 13

Combined Mean Values for Recruiter Behaviors Related to Informativeness

	<u>Accepted</u>	<u>Declined</u>	<u>Recruiters</u>
Told about opportunities for professional growth	3.03	3.00	3.65
Gave information about supervision	2.86	2.76	3.07
Spoke of job in great detail	2.97	3.00	3.12
Gave balanced view of school division	3.10	3.18	3.42
Indicated kind of teacher school division was looking for	3.28	3.29	3.47

The majority of responses from candidates who declined positions indicated agreement that recruiters were perceived to be informative during their interactions. For all years of the study, the overall mean values for 2015-16, 2016-17, and 2017-18 were 2.80, 3.12, and 3.13, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “indicated kind of teacher school division was looking for” (3.29) and “gave a balanced view of the school division” (3.18) as the highest perceived attributes. The range for this category was 3.29 to 2.76

Recruiters placed a modest level of importance on exhibiting behaviors related to informativeness. This category had an overall mean of 3.35. Recruiter responses indicated that the following categories were most important: “told about opportunities for professional growth” (3.65), “indicated kind of teacher the division was looking for” (3.47), and “gave a balanced view of the school division” (3.42). Categories of relatively

lower importance were “spoke of the job in great detail” (3.12) and “gave information about supervision” (3.07). The range for this category was 3.65 to 3.07.

Perceptions of interviewer behavior. The perception of interview behavior was evaluated very similarly to recruiter behavior and was based on three categories: personableness, competence, and informativeness. Candidates were asked to provide their perceptions of their first interviewer. If their interview consisted of multiple people, they were asked to provide their overall impression. Within each category, respondents were asked to indicate if an interviewer exhibited a given characteristic based on a Likert-type scale from “strongly disagree” (1) to “strongly agree” (4). Mean values were calculated for each attribute within each category of interviewer behavior for each year of the study. In addition, combined mean values were calculated using means for each attribute across all years of the study. Recruiters were not utilized for comparison as candidates were asked to base their responses on their first interview with ECPS which could have occurred at a job fair with a recruiter, at a school site, or at central office.

Personableness. Respondents were asked whether their interviewer(s) exhibited eight behaviors related to the personableness. Examples included “warm personality”, “cooperative”, and “likable.” The full summary of the interviewer behaviors related to personableness is located in Appendix S and the combined mean values are shown in Table 14. Candidates who accepted positions indicated a high level of agreement across all years of the study that interviewers exhibited behaviors related to personableness. The mean values for 2015-16, 2016-17, and 2017-18 were 3.45, 3.56, and 3.55, respectively. When examining combined mean values across all years of the study, candidates rated “respect for your accomplishments” (3.62), “liked you” (3.55), and “warm personality”

(3.55) as the highest perceived attributes. The range for all characteristics was 3.62 to 3.50.

Table 14

Combined Mean Values for Interviewer Behaviors Related to Personableness

	<u>Accepted</u>	<u>Declined</u>
Warm personality	3.55	3.57
Thoughtful	3.51	3.50
Trustworthy	3.50	3.43
Socially-perceptive: senses others' feelings	3.47	3.47
Cooperative	3.50	3.50
Showed respect for you as a person and for your accomplishments	3.62	3.57
Liked you	3.55	3.53
Likeable	3.54	3.54

The majority of responses from candidates who declined positions indicated agreement that interviewers exhibited the eight behaviors related to personableness during their interview. For all years of the study, the overall mean values were above 3.0. The mean values for 2015-16, 2016-17, and 2017-18 were 3.64, 3.24, and 3.62, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “warm personality” (3.58), “showed respect for you as a person and for your accomplishments” (3.57), and “likeable” (3.54) as the highest perceived attributes. The range for this category was 3.58 to 3.43. Candidates who accepted positions and those who declined positions had very similar perceptions about interviewer personableness.

Competence. Respondents were asked whether interviewer(s) exhibited seven behaviors related to the competence during the interview. Examples included “willing to answer questions”, “was professional”, and “knowledgeable about the school division”.

The full summary of the interviewer(s) behaviors related to competence is located in Appendix S and the combined mean values are shown in Table 15. All candidates who accepted positions indicated a high level of agreement across all years of the study that interviewer(s) exhibited behaviors related to competence. The mean values for 2015-16, 2016-17, and 2017-18 were 3.50, 3.64, and 3.66, respectively. When examining combined mean values across all years of the study, candidates rated “was professional” (3.65), “knowledgeable about the school division” (3.63), and “grammatically precise” (3.62) as the highest rated attributes. The range for this category was 3.65 to 3.56.

Table 15

Combined Mean Values for Interviewer Behaviors Related to Competence

	<u>Accepted</u>	<u>Declined</u>
Willing to answer questions	3.62	3.50
Was professional	3.65	3.57
Answered questions completely	3.61	3.54
Knowledgeable of the school division	3.63	3.57
Grammatically precise	3.62	3.54
Well acquainted with the potential job	3.56	3.39
Asked interesting and relevant questions	3.59	3.32

The majority of responses from candidates who declined positions indicated agreement across all years of the study that interviewers exhibited the seven behaviors related to competence during their interview. The overall mean values were above 3.0. The mean values for 2015-16, 2016-17, and 2017-18 were 3.60, 3.18, and 3.64, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “knowledgeable of the school division” (3.57), “was professional” (3.57), “grammatically precise” (3.54), and “answered questions

completely” (3.54) as the highest perceived attributes. The range for this category was 3.57 to 3.32. When compared to candidates who accepted positions with the school division, all seven characteristics of competence were rated lower by candidates who declined positions.

Informativeness. Respondents were asked whether interviewer(s) exhibited five behaviors related to the informativeness. Examples included “told about opportunities for professional growth”, “gave information about supervision”, and “indicated the type of teacher the school division was looking for.” The full summary of the interviewer behaviors related to informativeness is located in Appendix S and the combined mean values are shown in Table 16. Candidates who accepted positions indicated a moderate level of agreement across all years of the study that recruiters exhibited behaviors related to competence. The mean values for 2015-16, 2016-17, and 2017-18 were 3.05, 3.04, 3.23, respectively. When examining combined mean values across all years of the study, candidates rated “indicated the kind of teacher school division was looking for” (3.31), “spoke of the job in great detail” (3.22) and, “gave balanced view of the school division” (3.11) as the highest perceived attributes. The range for this category was 3.31 to 2.95.

Table 16

Combined Mean Values for Interviewer Behaviors Related to Informativeness

	<u>Accepted</u>	<u>Declined</u>
Told about opportunities for professional growth	2.95	3.10
Gave information about supervision	3.03	3.04
Spoke of job in great detail	3.22	3.29
Gave balanced view of school division	3.11	3.36
Indicated kind of teacher school division was looking for	3.31	3.28

The majority of responses from candidates who declined positions indicated agreement that interviewers exhibited characteristics related to informativeness across all years of the study. The mean values for 2015-16, 2016-17, and 2017-18 were 3.13, 3.43, and 3.13, respectively. When examining combined mean values across all years of the study, candidates who declined positions rated “gave balanced view of the school division” (3.36) and “spoke of the job in great detail” (3.29) as the highest perceived attributes. The range for these characteristics was 3.36 to 3.01.

Perceptions of Organizational Fit. Organizational Fit was examined for samples one and two to determine the level of importance of this variable on several outcomes. Candidates were asked to rate the importance of fit with the school division and fit with the school where they would work. Candidates were then asked to evaluate the importance of these two variables with respect to each other. Finally, candidates were asked to rate the importance of fit when evaluating their decision to accept or decline the offer with ECPS. Responses were provided based on a Likert-type scale from “not important at all” (1) to “extremely important” (5).

Fit with the school division. All samples noted in Table 4 were asked to evaluate the importance of fit with the school division. Summary responses are listed in Table 17. Overall, candidates who accepted positions, candidates who declined positions, and recruiters placed high importance on fit with the school division.

Table 17

Importance of Fit with the School Division

	Accepted (n=271)	Declined (n=42)	Recruiters (n=44)
Not at all important-1	0.74%	0.00%	0.00%
Slightly important-2	3.69%	0.00%	4.55%

Moderately important-3	19.56%	9.52%	18.18%
Very important-4	47.97%	61.90%	56.82%
Extremely important-5	28.04%	28.57%	20.45%
Mean	3.99	4.19	3.93

Note: Survey question: *Based on your overall job search, how important was it that you fit with a school division?* ”

More than 99% of respondents who accepted positions with the school division indicated that fit with a school division had some level of importance with ninety-six percent of this sample indicating that fit with a school division was at least of moderate importance. The mean for this sample of 3.99. One hundred percent of candidates and recruiters who declined positions indicated that fit with a school division was at least of moderate importance. The overall mean values for candidates who declined positions and recruiters were 4.19 and 3.93, respectively.

Fit with the school site. Candidates were asked to rate the importance of fit with the school where they would work. Summary responses are listed in Table 18. Overall, candidates who accepted positions, candidates who declined positions, and recruiters placed high importance on fit with the school where a candidate would work.

Table 18

Importance of Fit at the School Level

	Accepted (n=271)	Declined (n=42)	Recruiters (n=44)
Not at all important-1	0.74%	0.00%	0.00%
Slightly important-2	1.85%	0.00%	2.27%
Moderately important-3	9.23%	4.67%	4.55%
Very important-4	40.59%	47.62%	40.91%
Extremely important-5	47.60%	47.62%	52.27%
Mean	4.32	4.43	4.43

Note: Survey question: *Based on your overall job search, how important was it that you fit with the school where you would work?*

More than 99% of respondents indicated that fit with the school where they would work had some level of importance. Ninety-seven percent of candidates who accepted positions indicated that fit with the school division was at least of moderate importance with 88% of these candidates indicating that it was “very important” (4) or “extremely important” (5). The overall mean was 4.32 for the sample. All candidates who declined positions and all recruiters indicated that fit with the school division was at least of moderate importance. Over 95% of candidates who declined positions indicated that fit with the school where they would work was “very important” (4) or “extremely important” (5). This finding was true for over 93% for recruiters. The overall mean for candidates who declined positions was 4.43. Recruiters followed the same trend with a mean of 4.43.

Fit with the division vs. the school site. All samples were asked which level of fit was more important – the school division or the specific school site. Summary responses are listed in Table 19.

Table 19

Comparison of Fit with the Division or School

	Accepted (n=271)	Declined (n=42)	Recruiters (n=44)
Fit with the school division	0.74%	5.71%	56.82%
Fit with the school where I would work	68.63%	65.71%	40.91%
Both are equally important	29.52%	28.57%	2.27%
Both are not important at all	1.11%	0.00%	0.00%

Note: Survey question: *Which level of fit is more important - the school division or the school where you work would work*

When asked to compare the two levels of fit, candidates who accepted offers and those who declined offers were very similar in their responses. Over 68% of candidates who accepted positions indicated that fit with the school where they would work was most important compared to 65.71% of candidates who declined positions. The majority of recruiters indicated that fit with the school division was the most important (56.82%). Recruiters noted that fit with the school where candidates would work was of lesser importance (40.91%). Only 2.27 percent stated that they were of equal importance.

Influence of the recruitment process. For this study, the recruitment process was examined through the interactions between prospective teacher candidates and representatives of ECPS during the job search. Candidates were asked to rate the influence of the recruitment process on their overall attraction to apply to the school division and their final decision to accept or decline their job offer. Recruiters were asked how influential they thought the recruitment process to be in these same two areas. Rating were based on a Likert-type scale from “not influential at all” (1) to “extremely influential” (5).

Attraction to apply to the school division. Almost half of the candidates (48.52%) who accepted offers from ECPS indicated that the recruitment process was at least moderately influential on their attraction to apply to the school division. A summary of responses is noted in Table 20. Over 52% of this sample indicated that the process was slightly influential or of no influence in their attraction to apply to the school division with 37.78% indicating that the recruitment process was not influential at all. This pattern was consistent with the responses from candidates who declined offers. Approximately 52% of candidates who declined offers indicated that the recruitment process was at least

moderately influential. Forty-seven percent of this sample indicated that the process was slightly influential or of no influence in their attraction to apply to the school division with 38.10% indicating that the recruitment process was not influential at all. This pattern was not consistent with the responses from the recruiters. Overall, 95% of recruiters indicated that the recruitment processes was at least moderately influential in attracting candidates to the school division. Only 4.55% indicated that the process was slightly influential and no recruiters indicated that the process was not influential at all.

Table 20

Influence of the Recruitment Process on Attraction to Apply to ECPS

	<u>Accepted (n=270)</u>	<u>Declined (n=42)</u>	<u>Recruiters (n=44)</u>
Not influential at all – 1	37.78%	38.10%	0.00%
Slightly influential – 2	13.70%	9.52%	4.55%
Moderately influential – 3	22.59%	14.29%	25.00%
Very influential – 4	17.41%	28.57%	47.73%
Extremely influential – 5	8.52%	9.52%	22.73%
Mean	2.45	2.62	3.89

Summary of Findings Regarding Research Question Two

Surveys were administered to teacher candidates who accepted and declined positions with the school division for the 2015-16, 2016-17, and 2017-18 school years. Responses provided insight into the various factors that candidates identified as influencing their perception of ECPS to answer research question two. Recruiters provided addition insight into factors that influenced teacher perception. Samples were asked about Job Choice factors, recruiter and interviewer behaviors, organizational fit, and the influence of the recruitment process.

Candidates perceived that ECPS possessed several factors related to the factors of Job Choice and that subjective factors were important in their perception of a school or school division. Teacher candidates perceived that recruiters and interviewers conveyed several behaviors related to personableness, competence and informativeness with the perception of behaviors related to informativeness being a relative weakness. Recruiters were similar in their self-assessment of these behaviors. Teacher candidates and recruiters indicated a strong importance for organizational fit. Whether it was fit with the school division or school where a candidate would work, organization fit was a high priority. When examining the influence of the ECPS recruitment process on fit with ECPS, candidates indicated a variety of responses. This finding was contrary to division recruiters who reported that the recruitment process had great influence on a candidate's attraction to the division and their decision to accept or decline an offer. Candidates had a positive perception of recruiters and interviewers in ECPS based on their evaluation of recruiter and interviewer characteristics. Candidates indicated that fit with the school division and the school where they would work were important factors in their perception of ECPS and that the process had varying influences on their overall perception of the school division.

Research Question Three: What factors do candidates identify as influencing their job choice decisions?

To answer this question, a survey was administered to ECPS job applicants, both those who had accepted a job with ECPS as well as those who had declined a job offer. This survey was designed to target various factors that candidates identified as influencing their decision to accept or decline an offer with ECPS. Division recruiters

were also surveyed to help answer this research question. Survey data highlighted the findings related to the importance of fit in when candidates evaluated their offer and the overall influence of the recruitment process on a candidate's overall job choice decision. Several process variables (e.g. age, years of experience) were examined for trends related to job choice.

Samples one and two were asked to indicate the overall importance of fit when they evaluated the offer from ECPS. Summary responses are listed in Table 21.

Table 21

Overall Importance of Fit

	<u>Accepted (n=271)</u>	<u>Declined (n=42)</u>
Not at all important-1	1.48%	11.90%
Slightly important-2	7.01%	14.29%
Moderately important-3	17.71%	28.57%
Very important-4	47.60%	38.10%
Extremely important-5	26.20%	7.14%
Mean	3.90	3.14

Note: Survey question: *When you evaluated the offer from ECPS, what was the overall importance of your fit in your decision to accept/decline the offer?*

Overall, the majority of candidates who accepted positions and candidates who declined positions placed a high level of importance on fit when they evaluated the offer from ECPS. Over 91% of candidates who accepted positions indicated that fit was at least moderately important. Fewer than 9% of candidates indicated that fit was of slight or no importance in their decision to accept the offer. For candidates who declined their offer, the percentages were lower in comparison. About 75% of the candidates indicated that fit was at least moderately important with one quarter of the sample indicating that fit was of slight or no importance when they evaluated the offer from ECPS.

