

# A Comprehensive Resource Guide for Workforce Board Staff



## **ACKNOWLEDGEMENTS**

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The Guide is designed to act as a resource toolkit of ideas and strategies to assist Workforce Board Staff in the important and challenging roles they play in the creative improvement of the nations' workforce development system.

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The Guide was developed by a project team from the Kaiser Group, Inc., Waukesha, WI, a consulting firm specializing in the field of Workforce Development that has over 20 years of experience providing regional and national services. **James R. Nitz**, Executive Vice-President of the Kaiser Group ([www.kaisergrp.com](http://www.kaisergrp.com)), was the project lead. Mr. Nitz has consulted with Workforce Boards, workforce service providers, state agencies, and international agencies on workforce development solutions since 1979. Other members of the project team included: Irene O'Laughlin, Kathy Eppers and James Rieboldt of the Kaiser Group; Robert Harrington of LaPiana and Associates, San Francisco, CA, and Michael Mortell of Organizational Design Corporation, Wauwatosa, WI.

Many thanks also go out to the dozens of Workforce Board Staff who participated in listening sessions, surveys, and interviews. We admire the work you are doing!



# TABLE OF CONTENTS

<b>Overview of Guidebook .....</b>	<b>1</b>
<b>Chapter 1.....</b>	<b>6</b>
<b>Strategic Thinking</b>	
A. Strategic Role.....	6
B. Organizational Capacity .....	8
<b>Chapter 2.....</b>	<b>11</b>
<b>Board Management</b>	
A. Governance.....	11
B. Facilitation.....	15
C. Committee Structure.....	20
<b>Chapter 3.....</b>	<b>21</b>
<b>Board Development</b>	
A. Recruitment of Board Members .....	21
B. Education of Board Members.....	22
C. Retention of Board Members .....	24
<b>Chapter 4.....</b>	<b>27</b>
<b>Strategic Planning</b>	
A. Vision and Leadership.....	27
B. Developing the Strategic Plan & Business Plan.....	29
<b>Chapter 5.....</b>	<b>40</b>
<b>Partnership Development</b>	
A. Facilitating Effective Collaboration .....	40
B. Assessing the Workforce Development Needs and.....	45
Resources of Your Community	
<b>Chapter 6.....</b>	<b>49</b>
<b>System Performance and Accountability</b>	
A. Overview of Quality Systems.....	49
B. Customer Focus .....	53
C. System Performance.....	57
D. Program Measures.....	63
E. Continuous Improvement .....	65
<b>Chapter 7.....</b>	<b>68</b>
<b>Marketing and Public Relations</b>	
A. Background .....	68
B. Marketing Plan and Strategies.....	69
C. Community Partnerships.....	73
D. Political Connections.....	74
<b>Resources and References .....</b>	<b>77</b>

**NOTE: To go directly to a specific section of the guide, place cursor on topic and hit CTRL, and click to follow link.**

# Overview of Guidebook

The purpose of this Guide is to provide ideas and resources that focus on improving the skills of staff to Local Workforce Investment Boards. It is a Guide that promotes strategic thinking as the core skill for Board Staff. The Guide is conceptual with links to more details. The targeted result is to improve the effectiveness of Board Staff and Workforce Boards in overseeing the establishment of a comprehensive workforce development system that meets local needs.

*“Our Board has found new energy and purpose by creating a regional agenda and identifying unique and challenging activities to pursue.”*

Listening Session Participant

Due to the wide range of topics covered in the Guide, it is anticipated that many users will focus on sections of the Guide that address their immediate need. It is suggested that users download and print a hard copy for reference and use the electronic version for research with hyperlinks and websites.

It was the clear intent of the Workforce Investment Act of 1998 to establish a “board of directors” for the local area that did not address the day-to-day functioning of the local workforce system but rather focused on strategic planning, policy development and oversight of the system. Workforce Boards all over the country have been expected to transform themselves into governance boards with a mandate to examine a broad range of community, economic and workforce development issues. Board Staff are expected to identify common problems and create solutions based on a consensus of many interests and stakeholders. This strategic role requires leadership, creativity and collaboration skills on the part of Board Staff, offering many new and complex challenges.

*“Workforce Board Staff occasionally are magicians as they create something from nothing.”*

Listening Session Participant

Since the Workforce Investment Boards were created by Congress they have well-defined guidelines on membership, powers and responsibilities, limitations and partnership requirements. These parameters create a unique challenge to Board members and also Board Staff; the large size of Boards, the broad strategic role with limited direct authority and control of funding, and the key leadership role of private sector volunteers to help shape that challenge.

There are many excellent resources already available to assist Board Staff in their work. This Guide will identify and describe tools and ideas, and connect Board Staff to as many of these existing resources as possible through references and direct hyperlinks.

This Guide was developed in three phases: a research phase, a design phase and a development phase. The research phase

involved extensive reviews of existing resources, including existing surveys of Boards and Board Staff. A new, targeted online survey was sent out to Board Staff in Illinois, Indiana, Wisconsin and Iowa, and follow up calls were made to a cross section of those respondents.

In the survey for this Guide WIB staff were asked to respond to 19 questions. These questions focused on the work of Board Staff and how their local Boards functioned. Staff were asked to respond to both a priority rating and an effectiveness rating that used a 1 (low) to 5 (high) point scale. The following lists show the top five scoring items for both a priority and effectiveness priority ratings (high priority areas for Board Staff).

***On-line Survey Results  
for the Guide***

The survey showed a significant gap between high priority ratings and effectiveness in those areas.

**Priority Ratings (according to Board Staff responses)**

1. The Board Staff are effective in Board management (4.40)
2. Our Board Staff have been involved in creating an expanded vision for the workforce development system (4.38)
3. Our Workforce Board Staff have helped position the Workforce Board as a strategic force in acting on workforce development and economic development issues (4.33)
4. Our Board Staff have helped develop a strategic plan/business plan for the Workforce Board (4.33)
5. Our Board Staff have helped forge linkages with economic development on a local and regional level (4.19)

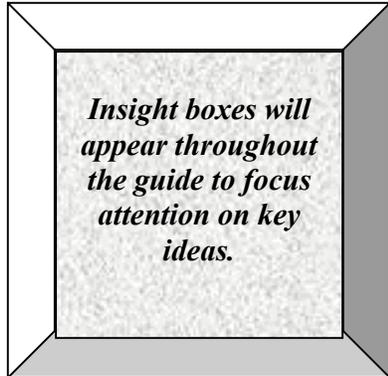
**Effectiveness Ratings (according to Board Staff responses)**

1. The Board Staff are effective in Board management (3.86)
2. The job descriptions and role functions of Board Staff are clear and meet the mission (3.81)
3. Our Board Staff have helped build an effective coalition with the mandatory partners (3.71)
4. Our Board Staff have helped forge linkages with economic development on a local and regional level (3.43)
5. Our Board Staff have been involved in creating an expanded vision for the workforce development system (3.38)

Ten of the 19 items showed a significant gap between the priority rating and the effectiveness for that item with effectiveness being lower.

The data tends to show a trend that Board Staff are clear on the new priorities that are needed for “transition” but feel like gaps in effectiveness exist!

Listening sessions were held with Board Staff at their association meetings in Springfield, IL and Madison, WI and one-on-one conversations were held with many additional Board Staff.



### **Findings of the Listening Sessions**

The listening sessions held in Wisconsin and Illinois revealed just how varied and diverse is the target audience of this Guide. The staff of Workforce Boards are often very experienced and have to a large degree embraced the broader roles of the Workforce Investment Act. Their functions differ dramatically from a staff of one or two to the large staff of urban Boards. They share many struggles, aligning public and private partners, managing – educating – directing and retaining active and informed Board members, implementing quality initiatives in interagency One-Stops, and integrating “silo” funding streams into a seamless system while maintaining motivation and a positive attitude.

The accomplishments are impressive as creative Board Staff address community issues and shape workforce development resources. The successful models are everywhere!

A **multi-state Advisory Group** has been involved with this project from the beginning and has provided excellent input and guidance.

The Guide will include a mix of hyperlinks to existing resources, new ideas checklists and strategies. This Guide hopes to refresh and energize seasoned Board Staff and shorten the learning curve for new Board Staff.

One of the interesting areas that emerged from the research is that the key roles and responsibilities of WIB staff in supporting the Board and serving the system have changed. It is an emergence of a “system role” vs. a “program role”.

Greg Newton of Greg Newton and Associates has done an excellent job of categorizing the roles of WIB staff into nine areas:

1. **Liaison** (with chief elected officials, local and state partners, the community)
2. **Board Development** (recruiting, training, supporting, guiding, retention)
3. **System Planning** (local plan, resource mapping, community audits)

*Roles of WIB Staff*  
[www.gregnewtonassociates.com](http://www.gregnewtonassociates.com)

*“The work of Board Staff is more of an art than a science”*. Listening Session Participant

4. **System Building** (neutral role, MOU’s, One-Stop effectiveness, technology)
5. **Business Services** (customer focus, links with economic development, training)
6. **Continuous Improvement** (quality system, performance measures-system center)
7. **Title 1 Programs** (policy, selection, procurement, development)
8. **Marketing** (branding, promotion, defining success and communicating it)
9. **Administrative support** (reports, fiscal records, compliance)

The Guide will focus on the challenges involved with many of these roles. It will provide resources to respond to the wide-range of responsibilities faced by Board Staff and challenge staff to expand their skills and strategies.

The Table of Contents gives you a quick overview of the Guide, hyperlinks are scattered through the content areas and organized as tools in the appendix. This is designed as an electronic resource to be used with high-speed internet computer connections. The organization and review of resources will hopefully stimulate targeted research to help you find information, strategies, and solutions as you work with your Boards, partners and communities.

The work of Board Staff was recently described as “more of an art than a science,” in one of our listening sessions. The “artists” we are trying to reach with the Guide work in urban, suburban and rural settings with very diverse needs. Some have large complex staffing structures others are a staff of one. Board Staff are asked to move the nation’s workforce development system forward in a collaborative, market driven manner with little direct authority, few dedicated funding sources and inconsistent state alignment and support. In spite of these challenges significant pioneering efforts in strategic planning are underway, hundreds of integrated, seamless One-Stops are open for business and customers are getting better service in many areas. So explore this guide with the advice of Roger von Oech, author of “A Kick in the Seat of the Pants” and engage the four roles of the creative process:

Roger von Oech  
[www.creativethink.com](http://www.creativethink.com)

**The Explorer**

Your Role for Searching for Information

**The Artist**

Your Role for Transforming Information into New Ideas

**The Judge**

Your Role for Evaluating an Idea and Deciding What To Do With It

**The Warrior**

Your Role for Carrying Good Ideas Into Action

These four roles are a part of the creative process and each one embodies a different type of thinking. Creative people “stretch” themselves and use their mental flexibility as they generate and implement new ideas.

Assemble your creative team to support these four roles, and have fun in the process!

# Chapter 1

## Strategic Thinking

### A. Strategic Role

**Board Staff are at the heart of the dynamic changes Workforce Development systems are directed to make across the country. The leadership, creativity and strategic thinking they provide for local Workforce Investment Boards and their workforce partners is critical to successful change and innovation.**

**As Board Staff move forward in their professional development and expand the strategic role they play in their communities, they will find themselves stretched to expand their leadership skills and sharpen systems strategic vision. As you use this Guide, map out your personal blueprint for leadership development that helps your skills grow to meet the challenges ahead.**

What have we learned since 1998 when the Workforce Investment Act called for new thinking and focus?

*The Leadership Development Toolkit is a six-part guidebook package from NLI*  
[www.wibleadership.com](http://www.wibleadership.com)

[www.NAWB.org](http://www.NAWB.org)

*Book 1: Visionary Leadership and Planning for Workforce Excellence*

*Book 2: Guide to Organizational Assessment Resources*

*Book 3: Guide to Conducting a Community Audit*

*Book 4: Developing a Community Vision: A Case Study*

*Book 5: Putting Your WIB on the Political Map*

The National Leadership Institute for Workforce Excellence and the National Association of Workforce Boards are among those existing resources with a wide range of excellent information and relevant tools. These groups conducted two surveys of WIB leaders in order to chart their progress and to identify areas in which they may need assistance. Between August and November 2000, 128 of 592 local WIB's and 14 of a possible 54 state level Boards completed the survey instruments. A more comprehensive effort was mounted in the fall of 2001 using a telephone survey instrument designed by the John J. Heldrich Center for Workforce Development at Rutgers University. Information was gathered from at least 67% of the State Boards and 67% of local WIB's. The results show significant progress has been made by the WIB's in developing and communicating a clear vision and mission, conducting the necessary research to understand workforce needs and identify workforce resources, in gathering customer satisfaction data and thinking strategically.

Congratulations to Workforce Board Staff everywhere! It is also clear that in spite of some impressive progress, significant needs still exist for further skill development and technical assistance for Board Staff and Boards. Particularly in the following areas:

- Strategic Role Development and Strategic Plan Implementation

*Book 6: Creating Effective Workforce Boards*

- Mechanisms to Track Progress on Key Measures
- Ongoing Analysis of the State of the Workforce
- Identification of Resources and Resource Mapping and Coordination
- Effective Board Structure and Operations
- Effective use of Customer Feedback for Continuous Improvement

*“The purpose of strategic thinking is to help you exploit the many challenges both predictable and unpredictable, in your future, rather than prepare for a single probable tomorrow.”*

Morrisey, George, *Morrisey on Planning A Guide to Strategic Thinking*, Jossey-Bass, San Francisco, CA 1996

For Board Staff it’s all about shaping the strategic thinking of their Board and stakeholders so that strategic decision-making is aligned with its vision and mission.

In addition to aligning an organization on its vision and mission, strategic thinking should prioritize critical issues in the form of problems or opportunities facing the organization. The Tulsa Workforce Investment Board Inc. has used a Critical Few Priorities exercise for strategic planning that is a very useful tool, it is outlined below. You can monitor their progress on the website [www.workforcetulsa.com](http://www.workforcetulsa.com) and see the results of their efforts.

### **Tulsa Workforce Investment Board, Inc. Critical Few Priorities Exercise for Strategic Planning**

#### *What is it?*

At any point in time there are many issues facing an organization. It is impossible to address all these issues at once. The **Critical Few** exercise provides a structure for identifying which issues are most critical. That is, it helps identify those issues that should be dealt with immediately, and those issues that can wait.

#### *When to use it?*

The Critical Few exercise is useful whenever prioritization of issues is important.

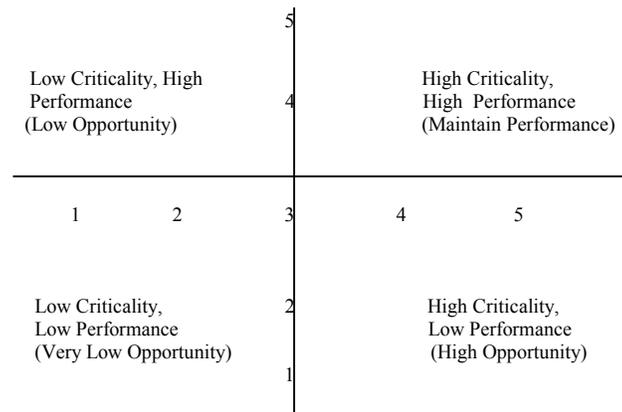
### **Using the Critical Few Exercise**

1. Develop a list of issues facing the group. This can be done through interviews of group members, group discussion of pressing issues, best practices, etc.
2. Present the issues to the group. For each issue, the participant should rate how “critical” the issue/opportunity is, and the level of “performance” relative to the success of the organization.
3. Collect the individual ratings and summarize. Depending on how thorough you want to be, you can simply report the

average ratings for each issue/opportunity, or you can report average, ranges, high/low, etc.

4. Facilitate a discussion of each issue/opportunity. Focus the discussion on those issues and opportunities that were rated lowest on performance and highest on criticality. These are the “critical few”.
5. Develop a strategic plan for dealing with the “critical few” issues.

### Opportunity Plot



The NAWB Self Assessment Tool [www.nawb.org](http://www.nawb.org), Critical Few Priorities exercise and process mapping are all tools used in the strategic thinking process.

## B. Organizational Capacity



Strategic thinking is a process of exploring with an open mind, the critical issues facing an organization and then developing a framework to address these issues. Strategic thinking begins with questions, and comes about through reflective dialogue. You as a Board Staff must make sure the fundamental questions are asked:

*What is our core business?*

*What value do we add to our “stakeholders”?*

*Do we have the resources needed to carry out our strategic intent?*

*Are we properly organized to implement our strategic plan?*

A key leadership role for Board Staff is to reassess their organizations operating environments in time of change, as well as

Minnesota Council of Non-Profits  
<http://www.mncn.org/>

their organizational and individual competencies, and then develop strategies that enable them to facilitate leadership roles with stakeholders. Making Change Proactive; Not Reactive, Minnesota Council of Non-Profits, a community forum, with a presentation by Christine W. Letts – Harvard Center for Non-Profit Institutes, is a good source of ideas.

Strategic thinking is not just about “thinking big” it’s about “thinking bigger” and expanding the challenges. Unfortunately there is a tendency in the nonprofit sector, to rely on virtually anything but building organizational capacity to expand their impact. From our listening sessions this seems especially true with Workforce Boards and their staffing levels. Strategic intent must be matched with organizational capacity. While the business marketplace often nurtures expanded organizational capacity, the nonprofit public sector often starves its development.

**Do any of these views fit your systems support of needed organizational capacity?**

1. It is to be modestly supported as a matter of survival
2. It is grudgingly accepted as “overhead”
3. It is opposed as a cover for institutional self preservation

Part of Board Staff’s leadership role is to make the connection between vision/mission and the capacity to carry it out. The scope of work taken on by the Board must be matched by the organizational capacity to implement the commitments outlined in the strategic plan. This means including the expansion of organizational capacity as a critical issue in your strategic thinking. There are numerous creative ways to expand resources if there is a gap between the vision and the reality to carry it out.

*“Our Board is very helpful at identifying workforce development needs and resources necessary to fulfill the need.”*

Tom Ahlers, Indianapolis Private Industry Council, Inc.

- Resource Development: other public funds, foundations, private funds, fee for service revenue
- Consolidated Funding: that expands partner contributions through knocking down “silos”
- Collaborative staff teams: that build bridges between silos and creative MOUs that share the turf and expand capacity.
- Loaned executives/ Board members who take a lead on vital community projects
- Reallocation of service dollars to build organizational capacity; that ultimately improves value to customers

Strategic thinking must lead to and motivate action. In order to get people energized to take on critical issues with passion, leaders must create the following:

- A mission that is valued and worth achieving
- A sense of urgency, focused on the critical nature of the problem or opportunity



- True collaboration and teamwork
- The capacity and resources to stretch the vision with lofty but reachable goals

Successful Workforce Development systems have the capacity to adjust to changing circumstances. Their Board Staff can identify and consolidate assets, and direct them in collaborative processes. This type of strategic thinking is about the ability to reinvent, building upon a region's existing strengths and potentials.

