

# State of Minnesota

## North Minneapolis WorkForce Center Redesign Project Refined Model and Programmed Space

Deloitte Consulting LLP

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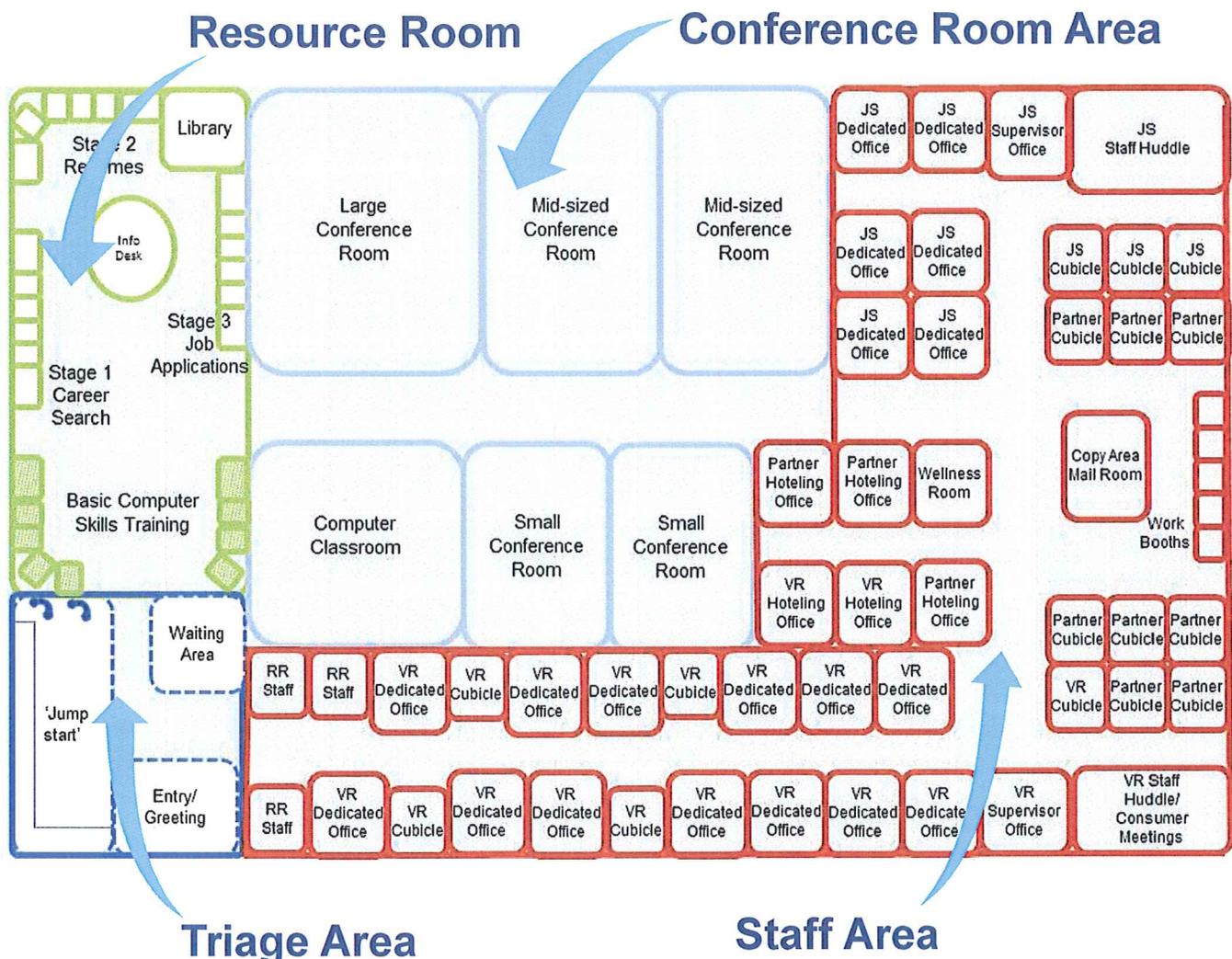


## Conceptual Workflow Bubble Diagrams for the "Customer Intake," "Resource Room," and "Counseling Session" Areas

### Hybrid Model Bubble Diagram

The bubble diagram is based on a hybrid of a hub-and-spoke model (focused on one component at the center of the WFC), and the grouped model (focused on four separate groupings) for space use.

The hybrid model promotes customer flow from entrance to triage, and then into the resource room, or the shared conference space, or into the staff area for counseling sessions. The design allows for each component of the space to receive some natural lighting alongside the exterior of the Resource Room, Conference Rooms, Staff area and the Triage Area. The bubble diagram is based on a rectangle of 90' x 155 which is 14,000 sq. ft. and each component area is proportionally represented and incorporates the features that were key to stakeholders needs.



The flow of the customer through the North Minneapolis Workforce Center is represented in following bubble diagrams on pages 26 – New Customer, page 30 - Returning Resource Room Customer, page 32 - Training/Workshop Customer, and page 33 - Counseling Session Customer/Consumer. Prior to the flow diagrams, the recommended communications processes are discussed.

## Customer Communication

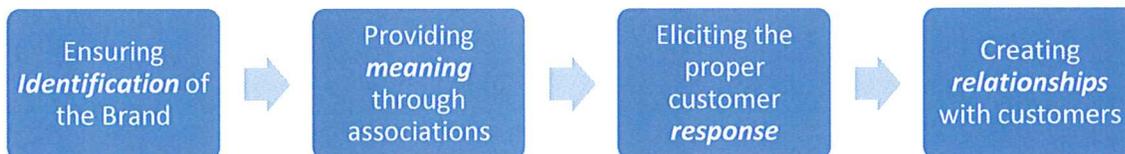
Communication with a customer begins before the customer even sets foot in the Workforce Center. By extending the communication process beyond the Workforce Center’s walls, the Workforce center can attract individuals it can effectively serve while encouraging individuals it can’t serve as effectively to pursue other resources that are better tailored to their needs. Focused communication should lead to improved customer outcomes, better resource use, and higher customer satisfaction. Customer communication includes Branding, Communication, Referrals, and Signage.