When examining the influence of the process on the job choice decision, about half of the candidates (50.73%) who accepted offers from ECPS indicated that the recruitment process was at least moderately influential on their job choice decision. A summary of responses is noted in Table 22. The remaining portion of this sample (49.27%) indicated that the process was slightly influential or of no influence in their job choice decision with 37.14% (n=91) indicating that the recruitment process was not influential at all. The influence of the recruitment process was viewed less favorably by those who declined positions. Less than one in three candidates (28.57%) who declined offers indicated that the recruitment process was at least moderately influential with no candidates indicating that the process was extremely influential. The remaining portion of this sample (71.43%) indicated that the process was slightly influential or of no influence in their job choice decision with 57.14% indicating that the recruitment process was not influential at all. These patterns were not consistent with the responses from the recruiters. Overall, 89% of recruiters indicated that the recruitment processes was at least moderately influential on a candidate when they were deciding whether to accept or decline an offer. Only 11.36% indicated that the process was slightly influential and no recruiters indicated that the process was not influential at all.

Table 22

Influence of the Recruitment Process on Job Choice

	<u>Accepted (n=270)</u>	<u>Declined (n=42)</u>	<u>Recruiters (n=44)</u>
Not influential at all – 1	33.70%	57.14%	0.00%
Slightly influential – 2	15.56%	14.29%	11.36%
Moderately influential – 3	24.44%	21.43%	18.18%
Very influential – 4	14.81%	7.14%	40.91%
Extremely influential – 5	11.48%	0.00%	29.55%

Mean	2.55	1.79	3.89
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Recruitment process variables. The influence of the recruitment process was further examined based on several demographic factors. The age of the candidate at the time of the offer, the years of experience of the candidate at the time of the offer, the grade level of position sought, the number of offers extended to the candidate including the offer from ECPS, and the potential need to relocate were all examined to inspect the influence of the recruitment process on a candidate's attraction to apply to the school division and the influence on their overall job choice. Summary data for these variables for candidates who accepted positions is included in Appendices T and U. Data for candidates who declined positions is included in Appendices V and W.

Age. Respondents were asked to provide their age based on several ranges. These ranges were used to examine if the influence of the recruitment process on attraction to apply to the school division and overall job choice varied by age. Respondents who were less than 26 years old indicated the highest influence of the recruitment process on their attraction to apply to the school division as well as their decision to accept the offer from ECPS. Over 62% (n=51) of respondents in this age range rated the influence on their attraction to apply as at least moderate while 67% (n=55) of these same respondents indicated that they were at least moderately influenced by the recruitment process when evaluating the job offer. This was followed by candidates in the 26-30 age range for both attraction to apply and job choice. Candidates older than 30 found the recruitment process to be much less influential in their attraction to apply to the school division. An upward trend in both categories was seen for candidates aged 50 or above with over half of the respondents rating the recruitment process influential in attraction to apply and the

decision to accept the job offer. For candidates who declined positions, over 60% of respondents aged 26 and below (n=9) indicated the recruitment process was at least moderately influential in their attraction to apply to the school division. This finding was similar to the attraction to apply that was reported by respondents who accepted positions in this age range (62.20%). However, only 26.67% (n=4) of respondents in the less than 26 age range indicated that the recruitment process had a moderate influence on their decision to decline the offer from ECPS with no respondents reporting that the process had a strong influence. Approximately 20% (n=3) of respondents in this age range indicated that the process had a slight influence on their decision with over 50% (n=8) of respondents indicating that the recruitment process had no influence at all on their decision to decline the job offer.

Years of experience. Respondents were asked to provide their years of experience at the time of the offer from ECPS. Responses were used to examine if the influence of the recruitment process on attraction to apply to the school division and overall job choice varied by their years for experience. Respondents who were beginning their first year of teaching indicated the highest influence of the recruitment process on their attraction to apply to the school division as well as their decision to accept the offer from ECPS. Over 57% (n=68) of respondents rated the influence on their attraction to apply as at least moderate while 62% (n=73) of respondents indicated that they were at least moderately influenced by the recruitment process when evaluating the job offer. Respondents with one or more years of experience indicated that the recruitment process had a much lower influence on their attraction to apply to the school division as well as their decision to accept the offer from ECPS. Almost 60% (n=89) of respondents with

more than a year of experience indicated that the recruitment process was slightly influential in their attraction to apply to the division and their decision to accept a position. For candidates who declined offers, 56% of those who had no teaching experience (n=18) indicated that the recruitment process was at least moderately influential in their attraction to apply to the school division. This finding was similar to the attraction to apply reported by respondents who accepted positions in the same age range (61.86%). However, only 28% of these respondents indicated that the recruitment process had a moderate influence on their decision to decline the offer from ECPS with no respondents reporting that the process had a strong influence. This finding was a stark difference between this experience range for respondents who accepted offers (61.86%). For respondents who had more than six years of experience, 50% indicated that the recruitment process had at least a moderate influence on their attraction to apply to the division while 40% reported to be at least moderately influenced when deciding to decline the job offer. These findings were similar to respondents who accept positions with the division.

Grade level of position sought. Respondents were asked to provide the grade level of the position that was included in the offer from ECPS. Responses were used to examine if the influence of the recruitment process on attraction to apply to the school division and overall job choice varied if the position was for an elementary, middle, or high school teacher. Overall, there was minimal variation between the responses by grade level. The percentage of respondents who indicated that the recruitment process was at least moderately influential on their attraction to apply to the school division was 49.99%, 42.86%, and 50.01% for elementary, middle, and high school positions,

respectively. When examining the influence on their decision to accept the job offer, the percentages were 50.00%, 53.58%, and 49.99%. For candidates who declined positions, elementary (n=15) and middle (n=17) will be reported. Elementary and middle respondents were similar in their reports of at least moderate influence of the recruitment process on attraction to apply to the school division (59.99% and 52.94%). When examining the influence on their decision to decline their offer, elementary (26.67%) and middle (29.41%) respondents were considerably lower in their reports of at least moderate influence on their job choice decision.

Number of offers extended to the candidate. Respondents were asked to indicate the total number of job offers extended to them at the time of the offer from ECPS. Respondents were asked to include the offer from ECPS in this response. Responses were used to examine if the influence of the recruitment process on attraction to apply to the school division and overall job choice varied the total number of job offers received. Overall, there was minimal variation between the responses by number of job offers that the respondent received. Respondents who had two or three job offers to consider reported the highest influence of the recruitment process on their attraction to apply to the school division and the highest influence on their decision to accept the offer. Respondents who only had one offer reported the lowest influence of the recruitment process on their attraction to apply to the division and their decision to accept. For these respondents, 43% (n=53) indicated that the process was at least moderately influential on their attraction to apply to the division and 47% (n=58) indicated at least moderate influence on their decision to accept the offer. For respondents who declined positions, those who received two job offers (n=12) or three job offers (n=16) will be reported.

There was not much variation between these two groups when examining the influence of the process on the attraction to apply to the school division. Half of the respondents receiving two offers indicated at least moderate influence of the recruitment process on their attraction to apply to the school division while 56.25% of respondents who received three offers indicated this level of attraction to apply. One in three respondents indicated at least moderate influence of the process on their decision to decline the offer while one in four of respondents who received three offers indicating this level of influence.

Relocation. Respondents were asked to indicate the potential need to relocate when they considered the offer from ECPS. Choices were relocation from outside the state of Virginia, relocation from within the state of Virginia, and no relocation was required. Responses were used to examine if the influence of the recruitment process on attraction to apply to the school division and overall job choice varied by the need to relocate for the position. When examining respondents who accepted positions with ECPS, those who relocated from outside of the state indicated the most influence by the recruitment process. For these respondents, 57% (n=38) indicated that the process was at least moderately influential on their attraction to apply to the division and 58% (n=39) indicated at least moderate influence on their decision to accept the offer. Respondents who did not require relocation reported the least influence on their attraction to apply to the school division and their decision to accept a position. For these respondents, 43% (n=69) indicated that the process was at least moderately influential on their attraction to apply to the division and 47% (n=74) indicated at least moderate influence on their decision to accept the offer. For respondents who declined offers, respondents who would require relocation from outside of the state (n=14) and respondents requiring no

relocation (n=19) were reported. These responses saw the same general trend albeit more pronounced. For the respondents requiring relocation from outside of the state, 64% indicated that the process was at least moderately influential on their attraction to apply to the division and 43% indicated at least moderate influence on their decision to accept the offer. For the respondents requiring no relocation, 47% indicated that the process was at least moderately influential on their attraction to apply to the division and 26% indicated at least moderate influence on their decision to accept the offer.

Summary of Findings Regarding Research Question Three

Surveys were administered to teacher candidates who accepted and declined positions with the school division for the 2015-16, 2016-17, and 2017-18 school years to gain insight into their perception of ECPS. A survey of recruiters provided additional insight into these factors for comparison. Findings were presented regarding a candidate's perception of the factors of organization fit and the recruitment process when evaluating the job offer from ECPS.

Candidates indicated that organizational fit was very important when considering the job offer from ECPS. This finding was evident for candidates who accepted positions and those who declined positions. When examining the recruitment process, candidates indicated varying levels of influence of the process on their decision to accept or decline an offer with ECPS. This finding was contrary to division recruiters who reported that the recruitment process had great influence on a candidate's decision to accept or decline an offer with the school division. Several process variables were examined to further highlight the influences of the recruitment process on a candidate's decision-making process with variations seen based on a candidate's age, years of

experience, and need to relocate for the position. In summary, there was wide range of responses from candidates as to the influence of the recruitment process on their job choice decisions.

Section Summary

Qualitative interview data and quantitative survey data were captured to answer the three research questions for this study. Three human resources representatives provided division-level insight into strategy, the recruitment process, Job Choice, recruiters and organizational fit. This data, when combined with the survey data from teacher candidates and recruiters, provided a picture of the teacher recruitment process in Eagle City Public Schools. Perceptions of job choice factors, recruiters, interviewers, and organization fit provided insight into the nature of recruitment in ECPS, the factors that influenced a candidate's perception of ECPS, and the factors that influenced a candidate's job choice decision. Several process variables such as age, years of experience, and relocation provided additional insight into the influences of the recruitment process from the candidate perspective.

Taken together the data collected for this study, point to five key themes:

1. Teacher recruitment is viewed as a multi-staged process in ECPS.
2. Recruiters and interviewers are highly regarded in the teacher recruitment process in ECPS.
3. Teacher candidates, human resources representatives, and recruiters each view subjective factors as most important in a candidate's decision to accept or decline offers with ECPS.

4. Teacher candidates value organizational fit at the school level while recruiters indicate that organizational fit with the school division is most important.
5. Recruiters indicate that the recruitment process strongly influences a candidate's decision-making process however teacher candidates report a range of influences their attraction to apply to ECPS and their decision to accept or decline a job offer.

In the following section, I will discuss each of these themes as they related to the conceptual framework and teacher recruitment literature. Four recommendations based on these themes will be presented, along with limitations and implications for future research.

SECTION FIVE: DISCUSSION

Attracting highly qualified teachers is critical to operating successful schools. Given extensive teacher shortages that are reported both regionally and nationally, it is imperative that school divisions have viable teacher recruitment processes to attract and secure candidates for teaching positions. Candidates assert that the recruitment process is influential in their attraction to ECPS as well as their overall job choice. Recruiters agree that their role is an impactful and indispensable part of the recruitment process. The literature is clear: teacher recruitment matters and should be viewed as a strategic venture in all organizations.

This discussion will focus on five key themes that emerged from the analysis of the qualitative and quantitative data sources during this research project. Cumulatively, these findings and the insight provided from Job Choice Theory, address the research questions underlying this research. In this section, a discussion of the themes, the limitations of the study, implications for research, and recommendations for practices will be provided.

Theme 1: Teacher Recruitment is viewed as a multi-staged process in ECPS

Human resources representatives indicated that the teacher recruitment process consists of several stages through which a candidate progresses. Candidates may enter the process through varying avenues and it is the role of human resources to help candidates navigate the process and provide support to keep them engaged. All interviews with human resources representatives indicated that the teacher recruitment process was not complete until a candidate accepted or declined a job offer.

The director of human resources indicated that teacher recruitment begins with some form of interest and candidates are attracted to ECPS in many ways. Attraction to apply to the division can occur through job postings online, career fairs at colleges and universities, and word of mouth via peers and current teachers. Regardless of the method, the director indicated that candidates develop an interest in ECPS and it is that interest that is cultivated into the submission of an online application. This stage of the teacher recruitment process was described as critical for the success of teacher recruitment due to competition with surrounding divisions and national and regional teacher shortages. Human resources representatives indicated that it is important to provide multiple ways to attract candidates to the school division. ECPS relies on its website to provide detailed information for perspective candidates, has established relationships with colleges and universities to provide information to education students, and uses additional human resources staffing to follow up with candidates on a regular basis.

After a candidate develops an interest for ECPS, human resources representatives encourage the perspective candidates to submit an online application and interview for open or potential teaching vacancies. Follow-up phone calls, emails, and site visits are utilized to maintain an applicant in the recruitment process and provide additional information that may be helpful for a candidate when they evaluate the school division and a potential school site. Human resources representatives rely on administrators and teachers to provide support at the school level. In addition, human resources utilizes a teacher ambassador who serves as a primary point of contact for perspective teachers. This ambassador makes direct contact with candidates to provide ongoing support.

Human resources representatives report that this ambassador has been well received by incoming teacher candidates.

The final stage of the teacher recruitment process is the distribution of the job offer. Offers are extended exclusively by human resources representatives after a recommendation is received from a building principal. After reviewing the online application, credentials, and criminal history, an offer is sent directly to the perspective candidate. This offer typically details the school site for the offer, contract dates, and salary. In addition, details are shared about the activities and events that are required of incoming teachers. Once an offer is extended to a candidate, human resources representatives and building level staff follow up in an attempt to secure a positive response to the offer. After the response is received, the recruitment process closes for that candidate.

This finding is consistent with Barber (1998) who described recruitment as a multi-staged process that allows employers to target candidates with specific skills for their organization. Furthermore, Barber (1998) highlights three key stages in the recruitment process: candidate outreach, enticing candidates to remain in the applicant pool, and persuading candidates to accept job offers. Similar to Barber (1998), ECPS human resources representatives indicated that teacher recruitment begins with initial attraction and continues until a candidate accepts or declines a position and focuses attention on cultivating interest throughout the recruitment process. The process used by ECPS incorporates several stages as those described by Taylor and Bergmann (1987) such as campus interviews, site visits, and job offers. ECPS's recruitment process also aligns with the two types of recruitment activities identified by Breugh (1992):

1. Identifying the candidates who apply for any given position.
2. Impacting a candidate's decision to accept or decline a job offer.

During the teacher recruitment process, ECPS has developed a process which emulates the process outlined by Breugh and Starke (2000) which defines recruitment objectives, strategy development, recruitment activities, intervening and process variables, and recruitment results. These researchers surmised that attention should be focused on the entire recruitment process to better understand the complexity of recruitment and understand why candidates make the decision they do. ECPS representatives assert that teacher recruitment is a complex, multi-staged process which requires strategy and human resources to secure candidates for its classrooms.

Theme 2: Recruiters and interviewers are highly regarded in the teacher recruitment process in ECPS

ECPS uses recruiters to attract teacher candidates and conduct interviews during local and regional career recruitment fairs. Interviews are also conducted at central office or at the building sites. Recruiters are viewed as ambassadors for the school division and are responsible for connecting with perspective candidates, serving as spokespeople for the school division, and sharing specific information about job opportunities.

Interviewers have similar responsibilities when compared to recruiters as they share details about the school division and individual school sites. During the recruitment process, recruiters and interviewers are viewed favorably by human resources representatives and teacher candidates. In addition, recruiters assert that it is important to convey a positive image of ECPS.

Human resources representatives invest time and energy to identify the best recruiters to represent ECPS at college recruitment fairs and other recruitment events. Human resources uses an interest survey to create a pool of potential recruiters and selects recruiters who are personable, knowledgeable, friendly, and enthusiastic to attend recruitment trips to local and regional job fairs. At times, recruiters spend several days together attending multiple career fairs outside of the state. One of the supervisors of human resources emphasized the importance of recruiters, especially when they are from the schools. She indicated that these recruiters can share what it is actually like to work in the school division or share the daily operations that occur at the school level. This provides candidates with relevant and credible information to consider in the recruitment process.