An example of this is Brevard County, Florida, where the Brevard community is working together "creating a preferred future". Brevard Tomorrow is focused on broadening and refocusing the discussion for Brevard County's "preferred future", creating a comprehensive, sustainable strategic plan, and designing a specific county-wide implementation plan. This effort is sponsored by a broad-based consortium of Brevard County investors, including the Brevard Workforce Development Board.

*Creating a Preferred Future*  
[www.brevardtomorrow.com](http://www.brevardtomorrow.com)

The process involved in this strategic thinking has five components:

- Economic and Demographic Profile
- Community Capacity Assessment
- Community Dynamics Assessment
- "Preferred Future" Strategic Plan
- Implementation Plan



As a Board Staff member challenge yourself to raise your strategic thinking to a new level! Is your strategic thinking process:

- demand and opportunity driven, creatively stimulating the resources of all partners?
- focused on innovation, to maximize technology and human capital (leadership and customer service)?
- collaborative, facilitating relationship building across the workforce system?
- Ongoing and dynamic, keeping pace with the rate of change in your community?

**Highlighted Skill Sets for Strategic Thinking:**

- **Facilitator**
- **Motivator**
- **Entrepreneur**
- **Trusted negotiator**
- **Team leader**
- **Able to identify opportunities**
- **Able to cross boundaries**

# Chapter 2

## Board Management

### A. Governance

**The relationship between Board Staff (especially the Executive Director/CEO) and the Board of Directors is an interesting and sometimes complex puzzle. A key role for Board Staff is to establish an effective, well-organized Board management process. This includes setting a clear framework for governance, running a fine-tuned operation when it comes to meeting logistics and dynamics and keeping the action moving through committees and workgroups. While the governance framework is a big picture part of the puzzle and the details of Board management may seem less significant, it's the details that often tie up Board Staff. The challenge is to establish a governance structure that meets strategic objectives, and an organizational process that is professional and effective.**

*“A Guide For Workforce Investment Board Chairs”*  
(For a copy of this document, send a request via e-mail to: [jetzkorn@ides.state.il.us](mailto:jetzkorn@ides.state.il.us))

The Workforce Investment Act legislation sets the parameters for defining most of the responsibilities that are given to local Workforce Investment Boards (WIB). Within those parameters, the Board Chair must organize and bring to the full Board the myriad of policy issues related to the programs the Board oversees. The Chair also has the responsibility to assure the Boards work in items for maintaining the Board. Local WIBs are aligned with a specific workforce area and most of their responsibilities are shared with Chief Elected Officials in that area.

*Carver Policy Governance Model*  
<http://www.ccp.ca/information/>

Board Member Responsibilities include:

- Together with the chief elected officials to set policy and oversight for the local area
- To hold Board meetings open to the public
- To elect the Chair of the local Board
- To establish by-laws for the local Board
- To conduct oversight of the one-stop system
- To keep the public informed of the plans, policies and activities of the Workforce Investment Board

Title 1 responsibilities include:

- To develop the five-year local workforce investment plan in partnership with the chief elected official(s)
- To appoint, in cooperation with the chief elected official, a Youth Council as a subgroup of the local Board, and to coordinate workforce and youth plans and activities with the Youth Council

- To negotiate and reach agreement on local Title 1 performance measures with the chief elected official(s) and the Governor.
- To develop a budget for the purpose of carrying out the duties of the local Board, subject to the approval of the chief elected official(s)
- To select one-stop operators, with the agreement of the chief elected official
- To identify eligible providers of adult and dislocated worker intensive services and training services
- To maintain a list of eligible training providers and cost information on each provider
- To select eligible youth service providers based on the recommendations of the youth council
- To coordinate workforce investment activities with economic development strategies and to develop employer linkages.
- To promote private sector involvement in the statewide workforce investment system through effective connecting, brokering, and coaching activities through intermediaries such as the one-stop operator in the local area or through other organizations, to assist employers in meeting hiring needs
- To assist the Governor in developing the statewide employment statistics system under the Wagner-Peyser Act.
- To negotiate a memorandum of understanding with all one-stop partners.

The Board Chair plays a key role in organizing the Board and developing its capacity, with the support and involvement of Board Staff.

Three key areas of focus are:

1. A customer focused system that responds to market needs.
2. The One-Stop system and centers
3. WIA Title 1 programs

The 10 sections in “A Guide For Workforce Investment Board Chairs”, cover a wide range of topics with important detail, touching upon everything from the responsibilities of the Board Chair to working with elected officials.

The framework that is in place to make decisions set operating principles and organize delegation of responsibilities is often called the “governance model”.

One structure that seems to be growing in popularity among LWIBs is the Carver Policy Governance Model.

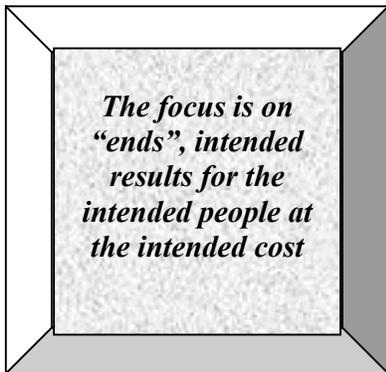
*“The Board has implemented elements of the Carver model but not in its pure sense.”*

Jim Golembeski, Bay Area Workforce Development Board

The Carver model looks at governance in a new way and expects boards to behave in a new way. Instead of primarily an internal focus on staff and customers the Carver model promotes an external focus on the owners (for Workforce Boards that would be their “communities”).

If Workforce Boards are responsible to their communities they must know what their communities want and need. The central reason for a board to exist is to be accountable and that its organization works! It is essential that the word works must be defined. This defines the Boards expectations and the performance that equals success. Boards have a challenging time knowing what to control and how to control it. This begins to get at the crucial relationship between Board and Board Staff. The key is to require organizational performance in a way that empowers the staff, giving them as much creative flexibility as possible. Accountability in leadership plays out in the Board CEO (staff) relationship. For this relationship to thrive the Board must:

1. be definite about performance expectations
2. assign these expectations clearly
3. check to see that the expectations are being met



The focus should be on those items that define organizational purpose not those that don’t. The model calls for a very narrow definition of purpose that looks at what results for which recipient at what worth.

In policy governance these three decisions are called “ends”. Ends are always about the changes for persons to be made outside the organization with their cost or priority. The Board defines the ends, the organizations value added to its owners.

The “ends” that the Board defines should provide for systematic linkage between ownership and the organizations, key written governing policies and the assurance of organizational performance.

The Board must plan its meetings to focus on the achievement of the “ends” (intended results for the intended people at the intended cost). As board staff provide leadership, they must develop a clear framework or governance model that fits their

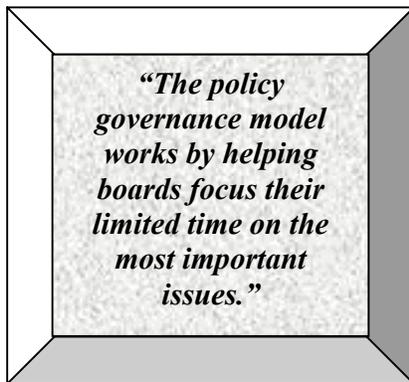
Board and provides strategic leadership, clear delegation and effective oversight.

An effective Board delegates responsibilities for the achievement of the ends to the staff and provides parameters on the acceptable means that the CEO and staff can use.

*“Building Better Workforce Boards”*  
[www.nawb.org](http://www.nawb.org)

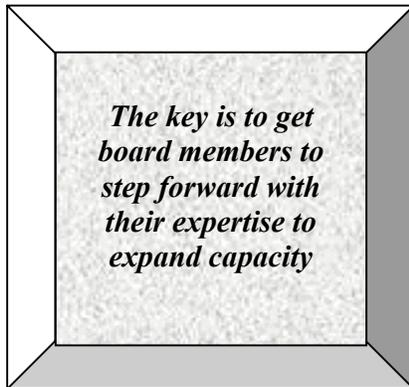
In the NAWB resource book “Building Better Workforce Boards” Appendix 6 has a detailed description of the Governance Policy developed by the Lane Workforce Partnership in Eugene, Oregon. This model builds on the four distinct policy areas in the Carver Policy Governance Model:

1. Governance Process
2. Board and CEO Linkage
3. Executive Limitations
4. Results Policies



Linda South, Executive Director of the Brevard Workforce Development Board [www.BWDB.org](http://www.BWDB.org) Brevard, Florida, recalls her transition from the private sector to working with a non-profit Board, as a steep learning curve. The Workforce Investment Boards have many rules and regulations and she was unfamiliar with non-profit governance models. The Carver model offered a prescriptive framework on the role of the Board and the role of staff with very clear definitions. This framework for policy governance can be helpful to Board Staff and Boards in shaping their strategic thinking. The Brevard Workforce Development Board (BWDB) has clearly embraced its owners (their community) and created a customized model of governance that focuses on strategic leadership. An example of this is BWDB’s involvement in Brevard Tomorrow. Brevard Tomorrow blends community sectors like business, human services, the arts and the environment as Partners for Progress to develop a master plan for the future. The Living Wage study done by BWDB was a value added addition to this process.

Broader regional initiatives fit the spirit and philosophy of LWIBs purpose and expand the capacity of Boards and Board Staff to meet strategic goals and objectives.



One of the creative challenges to Board Staff is to keep their Board's focus on strategic issues. Steve Gilbert, Chief Executive Officer of the Tulsa Workforce Investment Board, Inc., used a variety of tools; NAWB self assessment tool, a Process Mapping of all core processes and a Critical Few Priorities exercise to shape their strategic planning process. Through this effort Board members stepped forward with expertise that expanded the initiative beyond existing staff capacity and strengthened the big picture focus.

Most Boards must balance their strategic role with their compliance role, the Tulsa Workforce Investment Board deals with all compliance details at the committee level and strategic work engages the talents and energy of the full Board. This model is critical to effective Board management and what matters most is not the adherence to any one particular Governance Model but that Board Staff have a framework that shapes the discipline, mechanics and structure of their Board and how it works. The skill set needed by Board Staff includes facilitation skills that keep Boards on target with the broadest, highest level issues rather than being stuck in a range of interesting but strategically insignificant issues.

Remember as you shape your governance model that the most significant work of a Board is the definition of the ends of the organization. These ends articulate the purpose of the organization and are expressed in policies. *The ends policies do not state what the organization does, but instead what good it achieves, for whom and at what cost.*

Board Staff who feel their Boards are dynamically moving ahead see their organizations as forward and outward looking rather than internal.

## B. Facilitation

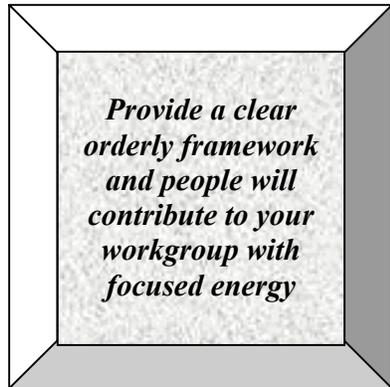
Facilitation is the art of moving a group forward on workable solutions to an organizations opportunities and key issues. The process of facilitation allows for input from many sources and the goal is to move the group toward productive outcomes with the commitment of all participants.

*Effective Facilitation for Meetings & Workgroups*  
[www.kaisergroup.com](http://www.kaisergroup.com)

As a Board Staff member you may be called upon to play a part in the facilitation of many different kinds of meetings. Groups may meet as Boards of Directors, committees, or ad-hoc workgroups, and their focus for being together can often be described by one of these three categories:

1. Information gathering or educational
2. Problem solving or decision making
3. Specific task completion

To use people's time effectively and to meet the goals and objectives set out for your group it is important that a clear, effective framework be established for working together and then followed. We rely on groups to communicate and take action in ways that use the talent of the whole group to respond to new challenges.



Poorly run meetings, unfocused committees or unproductive workgroups are common problems that frustrate people by wasting time, energy and talent.

These frustrations can often be avoided by using a clear framework for facilitation, tools and techniques for creative participation and tapping the talents of the group to take action on your goals and objectives.

Whether you are the assigned facilitator or a group member you can help make the group work more effectively by doing your best to support and follow a clear framework.

### **General Meeting Rules – A Framework for Facilitation**

- Establish the purpose and goals (state at the beginning of each meeting)
- Use an agenda
- Have a facilitator
- Record the meeting

### **Establish the Purpose and Goals**

- Rarely do people enter into situations like meetings or workgroups totally neutral; they have expectations, emotions, energy, concerns, etc. One of the ways to find common ground for working together is to provide a clear, orderly framework and foster a process of open communication.
- A group may be asked to work with an established purpose and goals or they may need to create their own focus, either way there is no substitutes for clarity in team goals. A team works best when everyone understands its purpose and goals -- they should be written down and distributed, and if there is confusion or disagreement, the group works in an open manner to resolve the issues. Refer back to your purpose and goals on occasion to check your alignment.

*“Poorly run meetings have been a plague to our workforce system, wasting time and talent.”*

Listening Session Participant

✓ *Keys to Success - The group:*

- Understands its purpose for being together and the goals that it is working toward, or openly works to resolve disagreements (aligned on purpose)
- Is clear about larger project goals and can translate them into smaller action steps, meetings, discussions and steady progress toward the desired outcomes

✓ *Signs of Trouble:*

- Members of the team cannot articulate a clear direction and therefore the types of information needed or the sequence of steps to take are cloudy
- Attendance and enthusiasm drop at the second or third session

### **Use Agendas, with Topics, Timelines and Presenters**

Many people dislike meetings, their feelings often come from negative experiences where time was wasted and little was accomplished. A few basic rules, learned through experience, if applied properly can help meetings be productive. One of these rules in our framework for effective facilitation is to use agendas.

*Note: Each meeting should have an agenda, drafted at the previous meeting if possible and sent out in advance of the meeting. If there is no agenda the first 5-10 minutes should focus on writing one.*

✓ *Keys: The agenda should include:*

- The agenda topics (if appropriate including a brief explanation of the item and why it's important)
- The presenters, this is either the person who requested the topic to be discussed or the person most responsible and/or knowledgeable about it
- A time guideline, the estimated number of minutes needed to discuss each item
- The item type, particularly whether the item requires discussion or decision, or if it's just informational
- Next steps.

### **Have a Facilitator – with a clearly defined role**

Each meeting or workshop should be guided by a facilitator whose responsibility is to keep the meeting focused, effective and moving forward. It's obviously important to pick someone



comfortable with the role and familiar with the tools and techniques of facilitation.

✓ *Keys: The facilitator's role includes:*

- Keeping the discussion focused on the topic and following the timelines in the agenda (the facilitator should check with group members if additional time is needed and which topic loses the time)
- Facilitate open communication and participation, prevent anyone from dominating or being overlooked
- Intervene if ground rules are broken, such as side conversations, cell phones interruptions or impolite behavior
- Establish a decision making process so the group knows how decisions will be made (majority vote, consensus, sub group vote, etc.)

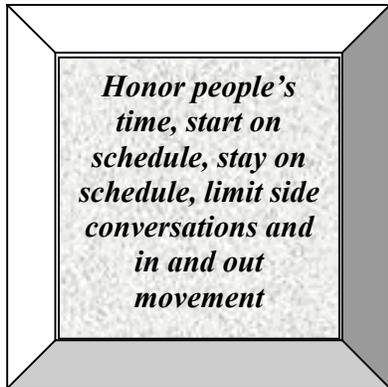
Bring the discussions to a close and if action is needed establish who, what and when it will happen.

### **Record the meeting and report the results**

It is important for meetings and workgroups to track their progress. Whether its formal minutes or informal notes, someone needs to record key subjects and main points raised, decision made, items deferred and a log of who attended and participated. Group members can refer to the minutes to review discussions, note decisions made or actions taken, identify work left undone or to gather valuable information from a meeting they missed. It is best to designate an ongoing recorder or set up a clear rotation so people are prepared for their turn. Last minute dumping of these important duties to an unwilling scribe should be avoided.

✓ *Keys: To record the work of your group effectively include:*

- A form that meets your needs, minutes or summaries, discussion detail or just action items
- A set form with key items like date, location, member list that can be checked, that also reflects the format you choose, discussion topics, main points and action taken or needed
- A recorder who is willing and able to carry out their duties, and prepared to do so
- A clearly established distribution process to distribute the notes or minutes in an orderly and timely manner, before the next meeting (also have extra copies on hand for people who . . . well you know)



### **Working better together: Effective meetings, committees and workgroups**

People come into group meetings with many different moods, mindsets. Make sure you spend time helping members get acquainted and comfortable with the group.

- Provide name tags or tents to help with name recognition
- Spend some time in each group, even if its brief, on relationship building
- Value diversity and encourage open communication and active involvement

Establish ground rules or norms for the group, this will shape how people interact and what kind of behavior is acceptable. The facilitator's role is to make sure the ground rules are understood and respected by all group members. It's important to review ground rules on a regular basis, deleting or revising items as needed.

The following are examples of some important ground rules;

- Attendance: For the group to be effective meetings must have a high priority. How many absences are allowed? Are alternates allowed?
- Meetings should start and end on time: The group should be clear about his expectation and what on time means; promptness affects group morale
- Everyone's viewpoint is valued and the group wants broad participation: This is facilitated by encouraging people to speak freely and listen attentively. Structured discussions and group facilitation techniques are helpful to involve all group members
- Complete your assignments: Since much of a groups work is done between meetings, it is essential that members complete their tasks on time
- Schedule breaks: Limit people coming in and out, turn off cell phones and pagers. Limit side conversations

For a copy of "***A Guide for Workforce Investment Board Chairs***", send a request via e-mail to: [jetzkor@ides.state.il.us](mailto:jetzkor@ides.state.il.us)

In the resource, "A Guide for Workforce Investment Board Chairs", author Rochelle Daniels provides charts in section seven that highlight key aspects of Roberts Rules of Order and Sturgis Standard Code of Parliamentary Procedure.

