

# Recruitment, Retention, Reclamation: Implementing A Program to Maintain Sustainability

Presented by  
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# Description

- This session will provide an opportunity for members to enhance their knowledge of two concepts that have a high potential for influencing sustainability of membership in Chi Eta Phi sorority, Incorporated. Specific emphasis will be placed on culture and commitment and their influence on recruitment, retention and reclamation. A process approach will be used to facilitate application of culture and commitment as frameworks for the utilization by chapters as efforts are made to sustain members . Inherent in the presentation will be the 2003 document –*Using a Process Approach to Improve retention*



# Objectives

Participants will be able to:

- 1. Comprehend the concepts of culture and commitment as they relate to organizational sustainability
- 2. Discuss the concepts of culture and commitment as they relate to recruitment, retention and reclamation
- 3. Identify the practice for using culture and commitment in the solution of issues associated with recruitment, retention and reclamation
- 4. Utilize a systematic plan, including a problem solving approach, that will improve membership retention and sustain growth and stability



# Session Overview

This workshop is a spin off from a retention report that was presented at Boule' 2003. The intent for this workshop is to expand on the 2003 report by providing information that will facilitate re-grouping and to refocus on sustaining membership in Chi Eta Phi Sorority, Incorporated. Continuing concentration will be on culture and commitment and strategies that can be used to develop goals and objectives to enhance recruitment, retention and reclamation.

## Culture

Pearl Holland

## Commitment

Lillian Stokes



# Introduction

- 2003- Membership Retention
  - Identified as a Priority by Dr. Mosley, then Supreme Basileus
  - High turnover among new members
  - Attrition of active, loyal members
  - Low return from inactive members



# Action: Ad Hoc Retention Committee

- Charged to Identify a plan to address the retention of members

## Committee activities

- SWOTS (Strengths Weaknesses Threats and Opportunities)
- Literature Search
- Plan for improving membership retention



# SWOTS

## ➤ Strengths

- Good Fellowship
- Good Networking
- Efforts toward Mentoring
- Avenue for expressions of personal skills
- Have members capable of facilitating leadership development
- Organization that foster professional goals (scholarships)



# SWOTS

## ➤ Weaknesses

- Aging population
- Resistance to new ideas
- Not a well defined way to share best practices for retention
- Negative organizational behaviors/dynamics that discourage members
- Poor follow through on programs and plans





# SWOTS (cont'd)

## ➤ Weaknesses (cont'd)

- Need external motivation
- Misinformed or not informed
- Lack of pride in the organization

## ➤ Opportunities

- Develop initiatives to result in exceptional, measureable outcomes
- Programs that are research-based with the potential for success
- Share findings
- Reverse trends and obtain “the best of the best” among our membership

## ➤ Threats

- Time



# 15 Years Later: Where are we?

- Retention remains a critical issue
  - Suggested opportunities not advanced
  - Very little chapter effort to address attrition
  - Weaknesses remain, with additional concerns
    - Increased generational diversity
    - More external competition
    - Little or no growth in experienced leaders
    - No plans or best practices put forth for retention



- Causal factors are systemic (related to the organizational culture)
- Causal factors of membership attrition are multiple and varied among chapters
- Causal factors are related to internal issues/ conditions as well as external challenges



# Therefore,

- Continuing decline in effective recruitment, retention and reclamation (RRR) is a manifestation of issues and challenges in the internal organizational environment
- The problems and potential solutions for RRR are, to a large extent, rooted in the **organizational culture and commitment.**



# What about Culture?

## ➤ Culture defined

- The customary beliefs, social norms and material traits of a racial, religious or social group
- A set of values, conventions or social practices associated with particular field, activity or societal characteristics



# Dynamics in a Culture

- Behaviors and practices of individuals in the same environment,
- how individuals act and engage with each other,
- how individuals engage with the organization,
- the values are assigned to members' actions,
- the personal goals and how they fit with the goals of the organization, group



# Role of Culture

## ➤ Role of culture

- Sense of identity
- Provides clarity and reinforces standards of behavior
- Creates commitment to the purpose, mission, goals, and values of the group or organization



# Organizational Culture

- A set of shared values, attitudes, goals and practices that characterize an organization, institution or group.
- Organization's "Mission in Action"
- Everything that happens or is done within the organization
- The standard of excellence of an organization (Bill Walsh)





# importance of Org.Culture

- Defines the organization's personality
- Advertises to the community
- Represents the organization's attitude
- Amplifies the mission
- Defines what is important.



