My Bridge of Strength for Leadership

MY BRIDGE OF STRENGTH (MBS) AND GOAL ACTION PLAN (GAP) TRAINING
JULY 2ND, 2015

RAMSEY COUNTY
Workforce Solutions
Check-in

• What benefits have you observed?
• What are you hoping to get out of this training?
Today’s Outline

- Overall shift in vision for Ramsey County
- Key components to successful implementation
- Addressing staff questions/concerns
- Leading staff by example and supporting tools
- Evaluation
- Expectations
Objectives

- Recognize goals that are not SMART adherent
- Define how counselors introduce the MBS/GAP to participants
- Address questions staff may have
- Identify characteristics of successful implementation
- Sustainability
- Link to outcomes
Vision Shift
## Language Shift

<table>
<thead>
<tr>
<th>Moving from...</th>
<th>To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process/Numbers focused</td>
<td>• Family-centered/Outcome focused</td>
</tr>
<tr>
<td>• Prescribed (counselor) goals</td>
<td>• Individualized (participant-drive goals)</td>
</tr>
<tr>
<td>• Case management</td>
<td>• Coaching</td>
</tr>
<tr>
<td>• Core Activities</td>
<td>• Meaningful activities</td>
</tr>
<tr>
<td>• Assessment</td>
<td>• Conversation &amp; MI</td>
</tr>
<tr>
<td>• Increased numbers</td>
<td>• Increased engagement</td>
</tr>
<tr>
<td>• Crisis management</td>
<td>• Lifelong Learning &amp; EF</td>
</tr>
</tbody>
</table>
Where This Training Fits In and Next Steps

- Fall 2014 was the initial introduction of the MBS
- June 2015 is the MBS workshop
- July 2015 will be Coaching Training (PCG)
- Fall 2015 will be Lifelong Learning Training (Mathematica)

The Red Thread (how this fits together):
EBP informs us that a holistic model of recognizing the individual being the expert in their own lives is what makes the difference.
Promoting Life-Long Learning

Turning *barriers* to employment into *challenges*.

- Participants are able to increase their internal resources and independently:
  - Problem solve unexpected issues
  - Self-regulate their own behaviors
  - Set both short and long-term goals
  - Use their skills to be a leader in their community

“See one, Do one, Teach one.”
Executive (essential) skills are the mental process needed to focus attention, control impulses, multi-task, prioritize and filter tasks, and plan for the future (including both short and long term goals).

- We are not born with EF

Complete Questionnaire

- Unique strengths

Toxic Stress

What are some behaviors you have observed while working with families? Why do you think they acted that way?
My Bridge of Strength
<table>
<thead>
<tr>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Dependent Care</td>
<td>Transportation</td>
<td>Health</td>
<td>Children’s Behavior</td>
<td>Social Support</td>
</tr>
<tr>
<td>I have stable and safe unsubsidized housing</td>
<td>I have reliable child care and backup</td>
<td>I have reliable transportation and backup</td>
<td>No health concerns affect my employment</td>
<td>Behavior does not limit my employment</td>
<td>I have consistent and effective social support and/or a leadership role in the community</td>
</tr>
<tr>
<td>I have stable and safe housing that is subsidized</td>
<td>I have reliable child care but no backup</td>
<td>I have reliable transportation but no backup</td>
<td>Health concerns sometimes affect my employment</td>
<td>Behavior sometimes affects my employment</td>
<td>I have generally reliable social support that is growing</td>
</tr>
<tr>
<td>I am living in temporary housing, unsafe housing, or am at risk of losing housing</td>
<td>I have child care but it is not reliable</td>
<td>I have transportation options but they are not reliable</td>
<td>Health concerns often affect my employment</td>
<td>Behavior often affects my employment</td>
<td>I have a limited social support network with few positive influences</td>
</tr>
<tr>
<td>My family has no housing</td>
<td>I have no child care</td>
<td>Health concerns prevent my employment</td>
<td>Behavior prevents my employment</td>
<td>I have no social support, my network is draining or destructive</td>
<td>I have no high school diploma, GED, or entry-level certificate</td>
</tr>
</tbody>
</table>

Strengths:

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planfulness, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.*

My Bridges is adapted from the Crittenton Women’s Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.
Procedures

- Purpose of MBS is explained to participant.
  - Purpose of MBS is to help participants identify areas of strength and possibly areas to focus on or reinforce.
- MBS is completed during initial meeting(s) with all new participants
- Participant and counselor have a conversation, and participant chooses the statement that they feel is most representative of their situation.
- Strengths that participants have are discussed and listed on MBS form.
  - It is the counselor’s role to assist with identifying strengths as needed
Suzy’s MBS

Ramsey County Workforce Solution’s My Bridge of Strength

Name: Suzy

Date: 

Case #: 

Strengths:
Reliable
Punctual
Honest
Loyal
Strong
Resilient
Good Communication Skills
People Person

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planning, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.