*Key Board Staff roles often involve the following areas:*

- Establishing the meeting calendar and logistics
- Building the agenda with the group (strategic issues)

- Preparing advance materials in meeting packets
- Organizing and distributing committee or workgroup recommendations and identify the “consent agenda”

*Note: Consent agenda items are often operational, compliance and/or contractual items that committees deal with prior to the full Board. They are not subject to discussion unless pulled from the consent agenda, those items on the consent agenda are often approved in a single vote.*

- Provide technical support to the meeting facilitator on policy and relevant by-laws

## C. Committee Structure

Much of the important work of WIBs takes place in committees, particularly because of the large size of most Workforce Boards. The number of committees and their focus should be a flexible and dynamic structure, responding to the changing needs of the Board and their stakeholders.

A traditional structure may have five or six standing committees that are supplemented with ad-hoc or targeted workgroups. The Executive Committee is a key group in most WIBs. It is often made up of the WIB chair and chairs of the committees. This group plays a key leadership with the Executive Director. Each committee needs a clearly defined role or “charter” to guide it’s work, and adequate staffing support to be effective. The Workforce Investment Act does not dictate which committees to create other than the required Youth Council, which is appointed in collaboration with the chief elected official.

An effective structure will empower committees to exercise control over predetermined types of decisions. Membership on committees is repeatedly identified as a key to retaining good Board members. If you can match their interests and talents and supplement that intellect and energy with community members and staff, you have a formula for success.

### **Highlighted Skill Sets for Board Management:**

- **Listening skills**
- **Leadership**
- **Facilitator**
- **Communicator**
- **Accountable**
- **Focused**
- **Disciplined**

# Chapter 3

## Board Development

*Building Better Workforce Boards: A Guide to Membership, Selection, Recruitment and Development*  
[www.NAWB.org](http://www.NAWB.org)

**Effective board development is a key role for Board Staff and is dependent on board member recruitment, education and retention strategies. The use of these strategies is an ongoing process, rather than any singular event. Successful board development can be viewed as the perpetual care and nurturing of the board in order to provide a rewarding and engaging experience. It is only through involved and knowledgeable board members that a Workforce Board can continue to fulfill its mission and provide the support and resources for its staff and programs. Blending the talents and skills of a large diverse Board into a dynamic resource for Workforce Development is a creative challenge for Board Staff that often tests all existing skills. An excellent new reference cited on this page offers many detailed strategies and tools – “Building Better Workforce Boards”.**

### A. Recruitment of Board Members

Recruitment of board members is an ongoing process to be developed by the Board members, elected officials and Board Staff. The steps to recruitment might include the following:

*“The process of board recruitment is all about relationships, meeting with people one to one in the community, at their businesses, and communicating your excitement”.* Listening Session Participant

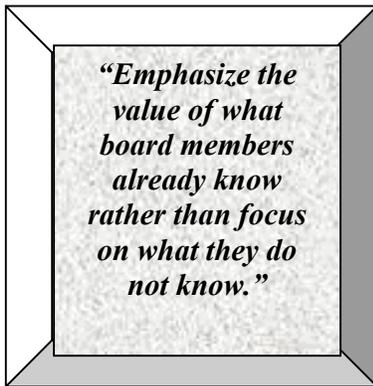
- Development of the profiles of the types of people who will meet specific board needs in terms of skills-mix, personality traits, board experience, experience in workforce development programs and/or issues.
- Development of a targeted recruitment strategy to attract and approach these types of people. Focus on a relationship based strategy.
- Meetings with industry CEOs/Executives to seek information about potentially interested candidates. Develop introductions, and arrange for meetings. Seek second opinion input on the targeted individuals.
- Meeting with potential candidates. Inform candidate of the work of the Workforce Board and its need for board members. Inquire about candidates: ability to commit to the organization; prior board experience; appreciation for what the Workforce Board provides to the community; ability to work as a team member on the board; what the individual sees themselves working on, within the organization.
- Utilize the board recruitment process to “friend raise”. Even if the candidate does not choose/or is not chosen to be on the board,

the developed relationship may be useful to the board in other ways.

- Strategies that are successful in the community and develop an entrée to community organizations that will maximize exposure to potential candidates.

All of these steps must be viewed in the context of the following questions: How is the Workforce Board and its work perceived in the community? What is our public image? There are many ways to promote a positive image and that topic is covered in chapter 8. That image clearly impacts Board recruitment.

## B. Education of Board Members



*“Reserve a part of each Board Meeting for an educational presentation or focus.”* - Listening Session Participant

*“Encourage participation of Board Members in state or national conferences”* - Listening Session Participant

### Ongoing Training Needs of Board Members

Each Board should develop an ongoing training curriculum that meets the educational needs of its Board Members. Topic areas might include:

- Orientation including: history of organization, introduction/review of strategic plan
- General roles & responsibilities in nonprofit governance (see above).
- Conflict of interest
- Program overviews
- Communications – messages to the public
- Meeting protocol & respect
- Overview of budgeting
- Employment and training needs of the community
- New strategies in economic development

Ongoing training should involve the entire board in the selection of topics to be addressed. When selecting training issues the board should develop a specific goal to be achieved through training in consideration of specific needs and interests of the members, develop a variety of training activities, including - guest speakers, in-house presentations, workshops and conferences, and develop a process for receiving feedback on the usefulness of specific training. The process of board education begins at the recruitment stage when prospective board members learn about the work of the Workforce Board and the programs of the Workforce System. The education process continues throughout the life of a board member’s involvement and includes the following

the life of a board member's involvement and includes the following elements.

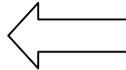
Board Source  
[www.boardsource.org](http://www.boardsource.org)

Basic Responsibilities: Board Source (formerly National Center for Nonprofit boards) has developed the following list of the basic responsibilities of nonprofit boards, which has been modified for Workforce Boards.

### **Ten Basic Responsibilities of Nonprofit Boards**

Look at the ten basic responsibilities and decide what relates to your board and make your education and development plan that prepares them for these responsibilities.

*Is our Board aligned on a common purpose?*



1. **Determine the Organization's Mission and Purpose**

A statement of mission and purposes should articulate the organization's goals, means, and primary constituents served. It is the board of directors' responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual board member should fully understand and support it. (This is a particularly important challenge for large, collaborative partnerships like Workforce Boards.)

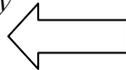
*Is your job description accurate and up to date?  
Does it reflect the nine functional areas? (Listed in overview on page 5.)*



2. **Select the Executive**

Boards must reach consensus on the chief executive's job description and undertake a careful search process to find the most qualified individual for the position. (Even if the Board Staff is a "loaned" staff person from a partner agency the job description is needed.)

*Is your organizational capacity in line with performance expectations?*



3. **Support the Executive and Review His or Her Performance**

The board should ensure that the chief executive has the structural and professional support he or she needs to further the goals of the organization. The chief executive, in partnership with the entire board, should decide upon a periodic evaluation of the chief executive's performance.

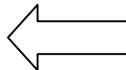
*Have you gotten your stakeholders involved and invested in the big picture?*



4. **Ensure Effective Organizational Planning**

As stewards of an organization, boards must actively participate with the staff in an overall planning process and assist in implementing the plan's goals.

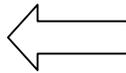
*How can you expand Board Staff capacity to meet expanding roles?*



5. **Ensure Adequate Resources**

One of the board's foremost responsibilities is to provide adequate resources for the organization to fulfill its mission. (The board should work together with state and local partners to secure adequate funding for workforce development programs and the One-Stop infrastructure.)

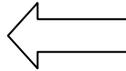
*A way of measuring Return on Investment?*



**6. Manage Resources Effectively**

The Board, in order to remain accountable to the public, must ensure that proper fiscal controls are in place.

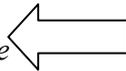
*Do you have 3 levels of performance measures in place? Program measures? Center measures? System measures?*



**7. Determine and Monitor the Organization's Programs and Services**

The board's role in this area is to determine which programs are the most consistent with an organization's mission, and to monitor their effectiveness. (Key is documenting that services are market driven and customer focused, and identifying the community return on investment.)

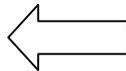
*What is your public image? What are you doing to enhance it?*



**8. Enhance the Organization's Public Image**

An organization's primary link to the community, including constituents, the public, and the media, is the board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy. (Workforce Boards often put to little emphasis on public image.)

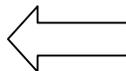
*Do your governance policies establish clear guidelines?*



**9. Serve as a Court of Appeal**

Except in the direst of circumstances, the board must serve as a court of appeal in personnel matters. Solid personnel policies, grievance procedures, and a clear delegation to the chief executive of hiring and managing employees will reduce the risk of conflict.

*Are Board Staff and the Board measured against progress toward their strategic goals and objectives?*



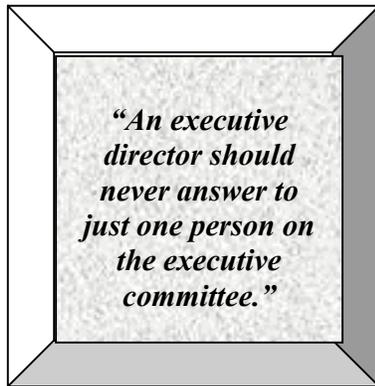
**10. Assess Its Own Performance**

By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved. Discussing the results of a self-assessment at a retreat can assist in developing a long-range plan. (Defining success and making progress, and then communicating both to the larger workforce development community is vitally important.)

## C. Retention of Board Members

*Building Better Workforce Boards*  
[www.nawb.org](http://www.nawb.org)

The retention of board members is dependent on creating an efficient and effective working environment for the entire board, along with ongoing support and recognition of individual board members. The creation of an effective board committee structure is often key to keeping board members engaged, fulfilled and left feeling that they have not wasted their time. Too often, boards fall into the trap of creating committees/sub-committees/task forces/advisory committees to deal with every new challenge that it faces. This leads to a committee structure that is fractured and out-of-control.



Many of the Board Staff we listened to like to have three to five standing committees and would supplement that with ad-hoc committees or special project teams or task forces. These ad-hoc groups are often strengthened by including “outside” members with needed skills or expertise. Many Executive Directors also highlighted the importance of an effective Executive Committee. This group serves a leadership function that may be more responsive than the Board as a whole. The Executive Committee acts as an important communication tool to keep the Board chairperson and committee chairs connected, involved and committed to the big picture objectives. (Linking committees back to strategic goals and plans)

Retention is also dependent on the ongoing recognition and appreciation of board members. Many board members will tell you that the success of the organization is all they need to feel appreciated. Do Not Believe It. Board members have the same need for appreciation as everyone who finds themselves in a difficult/demanding job. Plan for informal as well as formal recognition opportunities. These might include:

- Formal occasions for presentations of plaques/ certificates of appreciation
- Thank-you messages in newsletters
- Formal and informal appreciations presented at board meetings
- Selection as board member of the month – linked to Board outcomes
- Memos of appreciation from the Board Chair
- Acknowledgements in studies, research; community reports and media coverage
- Personal e-mail from Executive Director or Board Chair
- Nominate for formal community awards

In addition to well structured and productive committee work and appropriate recognition there are other strategies that help Board Staff retain Board members who are active and effective.

- Build on what they know, draw out and use their talents and abilities
- Connect them to their interests and clearly establish the “value added” impact of their work to the community
- Build personal relationships, get to know them and their business or organizations
- Sift through the mountains of information and focus on what they want and need to know
- The following are things to consider to maintain solid Board participation:

- ✓ Do not meet too frequently or too infrequently
- ✓ Do not focus on the crisis of the month
- ✓ Have staff lead meetings by presenting reports
- ✓ Do not teach them everything there is to know about the program
- ✓ Give the Board an opportunity to contribute.

**Highlighted Skill Sets for Board Development:**

- **Excellent communicator both oral and written**
- **Recruiter**
- **Trainer**
- **Coach**
- **Relationship Builder**
- **Promoter**
- **Supporter**

# Chapter 4

## Strategic Planning

### A. Vision and Leadership

*Gateway to information on the Workforce Investment Act*  
[www.usworkforce.org](http://www.usworkforce.org)

*“It’s the WIB role to help overcome transition resistance”* Listening Session Participant.

*Leading Your Workforce Investment Board to the Next Level: A Strategic Perspective*  
[www.wibleadership.org](http://www.wibleadership.org)

Parallel to the transformation of the Workforce Investment Boards is the evolution of the job functions and skills of staff directors and staff of these boards. Key Board Staff roles that relate to this chapter include system planning and system building. One resource that provides some insight into aspects of these changes is “Workforce Board Leadership” advice from experienced CEO’s, [www.NAWB.org](http://www.NAWB.org). Board Staff are critical catalysts in setting the stage for a sense of identity and purpose to be clear and focused. The vision must set the strategic direction through planning and create impact through strategic action. That is one of the reasons the needed skill set for board directors and staff have shifted somewhat, from management/administration to communicator, visionary and negotiator. Transition leadership becomes a key aspect of success for Board Staff.

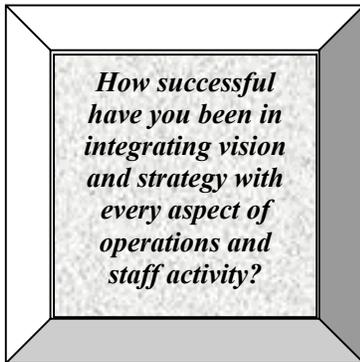
The strategic role of Workforce Investment Boards calls for them to be both governing bodies that provide leadership through policy direction and visionary oversight, and working Boards that implement and act through committees and task forces. These roles are defined very clearly in “A Guide for Workforce Investment Board Chairs” authored by Rochelle Daniels, the State of Illinois (for a copy of this document send a request via e-mail to: [jetzkor@ides.state.il.us](mailto:jetzkor@ides.state.il.us)).

The Workforce Investment Act of 1998 opened the door on a creative window of opportunity for local Workforce Boards to take a new strategic role in their communities. The Act has an entire section that details the functions of the Workforce Investment Board (WIB). The transformation of local boards over the last few years was designed to move them from supervising the operations of federally-funded employment and training programs to taking a leadership role in shaping an integrated community vision and strategic plan for a broad range of economic and workforce development issues.

Transition leadership is all about real collaboration and what makes it happen. Getting partners aligned on a common vision and purpose, with top down and bottom up commitment creates a powerful force.

The 5 P's of Transition Leadership can be summarized as follows:

- The Purpose: Sell the problem as all of ours
- The Picture: A shared vision of the outcome
- The Plan: A shared scenario for getting there
- The Part: What you can do to get us there
- The Principle: "No one left behind"



How are you doing in building "real collaboration"?

Organizational change strikes fear in the hearts of many people. There is a danger facing our WIB's and their staff as we approach reauthorization of the Workforce Investment Act as well as uncertainty, and that is increased resistance to change. As Boards get more visionary and strengthen their strategic role in the community, conflict and resistance may increase. The danger in the face of increasing challenges is that we move from being pioneers to being settlers.

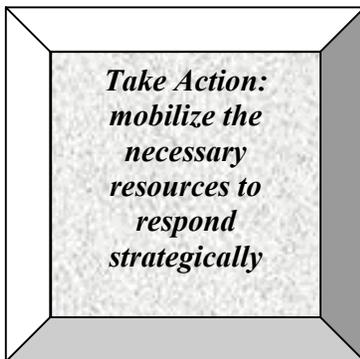
Board Staff must find creative ways to meet the growing leadership needs of their organization. They must be catalysts to draw out leadership talent on their staff and with their partner organizations.

See reality -- size up the current situation as it really is, not as it used to be or as you would like it to be.

In the introduction to this rapid read handbook, Price Pritchett, CEO of Pritchett and Associates Inc. identifies some key beliefs on leadership:

- Leadership and change are inseparable
- Leaders have a personal responsibility to develop other leaders
- Success depends upon leaders at every level of the organization facing reality and doing what works.

*The Leadership Engine:  
Building Leaders at Every  
Level* by Noel Tichy  
[www.pritchett.net](http://www.pritchett.net)



The heart of leadership starts beating with the pulse of "ideas". Mobilize your Board and partners to ACT on good ideas, by providing the leadership and perseverance to compel action in support of your strategic vision, and garnering the resources needed to have the organizational capacity to carry out your strategic vision.

## B. Developing the Strategic Plan & Business Plan

*Strategic Planning: a handbook for Workforce Development Organizations*  
[www.WIBleadership.com](http://www.WIBleadership.com)

There are many resources available to help you develop a useful and useable strategic plan. Research for this guide identified that the strategic planning process and the final product is often a catalyst for a Workforce Board to truly “transition” to a strategically focused role rather than a program focused role. The National Leadership Institute for Workforce Excellence offers a wide array of resources available through their web site.

Their Strategic Planning handbook identifies eight basic steps in the strategic planning process:

Envision a desired future state	→	<i>Board Staff Skills Sets</i>
Define your mission	→	<i>Visioning</i>
Assess the current conditions	→	<i>Mission Statements</i>
Define strategic goals	→	<i>Community Audit</i>
Define strategic objectives	→	<i>Critical Few Priorities</i>
Identify measures of performance	→	<i>Action Strategies</i>
Describe the steps to each goal	→	<i>Balanced Scorecard</i>
Evaluate, reassess, and refine	→	<i>Process management</i>
		<i>Benchmarking</i>

*Developing a Community Vision*  
[www.charlotteworks.org](http://www.charlotteworks.org)

There are many excellent examples of strategic plans and a number of them are cited here as models. There are also significant numbers of Board Staff that are still struggling with their role in guiding the Workforce Development Community forward to have an impact through a flexible, dynamic collaboration. Therefore, the guide offers a strategic planning model to help you get started or to retool a process that has bogged down and lost momentum in its implementation.

*The Brevard Workforce Development Board, Corporate Plan 2002* [www.BWDB.org](http://www.BWDB.org)

Title I of the Workforce Investment Act of 1998 authorized the development of a new Workforce Investment System. State Workforce Investment Boards have been established and states have develop five-year strategic plans.

A strong local-state partnership allows the Local Workforce Investment Boards to serve their unique populations most effectively within the framework of federal and state laws and regulations.

*Minnesota Governor’s Workforce Development Council*  
<http://www.gwdc.org/>

In this regard the Minnesota Governors Workforce Development council took an interesting approach. They developed the “Minnesota Workforce Center Strategic Plan” (Six Dimensions, Multiple Lenses: A Guide To Local Decision Making) in January 2002.

“In July of 2001, the Minnesota State Legislature requested that the government Workforce Development Council (GWDC) complete a strategic plan for Minnesota’s Workforce Centers. The GWDC recommendations are written with the view that local leaders must lead the Workforce Center System with strong state support.”