All teacher candidates viewed recruiters in a favorable light. Candidates who accepted positions and those who declined positions evaluated their perception of recruiter behaviors related to personableness, competence, and informativeness. Overall, candidates indicated that recruiters had a warm personality, were thoughtful and trustworthy, and showed respect for them as a person and their accomplishments. Mean values for characteristics related to personableness resided between “agree” and “strongly agree” with consistent mean values across all years for candidates who accepted positions and those who declined positions. This finding was also consistent for characteristics related to the competence of recruiters. Candidates found recruiters to be professional, willing to answer questions, and knowledgeable about the school division. Mean values for characteristics related to competence resided between “agree” and “strongly agree” with consistent mean values across all years for candidates who accepted positions and

those who declined positions. Candidates rated the characteristics related to the informativeness of recruiters lower than personableness and competence. Mean values for several characteristics hovered around the “agree” mark for perception from recruiters with similar consistency across years and samples when compared to personableness and informativeness.

Interviewers were rated in similar fashion to recruiters. Candidates rated behaviors related to personableness, competence, and informativeness based on their first interview with ECPS. This interview may have occurred at a job fair, central office, or a school site. Overall, candidates found interviewers to show respect for them as a person and their accomplishments, like them, and have a warm personality. Mean values for characteristics related to personableness resided between “agree” and “strongly agree” with consistent mean values across all years for candidates who accepted positions and those who declined positions. This finding was also consistent for characteristics related to the competence of interviewers. Candidates found interviewers to be professional, knowledgeable about the school division, and grammatically precise. Mean values for characteristics related to competence resided between “agree” and “strongly agree” with consistent mean values across all years for candidates who accepted positions and those who declined positions. Candidates rated the characteristics related to the informativeness of interviewers lower than personableness and competence. Mean values for several characteristics were above the “agree” mark with similar consistency across years and samples when compared to personableness and informativeness.

Recruiters placed much emphasis on displaying characteristics related to personableness, competence, and informativeness. These findings were in alignment with

how they were perceived by perspective candidates. Recruiters indicated that it was very important to have a warm personality, be trustworthy, and show respect with the mean values for all characteristics residing at the upper end of the threshold between “moderately important” and “very important”. Competence was given similar importance with recruiters placing importance on being willing to answer questions and being professional. Mean values for all characteristics resided at the upper end of the threshold between “moderately important” and “very important”. Being informative was important to recruiters but was not given the level of emphasis that was given to personableness and competence. Recruiters indicated it was important to tell about professional growth opportunities and the type of teacher the division was looking for. Mean values for this category resided in the middle to lower end of the threshold “moderately important” and “very important”.

This finding was consistent with the finding of Harris and Fink (1987) who indicated that recruiter affect was significant on the impression of the applicant. Candidates who exuded behaviors related to personableness, competence, and informativeness were shown to create a positive view of the organization. ECPS places much emphasis on recruiters as ambassadors for the school division which aligns with the findings of Rynes, Bretz, and Gerhart (1991). These researchers found that recruiters were seen as reliable signals for the organization, especially when they were representatives of the specific jobs within the organization. ECPS selects recruiters with specific characteristics to create a positive perception of the school division. This practice supports the finding of Chapman et al. (2005) who indicated that the capabilities of the recruiter were related to the attractiveness of the organization. Overall, ECPS recruiters

view their role as very important in the teacher recruitment process and are viewed in a positive light by teacher candidates.

Theme 3: Teacher candidates, human resources representatives, and recruiters each view subjective factors as most important in a candidate's decision to accept or decline offers with ECPS

Job Choice Theory was used as the framework for this study as it captures the rationale behind a candidate's job selection (Behling, Labovitz, & Gainer, 1968; Young, Reinhart, & Place, 1989; Pounder & Merrill, 2001). Job Choice Theory indicates that there are three distinct theories for how candidates make decisions regarding employment: objective theory, subjective theory and critical contact theory. These theories were utilized to help explain candidate behaviors during the decision-making process. Findings show that candidates perceive that it is likely that ECPS possesses several attributes related to subjective and critical contact factors.

Teacher candidates who accepted offers and those who declined offers perceived that ECPS had several attributes related to subjective job factors. Examples of these attributes included "competent co-workers", an "administrator that I can work with", and "school division is a good place to work". Mean values for teacher candidates across all years indicated they perceived the existence of subjective factors between the thresholds of "likely" (3) to "very likely" (4). The combined mean for subjective job attributes was 3.28 for candidates who accepted positions and 3.17 for candidates who declined positions.

Perception of critical contact factors was very similar to that of subjective factors. Examples of these attributes included "opportunities for professional learning" and

“enjoyable type of work”. Mean values for teacher candidates across all years indicated they perceived the existence of critical contact factors between the thresholds of “likely” (3) to “very likely” (4). The combined mean for critical contact job attributes was 3.30 for candidates who accepted positions and 3.22 for candidates who declined positions. Overall, candidates who accepted positions and those who declined positions had similar perceptions of these subjective and critical contact attributes in ECPS.

Teacher candidates were asked to rank order objective, subjective, and critical contact factors when evaluating their job offer from ECPS. It was evident that teacher candidates viewed subjective factors as the most important considerations when deciding whether to accept an offer. With over 64% of candidates who accepted positions and 58% of candidates who declined positions indicating that attributes such as pleasant work environment and positive climate were most important, it is clear that candidates place high value on subjective factors when selecting a job. This finding was also supported by division-level recruiters with almost 70% of the recruiters surveyed indicating that subjective factors were most important for them to convey to candidates when recruiting. Even though candidates who accepted positions and those who declined had similar perceptions of subjective and critical contact factors in ECPS, they indicated that critical contact factors were not as important when evaluating an offer.

According to Behling (1968), candidates are impacted by objective, subjective, and critical contact factors in varying degrees during the recruitment process. Each is viewed as important and factor into a candidate’s decision-making process. Barber and Roehling (1993) found that salary and benefits play a significant role in the attractiveness of a vacancy and whether a candidate would apply. Pounder and Merrill (2001) found

that candidates seek jobs to fulfill psychological needs and also may examine specific aspects of the job when positions are similar. Even though each factor is important to a candidate, subjective factors were noted as most important by candidates who were offered positions by ECPS. This finding was supported by Tom (1971) who found that candidates are more influenced by subjective job attributes.

Theme 4: Teacher candidates value organizational fit at the school level while recruiters indicate that organizational fit with the school division is most important

Organizational fit was examined through the interactions between prospective teacher candidates and representatives of ECPS during the job search. Teacher candidates and recruiters evaluated the importance of fit from a variety of perspectives including fit with the school division and fit with the school where they would work. Each group also ranked the level of importance between these two factors when considering an offer. Based on these findings, teacher candidates and recruiters place high value on organization fit but have differing views about which fit is most important. Teacher candidates place the most emphasis on fitting with the school where they would work while recruiters indicate that fit with the school division is most important.

Teachers who accepted offers with ECPS indicated a high level of importance of fit with a school division. Over 76% of this sample rated fit with a school division as “very important” (4) or “extremely important” (5). An additional 20% of this sample rated fit with the school division as “moderately important” (3). When examining school level fit, its importance was more pronounced. Almost 90% of teachers who accepted offers with ECPS rated fit with the school where they would work as “very important” (4) or “extremely important” (5) with an additional 9% rating fit with the school where

they would work as “moderately important” (3). When comparing fit with the school division and the school where they would work, almost 70% of candidates indicated that school-level fit was most important with 98% of this sample indicating that fit with the school and school division were of equal importance.

When examining teachers who declined offers with ECPS, this sample showed a higher importance of fit when compared to the teachers who accepted positions with ECPS. Over 90% of this sample rated fit with a school division as “very important” (4) or “extremely important” (5) with the remaining 10% of this sample rating fit with the school division as “moderately important” (3). All candidates who declined positions indicated that fit with the school division was of similar importance to candidates who accepted offers. When examining school level fit, its importance was more pronounced. Over 95% of teachers who declined offers with ECPS rated fit with the school where they would work as “very important” (4) or “extremely important” (5) with the additional 5% rating fit with the school where they would work as “moderately important” (3). Similarly to fit with a school division, none of this sample rated fit with the school division as “slightly important” or “not important at all”. When comparing fit with the school division and the school where they would work, 66% of candidates indicated that school-level fit was most important with more than 94% of this sample indicating that fit with the school and school division were of equal importance.

Recruiters indicated a similar viewpoint of fit when compared with teacher candidates. Over 77% of this sample rated fit with a school division as “very important” (4) or “extremely important” (5). An additional 18% of this sample rated fit with the school division as “moderately important” (3). When examining school level fit,

recruiters had an elevated viewpoint similar to teacher candidates. Over 90% of recruiters rated fit with the school where they would work as “very important” (4) or “extremely important” (5) with the remaining percentage rating fit with the school where they would work as “moderately important” (3) or “slightly important” (2). When comparing fit with the school division and the school where they would work, recruiters deviated significantly from the responses of teacher candidates. Over 57% of recruiters indicated that fit with the school division was most important. Recruiters indicated that fit with the school where a candidate would work was secondary to the division with 41% of recruiters indicating that this was most important. Only 2% of recruiters indicated that fit with the school division and school where a candidate would work were of equal importance.

This finding aligns with Cable and Judge (1996) who indicated that candidates are influenced by the alignment between their personal preferences and those of the organization. It was clear that teacher candidates who accepted positions with ECPS and those who declined positions desired a job in which they fit with their organization. Recruiters placed higher value on fit with the school division when compared to fit with the school where a candidate would work. Human resources representatives indicated that recruiters may value fit with the school division as primary because they are securing candidates that may work at several locations in the school division. Because organizational fit has been shown to influence a candidate’s decision to accepted or decline an offer, it is important for ECPS to be mindful of how its values, personality, interests, and goals are communicated to perspective teacher candidates as well as how the importance of fit is viewed by division recruiters.

Theme 5: Recruiters indicate that the recruitment process strongly influences a candidate's decision making process however teacher candidates report a range of influences their attraction to apply to ECPS and their decision to accept or decline a job offer

The second and third research questions sought to illuminate the influences of the ECPS recruitment process on attracting a candidate to apply to the school division as well as their decision to accept or decline a job offer. Candidates and recruiters rated the influence of the recruitment process on a Likert-type scale from “not influential at all” (1) to “extremely influential” (5). Responses from candidates who accepted positions, those who declined position, and division recruiters were analyzed for trends and patterns. In addition, correlations were calculated to inspect the relationship between the influence of the recruitment process on the attraction to apply to the division as well as job choice. Finally, several variables were analyzed including age, years of experience, grade level of position sought, number of offers extended to the candidate, and impact of relocation to accept the position to determine their influence on attraction to apply and job choice.

When examining overall trends for the influence of the recruitment process on the attraction to apply to the school division and job choice, candidates who accepted positions had overall mean values of 2.45 and 2.55, respectively, which is between “slightly influential” and “moderately influential”. Almost half of this sample indicated that the process was at least moderately influential in their attraction to apply to ECPS with similar percentages for their reported influence on their job choice. Opposite this finding, almost 40% (n=102) of candidates who accepted positions indicated that that the recruitment process was “not influential at all” in their attraction to apply with 34%

(n=91) giving this same response about the influence on their job choice. Because these candidates accepted positions with the school division, it would suggest that a large number of candidates selected ECPS for reasons outside of the recruitment process.

When examining candidates who declined positions, a similar trend was seen. The overall mean for the influence of the recruitment process on the candidates who declined was 2.62 for attraction to apply to the division and 1.79 for the reported influence on their job choice. Fifty-two percent of candidates who declined positions indicated that the process was at least moderately influential on their attraction to apply with only 29% of candidates reporting this for the influence on their job choice. Similar to candidates who accepted positions, 38% of candidates who declined positions indicated that the recruitment process was not responsible for their attraction to apply to the school division with 57% of candidates indicating that the recruitment process was “not influential at all”. Again, this finding would suggest that there were reasons for their attraction to apply and job choice outside of the recruitment process.

In stark contrast to the responses of teacher candidates, recruiters indicated that the recruitment process strongly influenced a candidate’s attraction to apply to the school division and their decision to accept a job offer. The overall mean for recruiter responses for the influence of the recruitment process on a candidate’s attraction to apply to the school division was 3.89. All recruiters indicated that the process had some level of influence on a candidate’s attraction to apply with over 95% indicating that the process was at least moderately influential. When examining the influence on the decision to accept or decline an offer, the overall mean was 3.89. Again, all recruiters indicated that the recruitment process has some level of influence on a candidate’s decision to accept or

decline a job offer with almost 90% indicating that the recruitment process was at least moderately influential. When examining candidate and recruiter responses together, there were differing perspectives on the influence of the recruitment process on a candidate's attraction to apply to ECPS as well as their decision to accept or decline a job offer.

Pearson correlation coefficients were calculated to inspect the relationship between the influence of the recruitment process on a candidate's attraction to apply and their job choice. There was no correlation between the influence of the recruitment process on a candidate's attraction to the school division. The Pearson coefficient for this relationship was 0.043, $p=0.45$. For the influence of the recruitment process on their actual decision to accept or decline, there was a slight positive correlation. The Pearson coefficient for this relationship was 0.19, $p < 0.001$. The influence of the recruitment process on job choice was a weak predictor of the actual decision to accept or decline an offer with ECPS.

Age. When examining the relationship between age and the influence of the recruitment process, several trends were seen. Candidates who accepted offers and were age 30 or less at the time of their offer (less than 26 and 26-30) reported the highest level of influence of the recruitment process on their attraction to apply to ECPS and their job choice when compared to all other age groups. These age groups accounted for 47% ($n=139$) of the candidates surveyed for this study. As candidates increased in age, their reported influence of the recruitment process decreased. This would suggest that as candidates get older, they may be more aware of other job factors outside of the recruitment process which would influence their attraction to apply to the division as well as their decision to accept or decline an offer. Candidates ages 50 or above did show an

increase in the influence of the recruitment process on their attraction to apply and job choice which was contradictory to the trend previously noted.

Years of experience. There was a clear trend when examining the relationship between the influence of the recruitment process and years of experience. Candidates who accepted offers and indicated that the offer from ECPS was their only job offer reported the highest influence of the recruitment process of their attraction to apply to the school division as well as the influence to accept the offer. Candidates who entered the recruitment process with at least one year of previous experience showed a marked decrease in their reported influence of the recruitment process on their attraction to apply to the division and job choice. Candidates who were accepting their first teaching position amounted to 44% of the total sample (n=130). This is a large portion of candidates that showed a high level of influence from the recruitment process on their attraction to apply to ECPS.

Grade level of position sought. There were no major trends when examining the relationship between the recruitment process and grade levels. Whether candidates reported that they accepted a position at the elementary, middle, or high school levels, they reported similar influences of the recruitment process on their attraction to apply to the school division and their ultimate job choice. Mean values for each category were between “slightly influential” (2) and “moderately influential” (3). Elementary and middle school candidates who declined positions were also similar in how they reported the influence of the recruitment process on their attraction to apply to the school division with similar mean values to those who accepted positions. When examining job choice,

the influence was considerably lower for elementary and middle school candidates with mean values between “not influential at all” (1) and “slightly influential” (2).

Number of offers extended to the candidate. Candidates who only had one offer reported the lowest influence of the recruitment process on their attraction to apply to the school division and job choice. The influence of the recruitment process on their attraction to apply and job choice increased with the increase in the offers extended to a candidate. This would suggest that interactions with recruiters, building staff, or other ECPS representatives had a positive influence on their attraction to apply to the school division and influenced their job choice. The influence of the recruitment process indicated by candidates with three or more offers did show a decrease with the level of influence but still eclipsing candidates with only one offer.

Influence of relocation. Candidates who required some level of relocation reported the highest level of influence from the recruitment process on their attraction to apply to the division when compared to candidates who did not have to relocate. This trend held for the influence on job choice as well. This would suggest that candidates who required relocation may have utilized the recruitment process to gauge the merits of ECPS. Candidates who did not have to relocate were less likely to report that the process was influential on their attraction to apply or job choice.

The recruitment process was examined through interactions between prospective teacher candidates and representatives of ECPS. As previously noted, ECPS has a multi-staged recruitment process beginning with initial interest and culminating with an accepted or declined position. The ECPS recruitment process mirrors the finding of Breagh and Starke (2000) who indicated that attention should be focused on the overall

recruitment process due to its complexity. Taylor and Bergmann (1987) defined a 5-stage recruitment process beginning with the campus interview and ending with the job offer decision and concluded that recruitment activities were only significant to candidates during stage one of the recruitment process. This finding supports the varied importance of the recruitment process expressed by teacher candidates in ECPS. Further supporting this finding was research by Powell (1984) and Rynes (1991) who found that as candidates move through the recruitment process, they rely more on job attributes than recruitment activities such as interactions with recruiters. Even though this finding would suggest that some candidates are not influenced by the recruitment process, Collins and Stevens (2002) advocate for the early stages of the recruitment process on candidate attraction and application because a decision not to apply to an organization is synonymous to a rejection. Because candidates had varying views about the influence of the recruitment process, it is important to understand more deeply the reasons why candidates accept or decline positions.

