

STAFFING MANAGEMENT
INSTRUCTOR'S MANUAL

SHRMTM

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Four Recruitment and Retention Case Scenarios

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PROJECT TEAM

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Introduction

These recruitment and retention case scenarios are designed to be presented sequentially, since each scenario builds upon the previous one. They are intended for undergraduate college students.

LEARNING OBJECTIVES

Students will learn to:

- Determine recruitment needs.
- Identify recruitment policies and guidelines.
- Determine a recruitment strategy.
- Develop a communication plan to implement the recruitment strategy.

GENERAL DIRECTIONS FOR SCENARIOS

Students are presented with a business-based scenario. Review the scenario and consider the requirements for staffing the new project. Additional information is provided for each scenario to help students make their decisions. Students have 35 minutes to read about the organization and review information gathered from the suggested readings. Allow 25 minutes to answer the four questions presented with the scenario.

GENERAL TEACHING NOTES

There are four scenarios. Ask students to read each scenario before class. The lists of suggested readings are independent study materials and are intended to provide students additional related information.

The class can be divided into groups of 4 or 5 depending on the size of the class.

SCENARIO SCHEDULE

The scenarios are designed to take 1 hour each to complete:

5 minutes to review the organization and to discuss it in the group.

30 minutes to read the scenario and suggested readings and to discuss “Things to Think About”.

25 minutes to answer the questions provided for each scenario.

GENERAL TEACHING POINTS BY SCENARIO

Scenario 1: Increasing Staff to Complete the First Phase of a Project

Restate the information provided about MRG HPI. Note the organizational structure and the types of positions this organization hires and must retain. Discuss recruitment strategies MRG HPI might use for various positions (advertising, job banks, recommendations, job fairs, etc.). Discuss internal versus external recruitment. Note the existing recruitment guidelines included in the additional information for Scenario 1. Discuss the existing organizational policies to obtain approval for new hires.

Scenario 2: The Effect of Firing the Program Manager on Staffing for the Second Phase of the Project

Discuss retention and recruitment issues as they pertain to replacing a leader. Guide students to look at all options within and outside their organizations. Help students list potential recruitment challenges.

Scenario 3: The Effect of Losing Staff Members during a Staff Reduction

Discuss the emotional and motivational effect on staff when a staff reduction occurs. Consider the challenges in recruiting for positions that were lost due to a reduction in staff. Share ideas on how to initiate long-term retention strategies in light of staff reductions.

Scenario 4: The Effect of Additional Workload on Continuing Operations

Discuss the challenges facing employers who must hire quickly. Note that existing policies may affect the process, the approval mechanisms and budgets. Discuss retention issues for existing staff with additional workloads. Consider scheduling the staff acquisition in stages; the first stage to meet pressing needs and the next stages to meet long-term needs.

SUGGESTED READINGS

Below is a list of suggested readings that may provide real-world insight from organizations faced with similar situations. These readings are intended to be self-study.

Scenario 1

1. Recruitment Strategy for the Goddard Space Flight Center.
<http://ohcm.gsfc.nasa.gov/wfstatistics/home.htm>
2. VETS Report on Affirmative Action Employment Program for Women and Minorities. *<http://www.dol.gov/vets/affirmative/action.pdf>*
3. Recruitment Incentive. *<http://www.opm.gov/oca/pay/html/recbonfs.asp>*
4. Recruiting Stars: Top Ten Ideas for Recruiting Great Candidates.
<http://humanresources.about.com/cs/recruiting/a/candidatepool.htm>
5. Examine Staffing: Operation Recruitment. *http://www.rt-image.com/Examine_Staffing_Operation_Recruitment_Strategic_planning_for_employee_retention/content=8104J05C4876808040B69A764468A0441*

Scenario 2

1. E.M. Bennatan. Catastrophe Disentanglement: Getting Software Projects Back on Track. *<http://safari.oreilly.com/0321336623/ch09lev1sec3>*
2. What Makes a Good Project Manager.
<http://whitepapers.techrepublic.com.com/whitepaper.aspx?docid=158344>
3. Screw-Up 6: The Team Didn't Gel! The Project Manager Advisor.
http://leadingonedge.com/Articles/Project_Management_Screw-up-6.htm