My Bridge is adapted from the Crittenton Women’s Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.
How MBS differs from EM

<table>
<thead>
<tr>
<th>Employability Measure</th>
<th>My Bridge of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Tool for Counselor</td>
<td>Tool for Participant</td>
</tr>
<tr>
<td>Counselor rates the level the participant is at after the meeting.</td>
<td>Participant identifies which statement most closely reflects their situation during the meeting.</td>
</tr>
<tr>
<td>Completed once</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Helps EGC gather information</td>
<td>Help participants focus and prioritize goals</td>
</tr>
<tr>
<td>Interview-based</td>
<td>Interactive, engagement based</td>
</tr>
<tr>
<td>Participant in unaware of assessment</td>
<td>Transparent and appeals to visual, tactile and auditory learners</td>
</tr>
</tbody>
</table>
Goal Setting
“Make a peanut butter and jelly sandwich”
Goal Planning

- When participants are the ones who identify and choose their own goal, engagement and overall success increases.
- Setting goals and following through with them increases our EF (essential skills) and self-regulation:
  - Working memory
  - Mental flexibility
  - Self-control
SMART Goals

- **Specific** - What will the goal accomplish? How and why will it be accomplished?
- **Measurable** - How will you measure whether or not the goal has been reached?
- **Attainable** - Do you have the necessary skills, knowledge and resources to accomplish this goal without it defeating you?
- **Relevant** – What is the purpose of accomplishing this goal in your life?
- **Time-Limited** – In order for an applied sense of urgency, what completion date has been established?
Two Options for Goal Action Plan

Participant's Name: ___________________________ Case Number: ___________ Date: ___________

My Goal is: ___________________________ Date: ___________

What strengths will I use to accomplish my goals: ___________________________

Check the goal and action steps against SMART criteria: □ Specific □ Measurable □ Attainable □ Relevant □ Time-based

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

Date of next appointment: ___________ Was this goal obtained or discontinued? □ YES □ NO If yes, date: ___________

If no, what stopped you? ___________________________

RANSER COUNTY WORKFORCE SOLUTIONS

GOAL ACTION PLAN

Participant's Name: ___________________________ Case Number: ___________ Date: ___________

My Goal is: ___________________________ Date: ___________

Check the goal and action steps against SMART criteria (all must be checked):
□ Specific □ Measurable □ Attainable □ Relevant □ Time-Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

<table>
<thead>
<tr>
<th>STRENGTHS ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>Date Completed</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of next appointment: ___________ Was this goal obtained or discontinued? □ YES □ NO If yes, date: ___________

If no, what stopped you? ___________________________
Procedures: Goal Action Plan

- Participant identifies a “pillar” of their life to focus on
- Participant and counselor determine a goal
- Participant and counselor create SMART steps together
- If used, identify incentives
- Set next appointment
  - Frequency of meetings
- GAP referenced in employment plan
- Participant brings GAP back with them to next appointment (copy also kept in file)
Incentives

Purpose: Reinforces positive behavior, provides a reward for effort put into a larger goal, keeps the momentum going

- Agreed upon ahead of time
- Provided soon after goal has been obtained
- Encourage the use of a variety of types of incentives
- Link the amount of incentive to the energy/focus/time needed to accomplish the goal
Each group will be evaluate a GAP submitted from a counselor

1. Develop 4-5 key elements you are looking at when reviewing a GAP
2. Review the GAP you received as a group against your criteria
3. If you were to redesign the GAP, what would it look like?
   - Include incentives, if used
GAP # 1

Accuplacer Prep

Goal Action Plan

Participant's Name: NAME

Case Number:

Date: 9/30/14

My Goal is: Complete Accuplacer Prep and complete any class needed.