## Workforce Center Branding

Branding is a crucial part of the communication process because it tells customers, partners, and businesses what the Workforce Center is and what it does. Strategic branding will aid in the customer sorting process by helping individuals self-identify if they can benefit from Workforce Center services and resources. Moreover, strategic branding allows the Workforce Center to shape its image in customers’ minds rather than allow its image and perception to be shaped by outside forces.

### Branding Overview

- There are two aspects of a brand:
  - brand (identification) is created through brand elements such as the name, logo and symbols
  - Brand (association) is created through brand knowledge such as awareness, reputation, imagery (brand associations in a customer’s memory) and meanings
- The Workforce Center Brand should be visual, powerful, and concise to best connect with customers. Examples could include “The place where you will find your next job,” or “A job search that works for you.”
- Building a strong brand involves four steps:



In order to achieve these steps, six brand-building blocks—brand salience, brand performance, brand imagery, brand judgments, brand feelings, and brand resonance—should consider be established.

1. **Salience** is the degree to which your Brand is thought about or noticed when the customer is in a “buying” situation. In the context of the North Minneapolis Workforce Center, high Brand salience means that if someone lost their job or is otherwise unemployed, they will immediately think of the Workforce Center as a place that they can go for help. If the Workforce center has low Brand salience, the individual won’t think of the Workforce Center as a place they can go for help. Additionally, low Brand salience may mean that customers that can’t be effectively served by the Workforce Center may come to the Workforce Center expecting to be served. This ties up staff, results in individuals leaving unsatisfied, and may lead to negative word of mouth spread by those individuals about the Workforce Center.
2. **Performance** is how well the product or service meets customers’ more functional needs for reliability (consistency of performance), durability (expected economic life), and serviceability (ease of repairing). Within the Workforce Center, Performance is how well the Workforce Center is able to meet customer’s needs in the sense of teaching them job search skills and helping them to attain employment.

3. **Imagery** is how well the brand meets customers' high-level and often unarticulated needs. Imagery is developed through customers' experiences (in which the customer understands firsthand the context of usage), communication (depicting an idealized brand user), and other sources such as word of mouth or a customer's understanding of what current brand users are like. In the context of the North Minneapolis Workforce Center, ideal imagery could be "the place to go in Minneapolis if you want to find a job," paired with "inviting," "community-relevant," and "customer-centric."
4. **Judgment** is customers' personal opinions about and evaluations of the brand. There are two forms of judgment: explicit evaluations and implicit evaluations. *Explicit evaluations* include decisions about *quality* (how good the product/service is), *credibility* (if the Brand claims line up with the actual performance of products/services), and *superiority* (how the Brand compares relative to competitors). *Implicit evaluations* relate to how well the Brand satisfies *unarticulated needs* such as wanting to feel respected or included. In the context of the North Minneapolis Workforce Center, ideal judgment equity would result in positive, accessible customer reactions to the WFC.
5. **Feelings** are customers' emotional responses and reactions to the brand. Examples of Brand feelings can include warmth (ex: Caribou Coffee), fun (ex: Nike), excitement (ex: Valley Fair), security (ex: Brinks), social approval (ex: Apple iPhone), self-respect (ex: Lifetime Fitness), and power (ex: Chevy Trucks). In the context of the North Minneapolis Workforce Center, the desired brand feelings may be "welcoming," "self-respect," and "success."
6. **Brand Resonance** is the identification that the customer has with the brand in the sense of how well the brand matches the customer's self-definition. There are four aspects of resonance:
  1. **Behavioral loyalty:** frequency and amount of repeat uses
  2. **Attitudinal attachment:** Love of and pride in the brand
  3. **Sense of community:** kinship and affiliation
  4. **Active engagement:** seek information, join clubs, visit websites related to the brand

Resonance is the ultimate goal of a brand because it means that the brand connects with consumers on a higher, deeper level. Resonance can only be achieved, however, if the previous building blocks have been established. Within the context of the Workforce Center, resonance would mean that customers view the WFC as a part of their identity and the reason for their job-search success.

### **Workforce Center Communications Outreach**

Outreach activities allow the Workforce center to provide information about itself to customers and build its brand. For this reason, it is the second component of communication that occurs before a customer enters the workforce center. Fundamentally, there are three basic objectives of communications Outreach:

1. To present information to consumers (both current and potential)
2. To increase use by target customers
3. To differentiate a product/service from other products/services

For the North Minneapolis Workforce Center, examples of communication methods can include:

- A calendar of events placed in local newspapers
- Giving presentations about the Workforce Center and services provided to the community, in schools, and to employers
- Having WFC ambassadors discuss their success stories and talk about their WFC experiences.
- Public relations such as news feature on the redesign, press releases of customer success stories, number of customers over a set period of time that the WFC helped to get a job)
- Communicating directly with the customer through WFC notices at bus stations or letters sent to anyone that registers for UI

### **Workforce Center Referrals**

The North Minneapolis Workforce Center currently uses referrals from other organizations, community partners, and other Workforce Center customers drive traffic to the center. By being more strategic, however, about how the WFC structures and uses referrals, referrals will have a higher likelihood of being customers that the WFC can actually serve.

Referrals are a structured and systematic process of maximizing word of mouth potential. This is done by encouraging, informing, promoting, and rewarding customers and contacts to think and talk as much as possible about a Brand and their experiences with it. In the context of the North Minneapolis Workforce Center, this means that the Workforce Center should actively educate its community partners, customers, and other organizations that it works with about what it does, what it does not do, and the customers it can best serve. By doing this, community partners and other organizations can better determine if they should refer someone to the Workforce Center (triaging that customer) or to a different organization. Additionally, by using referral management, current customers will have a better idea of how to talk about their own WFC experiences within the community.