# Cultural Characteristics

- What is **SEEN**
- What is **SAID**
- What **IS BELIEVED**



# Three levels of cultural characteristics

- **Artefacts: what is seen**  
Behavior of members, language, business processes , physical and social environment , attitude, dress
- **Espoused Values - what is said:** beliefs, strategies, mission, policies, goals
- **Basic Assumptions - what is believed;** unwritten rules, the way we are, thoughts, feelings, rules of the heart and mind of the members



# How is organizational culture formed?

## ➤ **Mission - based:**

- From the mission, goals, policies, programs, standards of operations and social practices are defined precisely
- These elements are then nurtured and protected and enforced by the leadership
- This provides the structure, process and practice for all members of the organization



# Formation of culture, cont'd

- **The Informal Group**

- Results from a collective sum of the experienced behavior of the members over time.
- Thoughts and actions come out of the group experience and evolves into “the way we do things”

- **Blended Culture**

a mixture of the mission-based and informal;  
the informal can grow and predominate



# Journey to cultural excellence in Chi Eta Phi Sorority

- Vision:  
To be a nationally recognized leader in  
developing healthy communities



# Journey to cultural excellence in Chi Eta Phi Sorority

- Mission:

Chi Eta Phi Sorority is an organization of professional nurses committed to identify a core of nursing leaders who effect social change at the national, regional and local levels; develop working relationships with other professional groups, stimulate a close relationship among members, to provide recruitment programs for health careers and to encourage the pursuit of continuing education.



# culture cont'd

## Values

- **Diversity** in membership and programs
- **Excellence** in members, work, integrity, accountability and honesty in all levels of leadership
- **Effective communications**, professional behavior
- **Recognition** for high quality/excellent work





# Programs

- Health Promotion Disease prevention
- Partnership Programs
- Scholarships
- Community Service Projects
- Educational Programs Mentoring
- Leadership Development
- .....And more



# Journey to Cultural Excellence

## “Mission in Action”

### The Local chapters: Mini Organizations

- Based on mission, programs are defined, policies developed, guidelines given for the conduct of business, communication, dress, reporting, education, leadership development



# Chapters : Mini Organizations

## Membership

- Generational Diversity
- Diversity in age, education, experience in nursing , in organizational experience;
- variation in communication style, dress, skills and abilities, business and leadership skills, various levels of professional prowess, and behavior



# Journey to Cultural Excellence

➤ Chapters: mini organizations

Members must

- **Know** the mission, goals, values
- **Understand** the mission goals and values
- **Protect** the mission and values
- **Values** evident in all activities
- **Commit** to the mission and goals
- **Take pride in** what the organization represents



# Journey to Cultural Excellence

“ the charge and the challenge”

- Chapters must capture the spirit of the organization,
- Reflect the organizational values in what is **done, said,** and in what is **seen**
- Assimilate the tenants of the organization and wear them with pride and passion
- Practice and perform with professionalism



- The behavior and practices in the chapter
  - **Serves as a megaphone in the community**
- Reflects the organization's personality
- Advertises to the community
- Represents the organization's attitude
- Amplifies the mission
- Defines what is important.



# Organizational Culture and RRR

- Retention is a factor of the **strength** of your organizational culture
- Effective recruitment and reclamation are fueled by the strength of the culture



# Relevance of culture to RRR

- Recruitment: recruit **FOR** retention
  - requires members to mesh with org. needs
  - members must mesh with the spirit of the org.
  - Urges a “good fit”
- Retention: Chapter is prepared
  - Engage
  - Mentor
  - Empower
  - Nurture current members
- Reclamation - ongoing communication





# Org. Culture and RRR

- Well defined, well balanced, well-enforced mission - based culture
  - Urges pride
  - Clarifies direction
  - Inspires commitment
  - Stirs passion
  - Instills values



## Perspectives on Commitment

In addition to general perspectives held by many, specific disciplines describe commitment in ways to potentially capture additional information that provides implications for membership.

- Origin of Commitment-Latin
  - Combination of ***cum*** and ***mittere***
  - “to join, combine, put together.”