Scenario 3

1. Retention of Employees: Tips and Tools for Employee Retention.
http://humanresources.about.com/od/retention/Retention_of_Employees_Tips_and_Tools_for_Employee_Retention.htm
2. Keep the People You Need in the Outsourced Economy.
http://humanresources.about.com/od/retention/a/lead_retention.htm
3. How To Retain Your Best Employees.
<http://humanresources.about.com/cs/retention/a/turnover.htm>
4. Got the Layoff Blues? Find Help and Hope.
<http://humanresources.about.com/b/a/116380.htm>
5. Downsizing with Dignity: You Can Downsize with Care—for People and the Business. *<http://humanresources.about.com/od/layoffsdownsizing>*
6. Jim Collins audiotapes (look in archived audio section...listen to 2 audios: 1) Getting people in the right seats over time and 2) Getting people off the bus.
<http://www.jimcollins.com/hall>

Scenario 4

1. Tips for Determining a Motivating Salary.
http://humanresources.about.com/cs/compensation/a/aasalaryrange_2.htm
2. Solve Technical Staffing Challenges.
<http://intbrill.com/weblogs/bunmi/archive/2007/04/01/7253.aspx>
3. Meeting the Competitive Challenge: A New Architecture for Lean Transformation. *<http://www.allbusiness.com/specialty-businesses/307777-1.html>*
4. Tune Design Creates “Tune Design Interiors” Division and Increases Staff.
http://www.tunedesign.com/recognition/2003_05_increase_staff.htm
5. Growing Pains. *<http://entrepreneurs.about.com/cs/beyondstartup/a/uc070903.htm>*



Organization Overview

- MRG Human Performance Improvement (MRG HPI) was founded in 1988 with the goal to improve human performance through the use of multiple technology avenues.
- To improve human performance, MRG HPI makes recommendations about how to change work environments to improve employee performance, motivation and morale; and develops courseware for skill improvement.
- The Training Solutions Division of MRG HPI develops the courseware products.
- Revenue for past year: \$25 million.
- Revenue for the Training Solutions Division for the past year: \$10 million.
- MRG HPI total workforce: 650 employees, 260 of whom are employed in the Training Solutions Division.

Case Study Background

- The Training Solutions Division (TSD) of MRG HPI was recently awarded a \$6 million contract to develop a training academy for ZULU, a United States government organization with highly educated personnel. The contract is for 36 months. The academy must be up and running in three months and the first classroom course offered at the start of the fourth month.
- TSD must develop the following before the first classroom course is offered:
 - a. A project plan and timeline for the academy's development, including web site design and launch, course development and repeat course cycles.
 - b. Paper-based training and educational products.
 - c. Web-based training and educational products.
 - d. Digitized video training and educational products.
 - e. Marketing brochures, posters and e-mail announcements.
 - f. Event logistics plans.
 - g. Delivery schedules for 15 courses.
 - h. Training analyses for the first and second courses.
 - i. Instructional design plans.
 - j. An instructor's guide, participant manual and PowerPoint presentation with a variety of multimedia components such as graphics, animations and videos for the first course.
 - k. An examination for the first course.

The training academy will be completely virtual. All academy marketing, courses and attendee registration will occur online. In addition, the academy web site will house course materials and records for attendee access, and an interactive forum for academy member collaboration.

The contract requires TSD to develop 15 classroom-based courses that are highly interactive and use innovative multimedia approaches. After all the courses are developed and delivered one time, they will be repeated during the last year of the three-year project.

Project Phases

Project development will occur in two phases:

Phase 1: Create the training academy (3 months).