Limitations

As noted previously, there were several limitations to this study. The themes presented are from a single school division and may not be generalizable to the other school divisions. Candidates who accepted positions with ECPS were the largest sample for this study (n=667) and had an overall response rate of 50.37%. However, candidates who declined positions represented a much smaller sample (n=179) and yielded considerably lower response rate of 27.93%. As the survey spanned three years, this low response rate made it difficult to evaluate disaggregated data. While the recruiter response rate was 80.70%, the sample size (n=44) should be considered when

generalizing the findings. Finally, the qualitative interviews were conducted with a very small sample as only three HR representatives were employed by this school division.

Two forms of bias may have been factors in the reporting of the responses of the candidates in this study: recall and self-reporting. Candidates were required to answer questions based on their experiences from previous years with some candidates recalling information from the 2015-16 school. As with any survey, candidates were required to self-report on their perceptions and may have inflated their responses to some of the questions. These limitations should be taken into consideration when reviewing the themes and recommendations for this research study.

Implications for Research

Organizational recruitment literature spans over 40 years and continues to be studied. Recruitment is viewed as a complex process that should be examined from various perspectives to gain a deeper understanding of its impact on attracting candidates to an organization. A brief review of the current study is noted followed by several implications for research. These include a continued focus on the complexity of the recruitment process, targeting specific qualities of attraction for ECPS, and continued examination of the role of recruiters.

This research study began to uncover the nature of recruitment in Eagle City Public Schools. Candidates who accepted offers, recruiters, and human resources representatives were readily accessible for this study. Unfortunately, candidates who declined offers did not respond at a high rate. This was predicted prior to the research and came to fruition at the conclusion of the study. For future research, it may be helpful to target candidates who accepted positions to glean more detailed information about why

candidates selected ECPS. This could be accomplished via survey as was done in this study and followed up by interviews or focus groups to expand upon the themes presented in this study. Modifying the methodology in this manner would provide more focused themes and recommendations for ECPS. HR representatives and recruiters could also be surveyed to determine what specific factors are influential in the recruitment process and these factors could be used in developing the survey instruments for teacher candidates. This process would provide more focused responses to answer the research questions.

Recruitment is viewed as a complex process and future research should continue to focus on this complexity so that the various stages could be studied. Several researchers have examined the multi-staged recruitment process and have provided frameworks for study. Barber (1998) highlights three stages of recruitment as candidate outreach, enticing applicants to remain in the applicant pool, and persuading candidates to accept job offers. Analysis of these stages of the recruitment process or would allow for targeted strategy to address candidate needs as they move through the recruitment process.

In this study, candidate's shared their perceptions of the recruitment process for ECPS and provided insight into what was important for them when considering a job offer. Future research should center on specific qualities that set ECPS apart from other school divisions. Because of regional and national teacher shortages along with competition from surrounding divisions, gaining a deeper understanding of culture, values, and personality from division and school perspectives will enable ECPS to share more clearly what makes one fit with the division. This could be accomplished through

surveys or focus groups using current teachers to determine why candidates selected ECPS and what set this school division apart from other school divisions. This data could be used to target specific candidates such as those of a certain age or level of experience, or tailor training based on the feedback from current teachers.

Recruiters are used extensively by ECPS. They have a positive self-image and are valued greatly by HR representatives. Future research should continue to examine the roles of recruiters and their influence on candidates during the recruitment process. Because recruiter influence in the literature has been shown to wane as the recruitment process progresses, understanding the influence with specificity at the early stages will be critical to maximize the effectiveness of recruiters in the overall process. Teachers who attended job fairs or otherwise interacted with recruiters could be surveyed or interviewed to gain insight into their roles during recruitment process.

These implications provide insight into the future of recruitment research in Eagle City Public Schools. These implications not only support the research base on teacher recruitment but also contribute to the overall research based on organizational recruitment.

Recommendations

These following recommendations highlight ways that ECPS can strengthen the teacher recruitment process. These recommendations build on the existing teacher recruitment strategy and framework and are designed to enhance current practices in support of the ECPS Strategic Plan⁵. Four recommendations will be outlined below based on the findings from this study and supported by literature.

⁵ Eagle City Public Schools 2016-17 Strategic Plan

Recommendation 1: Investigate candidate's decision making process to determine additional reasons for acceptance and declining of job offers.

The candidate decision-making process was the central focus for this study. Teacher recruitment in ECPS consumes various resources including human resources staff, financial commitments to attend career fairs, and time required for training. Understanding the decision-making process for candidates will help inform division strategy and practice. Capturing this information as soon as feasibly possible will help division leadership adjust strategy and practice in a more flexible manner. For candidates surveyed in this study, there were many who indicated that the recruitment process was influential in their attraction to apply to the division as well as their decision to accept an offer with ECPS. Alongside this finding, there were many candidates who did not identify the recruitment process as their reason to apply to the division or accept or decline a job offer. It is this strata that will be addressed in this recommendation.

Understanding the candidate decision-making process has been explored throughout the recruitment literature. The conceptual framework for this study shows the complexity of the process as candidates evaluate objective, subjective, and critical contact factors of a given position. In addition, candidates are evaluating their level of fit with the division and school to determine if they should accept or decline an offer. Couple these with research by Powell (1984) who found that job attributes were better predictors of job acceptance than recruiter behaviors and Rynes (1991) who found that job preferences may shift as candidates progressed through the recruitment process, it become challenging to specify what makes a school or school division attractive to

candidates. Since school divisions seek a positive outcome from job offers, gathering additional information from job seekers is critical.

This recommendation proposes collecting information from candidates at two stages: immediately following the interview and after acceptance of the job offer. Currently, ECPS does not have a formal system to gather information for these two events. A post-interview survey would be designed to gather information from candidates and would align with Webster (2006) who used post-interview surveys to gain insight into the recruitment process to determine the impact of recruiters and predict intentions after the interview. Insight into the recruitment process, impact of the recruiters and/or interviewers, awareness of future intentions with ECPS, and requests for follow up information would all be addressed in this survey. The second would be administered after candidates accept job offers. As shown in the findings, many candidates attribute their job choice to the recruitment process while others did not. This finding spanned several categories including age, prior experience, and number of job offers. For example, almost 70% of candidates who were less than 26 years old indicated that the recruitment process was at least moderately influential in their decision to accept a position with ECPS while over 60% of candidates who were between the ages of 30 and 46 responded that the recruitment process had little or no influence on their decision. Targeting candidates after they accept an offer would provide timely feedback to the division and help reduce concerns with recall if the survey is administered at a later date.

This recommendation would expand the data collection regarding teacher recruitment and could immediately inform division strategy and practice. Candidates who interview with ECPS provide contact information to the school division for follow up and

it is common practice to follow up with candidates via email during the recruitment process. The major obstacle for ECPS would be return rates for this survey. Even though all responses would provide vital feedback to the division, maximizing the return rate would be an important consideration for ECPS. This could be addressed by limiting the questions on the survey, providing a window of time in which to complete the survey, and following up with candidates who did not complete the survey. For candidates who accept positions, surveys could be completed during the on-boarding process or at an entry event where the survey could be provided directly to teachers. Overall, this recommendation could be implemented fairly easily with an opportunity to provide valuable information for the school division.

In order to implement this recommendation, ECPS must first clarify its definition of the recruitment process to provide targeted strategy. For this study, the recruitment process was defined by the interactions of candidates with recruiters and school-based staff. Human resources representatives described a multi-staged recruitment process which starts with advertising and attraction, progresses through cultivating of interest, and culminates with an extension of a job offer. Even though candidates indicated that the process had varying influences on their decision to apply to the division or accept a job offer, it is unclear if candidates had an understanding of which aspects of the process the questions were referring. ECPS should target specific stages of the recruitment process so that feedback could be gathered about each. Taylor and Bergman (1987) described four recruitment stages to include the campus interview, site visit, job offer, and candidate's decision while Barber (1998) described three stages including candidate outreach, enticing applicants to remain in the applicant pool, and persuading candidates

to accept job offers. Barber's (1998) three stages could be used as a model to specifically define the recruitment process so that surveys items could be tailored to address each stage of the recruitment process.

Recommendation 2: Maximize organizational fit during the recruitment process.

Organizational fit was a powerful construct that candidates deemed important during the recruitment process. Candidates who accepted offers as well as those who declined offers placed value on fit with the school division as well as fit with the school where they would work. Interviews with human resources representatives indicated that fit was an important consideration both for the candidate and for the school. For example, one supervisor indicated that schools each have their own personality and it important to try to match candidates with schools. The director of human resources cited national and regional teacher shortages which may be prohibitive of truly maximizing fit with schools. Some teacher vacancies may only have a few candidates who apply so using fit may be difficult because the pool of applicants is smaller and sometimes "we really need these vacancies to be filled." This is an important construct to understand because Cable and Judge (1996) found that candidates can remove themselves from the recruitment process because of a perceived lack of fit. Organizational fit can be maximized in ECPS by increasing the perception of competitive salary for candidates and enhancing ways to convey the climate of the division.

Competitive salary has been tied to increased fit (Cable & Judge, 1994) but was perceived to be the lowest characteristic of the objective factors when rated by candidates who accepted positions and those who declined positions with ECPS. There was disconnect with the responses from recruiters who stated that it was very important to

convey that ECPS had a competitive salary. When candidates were asked to compare a variety of job attributes, over 60% ranked competitive salary as primary or secondary attributes with over 70% of candidates who declined positions making this same determination. Human resources representatives referenced division strategy in which salary is targeted for candidates at the lower levels of the pay scale. It is possible that recruiters see ECPS as having a competitive salary structure based on this division strategy. As such, this strategy should be highlighted broadly in the school division for all employees, recruitment materials should be created to reflect this strategy, and recruiters and human resources representatives should be well versed in communicating the position of ECPS.

The climate of an organization has been shown to influence the job choice decisions of job seekers. As candidates evaluate the perception of organizational climate, they determine their level of fit with that organization. Chatman (1991) indicated that candidates who are influenced most by the values of an organization fit better, are more satisfied, and are retained longer. Collins (2007) found that early recruitment activities could increase a candidate's familiarity with the organization and increase positive perceptions. Over 85% of candidates who accepted positions with ECPS indicated that subjective factors such as a positive climate were primary or secondary considerations for job choice. Over 90% of candidates who declined positions made this assertion. Based on these responses, it is important for ECPS to promote ways it values and targets climate in the school division. To this point, ECPS utilizes a division-wide climate survey and uses those results to inform division strategy and building-level school improvement. In addition, ECPS has core values tied to the importance of a positive climate. Promoting

positive climate could be highlighted by creating division and school promotional materials and ECPS representatives should be consistent in their message to promote the positive climate of the school division.

ECPS competes with several school divisions that have higher starting salaries for their teachers. While the school division may not be able to compete directly with other school divisions, ECPS should continue to strive for competitiveness and highlight other attributes such as positive climate. Promoting a comprehensive package for the school division that has a competitive salary, positive climate, and other attributes can make ECPS more attractive overall. Developing a long range plan that focuses on understanding a candidate's decision-making process could help increase ECPS's ability to maximize fit, influence their attraction to apply to the division, and promote positive job choice.

Recommendation 3: Provide training for recruiters to provide feedback from the recruitment process, share perspectives from teacher candidates, and develop future action and strategy.

Recruiters were perceived in a favorable light by candidates during the recruitment process. In addition, recruiters affirmed several factors that were attributed to creating positive relationships with perspective candidates. It is important for the school division to have effective recruiters. Candidates see recruiters as reliable signals for the job organization (Rynes, et al., 1991) and use recruiters to develop their impression of the organization (Harris & Fink, 1987). Because recruiters are a critical resource in the teacher recruitment strategy for ECPS, it is important that the division utilize the

feedback from the recruitment process to share perspective and develop strategy for teacher recruitment.

Human resources representatives indicated that there was some level of training for recruiters. There was no specificity with this training as they acknowledged that many recruiters are human resources representatives, central office staff, or building principals who are well equipped to recruit due to daily job functions and normal operations. In fact, over 60% of the recruiters surveyed had at least 11 years of experience with the school division and almost 1 in 3 recruiters had more than 20 years of experience in the school division. Only 12% of recruiters had less than 5 years with ECPS. Even though recruiters have much experience, creating a training program would formalize the recruitment message for the school division and focus on specific areas for enhancement and growth. Based on the results of the study, recruiters were seen to be personable and competent. Personable attributes in these areas such as “socially perceptive” and “showed respect for a person and their accomplishments” along with competence attributes such as “willing to answer questions” and knowledgeable about the school division” could be highlighted and enhanced during the training. The behaviors related to informativeness presented as a relative weakness and could be targeted in recruiter training. Several areas could be addressed which had overall mean values at or below “agree” (3). These include “told of opportunities for professional growth” (3.03 for accepted and 3.00 for declined), “spoke about the job in great detail” (2.97 for accepted and 3.00 for declined), and “gave information about supervision” (2.86 for accepted and 2.76 for declined). Focusing on these areas could increase recruiters’ awareness of their behaviors and increase their capacity to be more informative in the field.

Recruiters were shown to have value and it is important that they are well trained to deliver division messages to teacher candidates. Often times, recruiters connect with candidates in early stages of the recruitment process where research shows they are most impactful. Developing and enhancing the skills of recruiters could help ensure that first impressions become lasting ones. It would be helpful for recruiters to be aware of several trends that were presented by this research. For example, candidates below the age of 30 reported being influenced the most by the recruitment process of any age group. Also, candidates with no prior teaching experience indicated higher levels of influence from the recruitment process than candidates who had one or more years of teaching experience. Finally, candidates who required some form of relocation indicated that they were more influenced by the process than those who did not require relocation. This information would be important for human resource representatives when developing division strategy and would better equip recruiters when they are interacting with candidates with of various background and expertise.

Training would also illuminate two areas of contrast between teacher candidates and recruiters: the importance of organizational fit and influence of the recruitment process. Candidates indicated that organization fit was an important construct in their decision-making process and shared that fit with the school where they would work was more important than their fit with the school division. Recruiters indicated that fit with the school division was more important than fit with a specific school. This would be important for recruiters to realize in preparation for recruitment. Not only should recruiters endorse the school division, it would be important to promote individual school sites to cater to candidates. When examining the influence of the recruitment process,

recruiters indicated that it was very impactful on the decision-making process of candidates. While many candidates agreed with recruiters, there was a large portion of candidates who reported that the influence of the recruitment process was minimal on their decision-making process. Training could provide additional data about a candidate's decision-making process when the influences are outside of the recruitment process. Data from post-interview surveys and surveys for new teachers would support the training process for recruiters.

Implementation of recruiter training would require the development and approval of materials and securing time to train recruiters. Given the variety of roles of recruiters throughout the division, multiple opportunities could be provided to obtain this training to align with recruiter schedules. Overall, this recommendation should not face many obstacles to implementation and can provide relatively quick enhancement and growth for division recruiters.

Recommendation 4: Target subjective factors to enhance teacher recruitment strategy in ECPS

As previously noted, candidates indicated that subject factors played a significant role in their perception of a school division. Teachers who accepted positions and those who declined positions perceived that ECPS possesses characteristics like the school division was a good place to work or there were competent co-workers. All candidates indicated that subjective factors were the most important consideration when compared to objective and critical contact factors. Subjective factors could be targeted in ECPS by promoting positive climate, creating materials to target specific factors, and increase the influence of the ambassador program that currently exists in the division.

As noted previously, ECPS administers a climate survey to all division staff. Currently, these data are used internally to highlight areas of strength and weakness. To bolster the recruitment strategy for the school division, positive responses from the survey could be highlighted and promoted. These areas could be included on the division website and recruitment materials. In addition, this information could be shared via recruiter and staff training so that there is a consistent message about climate.