- General Perspectives
  - limited or lack of engagement
  - lack of attention
  - not meeting responsibilities....and more
- Sociologists Perspective
  - Descriptive
  - Forms of **actions** characteristic of people/groups
  - Kinds of **behaviors** of people/ groups
- And Additional Expert Perspectives

Reeder..."the experience of being psychologically attached to something and intending to stay with it"  
(*Commit to Win*, p. 5)



- ... the **foundation** of great accomplishments.  
Example – Consider Soror Ewell’s founding of Chi Eta Phi Sorority, Incorporated
- ... is **complex**
- ...contains two forces  
–**dedication** and **constraints**



**dedication** refers to the “want to” part of commitment which reflects an intimate desire to devote oneself to something considered to be important or meaningful.

For example **problems** surrounding the 3 Rs.

**constraints...** the “have to” that keeps one committed,

- commitment is not a promise but ... is a process.



# Human Resources Perspectives

## A Look at ORGANIZATIONAL COMMITMENT

- What is Organizational Commitment?
  - Organizational commitment is
    - “the strength of the feeling of responsibility that an “employee/individual has toward the **mission** of the organization.”
    - “desire to remain a member of the organization.”
  - The extent of commitment influences whether a person stays or leaves.



.... A **NOT** committed person engages in *withdrawal behaviors* ( a set of actions).

There could be constraints that's hinders these behaviors.



# Types / Models of Organizational Commitment





## AFFECTIVE COMMITMENT

desire to remain a member of an organization due to emotional attachment and involvement with that organization.

## NORMATIVE COMMITMENT

refers to a desire to remain a member of the organization due to feelings of **obligation**.

## CONTINUANCE COMMITMENT

desire to remain because, as a member, the cost associated with leaving is too great, One stays because they need to.



# Myths About Commitment



**SUMMARY and IMPLICATIONS:**  
Commitment is viewed slightly different by different disciplines.



There are implications for:

- Broadening ones perspectives about commitment.
- Looking at the “label” lack of commitment statements with a different lens.
- Observing behaviors AND considering meanings
- Considering constraints and how assistance might be provided.
- Using a PROCESS for determining commitment or the lack thereof.



The 2003 document used a process that nurses know extremely well.

- Reasons related to **attrition** were identified as a base for assessment.
- The document focused on looking at individuals, the environment, and behavior.
- The views of different disciplines also support not looking at a narrow segment, but looking at different perspectives as well.



# Application of Commitment to the Nursing Process

## ASSESSMENT

What PERSON ORIENTED questions can be asked to get additional data?

What behaviors or actions do you OBSERVE? –e.g. during the recruitment phase?



## ❖ Possible/Focused Observations

–active in community, offers time, talent, resources to helping other organizations,

- What do you OBSERVE after he/she becomes a member?
  - Non-participative
  - Always late, rushed, misses meetings; **no participation**
  
- What do you HEAR? e.g. from: “committed” members; from person(s) labeled as “not committed.”



## Commonly heard voices

“The person does not come to meetings...does not participate or participates infrequently”.

Are there generational differences noted in the observations and voices or others?

What about the morale of members?

Considerations for reclamation





## What questions can be asked about the chapter? The leadership team?

- Is the application of VALUES evident in chapter operations?
- What attention is being given to programming?
- What about relationships between and among members?
- Are professional behaviors evident during/at events?
- What are the talents/skill sets of members?
- To **what extent** questions can be framed?

The answer to these **“To what extent questions”** may give some ideas for measurement.



## SUMMARY

These categories are meant to highlight that attention must be paid to more than individuals.

- ❖ Do an assessment of the environment and relationships as well.
- ❖ You are also encouraged to continue to determine areas that should be assessed.
- ❖ Develop some “to what extent” questions.
- ❖ Re-visit the 2003 Retention Project periodically.



- Make an **ANALYSIS** of your findings.
- Then begin your work towards the **PLANNING PHASE**.
- Establish clear **GOALS/OBJECTIVES** that facilitate commitment in whatever areas that surfaced.

In establishing goals:

- embrace the totality of it all, not just issues relating to perceived or actual individual commitment issues.
- Take a look at the leadership. Leaders must demonstrate commitment.



- Maxwell (1999) indicate this as a MUST because:
  - “people do not follow uncommitted leaders”.
  - “people buy into the leader, then the vision.”
- Consider goals that have a high potential of keeping members engaged.
- Connect individual skill sets/interests to broader organizational goals and objectives.

“ People commit themselves to what they help make  
(Gray and Associates,1998.)