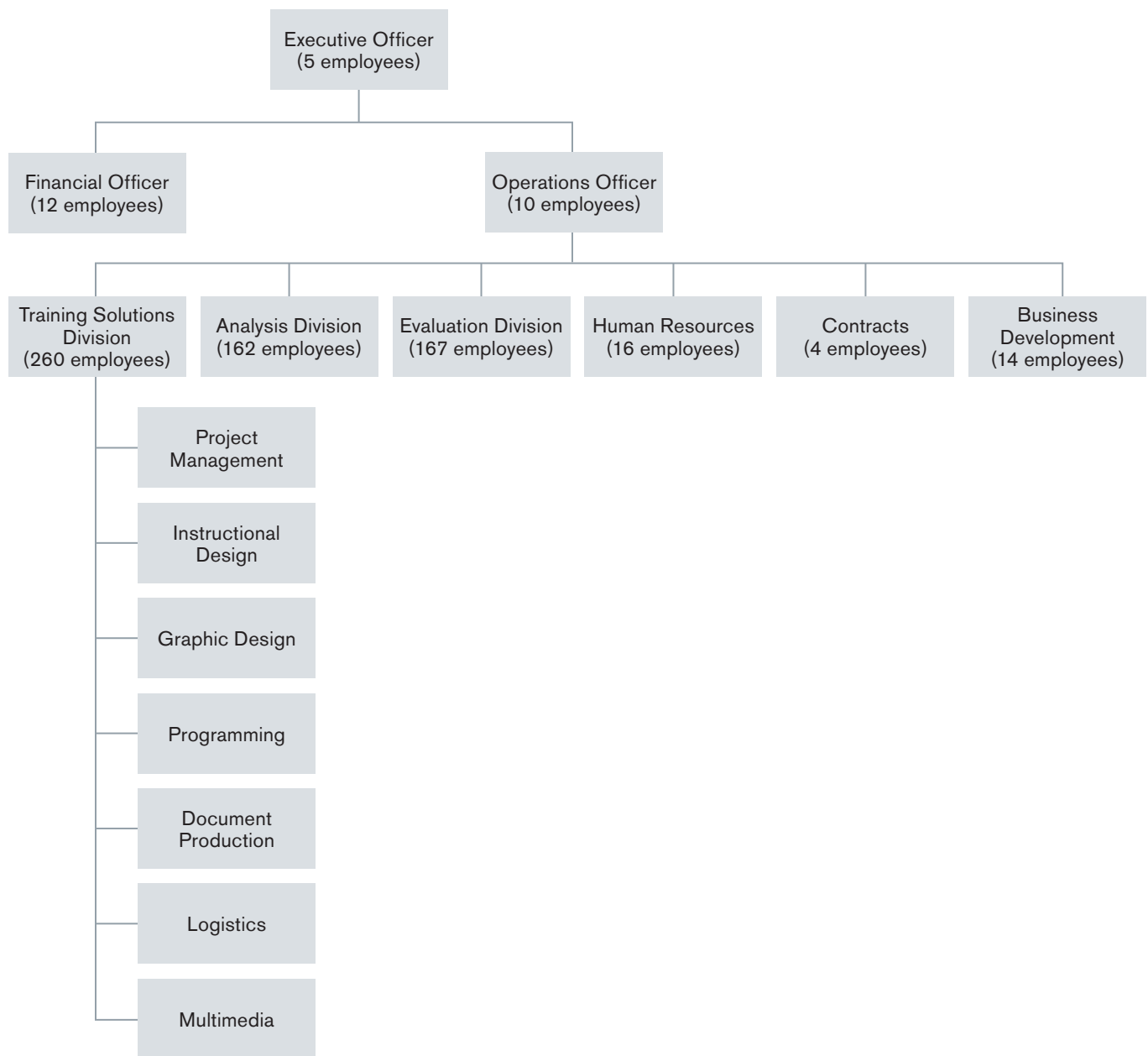
- Implement organizational structure.
- Develop and launch web site.
- Develop and implement branding for the academy.
- Develop and distribute marketing materials.
- Develop the first course.
- Deliver the first course.
- Begin development of the second course through the analysis phase.

Phase 2: Maintain academy operations, develop and implement remaining courses, and offer repeat sessions (2 years and 9 months).