Division employees possess a wealth of knowledge and information that could be shared with teacher candidates. Promotional materials could be created to highlight the subjective factors as they exist in schools. Interviews where current teachers describe subject factors such as the atmosphere in the schools, specific training programs that may be available, or what it's working with building administrators. These interviews could be conducted with teachers in all grade levels and subject areas and could be video recorded for promotion on the division website or at recruitment fairs. Quotes from teachers could also be used on promotional materials that are used during recruiting.

ECPS currently has an ambassador program that is used to connect with teacher recruits. HR representatives indicated that there is one ambassador for the county who fields the majority of queries from potential candidates. This program could be expanded to include teachers at each school who could serve as points of contact for prospective teachers. As a part of the division training, these building level ambassadors would be provided with a consistent message to deliver to candidates during the recruitment process.

Targeting subjective factors in ECPS would greatly enhance teacher recruitment in the school division. Because teacher candidates reported that subjective factors were

the most important factors when compared with objective and critical contact factors, it is important for ECPS to put energy and resources into highlighting subjective factors during the recruitment process.

Summary

This section detailed the six findings of the study related to the research questions and literature and offered four recommendations to enhance the teacher recruitment process in ECPS. The final section of this capstone will outline the action communications that will be provided to division leadership to operationalize the three recommendations previously stated.

SECTION SIX: ACTION COMMUNICATIONS

In the previous section, the themes for this capstone were presented based on the research questions and literature review and several recommendations were outlined based on these themes. The following section will include the action communications that will be used to communicate the results of this capstone with division leadership. These communications include: a briefing memo to division leadership; a Powerpoint presentation to include summary data, findings, and recommendations; and interview protocols. The briefing memo will outline the problem of practice that prompted this research, the research methods, findings, and recommendations. The Powerpoint presentation will be delivered in face-to-face format to provide an in-depth understanding of the research findings and recommendations and allow time for questions and answers. Interview protocols will be provided as a basis for data collection at two points in the recruitment/selection process: after perspective candidates complete their interviews and after they have accepted a position. These protocols will be utilized to drive strategy development for the recruitments process. This information will be provided to the superintendent, associate superintendent and executive director of human resources for Eagle City Public Schools.

Action Communication One: Briefing Memo to Division Leadership

Subject: Investigation of the Teacher Recruitment process in Eagle City Public Schools. Finding and recommendations based on research conducting in fall of 2017.

Issue: Significant human resources have been allocated for teacher recruitment effort in ECPS. However, little is known about why candidates choose to apply to and/or accept job offers from ECPS. In order to realize the ECPS goal of attracting a high quality teaching pool, it is critical to better understand the decision making process for candidates and how the recruitment process influences a candidate's decision to pursue a job within the school division.

Research Methods: A mixed-methods design was used to answer three research questions related to the teacher recruitment process. Three samples were surveyed to inspect the influences of the process on candidate attraction to apply to the school division and the influences on accepting or declining a job offer. A fourth sample, human resources representatives, was interviewed to gather additional perspective on the recruitment process. Survey results and interview responses were analyzed for patterns and trends.

Themes: Six themes were outlined related to the research questions and literature base.

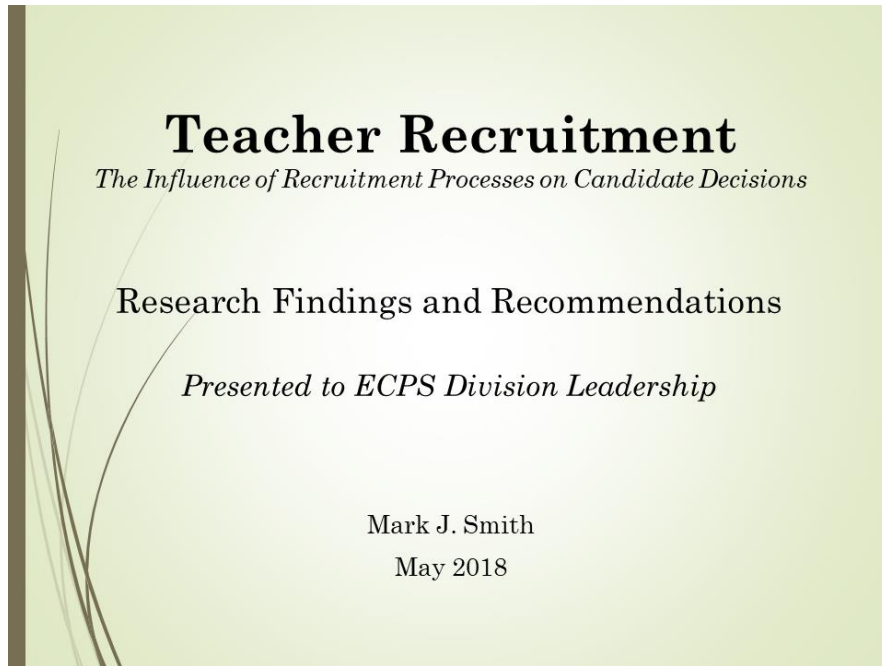
- Theme 1: Teacher Recruitment is viewed as a multi-staged process in ECPS
- Theme 2: Recruiters and interviewers are highly regarded in the teacher recruitment process in ECPS
- Theme 3: Teacher candidates, human resources representatives, and recruiters each view subjective factors as most important in a candidate's decision to accept or decline offers with ECPS,
- Theme 4: Teacher candidates value organizational fit at the school level while recruiters indicate that organizational fit with the school division is most important., and
- Theme 5: Recruiters indicate that the recruitment process strongly influences a candidate's decision making process however teacher candidates report a range of influences their attraction to apply to ECPS and their decision to accept or decline a job offer.

Recommendations: 3 recommendations were proposed to address the findings

- Recommendation 1: Investigate candidate's decision making process to determine additional reasons for acceptance and declining of job offers.
- Recommendation 2: Maximize organizational fit during the recruitment process.
- Recommendation 3: Provide training for recruiters to provide feedback from the recruitment process, share perspectives from teacher candidates, and develop future action and strategy.
- Recommendation 4: Target subjective factors to enhance teacher recruitment strategy in ECPS

Summary: Teacher recruitment is a multi-staged process that begins with candidate interest and culminates with the decision to accept or decline a job offer. A highly competitive job market coupled with regional and nation teacher shortages make teacher recruitment a critical venture for ECPS. Candidates indicate that factors such as positive climate and work environment are importance considerations for candidates as they determine how they fit with a school or school division. It will be important for ECPS gain additional insight into the decision making process of candidates to learn more about the influences on their attraction to apply to ECPS as well as the reasons why they accept or decline job offers.

Action Communication Two: Teacher Recruitment Powerpoint Presentation



Problem of Practice

Eagle City Public Schools (ECPS) had approximately 250 teaching vacancies for the 2017-18 school year. These vacancies represent approximately **17%** of the total teaching workforce. 56 candidates declined offers from ECPS

Key Questions:

- *How effective is the recruitment process?*
- *Why do employees choose SCPS?*
- *Why do candidates decline offers?*

3

Purpose of Study

To investigate the teacher recruitment process in ECPS

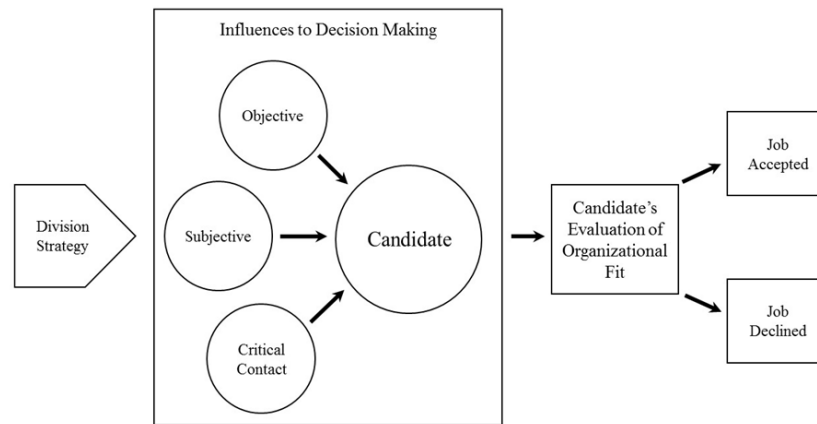
- How recruitment processes influence a candidate's perception of the division
- Provide insight into why candidates accept or decline offers of employment
- Inspect the recruitment process at the division level

Outcomes for this research

- Analysis of and recommendations for the recruitment process in support of Goal 2 of the ECPS Strategic Plan

4

Conceptual Framework



Research Questions

- **Question 1:** What is the nature of recruitment in ECPS?
- **Question 2:** What factors do candidates identify as influencing their perception of ECPS?
- **Question 3:** What factors do candidates identify as influencing their job choice decisions?

Methodology

Sample 1	Sample 2	Sample 3	Sample 4
All teachers who were accepted offers from ECPS over a three year period (2015-16, 2016-17, and 2017-18 school years)	All teachers who interviewed with ECPS, were offered positions and declined those positions over a three year period (2015-16, 2016-17, and 2017-18 school years)	Division-Level Recruiters	Human Resource Leadership
Survey items related to: <ul style="list-style-type: none"> • Perceptions of job attributes • Perceptions of recruiter/interviewer behavior • Perceptions of organizational fit • Overall perception of the recruitment process. 		Survey items related to: Sample 1 and Sample 2 items adapted based on the recruiters perspective	Interview questions related to: Vision and Strategy Job Choice Theory Organizational Fit

Return Rates

Response Rate for Candidates who Accepted Positions with ECPS (Sample 1)

	Initial Totals	Completed Surveys	Partially Completed Surveys	Response Rate
2015-16	167	69	15	50.30%
2016-17	248	102	21	49.60%
2017-18	252	107	22	51.19%
Totals	667	278	58	50.37%

Return Rates

Response Rate for Candidates who Declined Positions with ECPS (Sample 2)

	Initial Totals	Completed Surveys	Partially Completed Surveys	Response Rate
2015-16	59	14	2	27.12%
2016-17	64	14	2	25.00%
2017-18	56	15	2	30.36%
Totals	179	43	6	27.93%

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Return Rates

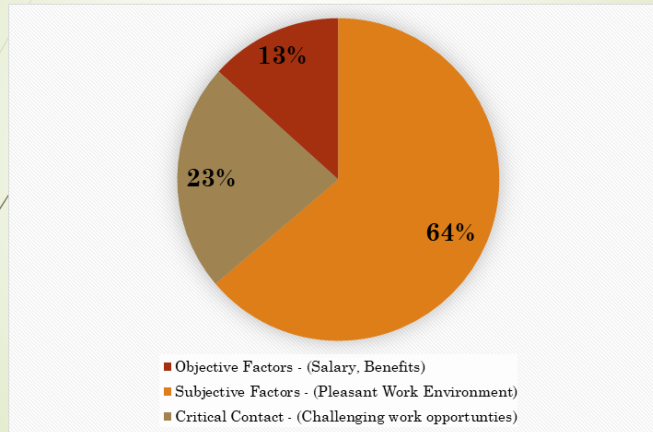
Response Rate for ECPS Recruiters (Sample 3)

	Initial Totals	Completed Surveys	Partially Completed Surveys	Response Rate
Totals	57	44	2	80.70%

10

Primary Choice of Job Factors.

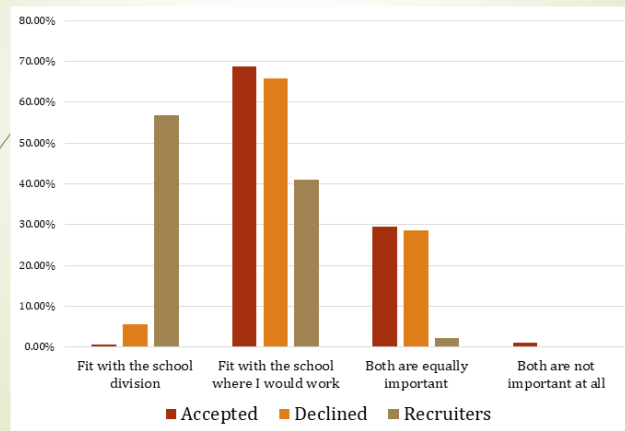
Percentage of candidates who ranked each factor as the most important of the three job choice factors



11

Fit Preferences for Samples

Samples indicated the importance of fit when evaluating a job offer.



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Themes

1. Teacher Recruitment is viewed as a multi-staged process in ECPS
2. Recruiters and interviewers are highly regarded in the teacher recruitment process in ECPS
3. Teacher candidates, human resources representatives, and recruiters each view subjective factors as most important in a candidate's decision to accept or decline offers with ECPS

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Themes

4. Teacher candidates value organizational fit at the school level while recruiters indicate that organizational fit with the school division is most important.
5. Recruiters indicate that the recruitment process strongly influences a candidate's decision making process however teacher candidates report a range of influences in their attraction to apply to ECPS and their decision to accept or decline a job offer.

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Recommendations

- **Investigate candidate's decision making process to determine additional reasons for acceptance and declining of job offers**
 - Gather information from candidates at two critical stages
 - Expand data collection to inform division strategy
 - Develop long-term evaluation of processes

15

Recommendations

- **Maximize organizational fit during the recruitment process**
 - Fit was an important consideration by all samples
 - ECPS invests in climate which has been shown to enhance fit
 - Promoting fit may promote competitiveness with competing school divisions

16

Recommendations

- **Provide training for recruiters to provide feedback from the recruitment process, share perspectives from teacher candidates, and develop future action and strategy**
 - Preparation of recruiters relies primary on current skills or backgrounds
 - The perception of informativeness behaviors was seen a relative weakness
 - Disconnect between recruiters and candidates in organizational fit and influence of the recruitment process

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Recommendations

- **Target subjective factors to enhance teacher recruitment strategy in ECPS**
 - Climate, environment are important for all candidates
 - Utilize current staff to create create recruitment materials
 - Establish ambassadors at the school level

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Implications for ECPS

- Analysis of the various stages of the recruitment process to examine complexity
- Focus on specific qualities that set ECPS apart from other school divisions
- Continue to study the roles of recruiters and their influence on candidates during the recruitment process
- Gather information from candidates who are extended job offers to examine reasons for job choice

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Questions?

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Action Communication Three: Interview Protocols

Post-Interview Protocol

Thank you for interviewing with Eagle City Public Schools. To continue to improve our teacher recruitment process, we have designed a short survey to gather feedback on our interview process. Your feedback is important to us and we thank you in advance for completing the following survey.

1. How did you determine that you wanted to interview with ECPS?
2. How did ECPS compare with the other divisions that you may have been interested in?
3. What did you find most helpful from today's interview experience?
4. Is there anything we could improve upon to ensure our interview process is more effective?
5. Overall, please rate your interview experience with ECPS.
1 (lowest) – 10 (highest)

Post-Hire Interview Protocol

Thank you for accepting a position with Eagle City Public Schools. We are excited that you decided to make ECPS your home. To continue to improve our teacher recruitment process, we have designed a short survey to gather feedback from recently hired teachers. Your feedback is important to us and we thank you in advance for completing the following survey.

1. What factors were most influential in your decision to accept a teaching position with ECPS?
2. How did salary influence your decision-making during the recruitment process?
3. How influential was the overall recruitment process in your decision to accept the offer?
4. What would you change to make our recruitment process better for incoming teachers?
5. Is there anything else that you would like to share about your experiences with during the recruitment process?

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Appendix A: Initial Electronic Correspondence to Teachers for Online Survey – Accepted Offers

Dear ECPS Teacher:

I am currently a graduate student in the Curry School of Education at the University of Virginia working on my culminating Capstone project for my Ed.D. in Educational Leadership. In order to fulfill this final requirement, I am researching teacher recruitment in the school division. Specifically, I am seeking to understand the nature of recruitment processes, how these processes influence the perception of the school division, and how these processes influence a candidate's evaluation of an offer for employment with ECPS.

As a new teacher to the school division during the 2015-16, 2016-17 or 2017-18 school years, you can provide valuable information to guide my research. As such, I am inviting you to participate in this research study by completing an electronic survey. My research is sponsored by the superintendent of schools and has been approved by the University of Virginia and Eagle City Public Schools.

The electronic survey will require approximately 10 minutes to complete. There is no compensation for responding to this survey. There are no known risks and your participation in this survey is completely voluntary. All of the responses in the survey will be recorded anonymously. If you agree to participate, you may choose not to answer any given question, and you may withdraw your consent and discontinue your participation at any time. Due to the anonymity of the responses, if you withdraw your consent after completing the survey, it will not be possible to remove your responses at that time.

