

Section III

Recruitment Strategies

Recruitment Strategies

A recruitment program, especially one which includes an emphasis on workforce diversity, needs to be an integral part of the total management focus and a continuous human resources management responsibility.

This plan was developed to assist you in meeting your fiscal year 2002 needs, to bring highly skilled employees to the District; and to market Federal service as a career of choice. It requires management support and involvement, consultation with CPAC and EEO staffs on recruitment sources, strategies; marketing plans established for specific positions or groups of jobs; and the ongoing assessment of recruiting efforts.

Management Support and Involvement

Involvement – Managers, in consultation with the CPAC and the EEOO, should assist in the identification and development of targeted recruitment efforts. Managers should be specific in describing the work that is to be done. Once onboard, managers will have an opportunity to show their support by encouraging, coaching and providing leadership to new employees.

Performance – Ideally, diversity employment objectives should be incorporated into the manager's annual performance objectives. This assures that the recruitment function has clear accountability and is provided with recognition and resources needed.

Team Approach – An integrated team should be established that supports the development and implementation of effective recruitment strategies.

Clear Employment/Selection Procedures and Plans – The District has a clear consistently well-thought out selection procedure that addresses and supports diversity. Procedures for recruitment, outreach, selection and hiring are communicated to all levels of the District.

Roles of the CPACenter and EEO Office

1. Serves as consultants on recruitment strategies, sources and activities.
2. Implements the legal, regulatory and administrative framework for achieving a talented and diverse workforce.
3. Furnishes advice and assistance to all levels of management on staffing authorities and special emphasis programs.
4. Develops partnerships with advocacy organizations, academic institutions and professional associations.
5. Promotes special employment programs such as the Student Educational Employment Program, Federal Career Intern Program, and other programs designed to attract new, talented and diverse entry-level employees into the District.

Recruitment Methods, Sources and Strategies

Sources and strategies differ according to the recruitment method selected – internal or external. Vacancy announcements should remain open for at least a month to achieve the best results in terms of creating a well qualified applicant pool and to allow for full and open competition among internal and external potential candidates. Before recruitment begins the method, source and strategy must be decided and the following should be considered:

- Skill levels and type of position.
- Available internal and external labor markets.
- The nature and extent of outreach needed to ensure a talented and diverse candidate pool.
- Projected costs and budget.

External Recruitment

External recruitment provides the District with the opportunity to obtain a broad spectrum of candidates and helps to secure a talented and diverse workforce. The following are some frequently used methods of recruitment.

1. Job fairs and career day activities are good sources for recruiting and screening large numbers of applicants over a short period of time. They can even be organized on a shared cost basis with other Districts. There is usually an opportunity to conduct one-on-one interviews during the event. This source offers the opportunity for the District to demonstrate the Corps' mission, as well as employment capabilities, through the use of brochures, videos and professional exhibits.
2. Paid advertising in newspapers, professional journals, and other media can be used to recruit for any position or occupation, such as civil engineers. Advertising can generate substantial responses from a carefully targeted audience and create a favorable impression of the District.
3. University relations is an important source for filling entry-level professional, administrative and technical positions. Recruiting at two and four-year colleges, vocational and technical schools are also valuable sources for technical employees. A continued relationship with colleges and universities provides an opportunity for the District to play a significant role in the development of the nation's future workforce. Student employment programs provide a vehicle for exposing students to the world of work, while teaching the required job skills.
4. Volunteer programs, adopt-a-school and mentoring can also attract applicants to the District.
5. Professional associations also serve as recruitment sources for obtaining quality and diverse candidates.
6. Office of Personnel Management (OPM) provides any examining and/or staffing related services on a reimbursable basis.
7. Special Hiring Authorities:
 - a. Student Educational Employment Program: This program provides Federal employment opportunities to students who are enrolled or accepted for enrollment as degree seeking students

taking at least half-time academic, technical, or vocational course load in an accredited high school, technical, vocational, two or four-year college or university, graduate or professional school. The program is comprised of two components, the Student Temporary Employment Program (STEP) and the Student Career Experience Program (SCEP). The STEP provides maximum flexibility to both students and managers because the nature of the work does not have to be related to the student's academic program or career goals. Students in the SCEP may be non-competitively converted to term, career-conditional or career appointments following completion of their academic and work experience requirements. The Student Educational Employment Program benefits both agencies and students. Agencies can discover first-hand the abilities of a potential employee. In the case of SCEP, the District can bring well educated graduates into the workforce while at the same time it gives managers the ability to evaluate the student's performance in real work situations. Students, on the other hand, can avail themselves of such flexibilities as year round employment and flexible work schedules and assignments. Students in the SCEP gain exposure to public service while enhancing their educational goals and shaping their career choices.