- Complete development of the second course.
- Deliver the second course.
- Implement development schedule for the next 13 courses.
- Offer repeat courses during last year of the contract.
- Continue to manage the academy, maintain the web site and market the courses.

Organizational Structure

MRG HPT's current organizational structure:



The Training Solutions Division is a matrix organization* divided into the following branches:

- Project Management
- Instructional Design
- Graphic Design
- Programming
- Document Production
- Logistics
- Multimedia

* A matrix organization uses a multiple chain-of-command system. In a matrix organization, employees typically report to a manager with profit or overall project responsibility and to their functional manager who is responsible for maintaining product quality and functional performance.



Current TSD Staffing

All 260 employees in the Training Solutions Division are already assigned to projects. The new contract will require TSD to determine how many employees they will need for each division branch and for each project. They will need to take into account when current projects are ending; who can be moved from those projects to the new project; and how many new employees will be needed.

Scenario 1: Increasing Staff to Complete the First Phase



Read the Introduction of MRG HPI.

ADDITIONAL SCENARIO INFORMATION

MRG HPI Policies and Guidelines for Assigning Employees to Projects

MRG HPI is committed to maintaining a highly qualified talent pool. Therefore, all MRG HPI employees must be considered for new work opportunities before being terminated due to lack of an available, relevant assignment.

New employees must be hired to support existing workloads. Full-time position requests must include verification of the project assignment; a budget to support the position; and the duration of the assignment. If project will be short in duration, term hires must be considered or even the use of a consultant or subcontractor.

The addition of a new position requires written approval from the project manager, branch chief, the vice president of the Training Solutions Division, the chief operating officer, the chief financial officer and the vice president of Human Resources.

Subcontractor hiring requires written approval from the project manager, branch chief, of the vice president of the Training Solutions Division, the vice president of Contracts, the chief operating officer, the chief financial officer and the vice president of Human Resources.

Staff reassignments require written approval from the branch chief, the vice president of the Training Solutions Division, the chief operating officer, the chief financial officer, the vice president of Human Resources and the chief executive officer.

THINGS TO THINK ABOUT

Based on the scenario and the additional information presented above:

1. What are the existing recruitment policies and guidelines?
2. What challenges do they cause and what will you do to meet them?
3. What are your proposed results?

WHAT WOULD YOU DO?

1. What are some of the positions you may need to recruit? Why?
2. What are the existing recruitment policies and guidelines?
3. What is your recruitment strategy?
4. Develop a communication plan for hiring new recruits.

Scenario 1 Solution

Recruitment needs, strategy, approach and the communication plan are incorporated in the following solution.

The first step was to prepare a development schedule. MRG HPI then assigned experienced employees familiar with the project (those who had been involved in the planning, research and writing the proposal) to project work teams.

MRG HPI split the work into two phases. For the first phase, MRG HPI used current staff, a subcontractor and a few key staff additions to complete the work. The project manager, task managers, graphic artists, programmers, instructional designers, interviewers, narrator, logistics coordinator and editors were currently on staff. These staff members wrote technical content; created a performance-based curriculum; marketed the courses to the client; developed course and program evaluations; maintained curriculum materials through a web site; and managed training logistics.

MRG HPI could hire other needed talent using a variety of proven techniques. MRG HPI recruited some of the best-qualified individuals in the nation to fill the highly specialized positions.

Because of tight timelines, some of the first phase tasks occurred simultaneously. The timelines also made it necessary to start the analysis for the second course during the first phase.

FIRST PHASE TASKS

- Begin training academy program development.
- Develop web site.
- Develop and deliver the first course.
- Develop the second course.

BEGIN TRAINING ACADEMY PROGRAM DEVELOPMENT.

It took 160 hours for one technical writer to develop a comprehensive “Knowledge Capture and Training” plan to launch the academy.

DEVELOP WEB SITE.

It was critical to launch the web site early on, because courses would be delivered through the web site. Students would also register online. MRG HPI has an experienced web design team consisting of a web programmer, graphic artist, technical writer and database programmer.

The team members were seasoned veterans and well-equipped to handle issues associated with designing and launching the web site.