### **Signage**

Signage is the fourth aspect of communication that occurs before a customer enters the Workforce Center. While signage may seem to play a minimal role in the triage process, it is an important aspect of getting the right customers in the door of the Workforce Center.

The purpose of signage is to direct customers to the Workforce Center. Without adequate signage, customers that may benefit from the Workforce Center's services may not know it exists, or if they do know it exists, not know where to find it. In order to get customers to the Workforce Center, signage should be prominent on the Workforce Center building as well as on major streets that are in the same neighborhood as the Workforce Center. This use of signage, when paired with the other three forms of pre-WFC communication, will help attract the right customers to the North Minneapolis Workforce Center.

## Triage Process

The triage process includes:

- Interior signage for information and direction
- Being welcomed to the Workforce Center by a staff member and having an brief “how can the WFC help you today” conversation
- Using a “Job Search Jump-Start” assessment to register a customer and determine where they fall on the Job Readiness Continuum, identify job-search goals, collect demographics, determine the customer’s level of computer literacy, and develop an initial job search service plan
- WFC Staff reviewing the initial job search service plan with the customer and tailoring it to the customer’s experience level and goals
- Directing the customer to the best services and resources for them for that particular visit
- Checking in with the customer before they leave the Workforce Center in order to review the day’s accomplishments, set up action steps for what the customer will be working on in their own time, develop a plan for what the customer will do the next time they come into the Workforce Center, and thank them for the time they spent in the Workforce Center that day.

## Interior Signage

Similar to the use of signage outside of the Workforce Center, signage inside of the Workforce Center is an important part of the triage process. In particular, the purpose of signage within the Workforce Center is to reassure customers that they are in the right place and to provide direction for customer flow within the building.

Signs that describe the services offered should be posted at the entrance of the Workforce Center. These signs will serve a similar purpose to the existing service/resource signs in Workforce Centers, however there will be some key differences. First, the signs should be written in welcoming, customer-centric language. This means that jargon or programmatic terms should not be used. As an example, the signage could say,

**We can help:**

- Speed up your job search
- Connect your skills to a career
- Update your skills
- Develop new skills
- Connect you to companies that are hiring
- Build a resume
- Review your resume
- Coach you for interviews
- With job-specific classes and workshops

Second, the signs should be visually appealing and easy to read. A “menu” of services similar to what one would find at a restaurant or retail store would be one way to depict Workforce resources and services. For these signs, the categories typically found on a restaurant menu could be replaced with “We can help:” followed by a list of services offered. This type of service sign is much more welcoming to the customer than the existing service boards. Moreover, it tells customers in language that they can understand what the Workforce Center does and how they as a customer can benefit.

The second form of signage is directional signage to designate the different areas of the Workforce Center. Examples may include: Career Search (above personal inventory/ computers), Resume Creation (above document creation computers), and Job Applications (above job application computers). The Library, Conference Center, and Computer Training Lab should all be clearly signed. These signs should be in a clean, professional font, have a solid background, and match the design of the Workforce Center.

### “Welcome to the Workforce Center”

When customers enter the North Minneapolis Workforce Center, they will be greeted by 1-2 Workforce Center staff members acting as “Greeters.” These staff members (a Resource Room staff role) will welcome the customer to the Workforce Center, introduce themselves, ask for the customer’s name, and then ask the following first level triage questions:

Question	Information Provided
1. “What brought you into the North Minneapolis WFC today?”	Purpose of visit <ul style="list-style-type: none"> <li>▪ Determine customer’s wants/needs</li> <li>▪ Basic understanding of customer’s current situation</li> <li>▪ Allows greeter to direct customer to the correct part of the WFC</li> </ul>
2. <i>If customer seems new to WFC</i> , “Have you been to the North Minneapolis WFC before or used the online virtual WFC?”	Customer Status <ul style="list-style-type: none"> <li>▪ Determine if customer should be directed to the jump-start room for assessment or to a different part of the WFC</li> </ul>
3. <i>If customer has been to the WFC before</i> , “It’s great to see you again, Mr. /Ms. [Customer’s last name]. What were you working on the last time you were here?”	Service Recommendation <ul style="list-style-type: none"> <li>▪ Identify what customer worked on during their last visit</li> <li>▪ ID services/resources the customer can use during today’s visit</li> <li>▪ ID where to direct the customer</li> </ul>

These questions will allow the greeter to determine how to best serve the customer in the sense of where to direct the customer within the Workforce Center, which counselor to notify, or if the WFC can even address the customer’s needs. If the Greeter determines that the Workforce Center cannot effectively help that particular customer, the Greeter will then refer the customer to an organization that can better address the customer’s needs.