This state level guidance offers six dimensions to local decision making regarding the design and delivery of service:

1. Financial Drivers – sources of funding and resources needed to sustain One-Stops
2. Local Need – Points of access
3. Center Level Measures – beyond program measures
4. Location (physical setting) – importance of a professional environment
5. Community Assets – using all resources to respond to priority needs
6. Magnet Effect – synergy of collaboration and integration



For many of the Workforce Board Staff we interviewed in the development of this guide, one of the greatest challenges they face is the lack of effective State and Local alignment and collaboration. The seamless, customer focused integration that Local Boards are charged with creating, is sometimes at odds with state policies, procedures and organizational structures.

This is an extremely difficult dimension of the job for Board Staff. One of the tools available is the Board Staff Associations. In Wisconsin it is the Wisconsin Association of Job Training Executives (WAJTE) and together they have a better opportunity to impact state policy and practice on workforce development issues.

The Wisconsin Association recently developed a “white paper” on local flexibility that organizes and articulates their needs for state and local alignment. Take advantage of your state association or be a catalyst to start one.

## STRATEGIC PLANNING CHECKLIST

*“A dynamic strategic plan,  
actively carried out, creates  
strategic alignment”*

Listening Session Participant

The following checklist is designed to prepare you for the strategic planning process or re-evaluate what you’ve done.

The strategic planning process is a dynamic ongoing tool that aligns resources with customer needs. When used effectively it can help define roles and build partnerships, it can promote innovation and expand service design capacity.

The following checklist looks at the impact strategic planning can have and offers a quick self assessment of what it has done for your Workforce Development system.

Build on your **Yes’s**

Assess the roadblocks creating your **Somewhat’s**

Challenge the **No’s** in discussions with your Board members

1. Is the strategic planning process demand and opportunity driven, creatively stimulating the assets and resources of local and regional partners?

Yes       Somewhat       No

2. Does the process facilitate relationship building?

Yes       Somewhat       No

3. Does the process support innovation, with a willingness to test widely held beliefs about markets, methods and what is possible?

Yes       Somewhat       No

4. Does your strategic action plan build your capacity to adjust continually to new circumstances?

Yes       Somewhat       No

5. Have you established a collaborative leadership network with a strong sense of mission, aligned on a purpose?

Yes       Somewhat       No

6. Is economic development a dynamic part of your local and regional priorities?

Yes       Somewhat       No

7. Have you clearly identified an opportunity or a crisis that may help clear the road toward consensus and collaboration?

Yes       Somewhat       No

*Strategic Planning in the  
Technology-Driven World*  
[www.doc.gov/eda/pdf/1G3\\_21\\_st  
ratplan-tech.pdf](http://www.doc.gov/eda/pdf/1G3_21_st<br/>ratplan-tech.pdf)

8. Do you have all seven (7) key elements of an innovation-led strategic planning process?

1. Visualize - Desired future

Yes       Somewhat       No

*(Do the key stakeholders share a common vision that is forward looking and reality based?)*

2. Initiate - Build the team

Yes       Somewhat       No

*(The core team needs to bring diverse perspectives and talents together that align on a purpose: an opportunity or threat!)*

3. Frame - Strategic opportunities

Yes       Somewhat       No

*(With adequate assessment of the current situation a shared understanding should emerge that frames the agenda.)*

4. Develop - Action plans

Yes       Somewhat       No

*(The roadmap for action should include numerous actions ((400 yard dashes)) that focus on your strategic intent and may overlap or take place simultaneously. Near term outcomes evolving into longer term objectives.)*

5. Mobilize - Resources for implementation

Yes       Somewhat       No

*(Collaborative action needs adequate resources to be implemented without straining partnerships. Match the capacity to act to the level of achievement desired.)*

6. Assess - Current reality on an ongoing basis

Yes       Somewhat       No

*(Benchmark your targets and monitor your progress creatively and systematically.)*

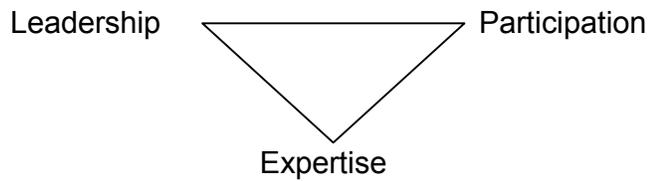
7. Renew the Process

Yes       Somewhat       No

*(Celebrate your success but also keep moving forward and adjust based on changing conditions. Build renewal into the process.)*



9. Does your strategic planning process balance these three key components?



- Yes       Somewhat       No

### Strategic Planning Process Pitfalls

- Too Expert Heavy = loss of public understanding and/or loss of leadership interest
- Too Leadership Heavy = loss of a sense of shared mission with broader constituents/participants (too top down)
- Too Participation Heavy = unwieldy unmanageable process, loss of quick strike flexibility

### Development of a Useful and Useable Strategic Plan

The creation of a strategic planning process that develops a useful and useable strategic plan document is critical to the development of a work plan and successful implementation. The format of the strategic plan document as well as the level of complexity will impact how the plan will be used. To avoid the “strategic plan as a door stop” approach, it is important to emphasize brevity and adaptability within the plan document.

One model of strategic planning has been developed by La Piana Associates – [www.lapiana.org](http://www.lapiana.org). Their *Fast Track* © *Strategic Planning*, is a method of strategic planning designed to provide the organization with a brief, useable plan that identifies and addresses the most significant factors in its future success, within a minimum amount of time. (Note: Boards/Organizations that are in deep conflict will have a hard time using this process and may need some organizational development work first.)

An overview of that model follows.

*Fast Tract Strategic Planning*  
[www.lapiana.org](http://www.lapiana.org)

## Overview of 9 steps

### 1. *Stakeholder alignment*

### 2. *Clarify process with timelines*

### 3. *Recruit and orient the committee*

### 4. *Facilitate first meeting (SWOT analysis)*

### 5. *Prioritize critical issues*

### 6. *Report findings*

### 7. *Draft the Plan*

### 8. *Prepare for final board meeting presentation*

### 9. *Present to Board*

## **Step 1. Obtain endorsement for the plan**

This is more than simply contracting with a consultant. The organization has many stakeholder groups: board, management, and staff at a minimum, plus the local employment/training community. Are they all in agreement that now is the time for strategic planning? If not, it could be difficult to complete the process. Assess each group's willingness, enthusiasm and availability for the process.

## **Step 2. Explain the process to the board and partners**

It is important that the leadership of the organization and the stakeholders participating understand what we are embarking upon. Take them through the process and provide them with a time line.

## **Step 3. Form a strategic planning committee**

This should ideally represent the board and the staff, including the executive and partner agencies. Size is relatively unimportant, so long as everyone can participate throughout the process. Explain the role of the planning committee as the group that will be doing the work and bringing it back for others to review.

## **Step 4. Hold the first strategic planning committee meeting**

At this meeting you have the following agenda:

- Overview of the process
- Mission
- Vision
- Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)
- Identification of respondents for environmental assessment interviews
- Plan for next committee meetings.

## **Step 5. Hold the second strategic planning committee meeting**

Allow enough time for the interviews to be completed before this meeting. The agenda is as follows:

- Review the minutes
- Revisit mission and vision statements, and try to get them nailed down
- Report on interviews (written report submitted in advance)
- Consolidate SWOT, interviews, etc. into critical issues.
- Form work groups

*“Strategic planning is not always a linear process it teaches us new lessons as we implement each step.”*  
Listening Session Participant

### **Step 6. Hold the third strategic planning committee meeting**

At this meeting the work groups each report their findings and the plan is synthesized. The agenda looks like this:

- Review minutes
- Finalize mission and vision statements if necessary
- Review critical issues work group recommendations

***Review CI work group recommendations*** – Each group reports its findings and describes its rationale. The next step is to synthesize the findings. That is, look at them taken together – do they reveal a unified strategy? Don’t force this, but if an overall strategy emerges, nail it down. It is a powerful organizing tool.

### **Step 7. Draft the plan**

This is usually done by the facilitator. The draft plan contains the following sections:

1. Cover page identifying the organization
2. A brief mission statement followed by 8-12 values statements culled from the mission statement process
3. A brief vision statement, followed by the overall strategy statement if there is one
4. A one-page overview of the organization’s history and current programs
5. A one-page synthesis of the environmental assessment (SWOT and interview findings)
6. One page on each CI (describing it and offering strategies)

***Total length: 8-10 pages***

This draft goes to the strategic planning committee before its final meeting.

### **Step 8. Hold the fourth strategic planning committee meeting**

This meeting is to review the plan, get feedback, and prepare for the presentation to the board. Here is the agenda:

- Review draft
- Strategize acceptance by board
- Create work plan

This document allows management and the board to keep track of what tasks need to be accomplished in order to get to the desired end result.

### Step 9. Present to Board

Get feedback from Board Members and partners, and make revisions. Then you can start the real work.

Board Staff may have various time frames in which to conduct strategic planning. Using a retreat is a popular process in which the time frame may be condensed and several steps rolled in one. As a framework it can be adapted to your needs, but make sure you allow adequate time to complete all the process steps you determine are a priority for your Workforce Development System.

## C. Strategic Action: Implementing the Plan

### Assessing Strategic Planning and Implementation

An excellent tool for the assessment of strategic planning has been developed at The Learning Institute for Nonprofit Organizations: Learning Resource Center of the University of Wisconsin Extension. Their *Nonprofit Organizational Assessment Tool – Strategic Planning* can be accessed at [www.uwex.edu/li/learner/assess1.htm](http://www.uwex.edu/li/learner/assess1.htm). This tool is used to help guide a group discussion about an organization's strategic planning process.

Keys to an effective work plan:

- Schedule of tasks and responsibilities
- Linked to fiscal resources
- Methodology to track progress

Once the strategic planning process is completed, an **operational work plan** for the coming year needs to be developed. The work plan is a schedule of tasks and responsibilities that delineates the actions to be taken in order to accomplish the goals and objectives as designed in the strategic plan. It is helpful if the work plan is created to correspond with the organizations fiscal year in order to tie-in the work plans with financial statements and budgets. The work plan helps to ensure that all work as designed by the strategic plan gets accomplished in a coordinated and planned approach, with work assignments clearly laid out for each employee and board committee. It also develops a methodology to track the progress with frequent check-ins and assessment of the success of the work plan. A well developed work plan will have: a level of detail that is appropriate to guide the process without being burdensome or inefficient; an evaluation methodology that ensures a check on the progress and success of the plan, and; a process that flows effectively from the strategic planning process.

### Guidelines To Ensure Strategic Plan Implementation

*Facilitators Guide to Non-Profit Strategic Planning*  
[www.authenticityconsulting.com](http://www.authenticityconsulting.com)

Carter McNamara of Authenticity Consulting, LLC has developed the following guidelines to ensure the implementation of a strategic plan.

1. When conducting the planning process, involve the people who will be responsible for implementing the plan. Use a cross-functional team (representatives from each of the major organization's products or service) to ensure the plan is realistic.



2. Ensure the plan is realistic. Continue asking planning participants “Is this realistic? Can you really do this?”
3. Organize the overall strategic plan into smaller action plans, often including an action plan (or work plan) for each committee on the board.
4. In the overall planning document, specify who is doing what and by when (action plans are often referenced in the implementation section of the overall strategic plan). Some organizations may elect to include the action plans in a separate document from the strategic plan, which would include only the mission, vision, values, key issues and goals, and strategies. This approach carries some risk that the board will lose focus on the action plans.
5. In an implementation section in the plan, specify and clarify the plan’s implementation roles and responsibilities. Be sure to detail particularly the first 90 days of the implementation of the plan. Build in regular reviews of status of the implementation of the plan.
6. Translate the strategic plan’s actions into job descriptions and personnel performance reviews.
7. Communicate the role of follow-ups to the plan. If people know the action plans will be regularly reviewed, implementers tend to do their jobs before they’re checked on.
8. Be sure to document and distribute the plan, including inviting review input from all.
9. Be sure that one internal person has ultimate responsibility that the plan is enacted in a timely fashion.
10. The chief executive’s support of the plan is a major driver to the plan’s implementation. Integrate the plan’s goals and objectives into the chief executive’s performance reviews.
11. Place huge emphasis on feedback to the board’s executive committee from the planning participants.

Ultimately the Board must also ensure that the Board’s organization and structure align to support its strategic goals. *Only through a well designed process that ensures the appropriate mechanisms such as evaluation sessions and monthly and quarterly reports to inform the board and management of the progress, can there be confidence that the organization is structured in a way that it can carry out the implementation of the strategic plan.*

*Strategic Planning in the  
Technology Driven World*  
[www.doc.gov/eda/pdf/1G3\\_21\\_stratplan-tech.pdf](http://www.doc.gov/eda/pdf/1G3_21_stratplan-tech.pdf)

### **Four elements are crucial to implementing Strategic Plans**

1. Focus – Focus – Focus (energy – time – resources)
2. Conduct ongoing renewal of analysis, strategy and leadership
3. Measure and document results (and communicate them to stakeholders)
4. Create a culture that supports collaboration and integration of resources

It is also important to develop Task-Deadline-Event Timelines with clearly identified public events can help drive “volunteer” process leadership (everyone wants to look good and be a part of innovative success)

- If planning is both *Top Down* and *Bottom Up* implementation will be easier to mobilize
- An effective strategic planning process is really a learning process.
- Initial goals and vision need to be readjusted based on changing conditions and results.

### **Identifying a Course of Action – How to Develop and Prioritize Action Plans**

- Identify and support initiatives for action in key areas that are central to the vision.
- Focus energy on credible action plans developed on your best ideas.
- Get widespread participation in the design of your new strategic initiatives
- Focus on a target close enough to reach (strategic intent = use a series of 400 yard dashes to run your marathon)
- Make sure you have a business plan or roadmap that sets out specific strategies for achieving your vision
- Roles and responsibilities are clearly defined, with flexible options to obtain outcomes
- Anticipate change before you are forced to react to events

*Strategic Plan Example:  
North-Central Indiana One-  
Stop System, Strategic Business  
Plan 2001*  
[www.wdsi.org](http://www.wdsi.org)

***Highlighted Skill Sets for Strategic Planning:***

- **Facilitator**
- **Communicator**
- **Visionary**
- **Negotiator**
- **Leadership**
- **Focused on the task**
- **Collaborator**

# Chapter 5

## Partnership Development

### A. Facilitating Effective Collaboration

*“Going it alone is no longer an option. Communication, coordination, and collaboration are the cornerstones of future success.”*

James Dwight, Former Chair,  
Brevard Workforce  
Development Board

**Partnership Development is a core role for Workforce Board Staff. It involves a more effective and collaborative approach to using existing community resources. It requires on-going exploration of available resources in the community through an ongoing community audit process to focus on “market driven needs.” Moving workforce systems beyond program silo’s and simple collocation of staff to working partnerships produces “real collaboration” with positive impacts on customers. It is very difficult to challenge the system to reengineer itself especially if everything looks like it is going smoothly on the surface. Key stakeholders must be held to a high standard of action not just words, to have a true impact on substantial content-laden issues.**

The era in which nonprofit and public service organizations could work totally independently has come to a close. To be successful in today’s workforce development systems, organizations must be able to effectively collaborate with a variety of private nonprofit and for-profit organizations and public agencies. The very nature of Workforce Boards requires the development of collaborative relationships with entities engaged in training, education and employment development that transect public and private organizations. As such, it is critical that Workforce Boards have a clear and comprehensive knowledge of what it means to collaborate. David La Piana has written a monograph (at the request of the Ford Foundation) that describes Real Collaboration, which can be downloaded at:

<http://www.lapiana.org/research>

This monograph describes the following characteristics of real collaboration as opposed to collaboration that is only in place to seek funding or meet legislative requirements:

#### ***Questions for Board Staff:***

*Is your collaboration focused on critical community workforce development issues?*

- Real Collaboration necessarily involves partners working closely together on substantial content-laden issues, and workforce development issues, not merely monitoring programs. It is inherently interactive. It may entail conflict, but it must involve engagement.
- Real Collaboration is relationship-based; it requires that the partners get to know one another well enough to eventually develop trust. This trusting relationship includes a deep commitment to work together. (WIA mandatory partners)

*How are you addressing the relationship conflicts that exist?*

*What are you doing to build collaborative connections?*

*How do you define successful collaboration?*

- Real Collaboration takes time. It cannot begin, be nurtured, and mature within the limited timeframe and high-pressure environment created by a required memorandum of understanding process.
- Real Collaboration is painful and difficult to achieve. Most often, there will not be many happy collaborators in the early going. Conflict and stress, because they can be by-products of engagement, are often healthy signs in a Collaborative; they are much preferable to distance and lack of engagement.
- Real Collaboration is not solely dependent upon money. If there is a good reason to come together, leaders will do so with or without money. Often collaborators will come together to address the better use of existing resources.
- Mandates cannot create Real Collaboration, but they can bring key leaders together. In most instances the Workforce Investment Act will not seed or create a partnership where none existed before unless the motivation to create a partnership is present and strong.

When it works, **real collaboration** is a powerful tool for enhancing organizational capacity to serve a constituency. It is also a joy to behold. The benefit of **real collaboration** is a seamless customer focused workforce development system that is capable of adapting to market needs.

*Do you see these benefits of collaboration in your workforce development system?*

*How do you document and communicate your successes?*

- There is less duplication, competition and overlap of services among collaborating organizations.
- A fuller spectrum of approaches to problem solving is brought to bear on seemingly intractable problems, potentially leading to measurable progress on desired outcomes shared by all parties.
- It leads ultimately to stronger organizations that are better able to advance their social missions.
- It increases the likelihood that public dollars will be spent on higher impact efforts, achieving the goals of being market driven and customer focused.



### Creating Integrative Partnerships

The creation of partnership between and among organizations is an exciting and relatively new area for workforce development systems. Strategic restructuring occurs when two or more independent organizations establish an ongoing relationship to increase the administrative efficiency and/or further the programmatic mission of one or more of the participating organizations through shared, transferred, or combined services, resources, or programs.

#### Alliance

An alliance is a strategic restructuring that includes a commitment to continue, for the foreseeable future, shared or transferred decision-making power and some type of formal agreement. However, it does not involve any change to the corporate structure of the participating organizations.

#### Examples:

One-Stop Operators with operating agreements and accountability oversight



- An **administrative consolidation** is a restructuring that includes the sharing, exchanging, or contracting of administrative functions to increase the administrative efficiency of one or more of the organizations.

Integrated Interagency Business Services Teams that go beyond job development and labor exchange to broad based business services



- A **joint programming** is a restructuring that includes the joint launching and managing of one or more programs to further the programmatic mission of the participating organizations.