- b. Federal Career Intern Program: This program is designed to help agencies recruit and attract exceptional individuals into a variety of occupations. It was created under Executive Order 13162, and is intended for positions at grade levels GS-5, GS-7, and GS-9. In general, individuals are appointed to a two-year internship. Upon successful completion of the internships, the interns may be eligible for permanent placement within an agency. Agencies must follow merit principles when filling vacancies under the Career Intern Program. Agencies are responsible for ensuring every intern is provided with at least two years of formal training. Veterans preference applies to the selection of career interns and interns are appointed to positions in the excepted service.
- c. Outstanding Scholar Program: The U.S. District Court of Columbia (D.C. 1981) resolved a class action suit by approving and issuing the Luevano Consent Decree. To reduce adverse impact on "Blacks and Hispanics", the decree authorized the Outstanding Scholar Program and Bilingual/Bicultural Program. The court said these programs should supplement, but not replace, competitive examining procedures used to fill jobs in specified professional and administrative occupations at GS-5

and GS-7. Under these conditions, agencies may hire, as an exception to normal competitive procedures. Applicants must be college graduates and have maintained a grade point average of 3.5 or higher for all undergraduate course work.

Internal Recruitment

Internal recruitment ensures that current employees have an opportunity to develop and advance within the District. The District is committed to the recruitment, development, advancement, and retention of a competent diverse workforce. Special emphasis managers can assist in developing strategies to reach and attract a diverse candidate pool. Several mechanisms for internal recruitment, development and advancement are listed below:

1. **Area of Consideration:** The area in which the District makes an intensive search for eligible candidates for a specific position. The minimum area of consideration may always be expanded to include a larger or more diverse pool of applicants.
2. **Bridge Positions:** Positions established to allow employees to move from a position or occupational category without career potential or advancement opportunities, to a position or occupational category with career potential or advancement opportunities.
3. **Career Counseling:** This is an area that needs further study. I will ask the Chief, CPAC to research this issue to include resources for career enhancement outside the Corps and submit recommendations. I have also asked the career program manager of career program # 18 to conduct workshops on interviewing techniques for engineers and scientists. The immediate FY 2002 goal of the EEO Special Emphasis Program is to sponsor workshops for administrative, technical, clerical and blue collar employees along with the other career program managers.
4. **Career Ladders:** Successive grade levels through which an employee may advance to the full performance level of a position. The career ladder is established based on a classification decision that adequate work exists at the full performance level to support the grade. A career ladder provides progressively more responsible experience and competitive promotion potential for incumbents up to the full performance level.

5. Women's Executive Leadership Program: A developmental program for employees at the GS-11 to GS-12 level. The Program provides training and development opportunities for high potential Federal employees (both men and women) to prepare them for future positions of leadership in the Federal government.
6. New Leader Program: Prepares high potential employees at the GS-7 to GS-11 levels for leadership positions by enhancing communication, problem solving, leadership and interpersonal skills.
7. Aspiring Leader Program: Prepares Federal employees at the GS-5, GS-6 and GS-7 levels in one grade interval technical, administrative, and support positions to be team leaders and supervisors by strengthening basic competencies in managerial skills including problem solving, oral and written communication, interpersonal skills and self-direction.
8. Upward Mobility Program: A specific career opportunity for lower level employees below GS-9 who are in positions or occupational series which do not enable them to realize their full work potential. The program is designed to develop the skills, knowledge and abilities of employees to enable them to qualify for target positions. Since there are large concentrations of minority and female employees at this level, it is very likely that the District will have a substantial pool from which to select.