The team first conducted a requirements analysis to refine their understanding of the initial scope of the work and then developed a plan for the web site's design. The web site was available and functional well before the end of first phase. Additional content and features were added as they became available. The web site was designed not only to be user-friendly but also to be easy to update and expand as needed.

DEVELOP AND DELIVER THE FIRST COURSE.

MRG HPI assigned an instructional designer, technical writer, graphic artists, logistics coordinator, a subcontracted subject matter expert, document specialist, videographer and subcontracted audio technician to develop and deliver the first course using the instructional design development process. This team's tasks were to:

- Capture knowledge.
- Analyze training needs and identify course content.
- Design and develop course materials.
- Market the course.
- Coordinate logistics for the course.
- Deliver and evaluate the course.

DEVELOP THE SECOND COURSE.

The last task in the first phase was to begin curriculum development for the second course.

MRG HPI assigned the technical writer who developed the "Knowledge Capture and Training" plan to this task. MRG HPI recruited a second instructional designer through Monster.com, local and national professional organizations' job banks, and employee recommendations. This team's jobs for this task were to:

- Capture knowledge.
- Analyze training needs and identify course content.
- Design and develop course materials.

Much of the work required for development of the first two courses occurred simultaneously. Because of this, MRG HPI used similar approaches in developing both courses. Lessons learned from the development of the first course were applied to the second course. These lessons were collected throughout the planning, development, implementation and evaluation efforts.

MANAGEMENT APPROACH

MRG HPI assembled a team that was the best combination of value and experience. MRG HPI hired a subcontractor to provide SMEs with technical experience in the general subject matter of the courses.

MRG HPI identified a qualified project manager to lead curriculum development efforts. A deputy project manager with extensive instructional design and management background was also assigned to the team. The deputy project manager's primary responsibilities were to ensure that the knowledge capture portion was successful and to help in instructional design.

The project manager was the primary point of contact with the client. The project manager was authorized to make all decisions for MRG HPI regarding contract execution.

All professional staff reported to the deputy project manager. Task managers reported to the project manager. Individual teams were staffed according to the task plan.

To ensure the first phase was completed on time, two course development teams (Team A and Team B) were formed, one for each course under development in the first phase. Each team had a lead instructional designer and a subject matter expert dedicated to course development.

The instructional designer developed the course; defined the instructional methodologies to be used; identified the course content and media for each course segment; wrote course materials; and developed the student manual, instructor guide, and train-the-trainer documents.

The SME provided support in knowledge capture and was one of the primary communicators with the instructors. The SME was the deputy project manager and also the lead for Team A. Another instructional designer was assigned to lead Team B.

The media support team worked with both teams. The media support team was led by a video producer and included a videographer, graphic artists, technical writers/editors and a webmaster. The project manager, in coordination with the team leads and the media support team, assigned media support personnel to course development tasks as needed.

The video producer and videographer were responsible for capturing and editing raw audio and video. Acting talent would be added if necessary.

The graphic artists produced graphics and animation sequences for the courses, and developed brochures and web site materials.

The technical writers produced transcripts, brochures, train-the-trainer materials, instructor guides and student manuals.

The webmaster developed and maintained the web site, including making the final audio and video clips index accessible for each course.

After the course was developed, each team coordinated the planning, scheduling, administration and logistics of public relations and course delivery, including student registration.

The subcontracted SMEs were integral members of the teams, and reported to and received daily guidance and direction from the project manager and the team leads.

Scenario 2: The Effect of Firing the Program Manager on Staffing for the Second Phase of the Project



Read the Introduction of MRG HPI.

ADDITIONAL SCENARIO INFORMATION

Work is well underway. A *Task Management Educational Plan* is being written to articulate the scope, work breakdown, processes, schedules and assignments at each project phase. This plan must be done within the first month of the project start date. MRG HPI hired a new program manager from outside the organization to oversee the new project. MRG HPI hired her based on her college degree and years of experience in the field, and needs her to get up to speed quickly. An existing program manager who worked on the project proposal and who has met the client is assigned the project's principal instructional designer.