- Communicate the goals.
- Create a strong teamwork culture.
  - think diversity as of ideas, experiences, individuals.
  - Encourage opened communication
  - Foster a productive organization culture
  - Facilitate development of members

Create an environment that is professional , engaging, encouraging, welcoming, open, pleasant and business oriented.

Establish stellar orientation programs that specifically address what the Sorority is all about.



Encourage Innovation.

When a person has a good idea, do not discourage. Motivate them to come up with more good ideas. Be astute enough to discern blockers

Establish goals that connect with

**RECRUITMENT, RETENTION and RECLAMATION.**



Establish goals indicative of successful pathways,  
commitment ( e.g. mentoring initiatives}

Establish a mentoring initiative that paves a successful  
path for **retention of quality members.**

Learn about the mentoring process



Facilitate member development ( .e.g. attending conferences, webinars, etc., in house seminars, etc.

Establish recognition programs.

ADDITIONAL THOUGHTS?





Establish an EVALUATION PLAN and FOLLOW IT!  
“The only real measure of commitment is *“ACTION”*”

Refer to the 2003 Retention PLAN!!



# Summary

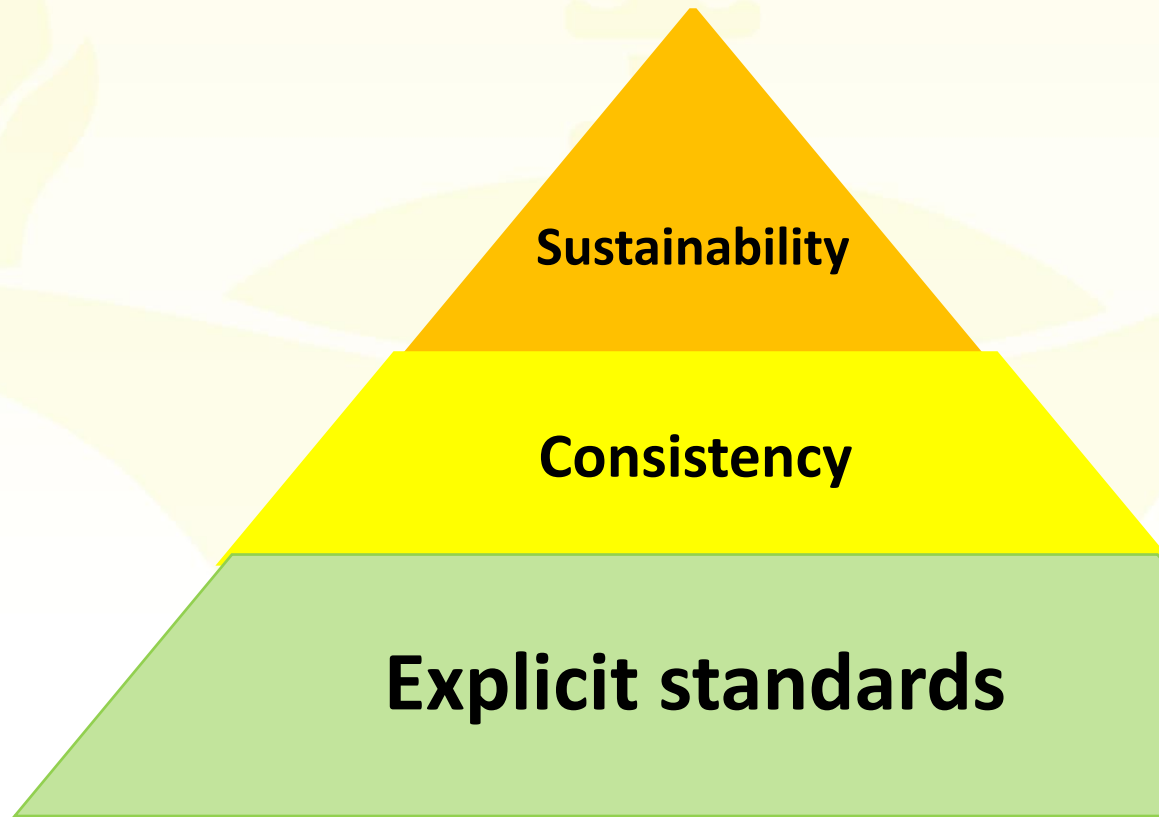
- New perspectives have been learned about commitment.
- Commitment is more than individual members.
- New perspectives have the potential for heightening work relating to the THREE Rs
- The 2003 Report has high relevance for use.