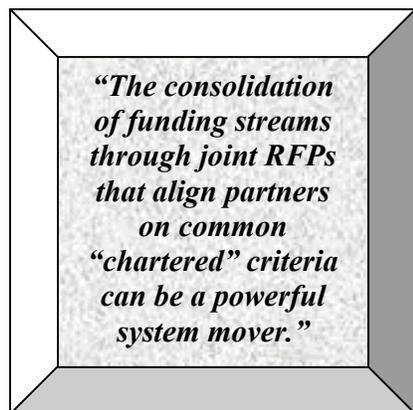
An example of strategic restructuring that has happened under the WIA is the development of integrated One-Stops. The Workforce Board has the responsibility to establish standards for this alliance; i.e. consolidation of resources and the development of a seamless delivery system. So chartering One-Stops becomes a key strategy.

“Turnkey” operations where consolidated funds are used to maintain the physical infrastructure of buildings and technology in a One-Stop system are growing in popularity. They may allow partners to focus their ‘Memorandum of Understanding’ and collaborate more on services and service design. An example of “turnkey” operations would be Michigan Works!, the Job Force Board in the Upper Peninsula of Michigan. Their consolidated service system, the Michigan Works! Service Centers are excellent working models of “turnkey” operations

*Michigan Works! The Job Force Board*  
[www.jobforce.org](http://www.jobforce.org)

#### Chartering One-Stops

One important area where Local Workforce Board’s have authority is to charter one-stop centers, which serve as a major service delivery point for multiple programs. Through the chartering process, Workforce Boards authorize the one-stop operator to oversee center operations and can set enforceable standards that partners must meet.



**While states vary in their approach to chartering one-stops, the chartering process in one state, Pennsylvania, is designed to ensure:**

1. The establishment of a systematic vision for high service quality
2. The establishment of brand name standards
3. The establishment of concrete expectations for Operational readiness standards
4. That the system will continually improve by increasing performance expectations for outcomes and customer satisfaction and
5. The process is framed by the Baldrige quality criteria, a system proven effective in the public sector and private sector.

The CareerLink system in use by the State Workforce Investment Board in Pennsylvania is based on the seven categories of the Malcolm Baldrige Criteria, which include:

1. Leadership
2. Information and Analysis
3. Strategic Planning
4. Human Resource Utilization
5. Process Management
6. Business Results
7. Customer Satisfaction

Each category has specific criteria. For example, “Business Results” contains:

1. Customer outcomes
2. Sustainability
3. Market Presence
4. Customer Satisfaction

Further, CareerLink sites are measured on three levels, depending on the degree to which the concept has been developed and implemented. Continuing with the example, Market Presence under the Business Results Category includes the following:

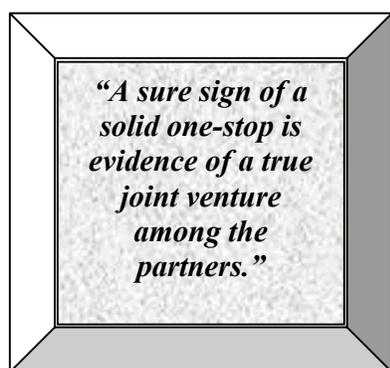
- Level 1: Market presence baseline established
- Level 2: Market niche identification
- Level 3: Community-wide recognition of Center as a valuable resource

This level of detail, provided by the State Workforce Investment Board, gives Local Workforce Boards a tool for assessing the one-stop centers and eventually granting a charter to the centers. The **complete list of criteria** is available at [www.gwdc.org](http://www.gwdc.org).

*Career Link System and  
Chartering Process Guide*  
[www.gwdc.org/cred/pamodel.htm](http://www.gwdc.org/cred/pamodel.htm)

*Guide to Certifying One-Stop  
Operations*  
[www.wdsny.org/ososguide.htm](http://www.wdsny.org/ososguide.htm)

*One-Stop Center Benchmarking  
Project*  
[www.chicagoworkforceboard.com/docs/nawb/Benchmarking%20pres%20NAWB.ppt](http://www.chicagoworkforceboard.com/docs/nawb/Benchmarking%20pres%20NAWB.ppt)



Further, the evaluation provides to the Center and One-Stop Operator, as well as the Local Workforce Board, valuable information for developmental purposes. The methodology describes the specific outcome required for the Center to “move to the next level.”

Another key tool in the evolution of One-Stop Centers is the One-Stop Operator Agreement. The State of New York has issued guidance to LWIBs on the minimum elements in this agreement.

- Parties to the Agreement
- Duration of Agreement
- Definition of Roles/Responsibilities of Each Party
- Mission/Vision of Local System
- Performance Standards/Outcomes
- Oversight and Review Schedule
- Description of Technical Assistance Available
- Reporting Requirements
- Breach of Agreement
- Modification of Agreement
- Process for Re-Certification

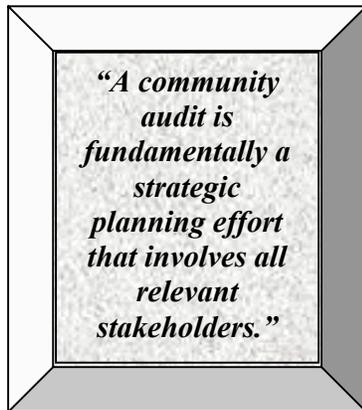
One of the findings from the Benchmarking Project is that sites that have full time, dedicated center managers or coordinators, responsible only for the growth and development of the one-stop center, gain a sense of direction, culture and focus lacking in those without that asset. Read the entire report to learn more.

### **Indicators to consider –**

Does the one-stop center:

- **Have a neutral center manager.** The one-stop center has a manager totally dedicated to that role. That manager is jointly selected by the partners and accountable to the partnership as opposed to just one agency.
- **Provide staff development.** The center has a well-conceived and executed strategy for building the staff skills and culture needed for success.
- **Manage continuous quality improvement.** The center has a clear and implemented strategy for managing for ongoing improvement, including making effective use of customer feedback.
- **Use technology effectively.** The center has strong technological supports for its work. It has a credible plan for the advancement of that technology.

## B. Assessing the Workforce Development Needs and Resources of Your Community



*Conducting a Community Audit*  
[www.wibleadership.com](http://www.wibleadership.com)

In times of rapid change we often find ourselves planning and making decisions without first filling critical information gaps. Timely, accurate and detailed information is a solid first step in assessing community needs and then responding. One strategy for providing the base of information is to conduct a “*Community Audit*.” Community audits are strategic research efforts to provide information to all local stakeholders, and to develop consensus and alignment on the critical challenges facing your local community.

Why conduct a community audit? “Because often an aggregate picture does not exist. This effort will help us look at the region in new ways. To drive workforce development, you need the whole picture. We need to tell the whole story of our area.” Quote from Board Staff.

There are several excellent existing resources on conducting a community audit. One is a resource manual prepared by Workforce Learning Strategies under a contract with the US Department of Labor. The manual is one component of the department’s community audit project. The manual can be accessed at [www.wibleadership.com](http://www.wibleadership.com) The manual has four sections:

- What is a community audit?
- Methods for conducting a baseline community audit.
- Specialized community audits and techniques.
- Tailoring community audits to support local strategies.

The goals of the community audit are the foundation which everything builds on, including its design and implementation. The goals will help you determine the following critical issues:

- Who are the stakeholders? They will give the project leadership and credibility.
- Who are the customers? Who are you targeting to use the data collected?
- What is the scope of the project? What will the reach and detail of the project be?
- What are the selected methods and approaches, sources of information needed to accomplish your purpose?
- How will you fund and support the project?
- How will the final results get used?

*“Peter Senge’s books Dance of Change and The Fifth Discipline were the basis for our mapping model.”*

Jim McShane, Lake County  
Integrated Services Board

A part of the community audit may be analyzing the demand side of the regional labor market as well as the supply side. Critical information needed to respond to the results of a community audit is to have a clear picture of the resources partners have available to meet community needs. The “resource mapping” process identifies all programs and services available in the Workforce Development System and/or larger community. This resource blueprint is a critical step in understanding the strategic capacity of partners; i.e. what existing resources do we have to work with? The logical place to begin such a process is with the mandatory WIA partners, but the scope should expand to other public and private resources as well.

*“The community is getting energized about workforce development.”*

Connie Pritchett  
Division Manager for  
Administrative Systems  
Central Illinois Workforce  
Development Board  
[www.workforcenet.com](http://www.workforcenet.com)

The Central Illinois Workforce Development Board is working with Dr. Richard Judy, formerly of the Hudson Institute, to conduct a comprehensive labor market study in the five-county area. Upon completion the 200+ page report, entitled, *Twenty-first Century Workforce: Central Illinois*, will project workforce needs for the area to the year 2020. The research, which highlights promising practices and provides recommendations specific to the region, is helping the Board to energize key participants in the communities across the region to consider workforce development issues. Chambers of commerce, economic development agencies, schools and major employers such as Caterpillar have shown interest in the project.

Workforce Development Strategies, Inc., which is the North Central Indiana Workforce Investment Board, has commissioned their first State of the Workforce Report the Board intends to repeat the study every two years.

*State of the Workforce Report*  
[www.wdsi.org](http://www.wdsi.org)

Workforce Development Strategies, Inc. facilitates regional cooperation by the seven local economic development entities. A major focus for the regional effort is to develop the workforce needed to foster a strong economy. One initiative could open the door to federal funding by obtaining the designation as an economic development district.

The Regional Healthcare Skills Alliance, which consists of eight hospitals, was convened by Workforce Development Strategies, Inc. From the initial meeting of these hospitals, who compete for patients and staff, a common understanding of the labor market dynamics and realities emerged. The group recognized that they could not wait until the labor market becomes an extreme crisis situation as it would take time to train and develop the workforce needed to meet projected demands. An effort is being made to connect with the schools and universities. An H1B grant is under development to provide skills training.



The preparation of this State of the Workforce Report was a collaborative effort between Workforce Development Strategies Inc. (North Central Indiana’s WIB and a broadly based advisory task force) and The Corporation for a Skilled Workforce (CSW) an Ann Arbor Michigan based consulting organization.

Another tool that’s available is “The Self-Assessment Inventory”. It is a checklist for WIB’s and WIB staff engaging in community audits to identify areas of strength and potential areas of improvement. The inventory focuses on nine areas;

- Purposes/Goals: Information is gathered on our economy and community regularly and for a wide range of purposes.
- Scope: The scope of each audit corresponds to its purpose.
- Sources and Methods: The sources of information and methods used to conduct community audits correspond to the purpose of each and, to the extent possible, engage stakeholders in the process of information gathering.
- Mapping Community Assets: Typically our community audits not only identify labor market needs and trends but also the assets available in our community to address our workforce development challenges.
- Resources: A variety of resources-both public and private-are used to support “community audit” projects, allowing those projects to meet the needs of many stakeholders. In addition, multiple organizations and regions frequently pool resources to make the projects affordable.
- Collaboration and Representation: Community audits reflect the perspectives of all key stakeholders in the community and often are initiated by collaborations of these stakeholders.
- Utilizing the Results: Community audits are used to design strategic interventions and inform decision-making; they are not academic exercises.
- Products: The products that result from a community audit are appropriate to its purpose and goals are easily used by their intended audience.

*Community Audit Project  
Self Assessment Inventory*  
[www.wibleadership.com](http://www.wibleadership.com)

#### Specialized Community Audits

- Sector and Cluster Analysis (what industries in your region give you a competitive advantage?)
- Detailed Occupation and Skills Analysis (up-to-date and up close looks at changes in skill sets and work cultures)
- Career Ladder Mapping (targeting self sustaining wages and career advancement opportunities)

***Highlighted Skill Sets for Partnership Development:***

- **Collaborator**
- **Creative thinker**
- **Relationship builder**
- **Honest broker**
- **Mediator**
- **Facilitator**
- **Leader**

# Chapter 6

## System Performance and Accountability

### A. Overview of Quality Systems

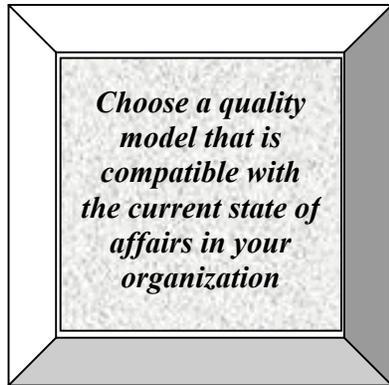
**One of the more difficult roles facing Workforce Board Staff is responding to their responsibility for system performance and accountability. Funding sources have outcome requirements, often narrowly focused, and many systems gather customer satisfaction data for review. But Board Staff are often faced with a void when it comes to system measures and active continuous improvement processes that cross interagency territory. Defining your customer base and listening to its ongoing needs brings the voice of the customer alive. A true customer focus will help Board Staff resolve conflicts by focusing in on the needs of the customer over agency ambitions. This area needs attention and resource development to fill the skill gaps that exist for Board Staff.**

Quality Continuum  
Meeting customer requirements  
(basic)

Performance Excellence  
Models (expectation regularly  
exceeded)

At present, there are a number of quality systems in use by organizations nationally and internationally. A partial list of such systems would include TQM, CQI, ISO 9001, Six Sigma, the Baldrige Criteria, Kaizen, and Lean Manufacturing. It is not the intention of this Guide to elaborate on each model or approach as space does not permit this. However, it should be noted that, in general, quality and quality management efforts can be understood as models that occupy, with some overlap, positions on a continuum from a base of meeting customer requirements to performance excellence models at the top end whose focus is world class performance where customer expectations are regularly exceeded. What should be understood here is that it is essential that any organization that is considering the implementation of a quality management and continuous improvement system choose a model that is compatible with the current state of affairs within the organization. In other words, the further up the continuum toward performance excellence one goes when choosing a quality systems model, the more mature and sophisticated the organization's existing management structure and system must be.

This overview of quality systems in general begins with some suggested definitions of quality and quality management, bearing in mind that there are an abundance of definitions out there, and those presented here are not proposed to be the best definitions, just useful as a starting point for developing an understanding of quality and quality management.



A simple definition of quality holds that quality refers to all of the features of a product or service that are required by a customer. Following from this, quality management can then be defined as what an organization does to ensure that its products or services conform to customer requirements. Performance excellence models focus on not only exceeding customer requirements, but on exceeding customer expectations and achieving performance levels that exceed those of competitor organizations.

In order to ensure conformance to requirements, the management of any organization must ensure that the following items are in place. Management must ensure that the resources necessary for the production and delivery of products or services are adequate and available, that staff are properly trained, that the methods used to produce the products or services are sustainable and effective, and finally that customer feedback is sought, collected, analyzed and incorporated into regular review by the management for purposes of decision making.

From this, it can be concluded that quality management systems are not just about managing quality. They are also addressing the quality of management. This is a fundamental element of all quality systems, something which the top management of any organization should consider as a system for quality management and continuous improvement is being implemented.

Continuing with a general overview of quality systems, the following list of eight (8) quality management principles are offered to deepen the understanding of quality systems. Although different models or approaches have variations in terminology, or occupy different positions on the quality hierarchy, these eight (8) principles serve as something of a foundation for all models.

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial relationships with partner organizations

Despite all the differences, all quality systems will address these issues, and more importantly, the organization that undertakes the implementation of a quality management system will be required to understand how it addresses each of these principles of quality management.

*Quality Systems*  
[www.nist.gov](http://www.nist.gov)

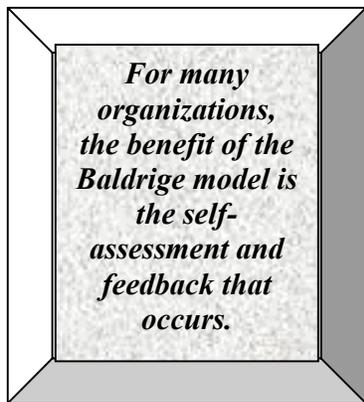
## Overview of the Baldrige Criteria for Performance Excellence

Baldrige  
[www.baldrige.org](http://www.baldrige.org)

Baldrige is a quality systems model that occupies the top end of the hierarchy of quality systems as a performance excellence model. The Baldrige Criteria and Baldrige Award originated in 1987-88, and include 7 criteria that define the organization, its operations and its results. Although not one of the seven criteria, the Baldrige application process also includes an Organizational Description which is used by organizations to provide an overview of the organization for their Baldrige Award application. The seven criteria are:

- Leadership
- Strategic Planning
- Customer and Market focus
- Information and Analysis
- Human Resource focus
- Process management
- Business Results

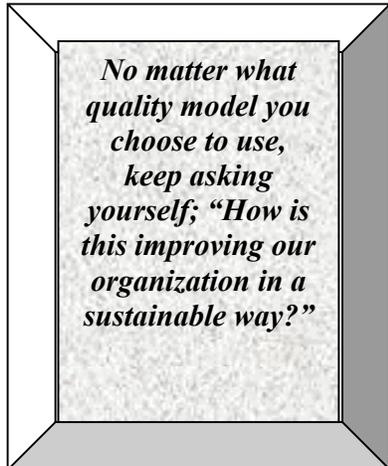
The Baldrige Award is an accomplishment that relatively few organizations ever achieve owing to the rigorous standards required in order to perform at a world-class level. Since its inception, there have been fewer than 80 Baldrige Award winners, while other systems have been achieved by significantly higher numbers of organizations. This is simply testimony to the fact that few organizations can achieve the level of performance with respect to these seven criteria that is required in order to win.



However, for most organizations choosing to follow the Baldrige model, the benefit is the self-assessment and feedback that occurs as a part of the application process. In the application process, the organization conducts a self-assessment concerning the seven criteria. The seven criteria are expanded into 18 sub-items that focus on the approach (how the organization applies each of the criteria), the deployment of each criteria (the extent to which the approach is in use) and the results (the outcomes the organization achieves for each purpose in the criteria). The application records the organizations' responses to all these items and reviewed by trained, independent Baldrige examiners. The application is scored on these three items and feedback is provided to the applying organization. The benefit to the organization comes from the feedback from the application process, but to be of long lasting benefit, the top management of the organization must commit to the process, and the organization must commit to repeating the process as it requires sustained effort to secure the improvement in performance and customer satisfaction that the organization seeks.

## Overview of ISO 9001

In the hierarchy of quality systems that have been discussed in this section, the ISO 9001 model is one which outlines the requirements that an organization must, at a minimum, have in place in order to ensure that the organization can meet customer requirements.



The ISO 9001 quality management system is the most widely recognized system in the world. There are over 400,000 international and over 50,000 United States organizations are independently certified as being compliant with the ISO 9001 standard

In its most basic sense, ISO 9001 is a set of guidelines for the management of any organization that delivers a product or service to customers. These guidelines cover everything from ensuring that the organization has a focus on the customers it serves to providing for ways to improve the organization. It also includes guidelines to ensure that:

- Management recognizes their responsibilities and carries them out
- Guidelines for the development of new services
- The organization measures and analyzes what it does, and;
- That problems and potential problems are dealt with.