CLIENT'S REQUIREMENTS

The client expects the program manager to conduct weekly status meetings with them; communicate with them on a daily basis through e-mails and telephone calls; and to meet established deadlines for product delivery. The client will conduct quality assurance reviews immediately to keep the schedule on time.

SCHEDULE AND WORKLOAD REQUIREMENTS

The team is organized into three divisions: course development, marketing, and web site development. Each division has a lead team member. The program manager has oversight of the entire project.

- The web site must be designed and launched two months after the project start date.
- A marketing plan and branding campaign must be designed before the web site can launch.
- Marketing products must be ready for distribution at the same time as the web site launch.

- The first course must be delivered at the start of the fourth month from the project start date.
- The course review and rehearsal must be ready two months after the project start date.
- Analysis work for the second course must start two months after the project start date.

PROGRAM MANAGER'S ACTIONS

The program manager seems friendly but does not seem to be leading the team. She holds weekly status meetings with the client, but doesn't say anything during those meetings. She responds only by e-mail to client communications, and calls only to confirm meetings.

The client is not impressed with the program manager's performance and notices that the lead instructional designer is actually filling both the program manager and instructional designer roles. One month into the project, the client mentions the program manager's performance to the vice president of the division. The vice president promises to talk to the program manager and help her improve her performance.

By the end of the second month, the analysis for the second course has started. The first course is ready for review and rehearsal, which means all materials have been developed and are ready for instructor review. The preliminary branding campaign was completed, marketing materials are ready for approval, and the first version of the web site has launched.

The vice president of the division phones the client and asks for feedback on the project accomplishments to date and the program manager's performance.

The client praises the progress made in such a short time, but thinks it has happened in spite of the program manager. The client informs the vice president that the program manager missed the deadline for delivery of the *Task Management Educational Plan*. When it was finally delivered, the client sent it back as unsatisfactory. Also, the client feels that the program manager has been uncommunicative; she has not said a dozen words in the past eight weekly progress meetings. The client is not pleased with the program manager's performance. At the end of the third month, MRG HPI decides to replace the program manager.

In spite of this, team leaders have made sure that the first course is ready, the web site is launched and the marketing plan is developed and implemented on schedule.

A new program manager is needed right away. What would you do?

THINGS TO THINK ABOUT

1. What options exist to find a new program manager?
2. What recruitment issues do you have?
3. What retention issues might you have?
4. List the recruitment and retention challenges you face in filling the position quickly.
5. Who must you communicate with to implement your strategy?
6. How will you ensure that the new hire will be approved and hired as expediently as possible?

WHAT WOULD YOU DO?

1. What are the recruitment needs?
2. What are the existing recruitment policies and guidelines?
3. What is your recruitment strategy?
4. What is your communication plan for implementing the recruitment strategy?

Scenario 2 Solution

The project manager oversees knowledge capture; web site content and function; course design and delivery; course logistics; course and program evaluation; and public relations. The project manager is also the key liaison to the client and is responsible for keeping the client informed of any issues that may adversely affect the agreed-upon timelines for course delivery.

The project manager coordinates time cards and administrative matters for personnel. The project manager supervises and directs task managers; ensures timeliness and quality of all services; reviews deliverables; and establishes management approaches, work processes, methods and techniques to ensure the project is successful.

Some of the steps for managing the project include:

- An initial kickoff meeting for each course with the task lead and subject matter coordinator to discuss budget, hours and timeline.
- Weekly review of timesheets and activity logs.
- Monthly meeting with the CEO, COO, and the vice president of contracts to review contract status, including funding and spending.

The first project manager's performance fell short and was replaced.

The deputy project manager was interviewed for the job and was promoted to the project manager. This helped to make a smooth transition of leadership. However, it created two holes in the team—the deputy project manager position and the Team A lead.

Reorganizing the team and filling the open positions needed to occur quickly. The instructional designer for Team B was assigned to assist with Team A. Several good candidates were identified during the initial search for the Team B instructional designer. These candidates were contacted and a new instructional designer was hired to lead Team B within two weeks.