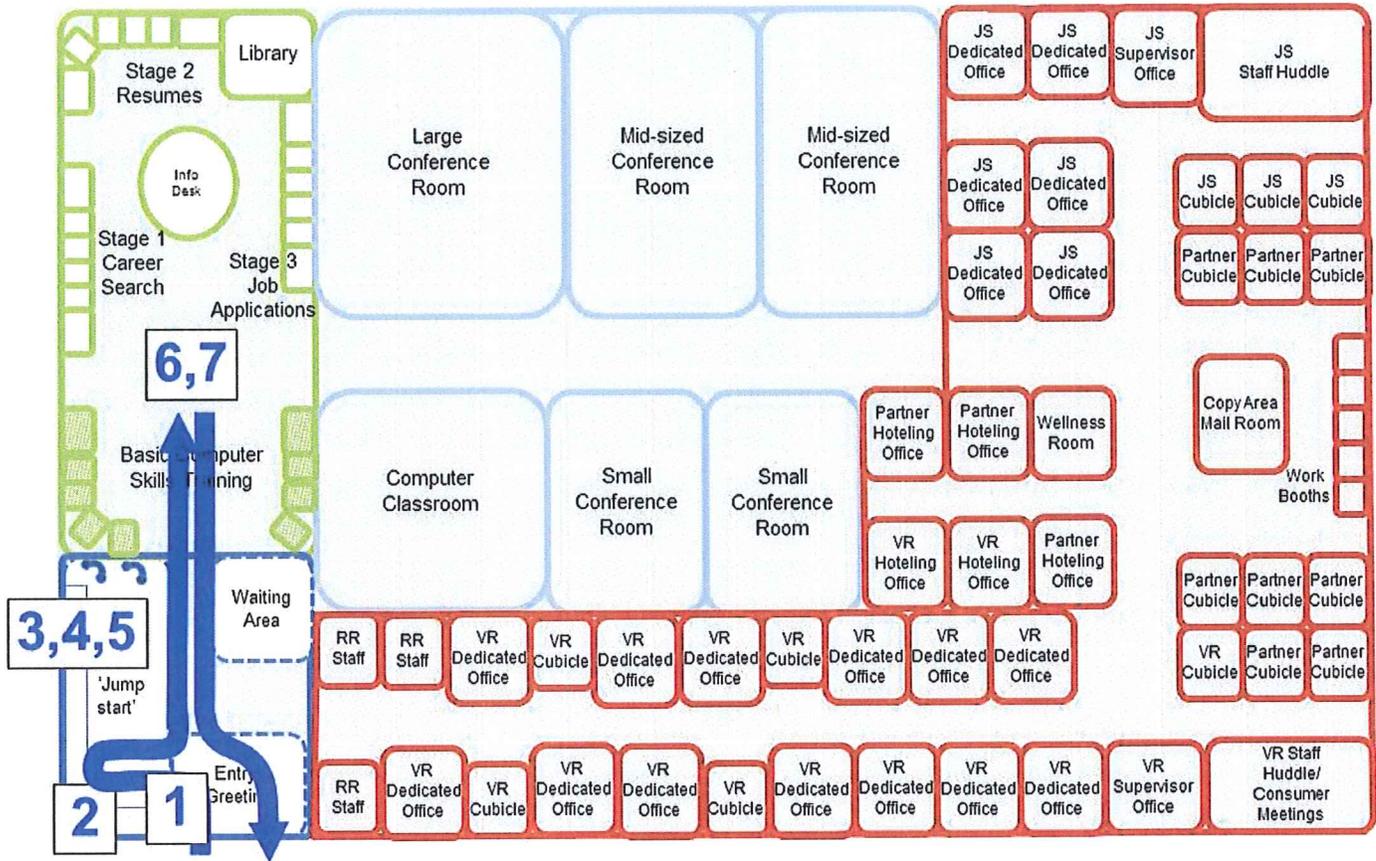
If the Workforce Center can assist the customer, the Greeter will direct the customer/consumer to the appropriate part of the Workforce Center.

There are four main scenarios that the Greeter will use to direct customers within the Workforce Center:

- New Customer
- Returning Resource Room Customer
- Counseling Session Customer/Consumer
- Training/Workshop Customer.

These scenarios are not mutually exclusive by customer; however, they are exclusive for the initial direction provided by the Greeter. Triage processes for the four scenarios are outlined in the following sections.

First Time Customer to the Workforce Center (New Customer)



Note: This process is subject to change to mirror the online Triage process being developed by Rick Roy

1. **Greeter determines that the customer is a new customer.** Customer is directed to go into the 'Jumpstart' room and to follow the prompts on the computer to jumpstart his/her job search process at the North Minneapolis Workforce Center
2. Following the prompts, the **customer creates a CRS username and login** and submits required demographic information. If the customer is not able to complete the CRS registration on his/her own, a staff member will assist them with the remainder of the triage process.
3. After registering for CRS, the **customer is invited to take a 10-20 question computer skills assessment.** This exam will test the customer's computer, internet, email, and word processing skills. As computer literacy is a necessity for the customer's job search success, it is important to determine the customer's level of computer literacy before moving into the remaining part of the triage process. It also is important to convey the importance of the computer literacy assessment to the customer so that they understand why they are being asked to take it and so that they take the exam seriously. **Note:** if the customer required staff assistance to complete the CRS registration, the assisting staff member will override the computer skills assessment (which will make a note in the customer's file that the customer "did not pass" the computer skills assessment) and continue on to New Customer Step 4
  - **If the customer passes, they are directed to New Customer Step 4 (Computer-based Level II Triage)**
  - **If the customer does not pass, the computer system will make a note in the customer's file that the customer did not pass the assessment.** This will be a behind the scenes action—the customer won't know they didn't pass until they receive their initial service plan (New Customer Step 5). **The customer will be directed to New Customer Step 4 (Computer-based Level II Triage)**

**4. Customer follows the computer-based Level II triage:**

- **Part I: Identify where customer falls on the Job Readiness Continuum.** This is determined by customer responses to:
  - Questions about the customer's work history
  - Questions about the customer's interests. Example questions may include:
    - Are you looking for the same type of work you've done before?
      - Do you need additional training to find the same type of work?
      - Do you have the skills/training they need to start looking for another job immediately?
    - Are you looking for a different type of work than what you've done before?
      - Do you know what you want to do?
      - Do you want help in determining what jobs/careers to consider?
      - Do you need additional training for your chosen career change?
      - Do you have the skills/training you need to start looking for another job immediately?
    - Do you want to go back to school or do another form of training?
    - Are you interested in being a part of a cohort/job search team?
  - Questions about the immediacy of the customer's job search: How quickly does the customer need to find a new job?
- **Part II: Identify goals.** What does the customer want to get out of their job search & WFC experience? Questions can be multiple choice or fill in the blank