I hope that you will provide your input regarding the teacher recruitment process in Eagle City Public Schools. The survey will be sent to your division email on Thursday, October 6, 2017. If you have any questions prior to this date or your do not receive the email on this date, please do not hesitate to contact me.

Thank you in advance!

Mark J. Smith

Appendix B: Initial Electronic Correspondence to Teachers for Online Survey – Declined Offers

Dear Sir or Madam:

I am currently a graduate student in the Curry School of Education at the University of Virginia working on my culminating Capstone project for my Ed.D. in Educational Leadership. In order to fulfill this final requirement, I am researching teacher recruitment in Eagle City Public Schools. Specifically, I am seeking to understand the nature of recruitment processes, how these processes influence the perception of the school division, and how these processes influence a candidate's evaluation of an offer for employment with ECPS.

According to our records, you interviewed with ECPS during either the 2016-17 or 2017-18 school year, were offered a teaching position, and declined that offer. Your perspective will offer valuable insight into my research on teacher recruitment. As such, I am inviting you to participate in this research study by completing an electronic survey. My research is sponsored by the Superintendent of ECPS and has been approved by the University of Virginia and Eagle City Public Schools.

The electronic survey will require approximately 10 minutes to complete. There is no compensation for responding to this survey. There are no known risks and your participation in this survey is completely voluntary. All of the responses in the survey will be recorded anonymously. If you agree to participate, you may choose not to answer any given question, and you may withdraw your consent and discontinue your participation at any time. Due to the anonymity of the responses, if you withdraw your consent after completing the survey, it will not be possible to remove your responses at that time.

I hope that you will provide your input regarding the teacher recruitment process in Eagle City Public Schools. The survey will be sent to this email address on Thursday, October 6, 2017. If you have any questions prior to this date or you do not receive the email on this date, please do not hesitate to contact me.

Thank you in advance!

Mark J. Smith

Appendix C: Informed Consent Agreement for Online Survey – Candidates

INFORMED CONSENT AGREEMENT - CANDIDATES

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this research study is to investigate the teacher recruitment process in Eagle City Public Schools (ECPS). This study will investigate candidates' decision-making process to determine how recruitment processes influence their perception of the school division and provide insight into why candidates accept or decline offers of employment. In addition, this study will inspect the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees.

What you will do in the study: At the end of this message, you will see a link to participate in a survey regarding recruitment process in ECPS. The survey will ask questions related to your perception of job attributes in the school division, perceptions of recruiter and interviewer behaviors, and your perception of fit within the organization.

Time required: The survey consists of twenty-six questions which should take no more than 15 minutes to complete.

Risks: There are no anticipated risks in this study.

Benefits: There are no direct benefits to the participants in this study. Participation in this study will help understand the nature of recruitment processes, how these processes influence the perception of the school division, and how processes influence a candidate's decision to accept or decline a teaching position.

Confidentiality: The information that you provide in this study will be **anonymous** which means that your name will not be collected or linked to the data that you provide. When the study is completed and the data have been analyzed, all data will be destroyed.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. You may withdraw from survey by closing your browser window.

How to withdraw from the study: Due to anonymity of the responses, if you withdraw your consent after completing the survey, it will not be possible to remove your responses at that time.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:

Mark Smith
16 Brisbane Court
Fredericksburg, VA 22405
(540) 538-1718

mjs5m@virginia.edu

Michelle Young, Associate Professor
University of Virginia, Curry School of Education
PO Box 400265, Charlottesville, VA 22904
(434) 243-1040
mdy8h@virginia.edu

If you have questions about your rights in the study, contact:

Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Dr Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Thank you for your consideration to participate in this study. Your responses are important and valuable to provide insight into teacher recruitment for ECPS. I hope that you will choose to participate.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- You have read the above information
- You voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree Disagree

Appendix D: Electronic Survey Questions – Accepted Offers

What year were you offered employment by Eagle City Public Schools?

- ☐ 2015-16
- ☐ 2016-17
- ☐ 2017-18

What were the primary grade levels for this position?

- ☐ Elementary (preK-5)
- ☐ Middle (6-8)
- ☐ High (9-12)

At the time of this offer, how many years had you taught in a public school setting?

- ☐ This was my first year teaching
- ☐ 1 to 3 years
- ☐ 4 to 6 years
- ☐ More than 6 years

How old were you when you were offered this position by Eagle City Public Schools?

- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 50+

How many total job offers did you receive for full-time teaching positions during your job search? *Please include the offer from Eagle City Public Schools in your selection.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ More than 3

What is your gender?

- ☐ Male
- ☐ Female

Please indicate your race/ethnicity.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multiple Races
- ☐ Other

Job Attributes

For this survey, the **recruitment process** will be examined through the interactions between prospective teacher candidates and representatives of Eagle City Public Schools during the job search. This interaction could have occurred at a job fair, during an interview, or during a visit to a school site. **During the recruitment process**, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very Likely (4)
Competitive salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very likely (4)
Competent co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociable co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator I can work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School division is a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desirable geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very likely (4)
Opportunities for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyable type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opportunities to demonstrate effective performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to use skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruiter Behaviors

Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel out-of-state to attend fairs at colleges and universities. Did you speak with a recruiter(s) at a job fair?

☐ Yes (1)

☐ No (2)

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **personableness** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-perceptive: senses others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed respect for you as a person and for your accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **competence** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Willing to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answered questions completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of the school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatically precise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well acquainted with the potential job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked interesting and relevant questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **informativeness** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Told about opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave information about supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke of job in great detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave balanced view of school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicated kind of teacher school division was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interview Questions

Please respond to the following based on your **first interview** with Eagle City Public Schools. This interview may have occurred at a job fair, central office, or school site. If multiple people participated in this interview, please provide your overall impression.

At what location was your **first interview** with Eagle City Schools?

- ☐ Job Fair
- ☐ Central Office

☐ School Site

Display This Question:

If At what location was your first interview with Eagle City Schools? Job Fair Is Selected

Was your **first interview** with the recruiter(s) that you met with at the job fair?

☐ Yes

☐ No

Skip To: End of Block If Q34 = Yes (1)

The characteristics below are related to the **personableness** of the interviewer(s). Please indicate your **level of agreement** that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-perceptive: senses others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed respect for you as a person and for your accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **competence** of the interviewer(s). Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Willing to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answered questions completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of the school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatically precise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Well acquainted with the potential job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked interesting and relevant questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **informativeness** of the interviewer(s). Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Told about opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave information about supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke of job in great detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave balanced view of school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicated kind of teacher school division was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Choice

When you evaluated the offer from Eagle City Public Schools, **please rank the importance of following factors** in your decision to accept or decline the offer. Please drag the items into position (most preferred at the top).

- _____ Salary and benefits
- _____ A pleasant work environment or having a supportive supervisor
- _____ Challenging/interesting work or opportunities to use your skills

Fit

For the following questions, **fit is defined as the degree to which your values, personality, interests, and goals match those of current employees in an organization.**

Based on your **overall job search**, how important was it that you fit with a school division?

- ☐ Not at all important
- ☐ Slightly important

- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Based on your **overall job search**, how important was it that you fit with the school where you would work?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Which level of fit is more important - the school division or the school where you work would work?

- ☐ Fit with the school division
- ☐ Fit with the school where I would work
- ☐ Both are equally important
- ☐ Both are not important at all

When you evaluated the offer from Eagle City Public Schools, what was the **overall importance of your fit** in your decision to accept the offer?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Overall, how influential was the recruitment process in **attracting you to apply** with the school division?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Overall, how influential was the **recruitment process** in your decision to accept the offer with Eagle City Public Schools?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Appendix E: Electronic Survey Questions – Declined Offers

What year were you offered employment by Eagle City Public Schools?

- ☐ 2015-16
- ☐ 2016-17
- ☐ 2017-18

What were the primary grade levels for this position?

- ☐ Elementary (preK-5)
- ☐ Middle (6-8)
- ☐ High (9-12)

At the time of this offer, how many years had you taught in a public school setting?

- ☐ This was my first year teaching
- ☐ 1 to 3 years
- ☐ 4 to 6 years
- ☐ More than 6 years

How old were you when you were offered this position by Eagle City Public Schools?

- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 50+

How many total job offers did you receive for full-time teaching positions during your job search? *Please include the offer from Eagle City Public Schools in your selection.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ More than 3

What is your gender?

- ☐ Male
- ☐ Female

Please indicate your race/ethnicity.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multiple Races
- ☐ Other

Job Attributes

For this survey, the **recruitment process** will be examined through the interactions between prospective teacher candidates and representatives of Eagle City Public Schools during the job search. This interaction could have occurred at a job fair, during an interview, or during a visit to a school site. **During the recruitment process**, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very Likely (4)
Competitive salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very likely (4)
Competent co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociable co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator I can work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School division is a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desirable geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	Very unlikely (1)	Not likely (2)	Likely (3)	Very likely (4)
Opportunities for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyable type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to demonstrate effective performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to use skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruiter Behaviors

Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel out-of-state to attend fairs at colleges and universities. Did you speak with a recruiter(s) at a job fair?

- ☐ Yes
☐ No

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **personableness** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-perceptive: senses others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed respect for you as a person and for your accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **competence** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Willing to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answered questions completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of the school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatically precise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well acquainted with the potential job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked interesting and relevant questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel ou... Yes Is Selected

The characteristics below are related to the **informativeness** of the recruiter(s). Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Told about opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave information about supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke of job in great detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave balanced view of school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicated kind of teacher school division was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interview Questions

Please respond to the following based on your **first interview** with Eagle City Public Schools. This interview may have occurred at a job fair, central office, or school site. If multiple people participated in this interview, please provide your overall impression.

At what location was your **first interview** with Eagle City Schools?

- ☐ Job Fair
- ☐ Central Office
- ☐ School Site

Display This Question:

If At what location was your first interview with Eagle City Schools? Job Fair Is Selected

Was your **first interview** with the recruiter(s) that you met with at the job fair?

- ☐ Yes
- ☐ No

Skip To: End of Block If Q34 = Yes (1)

The characteristics below are related to the **personableness** of the interviewer(s). Please indicate your **level of agreement** that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-perceptive: senses others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed respect for you as a person and for your accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **competence** of the interviewer(s). Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Willing to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answered questions completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of the school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatically precise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well acquainted with the potential job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked interesting and relevant questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **informativeness** of the interviewer(s). Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Told about opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave information about supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke of job in great detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave balanced view of school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicated kind of teacher school division was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Choice

When you evaluated the offer from Eagle City Public Schools, **please rank the importance of the following factors** in your decision to accept or decline the offer. Please drag the items into position (most preferred at the top).

- _____ Salary and benefits
- _____ A pleasant work environment or having a supportive supervisor
- _____ Challenging/interesting work or opportunities to use your skills

Fit

For the following questions, **fit is defined as the degree to which your values, personality, interests, and goals match those of current employees in an organization.**

Based on your **overall job search**, how important was it that you fit with the school division?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Based on your **overall job search**, how important was it that you fit with the school where you would work?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Which level of fit is more important - the school division or the school where you work would work?

- ☐ Fit with the school division
- ☐ Fit with the school where I would work
- ☐ Both are equally important
- ☐ Both are not important at all

When you evaluated the offer from Eagle City Public Schools, what was the **overall importance of your fit** in your decision to decline the offer?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Overall, how influential was the recruitment process in **attracting you to apply** with the school division?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Overall, how influential was the **recruitment process** in your decision to decline the offer with Eagle City Public Schools?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Appendix F: Initial Electronic Correspondence to Teachers for Online Survey – Recruiters

Dear ECPS Recruiter:

I am currently a graduate student in the Curry School of Education at the University of Virginia working on my culminating Capstone project for my Ed.D. in Educational Leadership. In order to fulfill this final requirement, I am researching teacher recruitment in the school division. Specifically, I am seeking to understand the nature of recruitment processes, how these processes influence the perception of the school division, and how these processes influence a candidate's evaluation of an offer for employment with ECPS.

As a recruiter for the school division during the 2015-16 or 2016-17 school years, you can provide valuable information to guide my research. As such, I am inviting you to participate in this research study by completing an electronic survey. My research is sponsored by the superintendent of schools and has been approved by the University of Virginia and Stafford County Public Schools.

The electronic survey will require approximately 10 minutes to complete. There is no compensation for responding to this survey. There are no known risks and your participation in this survey is completely voluntary. All of the responses in the survey will be recorded anonymously. If you agree to participate, you may choose not to answer any given question, and you may withdraw your consent and discontinue your participation at any time. Due to the anonymity of the responses, if you withdraw your consent after completing the survey, it will not be possible to remove your responses at that time.

I hope that you will provide your input regarding the teacher recruitment process in Stafford County Public Schools. The survey will be sent to your division email on [date TBD]. If you have any questions prior to this date or you do not receive the email on this date, please do not hesitate to contact me.

Thank you in advance!

Mark J. Smith

Appendix G: Informed Consent Agreement for Online Survey – Recruiters

INFORMED CONSENT AGREEMENT - RECRUITERS

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this research study is to investigate the teacher recruitment process in Eagle City Public Schools (ECPS). This study will investigate candidates' decision-making process to determine how recruitment processes influence their perception of the school division and provide insight into why candidates accept or decline offers of employment. In addition, this study will inspect the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees.

What you will do in the study: At the end of this message, you will see a link to participate in a survey regarding recruitment process in ECPS. The survey will ask questions related to your perception of job attributes in the school division, recruiter and interviewer behaviors, and perceptions of fit within the organization.

Time required: The survey consists of sixteen questions which should take no more than 10 minutes to complete.

Risks: There are no anticipated risks in this study.

Benefits: There are no direct benefits to the participants in this study. Participation in this study will help understand the nature of recruitment processes, how these processes influence the perception of the school division, and how processes influence a candidate's decision to accept or decline a teaching position.

Confidentiality: The information that you provide in this study will be **anonymous** which means that your name will not be collected or linked to the data that you provide. When the study is completed and the data have been analyzed, all data will be destroyed.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. You may withdraw from survey by closing your browser window.

How to withdraw from the study: Due to anonymity of the responses, if you withdraw your consent after completing the survey, it will not be possible to remove your responses at that time.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:

Mark Smith
16 Brisbane Court
Fredericksburg, VA 22405
(540) 538-1718

mjs5m@virginia.edu

Michelle Young, Associate Professor
University of Virginia, Curry School of Education
PO Box 400265, Charlottesville, VA 22904
(434) 243-1040
mdy8h@virginia.edu

If you have questions about your rights in the study, contact:

Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Dr Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Thank you for your consideration to participate in this study. Your responses are important and valuable to provide insight into teacher recruitment for ECPS. I hope that you will choose to participate.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- You have read the above information
- You voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree Disagree

Appendix H: Electronic Survey – Recruiters

What is your assignment with Eagle City Public Schools?

- ☐ Assistant Principal
- ☐ Principal
- ☐ Central Office Staff
- ☐ Other Staff

How long have you been employed by Eagle City Public Schools?

- ☐ Less than 5 years
- ☐ 5 to 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ More than 20 years

What is your gender?

- ☐ Male
- ☐ Female

Please indicate your race/ethnicity.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multiple Races
- ☐ Other

Job Attributes

For this survey, the **recruitment process** will be examined through the interactions between prospective teacher candidates and representatives of Eagle City Public Schools during the job search. This interaction could have occurred at a job fair, during an interview, or during a visit to a school site. **During the recruitment process**, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Competitive salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Competent co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociable co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator I can work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School division is a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desirable geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the recruitment process, how important was it for you to convey that Eagle City Public Schools had the job characteristics listed below?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Opportunities for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyable type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to demonstrate effective performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to use skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruiter Behaviors

Recruiters are used by Eagle City Public Schools promote the school division and attract qualified teachers to fill vacancies. Recruiters are used at local and regional job fairs and travel out-of-state to attend fairs at colleges and universities.