ISO 9001:2000 is the latest version of the standard which was specifically re-worked to apply to the service industry as well as the manufacturing industry in which it originated.

The real power of ISO 9001:2000 comes in the form of audits. An audit essentially says "You say that you do this, now show me the objective evidence that this is so."

There are two versions of the audit, internal audits the organization conducts and Certification Audits. Internal audits are done so that the organization maintains an awareness that the Quality Management System is functioning as it should. The Certification Audit, done by a third party, certifies that there is documented evidence that the procedures in place are being followed. The Certification Audit is done on a regular basis after ISO 9001:2000 certification is achieved in order to maintain that certification.

An organization may choose to use the ISO 9001 model for the following reasons:

- Better business management/Quality System model
- Maintain a competitive edge in the marketplace
- Achieve organizational excellence

- Provides the structure for a Quality Management System;
- Addresses all areas of the organization that impact the quality of products and services provided to customers, such as new regulations, RFP'S and training courses;
- Requires the establishment of processes to deal with organizational issues in an orderly fashion (proactive vs. reactive);
- Ensures that work is performed consistently;
- Provides the basis for fact-based management and continual improvement;
- Provides confidence to stakeholders that services from the state will satisfy their needs.

## B. Customer Focus

Central to the Workforce Investment Act and a key responsibility of Board Staff is to ensure quality customer service. Three themes have emerged from the Department of Labor for all Workforce Development Systems, be customer focused, be market driven and have continuous improvement strategies in place. At its core workforce development is a service business so a focus on customer satisfaction and a strong customer focus are critical to success.

*“The customer, in spirit and in flesh must pervade the organization; every system in every department, every procedure, every measure, every meeting, every decision.”*  
Tom Peters, Thriving on Chaos

One of the first steps in creating a true customer focus is to understand the “climate” that exists in your workforce system. The partners, particularly at the One-Stop service centers need to begin with an organizational assessment. As a service delivery system where do we stand on the following key factors affecting customer service:

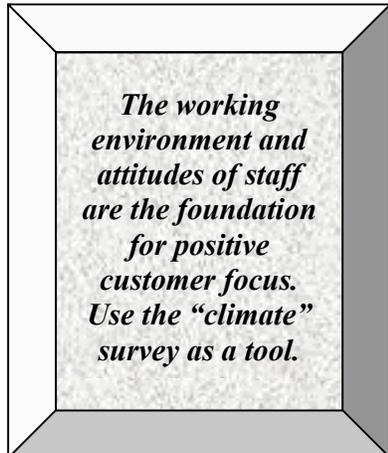
- Climate
- Human Resources
- Financial Resources
- Commitment
- Existing Processes
- Integration

Climate is a crucial element in terms of understanding your service delivery system. While the primary customers are identified as employers, job seekers, and funding sources the staff as internal customers are equally important. The internal customer’s perspectives must be considered and their voices heard, they are the front line for customer service and continuous improvement. Assessing the organizational climate will give you important insight on this topic. You will also get information on how ready your organization is for change, which is a key ingredient in the customer satisfaction/continuous improvement process.

*From Research to Reality: A Guide to Customer Satisfaction and Continuous Improvement in Your Job Center*  
[www.kaisergroup.com](http://www.kaisergroup.com)

A key strategy is to conduct a climate survey. The Waukesha Workforce Development Center in Waukesha, Wisconsin developed a climate survey that looked at 25 factors ranging from communications and respect and support to center leadership and organizational structure. All employees of all partner organizations were offered the survey and the results were shared with everyone. A sample of this survey is available in the toolkit resource, "From Research to Reality: A Guide to Customer Satisfaction and Continuous Improvement in Your Job Center." While the climate survey is a powerful tool, several factors must be in place before it is used:

- Top down organizational support
- Commitment to share all results with all partners
- The information collected will be used to improve the workings of the center.



The working environment and attitudes of staff (internal customers) are the foundation for positive customer focus. You cannot ignore their issues and concerns and you cannot act on them if you are not aware. Used properly the climate survey provides a jump start to a "bottom up" and "top down" renewed commitment to customer focus, starting with your own house. Several concepts will assist you in using the data effectively:

- Use the data collectively (don't focus on individual or agency responses)
- Benchmark the results, use the scores as a starting point or baseline (then when you repeat the climate survey you can monitor positive or negative change)
- Create a response team (to address issues and strengths that are identified – include line staff and management)

Obviously not all issues can be resolved and the process should be discussed with staff before the survey.

An honest effort to understand and improve the working climate builds buy in, cooperation and feelings that staff are truly valued. It is a dynamic and personal model of continuous improvement principles.

Human Resources must be managed to meet the customer flow demands and types of services needed. This is a particular challenge in interagency One-Stop Centers and to service delivery systems that are not truly integrated. There are several key ingredients to managing human resources with a customer focus:

- Flexibility: the system needs some capacity to move staff around to respond to peak demand periods (back-up staff for front desk or resource rooms).
- Value added: pay attention to those services deemed most important by customers and focus resources on those services.
- Training: is an important ongoing component to improved customer focus. Take a careful look at the skills needed in your delivery system and make training a priority. Customer service training shapes attitudes, improves consistency and raises the focus and expectation that customer service is valued.

Financial Resources are an ongoing challenge, there rarely is enough funding for everything. As Board Staff you play a key role in the allocation of resources. You can help create a strong emphasis on customer satisfaction and continuous improvement. Customer focus is a system cost. The front desk, resource rooms, marketing materials and the customer satisfaction survey process are also system costs that have a significant impact.

The keys to adequate financial resources are resourcefulness, creativity and commitment by management and funding sources. Talking about customer focus and then pushing everyone to do more with less usually doesn't work well, commitment is often reflected in resources.

Commitment must be discussed and articulated through all levels of the Workforce Development System. It starts with your vision and mission statements at the Workforce Board level and flows through the guiding principles that shape your service philosophy and expectations. The following checklist helps focus attention on the level of service commitment in your organizations through your One-Stop Center.

Does your One-Stop Center have a clear vision stated in a written document?

- Yes                       No                       Don't Know

Does your One-Stop Center have Guiding Principles for Service Provision stated in a written document?

- Yes                       No                       Don't Know

Do all One-Stop Center partners fully support the vision?

- Yes                       No                       Don't Know

Do all One-Stop Center partners fully support the Guiding Principles

- Yes                       No                       Don't Know

Are all One-Stop Center partners committed to contributing human resources for One-Stop Center purposes and activities?

- Yes                       No                       Don't Know

Are all One-Stop Center partners committed to contributing financial resources for One-Stop Center purposes and activities?

- Yes                       No                       Don't Know

Do all staff (management and front-line) know what your One-Stop Center Vision and Guiding Principles are?

- Yes                       No                       Don't Know

Do most staff support the One-Stop Center Vision and Guiding Principles as seen through their actions?

- Yes                       No                       Don't Know

### *Process Mapping*

[www.workforceconnectionsonline.org](http://www.workforceconnectionsonline.org)

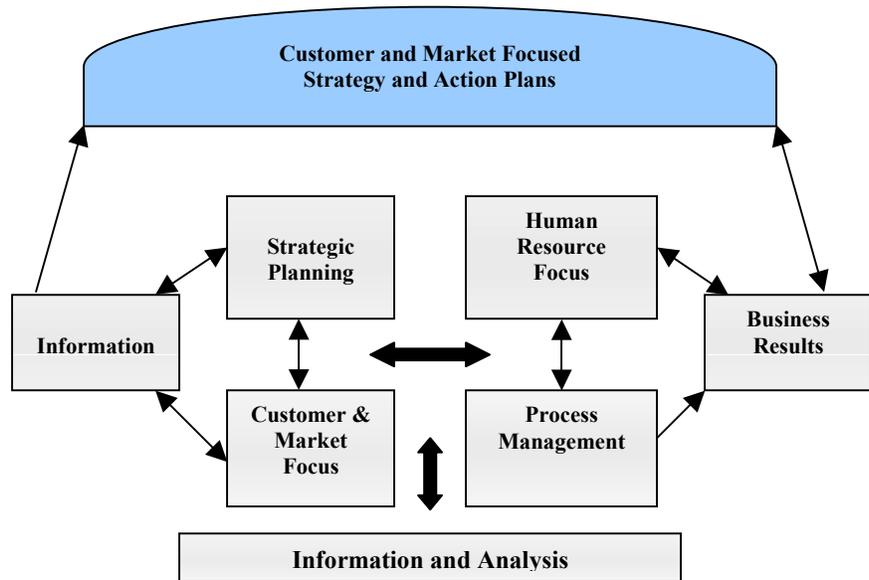
Existing Processes and service design structures must stay customer focused and responsive. One effective tool to use in your analysis of service design is process mapping. A systematic review of customer flow and processes helps identify roadblocks, duplication, under used resources, and excessive paperwork. As customer issues and problems are identified and objective review of existing processes gives you a solid foundation for creative problem solving.

Integration of services is the goal of all One-Stops and benchmarking and best practice reviews have found a relationship between a high level of service integration and improved customer focus. Building a customer focus also requires an integration of effort. Often partners in a Workforce Development System individually focus on customer satisfaction measures and are not united in their continuous improvement efforts. Board Staff can integrate customer focus through a number of areas:

- Design: What concepts and strategies will sharpen partner's awareness and commitment to customer focus?
- Data Gathering: What information must be collected to understand customer needs?
- Analysis: How will information be evaluated?
- Application: Who will provide the leadership to respond to date and modify the service delivery process?

There are a number of models that represent an overall approach to customer focus. The Baldrige model is one that has been used extensively in Workforce Development.

**Baldrige Criteria for Performance Excellence Framework:  
A Systems Perspective**



*Baldrige Criteria for Performance Excellence*  
[www.quality.nist.gov](http://www.quality.nist.gov)

Board Staff must foster, nurture and develop a systems perspective among partners. Success management synthesis means looking at your system as a whole and focusing on what is important to the whole enterprise. Alignment means creating and maintaining key organizational linkages, around vision, mission and guiding principles.

### C. System Performance

During our research for this guide it became clear that this area, the establishment of effective system goals across the workforce development system and its partner agencies, is still at an early stage of development.

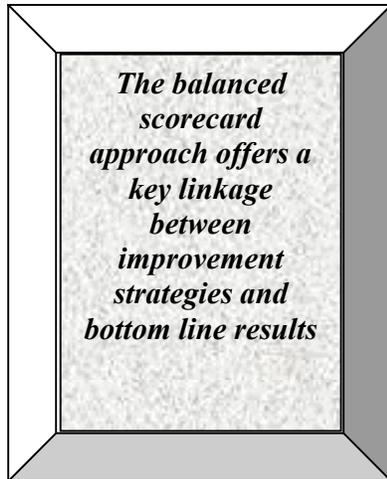
There is an excellent tool to assist you as Workforce Board Staff with beginning to develop system-wide performance goals. A workbook entitled, “Performance Measurement for the Workforce Development Agency” is a product of the Appalachian Partnership for Welfare Reform (APWR) and the Institute for Local Government Administration and Rural Development (ILGARD) at Ohio University.

**The workbook is divided into six steps:**

1. Getting situated
2. Understanding the Performance Measurement Blueprint
3. Formulating Strategic Outcomes
4. Designing a Performance Measurement Strategy
5. Monitoring and Reporting
6. Simulating the Utility of the Performance Measurement System

**The workbook has several key objectives:**

- Assess the need for a performance measurement system in relation to keeping the strategic plan on track for the purposes of governing and managing for results and accountability
- Become familiar with the concepts, mapping strategies, and techniques of performance measurement in relation to
  - The role of information in performance measurement, the kinds of information that can and need to be generated, and the multiple benefits of collecting and using that information
  - The role of collaboration in performance measurement, the types of collaboration required, and the multiple benefits of system-wide collaboration
- Engage in hands-on activities associated with the Workbook that will promote and enhance competencies in systemic performance measurement
  - Mapping and Results Activity
  - Organizing Performance Measurements Activity
  - Performance Blueprint Activity
  - Quarterly Meeting Simulation Activity
- Begin to formulate a performance measurement system that includes:
  - Set system-wide guidelines regarding the scope, purpose, function, and maintenance of the system
  - Descriptions of the necessary monitoring and reporting requirements
  - Descriptions of roles and responsibilities
  - Mechanisms and strategies to make use of performance-related information and other evaluation findings in terms of program and organizational development, routine reports to key stakeholders and the community, marketing, public relations, and public information.



As innovators and leaders in workforce development, Board Staff are constantly challenged to draw ideas from a wide range of public and private organizational development concepts.

One concept worth exploring was developed by Robert S. Kaplan and David P. Norton and is called the “balanced scorecard” technique. It was first introduced in a 1992 Harvard Business Review and in 1996 became a book authored by Kaplan and Norton, “Translating Strategy Into Action, the Balanced Scorecard”.

Using a “balanced scorecard” concept as a tool for managing organizational or system performance helps organizations establish strategic direction, communicate expectations and measure progress toward their strategic objectives. The balanced scorecard framework offers a linkage between improvement strategies and bottom line results. The balanced scorecard model brings together important information from four key areas: financial, customer base, internal processes, and learning and growth for managing continuous improvement.

*Watch for it! Balanced Scorecard Pilot*  
[www.nga.org](http://www.nga.org)

The scorecard becomes balanced by having the measures include the following:

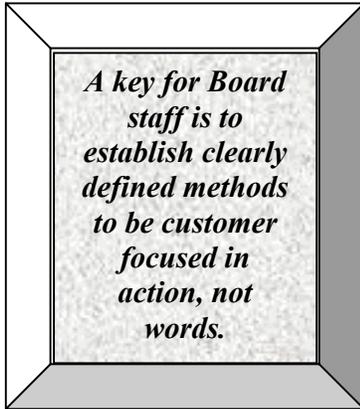
- Multiple customer and stakeholder perspectives
- Leading and lagging measures
- Objective and subjective measures

In 2002-2003 the National Governors Association Center for Best Practices and a number of states will pilot test a prototype Baldrige based balance scorecard framework looking at its effectiveness in a variety of workforce development programs. [www.nga.org](http://www.nga.org)

One of the values of the balanced scorecard approach is that it helps overcome key barriers to strategy implementation by:

- A. Making the strategy specific and actionable
- B. Engaging everyone in the organization to stretch targets and resource allocation plans that relate to the strategy
- C. Providing feedback and learning  
([www.ceoreview.com/books/scorecard.htm](http://www.ceoreview.com/books/scorecard.htm))

Perhaps more than any of the other components, the customer portion of the balanced scorecard has the potential to move your organization or partnership forward. Finding clearly defined ways to be customer focused is an ongoing challenge to workforce Board Staff. This customer perspective focus on the value added aspect of your services. Ongoing analysis and use of this information will help identify new markets or service opportunities.



The balanced scorecard strategy offers a much broader view of “performance” in an organization than fiscal or program outcome measures alone. The creation of the scorecard by key managers aligns partners on defining the strategic aspects of their system. This happens as you tie together the linkages (especially cause and effect) between the four core measurements areas; financial measures, customer measures, internal business process measures and learning and growth measures.

The strategy comes together as you select the specific measures for your system and draw specific linkages between them. Example: An action taken in the learning and growth area results in redesign of customer flow (internal business process) which better meets a customer outcome and that improves cost effectiveness (financial). The balanced scorecard is best deployed at the strategic level of a workforce development system (the workforce board). There is a very positive big picture impact in establishing clear system measures communicating those measures clearly, measuring and monitoring progress toward those measures systematically and learning to improve from understanding the interrelated nature of the information.

While direct applications of the balanced scorecard in workforce development systems are just emerging there is very detailed resource available from another source, a 1999 document from the Department of Commerce and the procurement Executives Association “Guide to a Balanced Scorecard Performance Management Methodology” (Moving from Performance Measurement to Performance Management).  
<http://oamweb.ossec.doc.gov/bsc/guide.htm>

Various groups including the National Partnership for Reinventing Government and the Center for Advanced Purchasing Studies found that there were certain attributes which set apart successful performance measurement and management systems, including:

Keys to Successful  
Performance Measures and  
Management Systems

*A conceptual framework is needed for the performance measurement and management system.*

*Effective internal and external communications are the keys to successful performance measurement.*

*Accountability for results must be clearly assigned and well-understood.*

*Performance measurement systems must provide intelligence for decision makers, not just compile data.*

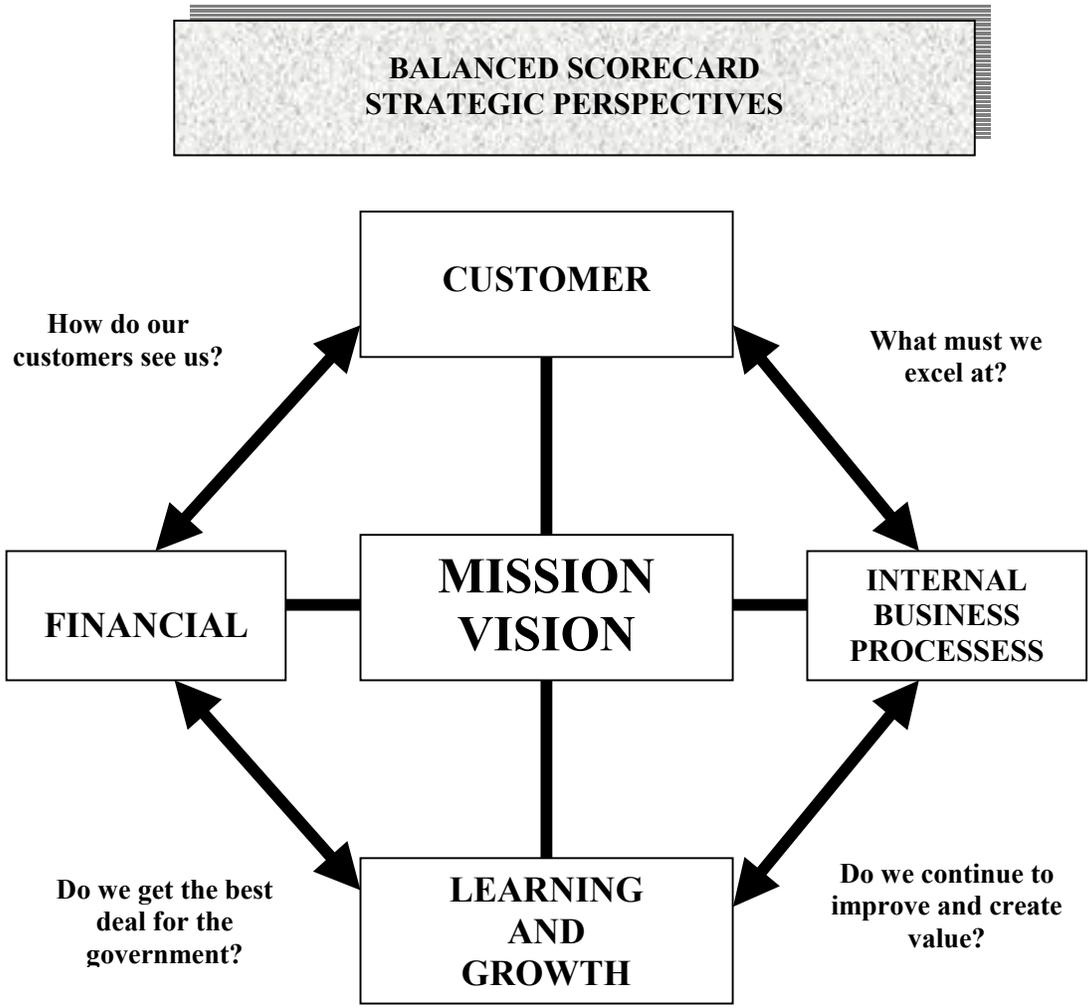
*Compensation, rewards, and recognition should be linked to performance measurements.*

*Performance measurement systems should be positive, not punitive.*

*Results and progress toward program commitments should be openly shared with employees, customers, and stakeholders.*

The balanced scorecard is a conceptual framework for translating strategic objectives into performance indicators. Key to this process are the establishment of short term outcome measures and long term drivers of success. Through the balanced scorecard, an organization monitors both its current performance and its efforts to improve processes, motivate and educate employees and enhance information systems- its ability to learn and improve.