Start Working at THE CHAPTER LEVEL to SUSTAIN MEMBERSHIP!

**“Commitment opens doors to achievement”**



# Model of Excellence: Sustainability



# Bib,

- Becker, H.S. (1960). Notes on the Concept of Commitment, *American Journal of Sociology*, 66(1)32-40.
- Reeder, H (2014). *Commit to Win*, Hudson Street Press, New York.
- Maxwell, J.C. (1999) *Commitment: Qualities of a Leader*. Thomas Nelson. Nashville, TN pp13-22.
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# COMMITMENT

- Origin of Commitment – Latin
  - Combination of **cum** and **mittere**; meaning “to join, combine, put together.”

## Perspectives on Commitment

- General Perspectives
  - limited or lack of engagement
  - lack of attention
  - not meeting responsibilities...and more
- Personal Perspective on Commitment (1 minute)
  - What can you add to the list?
- Perspectives from Disciplines
  - Socialist Perspective



- ...forms of **actions** characteristic of people/groups.
- ...kinds of **behaviors** of people/groups.
- Perspectives drawn from Psychologists and Economists. (Reeder, 2014)
- ...”the experience of being psychologically attached to something and intending to stay with it.” (*Commit to Win*, p. 5, 2014)
- ...the **foundation** of great accomplishments. (e.g. Soror Ewell’s founding of Chi Eta Phi Sorority, Incorporated.)
- ...is complex
- ...contains two forces – **dedication** and **constraints**
  - **Dedication** the “**want to**” part of commitment which reflects an intimate desire to devote oneself to something considered to be important or meaningful.
  - **Constraints** the “**have to**” that keeps one committed
    - One guess is that members dedicate themselves to “**wanting to**” and engaging in the “**have to’s**” in working to **SUSTAIN MEMBERSHIP**.



# Human Resources Perspectives: Organizational Commitment

- What is Organizational Commitment?
  - Organizational commitment includes:
    - “the strength of the feeling of responsibility that an “employee/individual has toward the **mission** of the organization.”
    - “desire to remain a member of the organization.”
  - The extent of commitment influences whether a person stays or leaves.
    - A NOT committed person engages (or may engage) in withdrawal behaviors/a set of actions. However, there could be constraints that hinders these behaviors.



## ➤ Types/Models of Organizational Commitment

- **AFFECTIVE COMMITMENT**

....desire to remain a member of an organization due to emotional attachment and involvement with the organization.

- **NORMATIVE COMMITMENT**

....refers to a desire to remain a member of the organization due to feelings of obligation.

- **CONTINUANCE COMMITMENT**

....desire to remain because, as a member, the cost associated with leaving is too great.

One stays because they need to.





## MYTHS ABOUT COMMITMENT

(Reeder, 2014. *Commit to Win*)

### COMMITMENT:

1. You either have it or you do not.
2. The moment it all begins.
3. You only have to do it once.
4. The more the better.
5. There's one thing to create it.
6. It brings immediate results.
7. It's about others.

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## ➤ SUMMARY and IMPLICATIONS

- Commitment is:
  - viewed slightly different by different disciplines.
  - foundational
  - Complex
- There may be actions exhibited and behaviors identified as “not committed”, but unrelated.
- There are MYTHS associated with commitment.
- From an organizational perspective, there are different types of commitment.
- Thus, there are implications to:
  - Broaden ones perspectives about commitment.
  - View “LABELS” of “lack of commitment”, statements with different lens.
  - Observe behaviors AND consider meanings.
  - Considering constraints and how assistance might be provided.



- Observe behaviors AND consider meanings.
  - Consider constraints and how assistance might be provided.
  - Use a PROCESS APPROACH for determining commitment or the lack thereof.
- Relating the 2003 Document
- The 2003 document used a process that nurses know extremely well.
  - Reasons related to **attrition** were identified as a base for assessment.
  - The document focused on looking at individuals, the environment, and behavior.
  - The views of different disciplines also supported not looking at a narrow segment, but considering different perspectives.
- Application of Commitment to the Nursing Process

## ASSESSMENT

- Securing the data:
- Consider PERSON ORIENTED questions.
- OBSERVE positive and negative BEHAVIORS or ACTIONS during different phases.
- LISTEN – what do you hear?



- During the RECRUITMENT PHASE:
  - active in community, offers time, talent, and resources to helping other organizations.
  - verbalizes statements indicating understanding of the **MISSION**.
  