Due Date: Complete by 12/1

What strengths will I use to accomplish my goal: Determination/Kids, Prep never gives up

Check the goal and action steps against SMART criteria: □ Specific □ Measureable □ Attainable □ Relevant □ Time-based

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

Date of next appointment: ____________ Was this goal obtained or discontinued?: □ YES □ NO If yes, date: ____________

If no, what stopped you? ____________
### GOAL ACTION PLAN

**Participant’s Name:** NAME  
**Case Number:**  
**Date:** 9/19/14  
**Due Date:** 10/30/14

My Goal is: Find a stable full-time job

Check the goal and action steps against SMART criteria (all must be checked):
- [ ] Specific  
- [ ] Measurable  
- [ ] Attainable  
- [ ] Relevant  
- [ ] Time-Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching Communication</td>
<td>1. Secure Child Care</td>
<td>9/19/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td>2. Get Documentation Ready</td>
<td>9/19/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3. Start Job Search online</td>
<td>9/19/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education prerequisites</td>
<td>4. Work on my Bachelor's Degree</td>
<td>11/19/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>5. Network w/Instructors/Employers</td>
<td>9/19/14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date of next appointment:** 9/30  
Was this goal obtained or discontinued? [ ] YES  [ ] NO  
If yes, date:  
If no, what stopped you?  

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**GAP # 2**
GAP # 3

Participant's Name: NAME  
Case Number: ...  
Date: 8-29-14  
Due Date: 5-18-16

My Goal is: Returning to school to obtain AS degree

Check the goal and action steps against SMART criteria (all must be checked):
- Specific
- Measurable
- Attainable
- Relevant
- Time-Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>motivation/determination</td>
<td>1. Continue taking generals (goal: AS degree = 60 credits); attend classes</td>
<td>5-18-16</td>
<td></td>
<td>☑ S M A R T</td>
</tr>
<tr>
<td>problem-solving</td>
<td>2. Take math class and pass with a C average</td>
<td>10-12-16</td>
<td></td>
<td>☑ S M A R T</td>
</tr>
<tr>
<td>advisory counsel</td>
<td>3. Fulfill goals 1-10</td>
<td>5-18-16</td>
<td></td>
<td>☑ S M A R T</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td></td>
<td>☑ S M A R T</td>
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<tr>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td>☑ S M A R T</td>
</tr>
</tbody>
</table>

Date of next appointment: 9-24-14  Was this goal obtained or discontinued? ☐ YES ☐ NO If yes, date: 
If no, what stopped you?

GAP # 3
GAP # 4

RAMSEY COUNTY WORKFORCE SOLUTIONS

GOAL ACTION PLAN

Participant's Name: Suzy
Case Number: 555555
Date: 6/1/15

My Goal Is: Select Daycare Center for my children

What strengths will I use to accomplish my goal: Strong, Good Communication Skills, Reliable, and

Check the goal and action steps against SMART criteria: √ Specific √ Measurable √ Attainable √ Relevant √ Time-based

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

Research CC Providers, follow-up with CC list: Check for openings, existence on school bus route.
Due Date: 6/4/15

Set-up appointments, tour 2-3 CC Providers
Due Date: 6/12/15

Choose a CC provider

Complete CC application including Immunization records, submit to provider.
Due Date: 6/13/15

Complete Ramsey County CC application + fax to (651) 266-3931
Due Date: 6/17/15

Date of next appointment: 6/17/15
Was this goal obtained or discontinued?: ☐ YES ☑ NO If yes, date:

If no, what stopped you? 2pm
Successful Implementation
Mentoring Counselors:

What feedback have you gotten from staff regarding MBS and GAP implementation?

How would you address these statements

1. “I don’t know if I am going to have enough time.”
2. “What if my participant is in crisis?”
3. “How and when should the bridge be introduced?”
4. “How do I complete the MBS when there is an interpreter?”
5. “I think I need more training on how to use the MBS and GAP.”
6. “How do I know that I am doing the MBS/GAP well?”
Trickle Down Management

• What the leader does and behaves has a direct influence on how staff acts.
• Shared values – drives behavior
  o Making decisions
  o Work schedule
  o Taking responsibility vs. blaming
  o Problem-solving vs. complaining
• Lead by examples
  o Ex. parenting
“Non-Negotiables” for Counselors

As counselors, what do we need to hold ourselves accountable for while working with a participant on their MBS?