**5. Output: Initial plan for Customer's Job Search**

- At the completion of the computer-based triage, the computer will provide an initial plan of services/resources offered by the WFC that will be most beneficial to the customer. This plan will provide the customer with a plan of activities for the next 4 weeks. If a staff member is available (contingent on WFC staffing, funding, and the amount of traffic within the workforce center), the staff member may be able answer questions about the output for the customer
- The first step of the new customer output plan will be to watch a brief (1-2 minute) video about the Workforce Center. This video will orient customers to the various areas of WFC (e.g. the different computer banks, library resources, conference room space), describe the Resource Room computers (module-based learning, computer-based check-out process that customers should complete before departing the WFC), describe the role of the Resource Room Staff/how the staff can help customers, and finally, welcome the customer to the Workforce Center and wish them well with their job search.
- Initial plan directs customer to appropriate part of WFC
- **Note: if the customer did not pass the initial computer literacy test, they will be directed to go to the basic computer skills training computers.** The goal of these basic computer skills computers is to equip customers with the computer literacy needed to successfully navigate the technology used for today's job search process.
  - When the customer logs in to the training computer with his/her CRS login, he/she will be prompted to take a more detailed computer skills assessment such as the [Northstar basic computer skills assessment](#).
    - This assessment will determine which areas of computer skills the customer needs to develop before they can be successful at the Workforce Center

- The North Minneapolis WFC already offers the Northstar basic computer skills assessment in NBCS Certificate form (a certificate that can be useful for employment), so using it as an assessment of basic computer skills would be a simple transition for the workforce center
- The output of the computer skills assessment will be a document that tells the customer what areas of computer skills they excel at and which ones need improvement
- The computers should be loaded with interactive teaching modules that correspond to all of the computer skills tested by the detailed assessment. Ideally, the computer will put together a learning plan of modules tailored to the customer's development needs.
- The customer will work on the modules until complete (or until they need to leave the Workforce Center). Ideally, the modules will also be available online at the Virtual Workforce Center so that the customer can complete them on his/her own schedule
- When the customer finishes all of the required modules, they will re-take the initial 10-20 question computer skills assessment. If they pass, they will be congratulated and directed to the appropriate part of the WFC to begin working on their job search plan

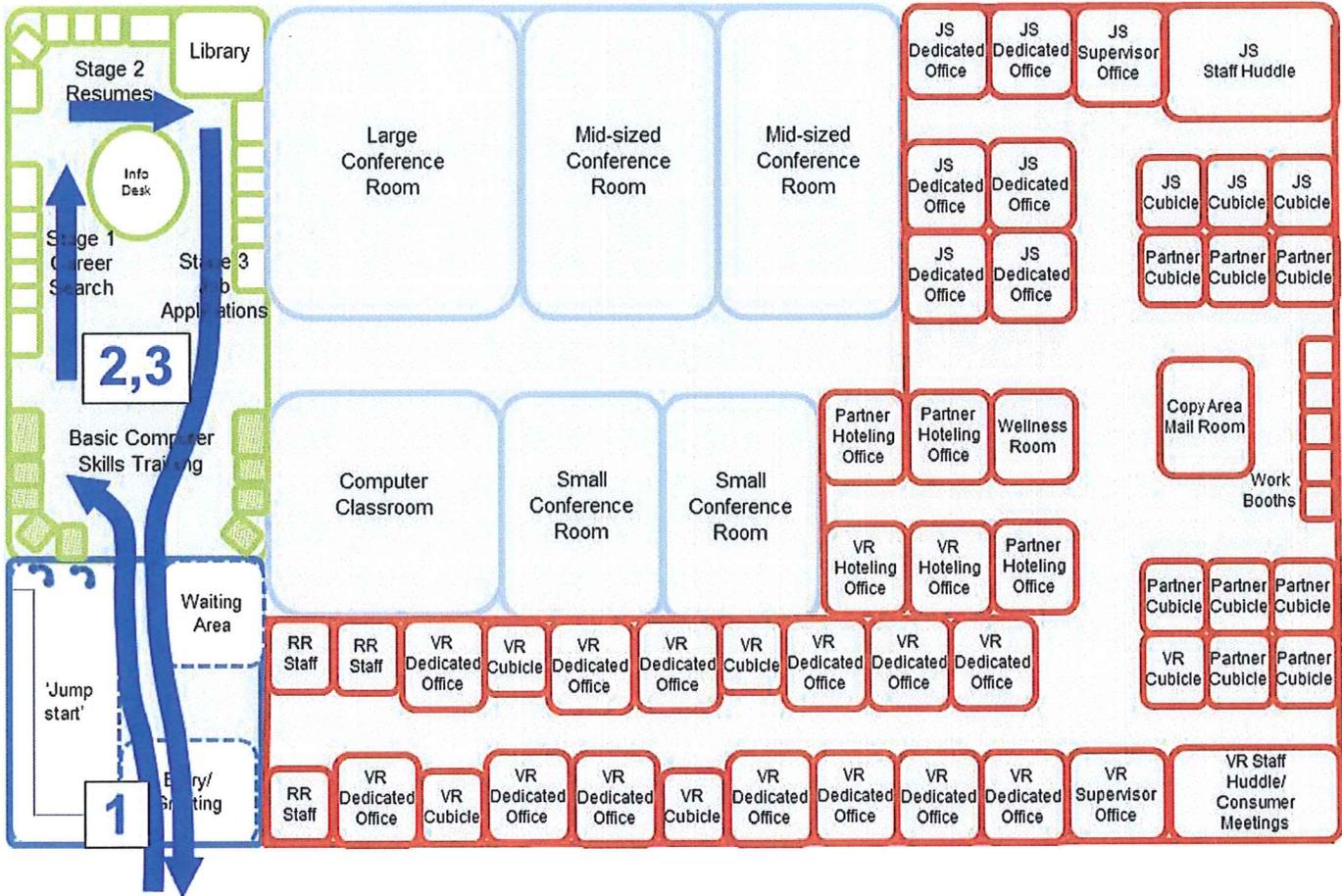
**6. Gain resource access & use resources.** Resources are divided into three categories:

- Facilitated self-service at computer banks. Computers should be loaded with learning modules to teach customers job search skills. All computers should have all of the learning modules, however, the computers should be arranged by job search stage to promote customer flow, a sense of progression, and allow Resource Room staff to better identify and serve customer needs:
  - **Job Search Stage I: Career search/personal inventory.** These modules will help customers determine what are my skills, what are my interests, and what careers may be interesting to me?
  - **Job Search Stage II: Job search documents.** These modules will help customers build resumes, cover letters, and learning how to tailor documents for the changing job market
  - **Job Search Stage III: Interview preparation and job applications**
- Classes/workshops/group teaching
  - Career Search/personality and skills assessments
  - Careers Fields that are growing
  - How to position yourself for particular careers
  - Job Search Documents
  - Job Search
    - Interview prep
    - How to make connections with employers
    - Branding yourself
    - Using social media for job search
  - Cohorts for job search: groups that work together to keep each other accountable in their job search
- 1:1 sessions with Resource Room Staff. 1:1 coaching may include:
  - Career search planning
  - Resume reviews
  - Interview coaching

## 7. Computer-based check-out

- Before a customer leaves the WFC, they should use a Resource Room computer to complete the check-out process
- Computer shows the customer their progress for the day and prompts them to set up next steps:
  - What will the customer do on their own time/before they come back to the WFC?
    - These tasks will help advance the customer in their job search so that they come back to the WFC ready to move ahead in their job search
    - *Examples: think about their job search goals, revise their resume, make a list of jobs that are interesting to them*
  - What will the customer do the next time they come into the WFC?
    - This will create accountability, encourage customers to come back, and help the customer move ahead in their job search
    - Ex: do a personal inventory of skills, attend a workshop about LinkedIn
- After developing the “next steps” plan, the computer will show a screen that thanks the customer for coming in to the WFC.