The new project manager initiated the following processes and communication activities:

- Assigned an administrative assistant to help with reporting.
- Created a process manual for all departments.
- Created a resource tracking system.
- Held daily 10-minute status meetings with the instructional designers.
- Held weekly 30-minute meetings with each department.
- Held weekly meetings with the entire team.
- Held “lessons learned” meetings after each course.
- Compiled a “lessons learned” manual that reflected the experiences from each task.
- Had staff maintain daily individual activity logs.
- Held weekly update meetings with the Training Solutions Division head.

Scenario 3: The Effect of Losing Staff Members during a Staff Reduction



Read the Introduction of MRG HPI.

ADDITIONAL SCENARIO INFORMATION

Six months into the project, the client reviews the progress and issues a stop-work order. The main issues identified during their review:

- There were different expectations about the complexity of graphics in course development and course materials.
- There were different opinions about the level of marketing required (marketing a course versus the entire academy, no post-course promos, etc.).
- There were issues with instructors. There were instances where instructors had rescheduled on multiple occasions or cancelled.
- There were concerns about the subject matter experts (SMEs). SMEs had been hired outside of the budgeted amount. There were also concerns about the SMEs not providing the level of technical writing expertise required, which resulted in having to hire additional technical writers.

MRG HPI addressed some of these concerns by removing the videotaping requirement during the analysis phase and removing the repeat courses that were going to be offered during the final contract year.

By eliminating videotaping and repeat courses, the remaining courses to be developed and presented were stretched over the rest of the contract (2 ½ years).

This means that instead of developing and offering the 15 courses using two teams in a staggered fashion over two years, MRG HPI must reduce staff. Currently there are three senior instructional designers, six graphic artists, three document specialists, six technical writers, three subject matter experts, and two editors assigned to the teams. Your subject matter experts are consultants under contract. You don't want to lose your staff, but you may have no choice but to let some go.

Some of the employees resign when they hear the news. Three instructional designers quit and the remaining three are searching for new jobs. All of your technical writers have résumés out to potential employers. Your senior graphics lead, a person you count on, has a job offer with another organization.

What will you do to maintain a staff to meet the contractual changes and ensure a quality product? What can you do to retain your employees and instill confidence that the program is stable?

THINGS TO THINK ABOUT

1. What challenges do the existing recruitment and retention policies and guidelines create?
2. What can be done to retain existing employees and replace the ones who have left?
3. What is your communication plan to implement your strategy?

WHAT WOULD YOU DO?

1. List your primary retention issues.
2. What can be done to retain existing employees and replace the ones who have left?
3. List plans you can communicate to your staff to alleviate any further issues with regard to retention and recruitment.
4. Create a communication plan to approve your strategy and disseminate the information.

Scenario 3 Solution

MRG HPI had organized all three development teams—Team A for the first course, Team B for the second course, and Team C for the third course—at the time of the stop-work order.

MRG HPI expected to continue the project, but did not know if the client's concerns would be resolved in one week or two months. In order to not lose staff, team members were reassigned to existing work as much as possible. However, it was necessary to lay off one document specialist, one technical writer, and one programmer.

The decision on who to lay off was based on a combination of experience, performance and specialty. Some skill areas are harder to staff than others, and MRG HPI did not want to lose talent in these areas if possible. To counteract the staff departures, MRG HPI communicated with them immediately about the stop-work order; involved them in the discussions concerning the issues; asked for their input; and provided additional training in support of the academy work. Employees reassigned to new projects were assured they would have input as to whether or not they would return to the academy project once work restarted.

Managers communicated daily to staff members about the actions being taken to address the stop-work order.

Scenario 4: The Effect of Additional Workload on Continuing Operations



Read the Introduction of MRG HPI.

ADDITIONAL SCENARIO INFORMATION

The issues that caused the work-stop order were satisfactorily addressed and work on the project resumed. The client is impressed with MRG HPI's work products and with how they addressed some difficult issues during the development and delivery of the last six or seven courses. The client wants to add repeat courses back into the schedule and add four new courses. The client wants to start the new courses immediately and wants them completed within the next 12 months. The current work must continue and not be affected by the additional work.