- Always presented in a strength-based, participant centered manner
- Focus on foundational pieces and the relationship-building process – initial stages of the bridge are for engagement
- Conversational and completed together (participant talking more than counselor, not question and answer)
- Belief in the tool and desire to work together with participant
- Participant always chooses for themselves (no right or wrong answer)
- Be present, authentic, flexible, and respectful
- Non-judgmental, safe environment
“Non-Negotiables” for Leaders

As leaders, what do we need to hold ourselves accountable for while working with counselors using the MBS and GAP

“
A leader is someone who demonstrates what's possible.

- Mark Yurewicz

• On board
Characteristics of Successful Implementation

- What strategies have you thought of for successful implementation?
- What needed to happen for successful implemented in the past?

“LIFE IS CHANGE. GROWTH IS OPTIONAL. CHOOSE WISELY.”
- KAREN KAISER CLARK -
zebedean.com
Implementation

- Characteristics of a successful implementation
  - Leadership support, skills and attitude matter
  - Develop a tool for supervisors to measure how coaching is going (ex. tapes?)
  - Provide an open and safe environment for feedback
  - Ask if they are using MBS and GAP (in meetings and 1:1)
  - Develop a plan for how to coach someone who is struggling
  - Case consultations
  - Pairing up with counselors
  - Discover how to weave this into daily practice (coaching/counseling/building executive skills)
  - Provide Positive Reinforcement
  - Promote importance of participant-centered and strength-based approach
Sustainability

• How will new staff be trained?
  ○ Who will be training the new staff coming in?
    ▪ Experienced staff? What is their perspective/attitude of MBS

• How will you ensure that the MBS and GAPs continue to be used effectively?
  ○ Reports, case review, meetings
Evaluation and Expectations
Review of Expectations

- **Who**: All participants should have MBS and GAP completed.
- **When**: Introduce MBS, during initial meetings with participant (while completing EM).
- **How often**: Each participant new to counselor will have a MBS completed within first 3 months of initial meeting. GAPs will be developed when a participant has identified a clear goal.

- **Start date**: July 1st

→ Each existing participant should have MBS and GAP completed within the next 12 months
Employment Plans

- Employment plans will remain largely unchanged.
- MBS – No reference of the MBS in EP needed
- When GAP is completed – statement in EP in comment section:
  - “Follow through with ongoing goal action plans.”
Case Note in WF1

• The counselor writes a detailed case note “telling the story” of the meeting including explaining each area on the MBS discussed with the participant.

• **Workforce One case note type:** Counseling and Guidance

• **Case note subject line:**
  - Enter the letters MBS in the subject line of the case note if the MBS was completed during the meeting that is being case noted.
  - Enter the letters GAP in the subject line of the case note if the GAP was completed during the meeting that is being case noted.
  - If both the MBS and the GAP were completed during the meeting that is being case noted, include both acronyms in the subject line.
Participant Case File

- MBS – Participant takes their MBS with them, a copy is also kept in their case file.

- To celebrate the participant’s accomplishments, review the MBS (showing progress).
  - The MBS is also useful to reference when there is a lack of progress or to help the participant center their focus and identify goals.

- GAP – Participant takes their GAP with them, a copy is also kept in their case file.
EM Requirements

- Still needs to be completed once in a lifetime per participant (or more often per agency policy)

- Reason: “see case note” and explain reasoning of each section in the MBS case note (to avoid duplicating work).
**Evaluation/Data**

- **Goal of Evaluation:** to use program data and counselor/participant feedback to better understand the impact of the GAP and MBS and coaching services as well as the overall use of the tool.
- **Data will be pulled from the WF1 case note regarding completion of the MBS and GAP.**
  - Will be included in quarterly report card.
- **Additional data evaluated:**
  - Change in earnings and hours worked
  - Change in engagement and education
  - Sanction status
- **Each counselor will be asked to complete a survey in January.**
Outcomes

- How do we see the link between MBS and GAP?
  - Employment
  - Employment retention
  - Engagement
  - Education
Documenting Activities

- 10 ACC
- 10 BSI
- 10 CLM
My Bridge of Strength Desk Reference

- See handout
Questions?

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MICHELLE.BELITZ@CO.RAMSEY.MN.US
FOR FOLLOW-UP QUESTIONS OR COMMENTS
Feedback

- Please complete the training evaluation form
References

- Public Consulting Group proposal
- Mathematica proposal
- Google images
THANK YOU...

FOR YOUR PRESENCE AND CONTRIBUTION TOWARDS MAKING THIS SESSION SUCCESSFUL,
AND FOR THE WORK THAT YOU DO IMPACTING OUR FAMILIES AND COMMUNITIES