The Guide offers a chart that visually captures the strategic perspectives of the balanced scorecard.



## **One-Stop Performance**

One critical element of system-wide performance is performance at the One-Stop Center level. The most successful models of One-Stop Performance seem to be in sites where there is a designated One-Stop operator with real or functional authority and accountability for performance. These sites create common business goals for business services and services to job seekers. The most common One-Stop performance measure fall into the following categories:

- Individual and employer satisfaction
- Individual outcomes: employment, earnings, educational or skill attainment, and retention
- Employer Outcomes: job orders placed and filled
- Business Services Outcomes: marketing calls, service plans referrals, customized training or technical assistance
- Equity and access: equity of access for specific demographic groups
- Process measures: quantity of service, customer choice, extent of collaboration or specific methods of service (group workshops, etc.)
- Cost and efficiency measures: caseloads, workloads, value added or return on investment.

One effective starting point if you are just developing One-Stop measures is benchmarking customer satisfaction levels and creating local standards. It is a workable challenge that fosters collaboration and integration and gives partners useable data for continuous improvement.

For Board Staff looking for a detailed approach to developing One-Stop and system measures the workbook “Performance Measurement for the Workforce Development Agency” is a good tool. [www.ilgard.ohiou.edu](http://www.ilgard.ohiou.edu)

They offer a conceptual approach called the Performance Blueprint, with four core elements; inputs (resources), activities (services), outputs products and outcomes (results). This approach gives Board Staff and WIBs a big picture view of how performance measurement can be systematized by looking at efforts and effects related to outcomes. Efforts are then linked to service delivery outcomes and effects is value added to the community.

The workbook guides you through a process to customize your own performance blueprint.

## D. Program Measures

*Matrix of Federal Performance Management Provisions*

<http://www.nga.org/cda/files/WORKFORCEMATRIX1.pdf>

*Performance Measurement under Title 1B of the Workforce Investment Act*

<http://www.doleta.gov/usworkforce/resources/accountability.asp>

U.S. Department of Labor –  
ETA - “*The Workforce Development Performance Measurement Initiative*,”  
[http://www.nga.org/center/divisions/1,1188,C\\_ISSUE\\_BRIEF%5ED\\_2434,00.html](http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF%5ED_2434,00.html)

Within any given One-Stop, there are a number of different programs, each with its own program performance measures. Workforce Development Boards and their staff have an interesting challenge when it comes to performance measurement. They are asked to oversee the collaborative development of an integrated Workforce system, yet almost all accountability measures are tied to programs or funding streams. Clearly one of the challenges is to create effective system measurement that captures the return on investment to the community. First, however, is the coordination and understanding of the variety of performance standards for the numerous mandatory partners designated by the Workforce Investment Act.

A helpful tool for that process is the “Matrix of Federal Performance Management Provisions” which can be found at the National Governors Association (NGA), Center for Best Practices website under second welfare reform reauthorization roundtable.

The matrix lists all WIA partners with a range of information that includes:

- Program purposes and goals
- Federal Performance measures
- Specified data source
- And other performance provisions

Locally Board Staff must compile a meaningful matrix of existing program measures and communicate these with partners. More often than not there is little system awareness of partners performance measures and collaboration to meet outcome goals is not maximized. The two pages that follow this page offer a conceptual maps and a matrix for data collection and use. These models are just to stimulate ideas about levels of performance measurement and linkages to create a performance measurement system.

Each local Workforce Investment area shall establish performance goals for each of the core indicators for WIA:

- Entered employment
- Earning gain
- Employment retention
- Basic skill attainment
- Occupational skill attainment
- Customer satisfaction

These levels are to be negotiated by the WIB, the Chief Elected Official and the Governor, allowing for economic conditions, demographics and characteristics of those to be served.

Key for Board Staff is to identify what processes impact all program measures and maximize resources on those high impact service areas that effect wide spread results.

## Workforce Development Data Collection and Use Matrix

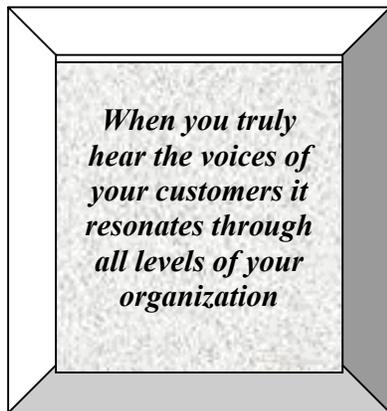
<b>Information Source</b>	<b>Who collects information</b>	<b>Frequency of data collection</b>	<b>Where data is reported</b>	<b>How data is used</b>
High Level Community Indicators	WPB (Performance Measurement Council)	Quarterly	WPB	Continuous improvement of WIA 5-year plan
WPB Process Measures	WPB (Performance Measurement Council)	Quarterly	WPB	Continuous improvement of WPB function
One-Stop Performance Measures	One-Stop Council	Monthly	One-Stop Operator and Partners	Continuous improvement of One-Stop services
One-Stop Process Measures	One-Stop Council	Monthly	One-Stop Operator and Partners	Continuous improvement of One-Stop function
WIA Performance Measures	One-Stop Council	Quarterly	WDA/One-Stop Operator WPB	Complying with state and federal WIA reporting requirements
One-Stop Partners (who need certification to use ITA vouchers)	One-Stop Partners	As needed for certification	WDA	See ITA and Certification Process
One-Stop Partners Required Program Measures	One-Stop Partners	Monthly	WDA	Management Information Systems

Source: *Workforce Development Agency Performance Measurement*, Appalachian Partnership for Welfare Reform, Ohio University, Institute for Local Government Administration and Rural Development

## E. Continuous Improvement

To have a service delivery system that is market driven and customer focused takes an ability to change with customer need and the ability to replicate service at consistently high levels of quality. Both of these elements require that your quality process gathers valid and reliable customer feedback and uses that information effectively. Most quality processes follow a four step model that has the following components:

1. Define your customer base  
Who do you serve and what are their needs?
  - It's a good idea to go beyond employers and job seekers and include the staff as internal customers and funding sources.
  - It's helpful to segment or profile your customer base to better focus on subgroup needs and opportunities.
2. Gather customer feedback
  - A well designed ongoing survey process is an essential part of hearing from your customers.
  - Focus groups are cost effective flexible vehicles for gathering input either targeted or general.
  - Exit interviews give timely focused information with the added flexibility of one to one conversation.
3. Record, interpret and report information
  - Create a monthly reporting process that communicates to all stakeholders.
  - Benchmark results so standards can be established for each area measured.
  - Measure both effectiveness and importance so you can tell not only how they felt about the service but how important the service was to them.
4. Use the data for organizational improvement
  - Don't waste the time and resources to collect the feedback unless you are prepared to act on the results.
  - Act on an individual level – follow up with customers.
  - Act on an organizational level – change the service delivery system.
  - Involve staff and partners in creating the solutions.



This process of customer satisfaction and continuous improvement requires clear leadership, often facilitated by Board Staff, a clear commitment of human resources to staff, the four steps outlined and fiscal support to pay for the process.

The impact of hearing the voice of your customers and responding to their needs is significant. It gives substance to your market focus, raises staff empowerment and builds a marketing base of satisfied customers. Yet most workforce development systems fall short of completing the customer satisfaction and continuous improvement cycle.

*Simply Better Products*  
[www.workforce-excellence.net/content/product2.asp](http://www.workforce-excellence.net/content/product2.asp)

Many Board Staff have used the Department of Labor *Simply Better* tools and training to help them with aspects of customer satisfaction and continuous improvement. These products are being reviewed and revised at this time but two of them, “The Voice of the Customer” (this book has much useful information on identifying your customers, ways to gather and measure satisfaction and improvement strategies) and “Customer in Focus” (A complete step by step guide to running focus groups). These materials are available free at the Workforce Excellence Network website.

The following checklist will give you a quick self assessment to guide your customer satisfaction process.

Does your One-Stop Center have a systematic means of collecting and analyzing customer satisfaction data?

Yes                       No                       Don't Know

Does your One-Stop Center have a systematic means of responding to customer satisfaction data in a manner that facilitates continuous improvement?

Yes                       No                       Don't Know

Does your One-Stop Center have a response system or policy to handle customer complaints?

Yes                       No                       Don't Know

Does your One-Stop Center have a designated referral and service flow that is driven by customer needs?

Yes                       No                       Don't Know

Does your One-Stop Center have work groups that are responsible for the planning and implementation of specific center tasks (i.e. integration of services, improvement of service design)?

Yes

No

Don't Know

**Highlighted Skill Sets for System Performance and Accountability:**

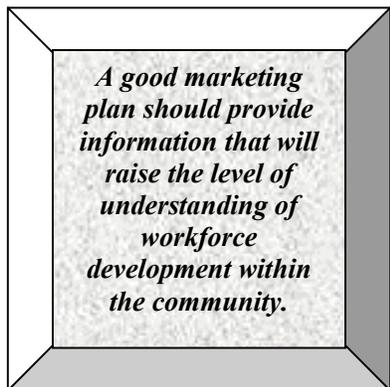
- **Compliance analyst**
- **Customer service focused**
- **Performance and outcome driven**
- **Trainer**
- **Process mapper**
- **Systems oriented**
- **Detail oriented**
- **Data analyst**

# Chapter 7

## Marketing and Public Relations

### A. Background

*Workforce Investment Act  
Regulations*  
[www.doleta.gov](http://www.doleta.gov)



**As Board Staff you need to develop and implement a marketing plan that consolidates resources and delivers a clear message to the community. Board Staff often need to draw on “outside expertise” to fulfill this role, (i.e. Board members, partners, community members, etc.). There are many proactive tools to use in the development of community awareness of workforce systems. Brand identity is often identified in “best practices” for successful workforce systems along with an active word of mouth campaign by happy customers. Board Staff must communicate constantly with line staff who are closest to the customer and involve them in improvement efforts and recognize their good work with customers.**

For decades, the focus of federal “workforce development” has been providing a vast array of programs and services to individuals in need of special assistance entering the workforce. This maze of resources, typically available through scores of different agencies, became increasingly difficult for potential workers to navigate and harder for the business community to access.

The Workforce Investment Boards created by the Workforce Investment Act of 1988 (WIA) are expected to be the community’s clearinghouse and local expert on workforce development issues. The mandate embraces an entire workforce system: both public and private, thus ensuring that workers have the best possible employment opportunities and employers have the best possible employees to fill jobs. The vision of effective Boards is a view of the business community as a key customer and their role as crafters of a workforce development system to meet the needs of employers. As a result of this way of thinking, a WIB needs to create a new image of the system and carve out new roles that address visibility and credibility within the community.

Unlike the narrow focus of PICs in the past, Workforce Boards must dedicate time and energy to acquire a broadened perspective on the needs of the business community and initiate appropriate action. To effectively communicate the message to the employer community and the community at large, WIBs must develop an effective marketing plan.

Reputation and public image are essential. Education and training programs are only valuable insofar as they are understood and trusted by those who use the services. Developing an effective communication vehicle to strategic constituencies, including employers, students, trainees and local service providers is key to the quality of the system. Public relations and marketing must be seen as very important functions of Workforce Boards, deserving as much time and attention from members and staff as is spent on strategic planning or program oversight activities.

A commitment to world class excellence – one that reaches beyond WIA and embraces the community as a whole will take strong leadership, vision and resources. The role of Board Staff is critical to the success of the system. Some of the responsibilities of Board Staff related to marketing and public relations are:

*“If you’re not promoting what you’re doing, you will not be seen as a community player”.*  
Listening Session Participant

- ✓ Increase awareness throughout the workforce development system of the benefits of the Board and its services to the community, to business, individuals and partners
- ✓ Serve as a catalyst and ambassador of the Board’s mission
- ✓ Develop and distribute promotional resources of the system
- ✓ Identify opportunities to utilize the One-Stop Center as the centerpiece for events and media gatherings
- ✓ Inform and involve Chief Elected Officials

This section of the guide will explore the role of Board Staff in marketing and public relations, skills necessary to implement a comprehensive marketing strategy, the available tools to make it happen and other resources necessary to support a valuable marketing design.

## B. Marketing Plan and Strategies

Typical marketing strategies analyze the “four p’s” – product, price, place and promotion. For the purposes of organizing marketing activities into workforce development terms you may want to consider the following workforce terms:

*Putting Your WIB on the Political Map*  
[www.nawb.org](http://www.nawb.org)

- **Positioning**
- **Planning**
- **Professionalism**
- **Product**

**Positioning** entails creating the right image the Board wants to portray. To successfully bring value to the community, positioning is everything. The Board and its staff must agree on how it wants to be perceived by the community in general and

individual stakeholders in particular, and then take specific steps to reinforce those images.

### *Branding*

One of the most effective methods used to establish a clear identity or image is branding. A successful brand creates a powerful, memorable image that transcends trends. Developing a strong brand begins with an understanding of your goals and competence as a business organization.

### **Michigan Works!**

<http://www.michiganworks.org>

### **Kentuckiana Works**

<http://www.kentuckianaworks.org/>

Some examples of branding include Michigan Works! and Kentuckiana Works. In these examples, the state Workforce Board chose to brand all workforce development systems statewide. This same method can be used at the local level establishing an identity for the local workforce development system. When a brand name becomes well-known, it becomes a major asset in attracting customers.

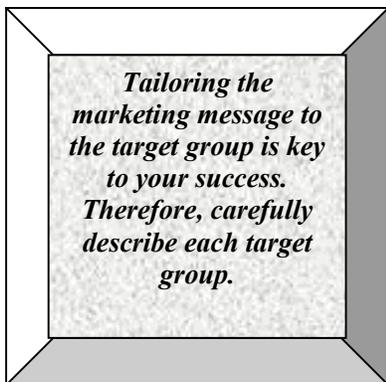
Typically a logo is developed and used as the primary branding method. The logo is used in all marketing materials, on business cards of all One-Stop Center staff, letterhead, in advertising and all promotional materials generated by the system.

*“We don’t want to project an image of another targeted program. We want to be where the big decisions are made”.*

Listening Session Participant

**Planning** - The marketing plan is the blueprint for the Board’s public relations activities. The plan can take many forms. Plans may consist of simple lists of tasks that you wish to accomplish over a period of time or it can be a comprehensive planning document.

Upon embarking on the development of a marketing plan, begin by asking a few questions.



- What community needs must be filled?
- What products and/or services would meet those needs?
- Who are the customers/stakeholders?
- What problems may be encountered?
- What opportunities are available?
- What can be done to enhance to image of the workforce development system?
- What tools do you have to get your message out?
- What role would you like to play and how would you like to be seen in the community?
- How will you know if you succeed?

What benefits can a Workforce Board expect to gain from a successful marketing plan?

*“You’ve got to put resources into top notch, business-minded staff people”.* Listening Session Participant

- ✓ Powerful Board members will be attracted to an effective and motivated Board.
- ✓ The Board will be in a prime position to link job seekers with employers.
- ✓ The Board’s efforts will result in the increased productivity of local businesses.
- ✓ The Board will have the ability to bring more programs and resources into the community to help meet workforce development needs.
- ✓ The Board will have the ear and the confidence of powerful and influential policy makers.
- ✓ The Board’s ability to influence local, state, federal legislation will be enhanced.
- ✓ The Board will be positioned as an important player in local economic development efforts.

**Professionalism** in marketing and communications is essential to effective Workforce Boards. Depending on the resources available and the size of the Board Staff, marketing materials can be accessed by either hiring a professional marketing firm or by fulltime staff hired by the Board.

Recruiting and hiring top notch people to increase visibility and to promote the system is a high priority. Some of the skills, talents and experience Board Staff may possess:

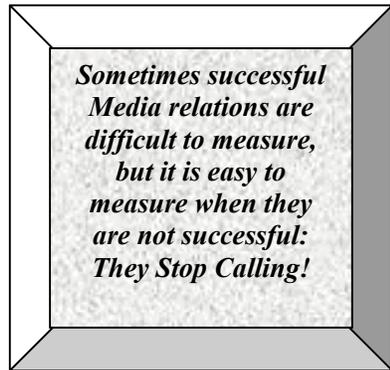
- Journalism
- Political background/connections
- Website development
- Communications/media veteran
- Chamber of Commerce linkages
- Proficient public speaker
- High visibility within the community
- Marketing background

**Products** provide added value to the stakeholder, thus enhancing visibility and credibility in the community.

*Marketing Resources*  
[www.icesa.org](http://www.icesa.org)

State of the Workforce Reports  
Employer surveys  
Study of area labor market  
Routine newspaper articles on workforce issues  
Annual Report  
Workshops and seminars  
Sector Strategies  
Resource Guides

Marketing the One-Stop  
[www.ilgard.ohiou.edu/apwr/training/training.html](http://www.ilgard.ohiou.edu/apwr/training/training.html)



### Marketing Strategies

A strategy is a series of maneuvers for obtaining a specific result. The following list suggests marketing strategies to be used in promotion of the workforce development system:

#### ➤ Advertising

- **Media:** print, radio or television
- **Consider:** target group, vendor, timing, frequency and cost
- **Planning questions:**
  - Does the target group access this type of media?
  - Are numbers sufficient to justify cost?
  - At what time do they read/listen/watch?
  - How frequently should/can ads be run?