Returning Resource Room Customer

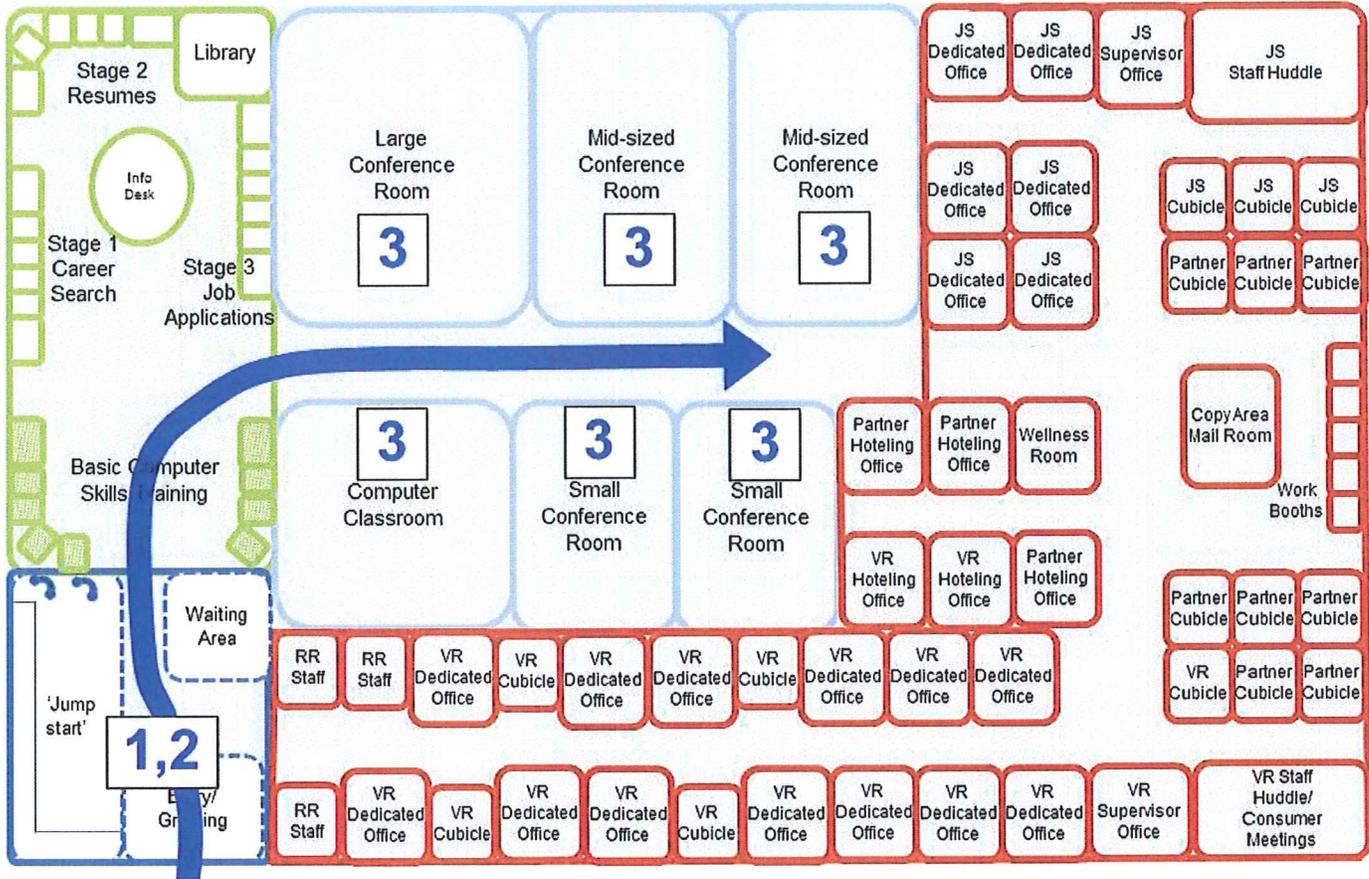


1. Greeter determines that the customer is a returning resource room customer and asks the customer what they are planning on working on today at the WFC
2. Customer is directed to the appropriate part of the Resource Room and uses the Resource Room. Resource Room areas include:
  - Facilitated self-service at computer banks. Computers should be loaded with learning modules to teach customers job search skills. All computers should have all of the learning modules, however, the computers should be arranged by job search stage to promote customer flow, a sense of progression, and allow Resource Room staff to better identify and serve customer needs:
    - Job Search Stage 1: Career search/personal inventory. These modules will help customers determine what are my skills, what are my interests, and what careers may be interesting to me?
    - Job Search Stage 2: Job Search Documents. These modules will help customers build resumes, cover letters, and learning how to tailor documents for the changing job market
    - Job Search Stage 3: interview preparation and job applications
  - 1:1 sessions with Resource Room Staff. 1:1 coaching may include:
    - Career search planning
    - Resume reviews
    - Interview coaching

### 3. Computer-based check-out

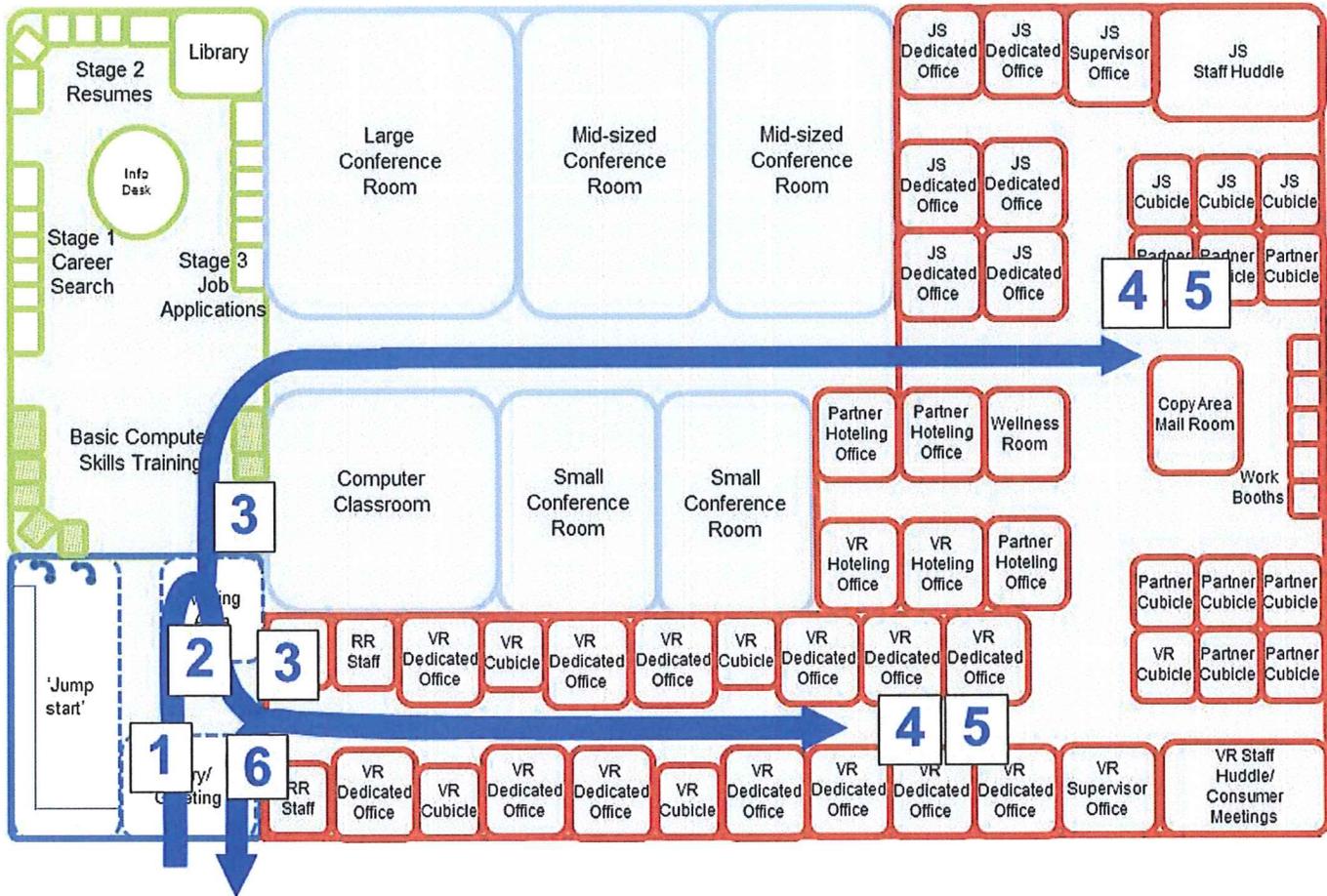
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    - These tasks will help advance the customer in their job search so that they come back to the WFC ready to move ahead in their job search
    - *Examples: think about their job search goals, revise their resume, make a list of jobs that are interesting to them*
  - What will the customer do the next time they come into the WFC?
    - This will create accountability, encourage customers to come back, and help the customer move ahead in their job search
    - Ex: do a personal inventory of skills, attend a workshop about LinkedIn
- After developing the “next steps” plan, the computer will show a screen that thanks the customer for coming in to the WFC.

