

# My Bridge of Strength for Leadership



**MY BRIDGE OF STRENGTH (MBS)  
AND  
GOAL ACTION PLAN (GAP) TRAINING  
JULY 2<sup>ND</sup>, 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



## Moving from...

- Process/Numbers focused
- Prescribed (counselor) goals
- Case management
- Core Activities
- Assessment
- Increased numbers
- Crisis management

## To...

- Family-centered/Outcome focused
- Individualized (participant-drive goals)
- Coaching
- Meaningful activities
- Conversation & MI
- Increased engagement
- Lifelong Learning & EF

# 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 Skills Questionnaire

- 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



Ramsey County Workforce Solution's My Bridge of Strength

Name:

Date:

Case #:



Family Stability			Well-Being			Education	Financial and Legal		Employment
Housing	Dependent Care	Transportation	Health	Children's Behavior	Social Support	Education	Financial	Legal	Workplace Skills
I have stable and safe unsubsidized housing	I have reliable child care and back-up	I have reliable transportation and backup	No health concerns affect my employment	Behavior does not limit my employment	I have consistent and effective social support and/or a leadership role in the community	I have at least an AA degree or higher	My income is stable, I am current on my bills, I have money for saving or spending	I have no current legal issues	My strong workplace skills enhance my employability and support career advancement
I have stable and safe housing that is subsidized	I have reliable child care but no backup	I have reliable transportation but no backup	Health concerns sometimes affect my employment	Behavior sometimes affects my employment	I have generally reliable social support that is growing	I have a high school diploma, GED, or entry-level certificate or a post secondary certificate	My income is stable, I am current on my bills but I don't have money for saving or spending	My legal issues are not work related and do not take work time	My workplace skills support my employability
I am living in temporary housing, unsafe housing, or am at risk of losing housing	I have child care but it is not reliable	I have transportation options but they are not reliable	Health concerns often affect my employment	Behavior often affects my employment	I have a limited social support network with few positive influences	I am attending high school, GED, entry-level certificate classes, or other training	My income is sometimes enough to cover my basic living expenses	My legal issues take me away from work some times	My workplace skills often interfere with my employability
My family has no housing	I have no child care		Health concerns prevent my employment	Behavior prevents my employment	I have no social support; my network is draining or destructive	I have no high school diploma, GED, or entry-level certificate	My income is not enough to cover my basic living expenses	I work certain jobs, or I have lost jobs because of my legal issues.	I need to work on my workplace skills in order to obtain employment

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

Name: **SUZY**

Date:

Case #:



Family Stability			Well-Being			Education	Financial and Legal		Employment
Housing	Dependent Care	Transportation	Health	Children's Behavior	Social Support	Education	Financial	Legal	Workplace Skills
I have stable and safe unsubsidized housing	I have reliable child care and back-up	I have reliable transportation and backup	No health concerns affect my employment	Behavior does not limit my employment	I have consistent and effective social support and/or a leadership role in the community	I have at least an AA degree or higher	My income is stable, I am current on my bills, I have money for saving or spending	I have no current legal issues	My strong workplace skills enhance my employability and support career advancement
I have stable and safe housing that is subsidized	I have reliable child care but no backup	I have reliable transportation but no backup	Health concerns sometimes affect my employment	Behavior sometimes affects my employment	I have generally reliable social support that is growing	I have a high school diploma, GED, or entry-level certificate or a post secondary certificate	My income is stable, I am current on my bills but I don't have money for saving or spending	My legal issues are not work related and do not take work time	My workplace skills support my employability
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My family has no housing	I have no child care		Health concerns prevent my employment	Behavior prevents my employment	I have no social support; my network is draining or destructive	I have no high school diploma, GED, or entry-level certificate	My income is not enough to cover my basic living expenses	I work certain jobs, or I have lost jobs because of my legal issues.	I need to work on my workplace skills in order to obtain employment

Strengths:

Reliable      Loyal      Good mom  
Punctual      Strong      Communication skills  
Honest      Resilient      People Person

\*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 Bridge is adapted from the Crittenton Women's Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.

# How MBS differs from EM



## Employability Measure

- Objective
- Tool for Counselor
- Counselor rates the level the participant is at after the meeting .
- Completed once
- Helps EGC gather information
- Interview-based
- Participant in unaware of assessment

## My Bridge of Strength

- Subjective
- Tool for Participant
- Participant identifies which statement most closely reflects their situation during the meeting.
- Ongoing
- Help participants focus and prioritize goals
- Interactive, engagement based
- Transparent and appeals to visual, tactile and auditory learners

# Goal Setting





## **Sandwich Artist Activity**

- “Make a peanut butter and jelly sandwich”

# Goal Planning



- When participants are the ones who identify and chooses 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



## RAMSEY COUNTY/WORKFORCE SOLUTIONS GOAL ACTION PLAN

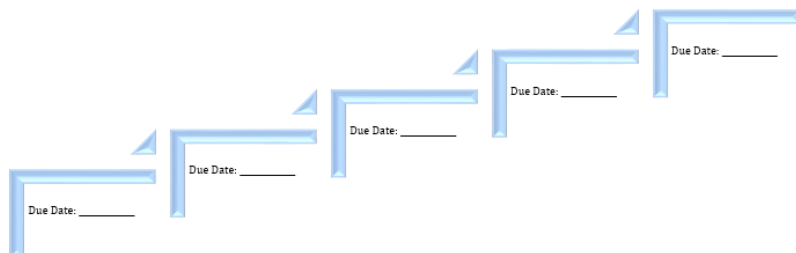
Participant's Name: \_\_\_\_\_ Case Number: \_\_\_\_\_ Date: \_\_\_\_\_