- MEMBERSHIP PHASE
  - What do you OBSERVE?
    - Non-participative
    - Always late, rushed, missed meetings; **no/limited participation**.
    - Offers explanations for non-participation. Can be validated.
    - Demonstrates and understanding of the mission.
  
- What do you HEAR? e.g. from: “committed” members; from person(s) labeled as “not committed.” Commonly heard voices.
  - “The person does not come to meetings..does not participate or participates infrequently.”
  
- Do you note generational differences?
  - In observations? In voices?
  
- What questions can be asked about the CHAPTER? The LEADERSHIP TEAM?



- Is the application of SORORITY VALUES evident in chapter operations?
- What attention is being given to programming?
- What about relationships between and among members?
- Are professional behaviors evident during/at events?

➤ What questions can be asked about the MEMBERSHIP?

➤ What “TO WHAT EXTENT QUESTIONS” can you ask?

- Answers to: “**To what extent questions**” may give some ideas for measurement and strategies.
- What are the talents/skill sets of the MEMBERS?

➤ Considerations for reclamation

- What observations do you make?
- What do you listen for?



# SUMMARY

These categories are meant to highlight that attention must be paid to more than individuals.

- ❖ Do an assessment of the environment and relationships as well.
- ❖ Continue to determine areas that should be assessed.
- ❖ Develop some “to what extent” questions.
- ❖ Re-visit the 2003 Retention Project periodically.

# ANALYSIS

- Make an **ANALYSIS** of your findings.
- Begin work towards the **PLANNING PHASE**.
- Establish clear **GOALS/OBJECTIVES** that facilitate commitment in whatever areas that surfaced.
- One question to ask is do you currently set goals specifically directed toward Sustaining Membership. **Think sustainability.**



- Embrace the totality of it all; not just issues relating to perceived or actual individual commitment issues.
- Take a look at the leadership. Leaders must demonstrate commitment.
  - Maxwell (1999) indicates this as a MUST because:
    - “people do not follow uncommitted leaders.”
    - “people buy into the leader, then the vision.”
  - Consider goals that have a high potential of keeping members engaged.
  - Connect individual skill sets/interests to broader organizational goals and objectives.
  - Engage your members: “People commit themselves to what they help make”, (Gray and Associates, 1998.)
  - Communicate the goals
    - Create a strong teamwork culture; think diversity of ideas, experiences, and individuals.
      - Encourage opened communication.
      - Foster a productive organizational culture.
      - Facilitate development of members.



- Create an environment that is professional, engaging, encouraging, welcoming, open, pleasant and business oriented.
- Reduce stress and uncertainty by:
  - establishing stellar orientation programs that specifically address what the Sorority is all about.
- Encourage Innovation.
  - When a person has a good idea, do not discourage. Motivate them to come up with more good ideas. (Be astute enough to discern blockers.)
- Establish goals that connect with:
  - RECRUITMENT, RETENTION, AND RECLAMATION.
    - Establish a mentoring initiative that paves a successful path for **retention of members**.
  - Mentoring, Mentoring Process, Mentoring Initiatives
    - Establish goals indicative of successful pathways for commitment.
    - Facilitate member development (e.g. attending conferences, webinars, etc.; in house seminars).





- Establish recognition programs.
- Acknowledge what members are doing

WHAT ARE YOUR ADDITIONAL THOUGHTS?

## EVALUATION

- Establish an EVALUATION PLAN and FOLLOW IT!
- “The only real measure of commitment is “ACTION”
- Evaluate and make necessary changes on an ongoing basis.

Refer to the 2003 Retention PLAN!!



# SUMMARY

- New perspectives have been presented about commitment.
  - New perspectives have the potential for heightening work relating to the THREE Rs.
- Commitment is more than individual members...environment...leadership, etc.
- The 2003 Report has high relevance for use.
  - ...start working at THE CHAPTER LEVEL to SUSTAIN MEMBERSHIP at a desired level. Apply principles to:
    - maintain or enhance the quality of the environment.
    - use strategies applicable to decision making such as consensus building, encouraged participation.
    - engage all members who have a state in the outcome of decisions.

**“Commitment opens doors to achievement of Sustained Membership”**



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Becker, H.S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66(1), 32-40.

Reeder, H. (2014). *Commit to Win*. New York: Hudson Street Press.

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