CURRENT SCHEDULE AND WORKLOAD REQUIREMENTS

One course is scheduled to be completed this year. Three more courses are to be developed next year. It takes 6 months to develop each course. The three-year contract ends September 30 next year. All of the additional work must be completed by that date.

Current staffing consists of:

- One senior instructional designer
- Three graphic artists
- One director/videographer
- One subcontracted sound technician
- One media specialist
- One logistics coordinator
- One web programmer
- Two technical writers
- One subcontracted subject matter expert
- One editor
- One document specialist

CURRENT ORGANIZATIONAL STRUCTURE

The training academy is now two years old. MRG HPI has developed seven courses; the last one was the most challenging to develop and yet one of the most successful. The success rejuvenated the team, which was struggling after the termination of the program manager, the three-month work stoppage, a change to the workload and schedule requirements, and the loss of co-workers. Development and delivery schedules were tight and required a great deal of commitment and hard work. The teams' moods have run the gamut from devastation to euphoria. The current mood is somewhere in between.

RETENTION/RECRUITMENT ISSUES

In the previous scenario, some staff members were looking for employment elsewhere. Motivation issues still persist.

Additional staffing is needed because of the new work. A staffing analysis concluded that seven teams will be necessary to accomplish the additional work. Staff additions include:

- Three graphic artists
- Two logistics staff
- Three document specialists
- Two editors
- Fourteen technical writers
- Seven instructional designers (these will be negotiated with the subcontractor)

THINGS TO THINK ABOUT

1. What steps would you take to hire employees for seven new teams?
2. What will you do to integrate the new teams into the existing workforce without losing staff or product quality?
3. What methods could be used to recruit and staff quality teams?
4. What challenges will you face in obtaining the required approvals for new employees?

WHAT WOULD YOU DO?

1. List your retention and recruitment challenges.
2. Provide one example of a retention technique that can be implemented.
3. Provide three methods to recruit the additional staff quickly.
4. Write a communication plan for this situation.

Scenario 4 Solution

In order to develop a recruitment strategy, the following development schedule was created:

Course Development Schedule
Analysis = 3 weeks
Analysis Meeting = 1 week
Analysis Report = 2 weeks
Development = 8 weeks
Review = 1 week
Course Rehearsal and Review = 1 week
Production Before Class = 2 weeks
Delivery = 1 week
Post Delivery = 8 weeks
*Evaluation report
*Online course
*Promo DVD

MANAGEMENT AND WEB SITE

More hours were needed to accommodate the new workload of updating the web site for registering the courses, listing the courses, and adding files to the library. The academy will need a full-time project manager and a full-time webmaster to meet the new requirements. The overall web hours were increased to accommodate the development of the new online courses.

ASSUMPTIONS

Work on repeat courses will start eight weeks before the course's targeted delivery date.

RECRUITMENT NEED, STRATEGY, AND COMMUNICATION

MRG HPI held a recruitment open house to hire staff for the first two of the seven teams. The project manager met with the HR manager and developed a recruiting strategy which included the open house, newspaper advertisements, Monster.com listings, professional job banks and an incentive plan for employees.

An advertisement ran in the local papers announcing the open house for instructional designers, technical writers and graphic artists.

Task leads were trained by the HR manager on the interview process. As applicants arrived at the open house, they were met by the HR manager, given an application to complete, asked which position they were applying for, and then interviewed by the appropriate task lead.

Applicants were hired on the spot if they met the qualifications. This allowed for quick staffing and training for the first two teams. MRG HPI included one month of training in the contract to make sure that new staff members were up to standard before they started on the project.

Recruitment advertisements were placed in local and international papers, on Monster.com, and on the company's web site under "Career Opportunities". Recruitment announcements were also sent to appropriate professional organizations at the local, national and international offices for posting in their job banks. MRG HPI staff members were offered incentive awards of \$1,000 for recommending an applicant who was subsequently hired.

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