My Goal is: \_\_\_\_\_ Due Date: \_\_\_\_\_

What strengths will I use to accomplish my goal: \_\_\_\_\_

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? \_\_\_\_\_

## RAMSEY COUNTY/WORKFORCE SOLUTIONS GOAL ACTION PLAN

Participant's Name: \_\_\_\_\_ Case Number: \_\_\_\_\_ Date: \_\_\_\_\_

My Goal is: \_\_\_\_\_ Due Date: \_\_\_\_\_

Check the goal and action steps against SMART criteria (all must be checked):

☐ Specific ☐ Measureable ☐ 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.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
	1.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	2.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	3.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	4.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	5.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

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



## Group mentoring GAP

What makes a good  
GAP?

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



① Accuplacer Prep

RAMSEY COUNTY/WORKFORCE SOLUTIONS  
**GOAL ACTION PLAN**

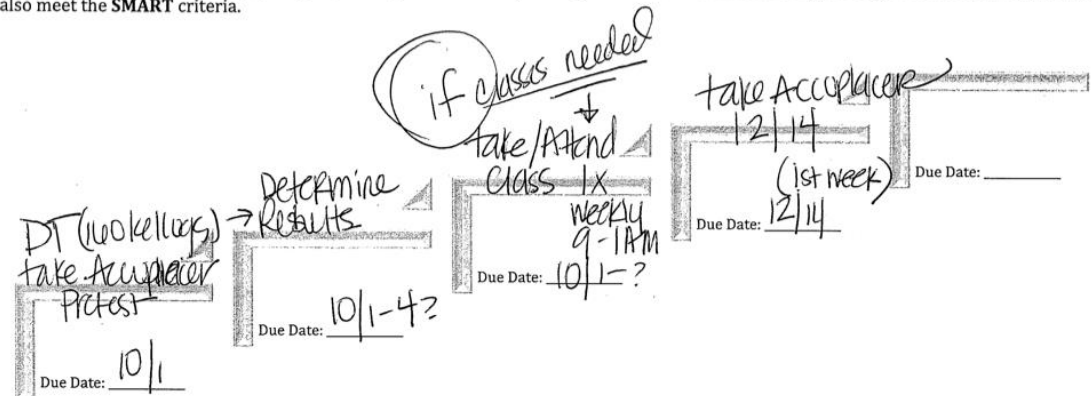
Participant's Name: NAME Case Number: \_\_\_\_\_ Date: 9/30/14

My Goal is: Complete Accuplacer Pretest + complete Accuplacer Due Date: complete by 12/14

What strengths will I use to accomplish my goal: Determination / Kids. Prep pers. goals

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? \_\_\_\_\_

**GAP # 1**



RAMSEY COUNTY/WORKFORCE SOLUTIONS

**GOAL ACTION PLAN**Participant's Name: NAME Case Number: \_\_\_\_\_ Date: 9/19/14My Goal is: Find a stable full-time job Due Date: 10/30/14

Check the goal and action steps against SMART criteria (all must be checked):

☒ Specific ☒ Measureable ☒ Attainable ☒ Relevant ☒ Time-LimitedInstructions: 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.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
Searching Communication	1. Secure Child Care	9/19/14		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
Preparedness	2. Get Documentation Ready		9/19/14	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
Education	3. Start Job Search online	9/19/14		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
<del>Strong</del> persistence	4. Work on my Bachelors Degree	9/19/14		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
communication	5. Network w/Instructors/ Employers	9/19/14		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

Date of next appointment: Tuesday 9:30 9/20 Was this goal obtained or discontinued?: ☐ YES ☐ NO If yes, date: \_\_\_\_\_

If no, what stopped you? \_\_\_\_\_

**GAP # 2**



RAMSEY COUNTY/WORKFORCE SOLUTIONS  
**GOAL ACTION PLAN**

Participant's Name: NAME Case Number:            Date: 8.27.14

My Goal is: to attend & Paul College to obtain AS degree Due Date: 5.18.16

Check the goal and action steps against SMART criteria (all must be checked):  
☒ Specific ☒ Measureable ☒ 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.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
motivation/ determination	1. Continue taking generals (total AS degree = 60 credits); attend classes	5.18.16		<input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T
problem- solving	2. Take math class and pass with a C average	1.12.14		<input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T
advisory counsel	3. Fulfill goals 1-10	5.18.16		<input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T
	4.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	5.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

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 + submit Due Date: 6/17/15

What strengths will I use to accomplish my goal: Strong, good communication skills, necessary application document- People Person, Reliable, action

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.

Research CC  
Providers,  
follow-up with  
CC list: openings,  
distance, 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

Due Date: 6/13/15

Complete CC  
application  
including  
immunization  
Records + submit  
to provider

Due Date: 6/15/15

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
  - Making decisions
  - Work schedule
  - Taking responsibility vs. blaming
  - Problem-solving vs. complaining
- Lead by examples
  - 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 Yamell

- 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 -**

ZERODEAN.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 1<sup>st</sup>
- 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?



## CONTACT

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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**