The characteristics below are related to the **personableness** of the recruiter(s). How important was it for you to exhibit the characteristics listed below when recruiting perspective teacher candidates?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-perceptive: senses others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show respect for candidate as a person and for his/her accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like the candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be Likeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **competence** of the recruiter(s). How important was it for you to exhibit the characteristics listed below when recruiting perspective teacher candidates?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Be willing to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer questions completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess knowledge of the school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Be grammatically precise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask interesting and relevant questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be well acquainted with the potential job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The characteristics below are related to the **informativeness** of the recruiter(s). How important was it for you to exhibit the characteristics listed below when recruiting perspective teacher candidates?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Tell about opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give information about supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak of job in great detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give balanced view of school division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate kind of teacher school division was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Choice

Please rank the **importance of following factors** when recruiting teachers for Eagle City Public Schools. Please drag the items into position (most important at the top).

- _____ Salary and benefits
- _____ A pleasant work environment or having a supportive supervisor
- _____ Challenging/interesting work or opportunities to use your abilities

Fit

For the following questions, **fit is defined as the degree to which a candidate's values, personality, interests, and goals match those of current employees in an organization.**

As a recruiter, how important is it that a teacher "fits" with the school division?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

As a recruiter, how important is it that a teacher "fits" with the school where they will work?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important
- ☐ Extremely important

Which level of fit is more important - with the school division or with school where they will work?

- ☐ Fit with the school division
- ☐ Fit with the school where they will work
- ☐ Both are equally important
- ☐ Both are not important at all

Overall, how influential is the recruitment process in **attracting candidates to apply for positions** within the school division?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Overall, how influential is the recruitment process in a **candidate's decision to accept an offer** with Eagle City Public Schools?

- ☐ Not influential at all
- ☐ Slightly influential
- ☐ Moderately influential
- ☐ Very influential
- ☐ Extremely influential

Appendix I: Job Choice Classification for Job Attributes

Compensation/Job Security (Objective)	Work environment (Subjective)	Job Itself (Critical Contact)
1. Competitive salary	1. Competent co-workers	1. Opportunities for professional learning
2. Job security	2. Sociable co-workers	2. Enjoyable type of work
3. Excellent benefits	3. Training programs available	3. Opportunities to demonstrate effective performance
	4. Administrator I can work with	4. Autonomy for teachers
	5. School division is a good place to work	5. Opportunities to use skills
	6. Desirable geographic location	

Appendix J: Recruiter/Interviewer Characteristic Items and Categories

<u>Personableness</u>	<u>Competence</u>	<u>Informativeness</u>
1. Warm personality	1. Willing to answer questions	1. Told about opportunities for professional growth
2. Thoughtful	2. Was professional	2. Gave information about supervision
3. Trustworthy	3. Answered questions completely	3. Spoke of job in great detail
4. Socially-perceptive: senses others' feelings	4. Knowledgeable of the school division	4. Gave balanced view of school division
5. Cooperative	5. Grammatically precise	5. Indicated kind of teacher school division was looking for
6. Showed respect for you as a person and for your accomplishments	6. Well acquainted with the potential job	
7. Liked you	7. Asked interesting and relevant questions	
8. Likeable		

Appendix K: Email to Participants in Semi-Structured Interview

Dear HR Representative:

I am currently a graduate student in the Curry School of Education at the University of Virginia working on my culminating Capstone project for my Ed.D. in Educational Leadership. In order to fulfill this final requirement, I am researching teacher recruitment in the school division. Specifically, I am seeking to understand the nature of recruitment processes, how these processes influence the perception of the school division, and how these processes influence a candidate's evaluation of an offer for employment with ECPS.

Your role in human resources is critical to the development of vision and strategy for teacher recruitment in Eagle City Schools. As such, I am inviting you to participate in an interview to support my research. My research is sponsored by Dr. Benson and has been approved by the University of Virginia and Eagle City Public Schools.

The interview will require approximately 60 minutes to complete. There is no compensation for participating in this interview. There are no known risks and your participation in this interview is completely voluntary. I will provide a copy of the interview questions in advance for your review. If you agree to participate, you may choose not to answer any of the questions, and you may withdraw your consent and discontinue your participation at any time. If you wish to withdraw your consent after completing the interview, please contact me at the address below.

I hope that you will participate in this interview as your input regarding teacher recruitment processes for Eagle City Public Schools is valuable. I would like to conduct this interview during the month of October. Please find the attached Informed Consent and interview questions.

If you have any questions prior to this date, please contact me at mjs5m@virginia.edu.

Thank you in advance!

Mark J. Smith

Appendix L: Informed Consent for Semi-Structured Interview

INFORMED CONSENT AGREEMENT - INTERVIEWS

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this research study is to investigate the teacher recruitment process in Stafford County Public Schools (ECPS). This study will investigate candidates' decision-making process to determine how recruitment processes influence their perception of the school division and provide insight into why candidates accept or decline offers of employment. In addition, this study will inspect the school division's recruitment process vis-à-vis its goal of recruiting the highest quality employees.

What you will do in the study: You will participate in an interview regarding recruitment practices in the school division. Your participation in the study is completely voluntary. You have the right to withdraw from the study at any time without penalty. You have the right not to answer any question, and to stop the interview at any time or for any reason. There is no penalty for withdrawing.

Time required: The interview will require about one hour of your time.

Risks: Risks associated with this study are minimal. Confidentiality of the interview participants cannot be guaranteed due to the small number of participants. Participants may experience emotional discomfort with the interview questions as they may be viewed as probing or invasive.

Benefits: There are no direct benefits to the participants in this study. Participation in this study will help understand the nature of recruitment processes, how these processes influence the perception of the school division, and how processes influence a candidate's decision to accept or decline a teaching position.

Confidentiality: The information that you provide in the interviews will be handled confidentially. Due to the small number of interview participants, confidentiality of your identity cannot be guaranteed. To minimize risk, pseudonyms will be used for each participant in the interviews as well as the school division in which you work. Consent forms will have identifying information but will not be linked to pseudonyms. Signatures will be required on consent documents with these documents which will be maintained in a secure location at my home or office. I will be recording the interview using my computer and mobile device as a backup. Both devices are password-protected. Once the data has been analyzed, audio files and transcripts will be destroyed.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty.

How to withdraw from the study: You may withdraw from this study at any time by telling me to stop the interview. The audio recordings will be stopped and files will be deleted at that time.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:

Mark Smith
16 Brisbane Court
Fredericksburg, VA 22405
(540) 538-1718
mjs5m@virginia.edu

Michelle Young, Associate Professor
University of Virginia, Curry School of Education
PO Box 400265, Charlottesville, VA 22904
(434) 243-1040
mdy8h@virginia.edu

If you have questions about your rights in the study, contact:


Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Drive Suite 500
University of Virginia,
P.O. Box 800392 Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Agreement:

I agree to participate in the research study described above.

Signature: _____ Date: _____

You will receive a copy of this form for your records.

IRB-SBS Office Use Only		
Protocol #	2017-0436	
Approved	from: 9/27/17	to: 9/26/18
SBS Staff		

Appendix M: Semi-Structured Interview Protocol

Thank you for agreeing to an interview on teacher recruitment. The purpose of our time today is to hear your perspectives and experiences on division recruitment processes in ECPS. My research seeks to investigate the nature of recruitment processes in Eagle City Public Schools (ECPS), and how these processes influence a candidate's perceptions of the school division and their ultimate decisions to accept or decline a job offer. This interview will help inform our division practices and expand the body of research regarding teacher recruitment.

I would ask that you are as open as possible, provide details and/or examples, so that I have a clear understanding of your perspectives and experiences. Feel free to pass on any questions that you do not wish to answer and you may end the interview at any time. Are there any questions before we begin?

1. What is the vision for recruitment in Eagle City Public Schools?
2. Please illustrate the teacher recruitment process for the school division (diagram).
3. What are the most important aspects of your diagram?
 - a. Please share what makes [aspect listed] important.
 - b. What specifically does the school division do to address [aspect listed]?
 - c. How does the school division ensure that [item from b] is happening?

Follow up Questions for Question 3

- **Salary and benefits** seem to get much attention in teacher recruitment, how does the division address this?
- How does the **climate or work environment** for the school division impact teacher recruitment?
- **Recruiters** are used extensively in the school division. How does the use of recruiters align with the division strategy?
- One often hears about how an employee may “**fit**” with a school. How does fit factor into the division strategy?

4. Teacher and recruiter surveys were completed [date]. Please review the summary results from [summary item] and provide your response.
5. Are there other aspects of the recruitment in ECPS that you would like to share?

Appendix N: Code List for Analysis of Semi-Structured Interviews

Research-based Codes/Themes

- **Recruitment Objectives**
 - Retention Rate
 - Job Performance
 - Psychological Contract Fulfilled
 - Job Satisfaction
 - Number of Positions Filled
 - Number of Applicants
 - Quality of Applicants
 - Diversity of Applicants
 - Ratio of Offers to Acceptances
- **Strategy Development**
 - Whom to Recruit?
 - Where to Recruit?
 - What Message to Communicate?
- **Recruitment Activities**
 - Recruitment Sources
 - Recruiters
 - Recruitment Message
- **Recruitment Results**
 - Compare Outcomes to Objectives

Emergent Codes/Themes

- Fit
- Recruiters
- Salaries
- Climate
- Retention
- Recruitment Process
- Vision
- Priorities
- Strategy

Appendix O: Survey Development Process

All survey items were based upon items utilized in previous research studies. Items related to job attributes and recruiter behaviors were used from an existing survey created by Harris and Fink (1987). This study examined the impact of recruiter attributes on perceptions of job candidates. Modifications were made to update items from a corporate context to an education context (e.g. company changes to school or school division). Items related to person-organization fit were created based on an existing survey by Cable and Judge (1996). The original items had an internal consistency measure of 0.91. Six items were created to capture person-organization fit within the school context. These items underwent five iterations of review to increase the validity and reliability of the measure. Additional details about the survey development process are included below.

Job Attributes

<u>Schmitt & Coyle (1976)</u>	<u>Harris & Fink (1987)</u>	<u>Present Study</u>
<ul style="list-style-type: none"> • Used previous research to compile 74 items to capture candidate perception of the interview process. • “These items were chosen and written to cover reasonably well the full range of things that interviewers might say or do as well as the impressions they create that might influence interviewee perceptions” p. 185 • Removed 16 items as there was little evidence that they were related to other items on the questionnaire. 	<ul style="list-style-type: none"> • Used 33 items from Schmitt & Coyle (1976). • Conducted factor analysis to create categories for the items. • Four categories emerged: personableness, competence, informativeness, and aggressiveness 	<ul style="list-style-type: none"> • Items were revised to reflect the education recruitment context (e.g. company changed to school or school division) • Pilot and expert review conducted. • Aggressiveness category removed because it created confusion for the candidate based on the positive nature of the other categories. • Items revised for additional clarity. • Approved by Capstone Committee

Recruiter Behaviors

<u>Posner (1981)</u>	<u>Powell (1984)</u>	<u>Harris & Fink (1987)</u>	<u>Present Study</u>
<ul style="list-style-type: none"> Developed a listing of job attributes based on previous research and the suggestions of career placement offices Attributes were rated by candidates as 1 (not very important) to 7 (very important). 	<ul style="list-style-type: none"> Used items from Posner's findings which were rated above the midpoint (4 or above) for a total of 15 items. 	<ul style="list-style-type: none"> Items from Powell were categorized into four dimensions: job itself, work/company environment, compensation/job security, minor fringe benefits. 	<ul style="list-style-type: none"> Dimension of minor fringe benefits was eliminated due to limited applicability to setting. Three dimensions were aligned with Job Choice Theory Pilot and expert review conducted Items revised for additional clarity Approved by Capstone Committee

Person-Organization Fit

<u>O'Reilly, Chatman, Caldwell (1991)</u>	<u>Cable & Judge (1996)</u>	<u>Present study</u>
<ul style="list-style-type: none"> Used longitudinal data from accountants and M.B.A. students; cross-sectional data from employees of government agencies and public accounting firms, to develop and validate an instrument for assessing person-organization fit called the Organizational Culture Profile (OCP) 54 items were developed for use in the OCP 	<ul style="list-style-type: none"> Utilized items from the OCP to assess the following: perceived person-organization fit, perceived person-job fit, attractiveness of job attributes, importance of person-organization fit in job choice, demographics, perceived job opportunities, organizational commitment, job satisfaction, intent to leave, and willingness to recommend the organization 	<ul style="list-style-type: none"> Items related to the importance of person-organization in job choice was used for this study Two items were extracted from Cable and Judge (1996). Revisions were included to focus specifically on the school and school division. Pilot and expert review conducted Items revised for additional clarity Approved by Capstone Committee

Appendix P: Response Rates for All Samples

Response Rate for Candidates who Accepted Positions with ECPS (Sample 1)

	<u>Invited</u>	<u>Completed Surveys</u>	<u>Partially Completed Surveys</u>	<u>Response Rate</u>
2015-16	167	69	15	50.30%
2016-17	248	102	21	49.60%
2017-18	252	107	22	51.19%
Totals	667	278	58	50.37%

Response Rate for Candidates who Declined Positions with ECPS (Sample 2)

	<u>Invited</u>	<u>Completed Surveys</u>	<u>Partially Completed Surveys</u>	<u>Response Rate</u>
2015-16	59	14	2	27.12%
2016-17	64	14	2	25.00%
2017-18	56	15	2	30.36%
Totals	179	43	6	27.93%

Response Rate for ECPS Recruiters (Sample 3)

	<u>Invited</u>	<u>Completed Surveys</u>	<u>Partially Completed Surveys</u>	<u>Response Rate</u>
Totals	57	44	2	80.70%

Appendix Q: Summary of Job Attributes

Mean Values for Objective Job Attributes

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	<u>Accepted</u>			<u>Declined</u>			<u>Recruiters</u>
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	
Competitive Salary	2.33	2.36	2.48	2.79	2.77	2.80	3.40
Job Security	3.10	3.15	3.25	3.50	3.00	3.33	3.00
Excellent Benefits	2.85	2.91	2.99	3.14	2.77	3.13	3.42
Combined Means	2.76	2.80	2.91	3.03	2.82	3.08	3.27

1-Very unlikely, 2-Not likely, 3-Likely, 4-Very likely

Mean Values for Subjective Job Attributes

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	<u>Accepted</u>			<u>Declined</u>			<u>Recruiters</u>
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	
Competent co-workers	3.23	3.30	3.39	3.34	3.08	3.40	3.35
Sociable co-workers	3.10	3.28	3.35	3.29	3.15	3.40	3.28
Training programs available	3.11	3.13	3.24	3.07	2.85	3.27	3.63
Administrator I can work with	3.39	3.39	3.50	3.29	3.23	3.33	3.47
School division is a good place to work	3.17	3.19	3.29	3.21	3.15	3.20	3.88
Desirable geographic location	3.15	3.33	3.39	2.93	2.85	2.87	3.70
Combined Means	3.19	3.27	3.36	3.20	3.05	3.25	3.55

1-Very unlikely, 2-Not likely, 3-Likely, 4-Very likely

Mean Values for Critical Contact Job Attributes

During the recruitment process, how likely was it that you perceived Eagle City Public Schools to have the characteristic listed below?

	<u>Accepted</u>			<u>Declined</u>			<u>Recruiters</u>
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	
Opportunities for professional learning	3.17	3.24	3.27	3.36	3.00	3.33	3.65
Enjoyable type of work	3.39	3.37	3.45	3.29	3.15	3.33	3.70
Opportunities to demonstrate effective performance	3.26	3.29	3.36	3.36	3.08	3.40	3.09
Autonomy for teachers	3.17	3.15	3.16	3.14	2.85	3.13	2.91
Opportunities to use skills	3.36	3.40	3.38	3.36	3.08	3.33	3.33
Combined Means	3.27	3.29	3.32	3.30	3.03	3.30	3.34

1-Very unlikely, 2-Not likely, 3-Likely, 4-Very likely

Appendix R: Summary of Responses to Recruiter Behavior

Mean Values for Personableness

Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Accepted			Declined			Recruiters
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	
Warm personality	3.53	3.64	3.67	3.50	3.80	3.25	4.00
Thoughtful	3.53	3.61	3.40	3.25	3.20	3.25	3.70
Trustworthy	3.41	3.64	3.37	3.33	2.80	3.00	3.93
Socially-perceptive: senses others' feelings	3.32	3.58	3.43	3.25	3.20	3.00	3.77
Cooperative	3.50	3.64	3.50	3.25	3.20	3.00	3.77
Showed respect for you as a person and for your accomplishments	3.59	3.76	3.63	3.25	3.20	3.38	3.91
Liked you	3.47	3.70	3.43	3.50	3.00	3.43	3.44
Likeable	3.59	3.73	3.57	3.25	3.20	3.43	3.74
Combined Means	3.49	3.66	3.50	3.32	3.06	3.20	3.78
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>							

Mean Values for Competence

Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	Accepted			Declined			Recruiters
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	
Willing to answer questions	3.68	3.73	3.63	3.75	3.20	3.38	3.95
Was professional	3.74	3.73	3.70	3.75	3.20	3.50	3.93
Answered questions completely	3.65	3.70	3.57	3.75	3.20	3.50	3.79
Knowledgeable of the school division	3.65	3.73	3.70	3.75	3.00	3.63	3.88
Grammatically precise	3.65	3.73	3.70	3.75	3.20	3.38	3.65
Well acquainted with the potential job	3.47	3.64	3.37	3.75	2.80	3.25	3.53
Asked interesting and relevant questions	3.50	3.58	3.47	3.75	3.20	3.25	3.49
Combined Means	3.62	3.69	3.60	3.75	3.11	3.41	3.75
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>							

Mean Values for Informativeness

Please indicate your level of agreement that the recruiter(s) exhibited the characteristics listed at a job fair.