Training/Workshop Customer



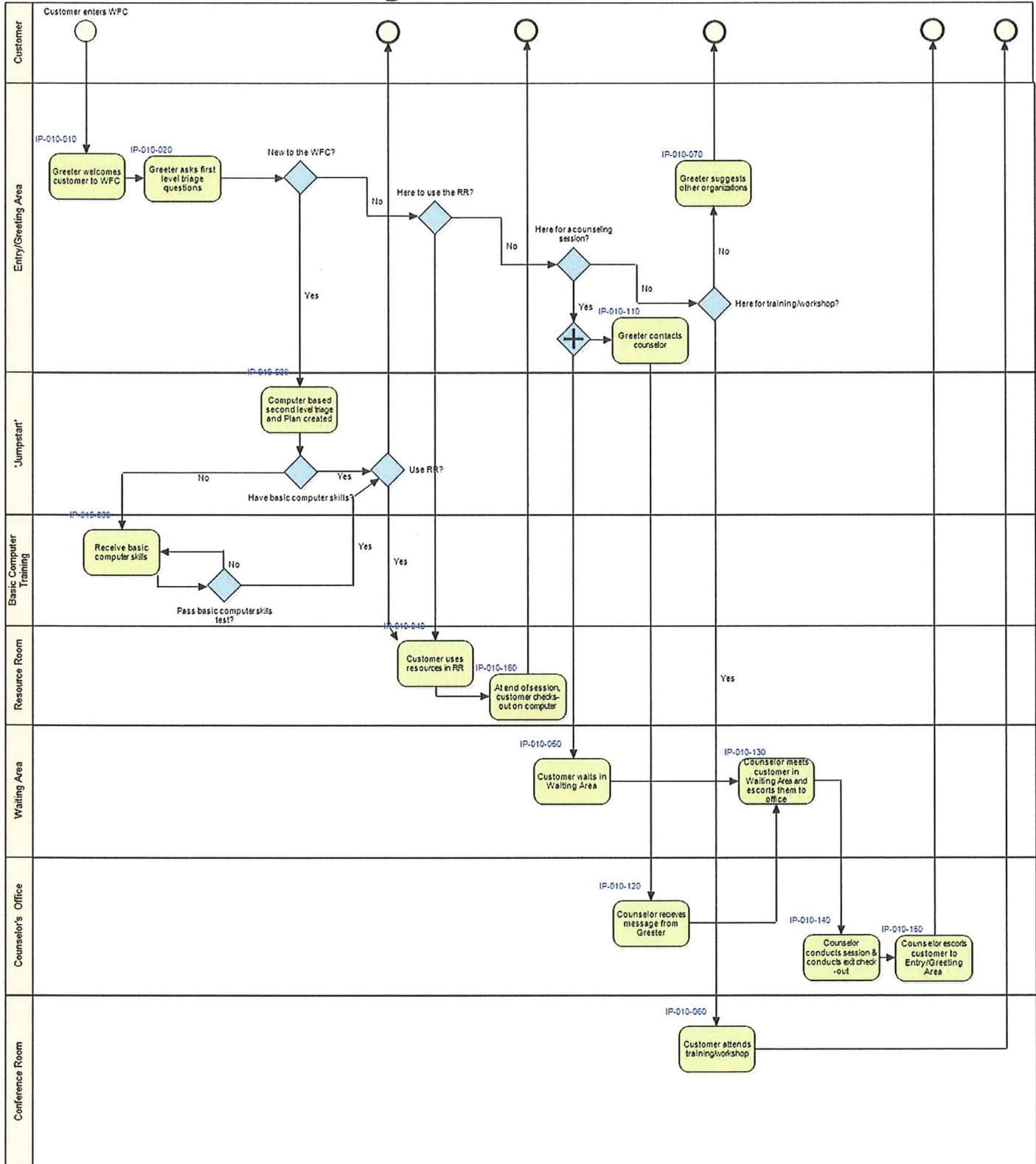
1. Greeter determines that customer is a training/workshop customer
2. Customer is directed to the appropriate conference room and attends the training/workshop.
3. Exit check-in with training/workshop facilitator
  - Before a customer leaves the training/workshop, the training/workshop facilitator should review the customer’s progress and provide next steps:
    - What will the customer do on their own time/before they come back to the WFC?
      - These tasks will help advance the customer in their job search so that they come back to the WFC ready to move ahead in their job search
      - *Examples: think about their job search goals, revise their resume, make a list of jobs that are interesting to them*
    - What will the customer do the next time they come into the WFC?
      - This will create accountability, encourage customers to come back, and help the customer move ahead in their job search
      - Ex: do a personal inventory of skills, attend a workshop about LinkedIn
  - After developing the “next steps” plan, the training/workshop facilitator will thank the customer for coming in to the WFC.

Counseling Session Customer/Consumer



1. Greeter determines that the customer is a counseling session customer/consumer
2. Customer is directed to sit in the waiting area
3. Greeter uses a tablet or computer to match the customer's name to the list of counseling sessions occurring that day at the Workforce Center. Once the Greeter matches the customer/consumer to the counseling session, they use the tablet or computer to notify the appropriate Counselor that the customer/consumer has arrived
  - The Counselor will walk to the waiting area and pick up the customer/consumer
  - The Counselor and customer/consumer will go into the staff area
4. Counseling session occurs
5. At conclusion of session, Counselor should review the customer's progress and provide next steps:
  - What will the customer do on their own time/before they come back to the WFC?
    - These tasks will help advance the customer in their job search so that they come back to the WFC ready to move ahead in their job search
    - Examples: think about their job search goals, revise their resume, make a list of jobs that are interesting to them
  - What will the customer do the next time they come into the WFC?
    - This will create accountability, encourage customers to come back, and help the customer move ahead in their job search
    - Ex: do a personal inventory of skills, attend a workshop about LinkedIn
6. After developing the "next steps" plan, the Counselor will thank the customer for coming in to the WFC and walk the customer/consumer back to the Entry area

# Task and Swimlane Level Workflows of the "Universal Customer Intake" and "Counseling Sessions"



**Deloitte.**