	<u>Accepted</u>			<u>Declined</u>		<u>Recruiters</u>	
	<u>2015- 16</u>	<u>2016- 17</u>	<u>2017- 18</u>	<u>2015- 16</u>	<u>2016- 17</u>	<u>2017- 18</u>	
Told about opportunities for professional growth	2.94	3.03	3.13	2.75	3.00	3.13	3.65
Gave information about supervision	2.79	2.91	2.90	2.75	2.80	2.75	3.07
Spoke of job in great detail	2.88	3.06	2.97	2.50	3.20	3.13	3.12
Gave balanced view of school division	2.97	3.09	3.27	2.75	3.20	3.38	3.42
Indicated kind of teacher school division was looking for	3.21	3.36	3.27	3.25	3.40	3.25	3.47
Composite Score	2.96	3.09	3.11	2.80	3.12	3.13	3.35
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>							

Appendix S: Summary of Responses to Interviewer Behavior

Mean Values for Personableness

Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed below.

	<u>Accepted</u>			<u>Declined</u>		
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Warm personality	3.48	3.59	3.55	3.73	3.38	3.56
Thoughtful	3.46	3.53	3.52	3.55	3.25	3.67
Trustworthy	3.38	3.52	3.55	3.55	3.13	3.56
Socially-perceptive: senses others' feelings	3.38	3.47	3.51	3.55	3.25	3.56
Cooperative	3.38	3.55	3.54	3.64	3.25	3.56
Showed respect for you as a person and for your accomplishments	3.56	3.65	3.62	3.73	3.25	3.67
Liked you	3.45	3.58	3.58	3.64	3.25	3.67
Likeable	3.52	3.58	3.51	3.73	3.13	3.67
Combined Means	3.45	3.56	3.55	3.64	3.24	3.62
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>						

Mean Values for Competence

Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed below.

	<u>Accepted</u>			<u>Declined</u>		
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Willing to answer questions	3.50	3.61	3.69	3.64	3.13	3.67
Was professional	3.52	3.68	3.71	3.73	3.25	3.67
Answered questions completely	3.42	3.68	3.66	3.64	3.25	3.67
Knowledgeable of the school division	3.54	3.65	3.67	3.64	3.25	3.78
Grammatically precise	3.52	3.67	3.65	3.64	3.25	3.67
Well acquainted with the potential job	3.51	3.61	3.55	3.55	3.13	3.44
Asked interesting and relevant questions	3.46	3.58	3.66	3.36	3.00	3.56
Combined Means	3.50	3.64	3.66	3.60	3.18	3.64
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>						

Mean Values for Informativeness

Please indicate your level of agreement that the interviewer(s) exhibited the characteristics listed below.

	<u>2015-16</u>	<u>Accepted</u> <u>2016-17</u>	<u>2017-18</u>	<u>2015-16</u>	<u>Declined</u> <u>2016-17</u>	<u>2017-18</u>
Told about opportunities for professional growth	2.76	2.79	3.17	3.00	3.38	3.00
Gave information about supervision	2.92	3.00	3.13	2.91	3.25	3.00
Spoke of job in great detail	3.35	3.12	3.22	3.09	3.63	3.22
Gave balanced view of school division	2.96	2.98	3.28	3.45	3.38	3.22
Indicated kind of teacher school division was looking for	3.26	3.29	3.35	3.18	3.50	3.22
Combined Means	3.05	3.04	3.23	3.12	3.43	3.13
<i>1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree</i>						

**Appendix T: Recruitment Process Variables for Candidates who Accepted Positions
(Attraction to Apply to ECPS)**

Age

	<u>Less than 26</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>50+</u>
Not influential at all – 1	21.95%	34.15%	50.00%	48.72%	51.72%	44.44%	42.86%
Slightly influential – 2	15.85%	9.76%	12.50%	12.82%	17.24%	14.81%	10.71%
Moderately influential – 3	21.95%	31.71%	16.67%	25.64%	17.24%	22.22%	17.86%
Very influential – 4	28.05%	7.32%	16.67%	10.26%	10.34%	18.52%	17.86%
Extremely influential – 5	12.20%	17.07%	4.17%	2.56%	3.45%	0.00%	10.71%
Mean	2.93	2.63	2.13	2.05	1.97	2.15	2.43

Grade Level of Position

	<u>Elementary (preK-5)</u>	<u>Middle (6-8)</u>	<u>High (9-12)</u>
Not influential at all – 1	37.50%	41.07%	36.17%
Slightly influential – 2	12.50%	16.07%	13.83%
Moderately influential – 3	25.83%	17.86%	21.28%
Very influential – 4	15.83%	19.64%	18.09%
Extremely influential – 5	8.33%	5.36%	10.64%
Mean	2.45	2.32	2.53

Number of Job Offers

	<u>1</u>	<u>2</u>	<u>3</u>	<u>More than 3</u>
Not influential at all – 1	41.46%	32.39%	38.24%	35.71%
Slightly influential – 2	15.45%	12.68%	5.88%	16.67%
Moderately influential – 3	21.14%	25.35%	20.59%	23.81%
Very influential – 4	12.20%	22.54%	26.47%	16.67%
Extremely influential – 5	9.76%	7.04%	8.82%	7.14%
Mean	2.33	2.59	2.62	2.43

Years of Experience at Time of Offer

	<u>This was my first year teaching</u>	<u>1 to 3 years</u>	<u>4 to 6 years</u>	<u>More than 6 years</u>
Not influential at all – 1	24.58%	52.17%	51.85%	44.30%
Slightly influential – 2	17.80%	6.52%	7.41%	13.92%
Moderately influential – 3	24.58%	21.74%	22.22%	20.25%
Very influential – 4	22.88%	13.04%	7.41%	15.19%
Extremely influential – 5	10.17%	6.52%	11.11%	6.33%
Mean	2.76	2.15	2.19	2.25

Requirements to Relocate

	Relocation was from outside of the state of <u>Virginia</u>	Relocation was from within the state of <u>Virginia</u>	Relocation was not <u>required</u>
Not influential at all – 1	34.33%	34.09%	40.25%
Slightly influential – 2	8.96%	11.36%	16.35%
Moderately influential – 3	19.40%	22.73%	23.90%
Very influential – 4	23.88%	18.18%	14.47%
Extremely influential – 5	13.43%	13.64%	5.03%
Mean	2.73	2.66	2.28

**Appendix U: Recruitment Process Variables for Candidates who Accepted Positions
(Decision to Accept the Offer from ECPS)**

Age

	<u>Less than 26</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>50+</u>
Not influential at all – 1	18.29%	29.27%	50.00%	46.15%	44.83%	44.44%	32.14%
Slightly influential – 2	14.63%	14.63%	16.67%	20.51%	17.24%	14.81%	10.71%
Moderately influential – 3	32.93%	24.39%	12.50%	15.38%	17.24%	25.93%	28.57%
Very influential – 4	19.51%	4.88%	16.67%	15.38%	13.79%	11.11%	17.86%
Extremely influential – 5	14.63%	26.83%	4.17%	2.56%	6.90%	3.70%	10.71%
Mean	2.98	2.85	2.08	2.08	2.21	2.15	2.64

Grade Level of Position

	<u>Elementary (preK-5)</u>	<u>Middle (6-8)</u>	<u>High (9-12)</u>
Not influential at all – 1	34.17%	37.50%	30.85%
Slightly influential – 2	15.83%	8.93%	19.15%
Moderately influential – 3	26.67%	26.79%	20.21%
Very influential – 4	13.33%	17.86%	14.89%
Extremely influential – 5	10.00%	8.93%	14.89%
Mean	2.49	2.52	2.64

Number of Job Offers

	<u>1</u>	<u>2</u>	<u>3</u>	<u>More than 3</u>
Not influential at all – 1	36.59%	29.58%	29.41%	35.71%
Slightly influential – 2	16.26%	15.49%	17.65%	11.90%
Moderately influential – 3	23.58%	23.94%	20.59%	30.95%
Very influential – 4	12.20%	21.13%	14.71%	11.90%
Extremely influential – 5	11.38%	9.86%	17.65%	9.52%
Mean	2.46	2.66	2.74	2.48

Years of Experience at Time of Offer

	<u>This was my first year teaching</u>	<u>1 to 3 years</u>	<u>4 to 6 years</u>	<u>More than 6 years</u>
Not influential at all – 1	22.03%	43.48%	51.85%	39.24%
Slightly influential – 2	16.10%	13.04%	7.41%	18.99%
Moderately influential – 3	33.05%	21.74%	18.52%	15.19%
Very influential – 4	16.95%	8.70%	11.11%	16.46%
Extremely influential – 5	11.86%	13.04%	11.11%	10.13%
Mean	2.81	2.35	2.22	2.39

Requirements to Relocate

	Relocation was from outside of the state of <u>Virginia</u>	Relocation was from within the state of <u>Virginia</u>	Relocation was not <u>required</u>
Not influential at all – 1	28.36%	25.00%	38.36%
Slightly influential – 2	13.43%	20.45%	15.09%
Moderately influential – 3	23.88%	18.18%	26.42%
Very influential – 4	19.40%	20.45%	11.32%
Extremely influential – 5	14.93%	15.91%	8.81%
Mean	2.79	2.82	2.37

**Appendix V: Recruitment Process Variables for Candidates who Declined Positions
(Attraction to Apply to ECPS)**

Age

	<u>Less than 26</u>	<u>26-30*</u>	<u>31-35*</u>	<u>36-40*</u>	<u>41-45*</u>	<u>46-50*</u>	<u>50+*</u>
Not influential at all – 1	26.67%	33.33%	57.14%	50.00%	66.67%	0.00%	66.67%
Slightly influential – 2	13.33%	16.67%	0.00%	0.00%	0.00%	25.00%	0.00%
Moderately influential – 3	26.67%	0.00%	14.29%	0.00%	0.00%	0.00%	33.33%
Very influential – 4	26.67%	33.33%	28.57%	25.00%	33.33%	50.00%	0.00%
Extremely influential – 5	6.67%	16.67%	0.00%	25.00%	0.00%	25.00%	0.00%
Mean	2.73	2.83	2.14	2.75	2	3.75	1.67

Grade Level of Position

	<u>Elementary (preK-5)</u>	<u>Middle (6-8)</u>	<u>High (9-12)*</u>
Not influential at all – 1	33.33%	41.18%	33.33%
Slightly influential – 2	6.67%	5.88%	22.22%
Moderately influential – 3	13.33%	17.65%	11.11%
Very influential – 4	33.33%	35.29%	11.11%
Extremely influential – 5	13.33%	0.00%	22.22%
Mean	2.87	2.47	2.67

Number of Job Offers

	<u>1*</u>	<u>2</u>	<u>3</u>	<u>More than 3*</u>
Not influential at all – 1	100.00%	33.33%	31.25%	22.22%
Slightly influential – 2	0.00%	16.67%	12.50%	0.00%
Moderately influential – 3	0.00%	16.67%	12.50%	22.22%
Very influential – 4	0.00%	25.00%	31.25%	44.44%
Extremely influential – 5	0.00%	8.33%	12.50%	11.11%
Mean	1	2.58	2.81	3.22

Years of Experience at Time of Offer

	<u>This was my first year teaching</u>	<u>1 to 3 years*</u>	<u>4 to 6 years*</u>	<u>More than 6 years</u>
Not influential at all – 1	27.78%	50.00%	37.50%	50.00%
Slightly influential – 2	16.67%	0.00%	12.50%	0.00%
Moderately influential – 3	22.22%	0.00%	12.50%	10.00%
Very influential – 4	27.78%	50.00%	25.00%	20.00%
Extremely influential – 5	5.56%	0.00%	12.50%	20.00%
Mean	2.67	2.5	2.63	2.6

Requirements to Relocate

	Relocation was from outside of the state of <u>Virginia</u>	Relocation was from within the state of <u>Virginia*</u>	Relocation was not <u>required</u>
Not influential at all – 1	21.43%	44.44%	47.37%
Slightly influential – 2	14.29%	11.11%	5.26%
Moderately influential – 3	28.57%	22.22%	0.00%
Very influential – 4	21.43%	11.11%	42.11%
Extremely influential – 5	14.29%	11.11%	5.26%
Mean	2.93	2.33	2.53

* *Category was too small to include in analysis (n<10).*

**Appendix W: Recruitment Process Variables for Candidates who Declined Positions
(Decision to Accept the Offer from ECPS)**

Age

	<u>Less than 26</u>	<u>26-30*</u>	<u>31-35*</u>	<u>36-40*</u>	<u>41-45*</u>	<u>46-50*</u>	<u>50+*</u>
Not influential at all – 1	53.33%	50.00%	71.43%	50.00%	66.67%	50.00%	66.67%
Slightly influential – 2	20.00%	16.67%	0.00%	25.00%	0.00%	25.00%	0.00%
Moderately influential – 3	26.67%	16.67%	28.57%	25.00%	0.00%	0.00%	33.33%
Very influential – 4	0.00%	16.67%	0.00%	0.00%	33.33%	25.00%	0.00%
Extremely influential – 5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Mean	1.73	2	1.57	1.75	2	2	1.67

Grade Level of Position

	<u>Elementary (preK-5)</u>	<u>Middle (6-8)</u>	<u>High (9-12)*</u>
Not influential at all – 1	60.00%	58.82%	55.56%
Slightly influential – 2	13.33%	11.76%	22.22%
Moderately influential – 3	20.00%	29.41%	0.00%
Very influential – 4	6.67%	0.00%	22.22%
Extremely influential – 5	0.00%	0.00%	0.00%
Mean	1.73	1.71	1.89

Number of Job Offers

	<u>1*</u>	<u>2</u>	<u>3</u>	<u>More than 3*</u>
Not influential at all – 1	80.00%	50.00%	56.25%	55.56%
Slightly influential – 2	0.00%	16.67%	18.75%	11.11%
Moderately influential – 3	20.00%	25.00%	18.75%	22.22%
Very influential – 4	0.00%	8.33%	6.25%	11.11%
Extremely influential – 5	0.00%	0.00%	0.00%	0.00%
Mean	1.4	1.92	1.75	1.89

Years of Experience at Time of Offer

	<u>This was my first year teaching</u>	<u>1 to 3 years*</u>	<u>4 to 6 years*</u>	<u>More than 6 years</u>
Not influential at all – 1	55.56%	33.33%	87.50%	50.00%
Slightly influential – 2	16.67%	33.33%	0.00%	10.00%
Moderately influential – 3	27.78%	16.67%	12.50%	20.00%
Very influential – 4	0.00%	16.67%	0.00%	20.00%
Extremely influential – 5	0.00%	0.00%	0.00%	0.00%
Mean	1.72	2.17	1.25	2.1

Requirements to Relocate

	Relocation was from outside of the state of <u>Virginia</u>	Relocation was from within the state of <u>Virginia*</u>	Relocation was not <u>required</u>
Not influential at all – 1	57.14%	66.67%	52.63%
Slightly influential – 2	0.00%	22.22%	21.05%
Moderately influential – 3	28.57%	11.11%	21.05%
Very influential – 4	14.29%	0.00%	5.26%
Extremely influential – 5	0.00%	0.00%	0.00%
Mean	2	1.44	1.79

* *Category was too small to include in analysis (n<10).*