#### ➤ Publicity and Public Relations

- **Media:** press releases, feature stories, public service announcements, speakers' bureau
- **Consider:** target, cost (in terms of staff time), other resources
- **Planning Questions:**
  - Who has the authority to write a press release?
  - Who has the expertise to speak intelligently and persuasively about programs?
  - Who knows the editor of the local paper? Can free publicity be secured?
  - Can good will be generated so that when problems arise they are reported in the kindest light?

#### ➤ Promotions

- **Media:** promoting some services while publicizing and familiarizing the community with all of your services, job fairs, website, and annual reports
- **Consider:** target group, how to get the word out, timing and cost
- **Planning Questions:**
  - What can be promoted that will entice people to the services of the system?
  - Can services be promoted jointly with other agencies?
  - Can system services be promoted at public events?
  - Sponsoring of special events?

#### ➤ Other Direct Marketing

- **Media:** brochures, newsletters, letters postcards, and fact sheets

- **Consider:** target group, cost, resources, timing and frequency
- **Planning Questions:**
- Which groups are likely to read this type of material?
- Are there sufficient numbers to justify costs?
- How should it be distributed, mailed or presented?
- How frequently can materials be sent?
- Should distribution of materials correspond to other promotions?

The local newspaper can be the greatest ally covering of events such as: ribbon cutting ceremonies, the introduction of new staff and new programs, highlighting existing programs and sharing success stories. These pieces can capture the attention of the job seekers, businesses and the community at large. The unbiased coverage of a newspaper also adds to the credibility of the system.

## C. Community Partnerships

Developing community partnerships can be a powerful tool for the Workforce Board. Enlisting the aid of the local Chamber of Commerce or Economic Development organizations to use their identities to solicit needed information from the employment community is a valuable resource. It allows the Board Staff to enter doors previously not open to them. More on formal partnerships is discussed in Chapter 4, Partnership Building.

Other secondary relationships to be considered include:

- Social service agencies
- Educational institutions (universities, community colleges, extension offices, etc.)
- Daycare/child care networks
- Welfare advocacy groups
- Literacy programs
- Headstart
- Community Action programs
- Mental health programs
- Public Health
- Department of aging
- Legal services
- Rental assistance services
- Tax preparation services
- Labor Unions
- Civic Organizations

## D. Political Connections

The composition of the Workforce Board is one of the keys to the success of the workforce development system. High-profile business people such as CEOs and plant managers and fewer human resource department staff will help the Board develop into an influential team of ambassadors working on behalf of the WIB. Many have political connections at both the local and state level, have the ability to commit resources and can help with image-building.

The Local Elected Officials (LEOs) are a key part of the Board. They serve as a spokesperson and ambassador in support of the Board and tend to have strong ties to key local and state political decision makers. It is important to keep political leaders informed about valued added services offered by the system. Furnish them with annual reports, statistical information and keep them abreast of workforce system needs so they too recognize alternative funding resources.

The National Association of Workforce Board NAWB offers a guide as part of their Workforce Board Development Series [www.NAWB.org](http://www.NAWB.org). In “Putting Your WIB on the Political Map” they offer twelve steps to achieve political connections.

1. Build a strong Board and use it
  - Deal with important, big-picture issues and involve your local elected officials
2. Step into the leadership void
  - Keep a high profile by responding to visible community needs
3. Provide the conference table and make the coffee
  - Create partnerships/alliances and be the go to neutral facilitator
4. Position yourself
  - Decide who you want to be and implement your strategic intent
5. Decide where you want to go
  - Connect your strategic thinking with your strategic plan
6. Use top notch communications/marketing professionals
  - Expand your capacity to get your message out

7. Get visible
  - Be active in the community in addressing workforce development issues
8. Produce quality products
  - Create useful tools that stimulate your stakeholders to act
9. Cash counts
  - Seek independent and varied funding and get creative
10. Use the right communication tools
  - The new stuff-websites, cable, TV, video with a clear identity
11. Build new paradigm
  - Business first as your focus, investing in planning, system building and collaboration
12. At the end of the day you will have . . .
  - Powerful Board members on a powerful Board and influence local and state stakeholders

**Highlighted Skill Sets for Marketing & Public Relations:**

- **Communicator**
- **Creative marketer**
- **Public speaker**
- **Journalist**
- **Ambassador**
- **Politically savvy**



**Table of Contents**

**Resources and References**

Strategic Thinking ..... 78

Board Management..... 80

Board Development..... 81

Strategic Planning..... 82

Partnership Development..... 84

System Performance and Accountability..... 87

Marketing and Public Relations..... 89

## Resources & References

### *Strategic Thinking*

Strategic thinking results from reflective dialogue. The goal of the process is to determine what is desirable for the organization to achieve. Strategic thinking has rules and logic. Strategic thinking is a process of negotiated disagreement and should yield key critical issues in the form of problems or opportunities facing the organization. The following resources and websites will provide insights on the process:

#### *Resource Summaries:*

- ***Setting the Stage for Workforce Board Success***  
(Powerpoint Presentation, NAWB) (February 2000)  
As part of a special session for Board Chairs and Directors in late February 2000 at their annual forum, NAWB collected input from over 400 Board Chairs and staff. Some of the more interesting results from this early review of your “peers” highlight leadership issues and new roles for WIB executive directors. The top three were identified as: communicator, visionary and manager/administrator.  
<http://www.nawb.org>
- ***Strategic Thinking: A Handbook for Workforce Development Organizations***  
Strategic thinking forms the foundation for strategic decision-making. Without this foundation, subsequent decisions and actions are likely to be fragmented and inconsistent with the long-range health of an organization. This document provides resources to identify, assimilate, organize and utilize information to achieve organizational goals. Published by the National Leadership Institute for Workforce Excellence, 1201 New York Ave., NW, Suite 350, Washington, DC 20005  
[http://www.wibleadership.com/NLIPublication\\_Files/St\\_Thinking.pdf](http://www.wibleadership.com/NLIPublication_Files/St_Thinking.pdf)

#### *Materials:*

- ***Self-Assessment Tool; For Workforce Investment Boards***; National Association of Workforce Boards, 1201 New York Avenue, N.W., Suite 350, Washington, DC 20005  
<http://www.nawb.org/pdf/pub-7-2001-self-assessment.pdf>
- ***Leadership; Knowledge, Ideas, Vision, Planning, Action***; Workforce Board Leadership-Advice from Experienced CEOs; National Association of Workforce Boards, 1201 New York Avenue, N.W., Suite 350, Washington, DC 20005  
<http://www.nawb.org/pdf/pub-4-2001.pdf>
- ***Creating A Preferred Future***; Preparing for Brevard Tomorrow; Leigh Holt, Strategic Planning Manager, 2725 Judge Fran Jamieson Way, Building A109, Viera, FL 32940  
[http://countygovt.brevard.fl.us/brevard\\_tomorrow/](http://countygovt.brevard.fl.us/brevard_tomorrow/)

- ***Leadership for the New Economy***; New Roles and Responsibilities of Workforce Boards; Business Coalition for Workforce Development; National Association of Workforce Boards, 1201 New York Avenue, N.W., Suite 350, Washington, DC 20005  
<http://www.workforceinfo.net/tools/workforce.pdf>
- ***Critical Few Priorities Exercise for Strategic Planning***; Tulsa Workforce Investment Board, Inc.  
<http://www.workforcetulsa.com/>
- ***Everybody Wins; Effectively Involving Business in Workforce Development***; June 2001; Jobs for the Future for Workforce Innovation Networks; 88 Broad Street, 8<sup>th</sup> floor, Boston, MA 02110  
<http://www.uschamber.com/CWP/Projects/Workforce+Innovation+Networks/Publications.htm>
- ***The Leadership Engine; Building Leaders at Every Level***; Pritchett & Associates, Inc., 13155 Noel Road, Suite 1600, Dallas, TX 75240  
[http://www.amazon.com/exec/obidos/ASIN/0944002250/qid=1020598178/sr=1-3/ref=sr\\_1\\_3/](http://www.amazon.com/exec/obidos/ASIN/0944002250/qid=1020598178/sr=1-3/ref=sr_1_3/)
- ***A Kick in the Seat of the Pants; Using Your Explorer, Artist, Judge & Warrior To Be More Creative***; Roger von Oech; Harper & Row Publishers, Inc., 10 East 53<sup>rd</sup> Street, New York, NY 10022  
<http://home.earthlink.net/~denmartin/ksp.html>
- ***Making Change Proactive; Not Reactive***; Minnesota Council of Nonprofits;  
<http://www.mncn.org/>
- ***Leading Your Workforce Investment Board to the Next Level: A Strategic Perspective***; National Leadership Institute for Workforce Excellence  
[http://www.workforce-excellence.net/nli/tywib\\_slides/Tywib.ppt](http://www.workforce-excellence.net/nli/tywib_slides/Tywib.ppt)
- ***Developing a World-Class One-Stop System for Illinois: Moving Beyond WIA***, Illinois Human Resource Investment Council/Illinois workforce Investment Board  
<http://www.ilworkforce.org/One-Stops/OneStopIndex.htm>

**Websites/Links:**

- National Leadership Institute for Workforce Excellence [www.wibleadership.com](http://www.wibleadership.com)
- National Association of Workforce Boards  
[www.nawb.org](http://www.nawb.org)

## ***Board Management***

The relationship between Board Staff and the Board of Directors is an interesting and sometimes complex puzzle. The Workforce Investment Act legislation sets the parameters for defining most of the responsibilities that are given to local Workforce Investment Boards (WIB). Local WIBs are aligned with a specific workforce area and most of their responsibilities are shared with chief elected officials in that area. The following resources will assist WIBs and Board Staff clarify those responsibilities:

### ***Resource Summaries:***

- ***Building Better Workforce Boards: A Guide to Membership Selection, Recruitment and Development*** – This handbook speaks to WIB members and staff, offering ideas and advice for organizing the WIB itself – from attracting the right members to setting up the meeting room. It is based upon practical insights from WIB members and staff. The ideas offered here can facilitate the smooth operation of a Board, easing the organizational burden of Board leaders. This handbook is published by the National Association of Workforce Boards (NAWB) and written by Lisa Nisenfeld of Working Designs, Inc., Portland, Oregon.  
<http://www.nawb.org/pdf/pub-1-2002.pdf>

### ***Materials:***

- ***Effective Facilitation for Meetings and Workgroups***; Supervisory Short Course, Kaiser Group, Inc., 237 South Street, Waukesha, WI 53186
- ***A Guide For Workforce Investment Board Chairs***: Authored by Rochelle Daniels. (For a copy of this document, send a request via e-mail to [jetzkor@ides.state.il.us](mailto:jetzkor@ides.state.il.us))
- ***Building Better Workforce Boards: A Guide to Membership Selection, Recruitment and Development***: National Association of Workforce Boards (NAWB) and written by Lisa Nisenfeld of Working Designs, Inc., Portland, Oregon.  
<http://www.nawb.org/pdf/pub-1-2002.pdf>

## ***Board Development***

Effective Board Development is dependent on Board member recruitment, education and retention strategies. The use of these strategies is an ongoing process, rather than any singular event. Successful Board development can be viewed as the perpetual care and nurturing of the Board in order to provide a rewarding and engaging experience. It is only through involved and knowledgeable Board members that a Workforce Board can continue to fulfill its mission and provide the support and resources for its staff and programs. The following list of resources is related to the subject of Board development:

### ***Resource Summaries:***

- ***Workforce Board Leadership: Advice from Experienced CEO's*** (April 2001) “If you want to learn how to do something, it is usually helpful to ask advice from someone who already does it well”. This publication presents ideas on leadership based on the experience of successful WIB “pioneers”; it is designed to help Workforce Board leaders think about their jobs. This is one of a series of publications prepared by NAWB to provide guidance, technical assistance and advice to the members and staff of Workforce Investment Boards. “Volunteer leaders want to be driven by values not just performance standards”.  
<http://www.nawb.org/pdf/pub-4-2001.pdf>
- ***A Guide For Workforce Investment Board Chairs:*** Authored by Rochelle Daniels through a contract with the state of Illinois in February 2000. Part one has 10 concise and brief sections of information in an easy to read format. The content deals with the Boards strategic role as well as Board management and Development and is useful for Board Staff beyond Illinois. Part two is a framework to organize local information. (For a copy of this document, send a request via e-mail to: [jetzkor@ides.state.il.us](mailto:jetzkor@ides.state.il.us))
- ***Building Better Workforce Boards: A Guide to Membership Selection, Recruitment and Development*** – This handbook speaks to WIB members and staff, offering ideas and advice for organizing the WIB itself – from attracting the right members to setting up the meeting room. It is based upon practical insights from WIB members and staff. The ideas offered here can facilitate the smooth operation of a Board, easing the organizational burden of Board leaders. This handbook is published by the National Association of Workforce Boards (NAWB) and written by Lisa Nisenfeld of Working Designs, Inc., Portland, Oregon.  
<http://www.nawb.org/pdf/pub-1-2002.pdf>

### ***Materials:***

- ***One-Stop Center Benchmarking Project***, Draft; The Chicago Workforce Board, Crossroads Workforce Investment Board, The Workforce Board of Northern Cook County, Central Illinois Workforce Development Board; November 29, 2001  
<http://www.chicagoworkforceboard.com/docs/nawb/Benchmarking%20pres%20NAWB.ppt>

- ***Workforce Investment Act, Better Guidance Needed to Address Concerns Over New Requirements***; October 2001; United States General Accounting Office  
[http://www.astd.org/virtual\\_community/public\\_policy/GAO\\_wia.pdf](http://www.astd.org/virtual_community/public_policy/GAO_wia.pdf)
- ***Leading Your Workforce Investment Board to the Next Level: A Strategic Perspective***; National Leadership Institute for Workforce Excellence  
<http://www.wibleadership.com/leadership.cfm?openBlock=2>
- ***Second National WIB Survey Report***: January, 2002, National Leadership Institute for Workforce Excellence  
<http://www.workforce-excellence.net/nli/documents/survey0102.pdf>

**Websites/Links:**

- National Leadership Institute for Workforce Excellence  
[www.wibleadership.com](http://www.wibleadership.com)
- Who's Who in Chicago Business  
[http://www.chicagobusiness.com/cgi-bin/redirect.pl?mpid=35&portal\\_id=&id='/cgi-bin/article.pl?portal\\_id=35fLaVmOpage\\_id=645'](http://www.chicagobusiness.com/cgi-bin/redirect.pl?mpid=35&portal_id=&id='/cgi-bin/article.pl?portal_id=35fLaVmOpage_id=645')

## ***Strategic Planning***

Strategic planning is a long-term, iterative, and future-oriented process of assessment, goal-setting and decision making that maps an explicit path between the present and a vision of the future. Strategic planning is more of an analytical process than strategic thinking. It is the process of taking a vision and mission and developing goals, strategies, and measurable objectives. The following resources examine the subject of strategic planning:

***Resource Summaries:***

- ***Manufacturing Workforce Development Project: Project Report Summary***, A project of the Chicago Federation of Labor, AFL-CIO Worker Assistance Committee and The Center for Labor and Community Research. December 2001. The looming workforce crisis and recommended actions for the manufacturing industry are summarized in this 14-page report. A system-wide approach to developing a manufacturing career path is proposed with specific action steps outlined. The full report is available on line at:  
<http://www.clcr.org/final%20MWDP%20report030802.pdf>
- ***North Central Indiana State of the Workforce Report***: 2002 Edition, Workforce Development Strategies, Inc. the North Central Indiana Workforce Investment Board.

The state of North Central Indiana’s workforce is thoroughly documented in this 41-page report. The strategic context for the report is provided with an exploration of how North Central Indiana is positioned for the 21st century. Sections include detailed information on workforce supply, workforce demand, and education and training. The report concludes with eight implications for action designed to engage the regional community. Additional information on the report is available at [http://www.wdsi.org/sow\\_report.htm](http://www.wdsi.org/sow_report.htm)

- ***Strategic Planning in the Technology-Driven World:*** The purpose of “Strategic Planning in the Technology-Driven World: A Guidebook for Innovation-Led Development” is to help economic development practitioners adopt a realistic, principles-based approach to strategic planning. Part one examines the elements of successful regional economic development in today’s technology-driven economy. Part two describes the “How To” of strategic planning for successful development. Part three is a detailed appendix. The research and the experiences on which the guidebook builds reveals a core set of shared approaches and practices, useful to regional leaders.  
[http://www.doc.gov/eda/pdf/1G3\\_21\\_stratplan-tech.pdf](http://www.doc.gov/eda/pdf/1G3_21_stratplan-tech.pdf)
- ***Conducting a Community Audit*** – This report was compiled by Workforce Learning Strategies under contract with the Department of Labor. This guide summarizes the process of conducting a broad community planning process as part of a Workforce Board’s strategic approach to workforce development. Contact Workforce Learning Strategies at (781)729-2858 for a copy of the report.  
<http://www.wibleadership.com/toolkit.cfm.cfm?openBlock=7>
- ***Strategic Planning: A Handbook for Workforce Development Organizations*** The concept of strategic planning is presented as the framework for assisting Workforce Investment Boards in understanding how to focus on strategic issues and lay the ground work for planning the future of their region. This document presents WIBs with a basic process for creating that strategic plan. published by the National Leadership Institute for Workforce Excellence, 1201 New York Ave., NW, Suite 350, Washington, DC 20005  
[http://www.wibleadership.com/NLIPublication\\_Files/St\\_Planning.pdf](http://www.wibleadership.com/NLIPublication_Files/St_Planning.pdf)

#### ***Materials:***

- ***Developing A Community Vision; A Case Study of the Charlotte-Mecklenburg Workforce Board and its Five-Year Strategic Plan;*** National Association of Workforce Boards, 1201 New York Avenue, N.W., Suite 350, Washington, DC 20005  
<http://www.nawb.org/pdf/pub-10-2000.pdf>
- ***Creating A Preferred Future; Preparing for Brevard Tomorrow;*** Leigh Holt, Strategic Planning Manager, 2725 Judge Fran Jamieson Way, Building A109, Viera, FL 32940  
[http://countygovt.brevard.fl.us/brevard\\_tomorrow/](http://countygovt.brevard.fl.us/brevard_tomorrow/)

- ***Brevard Workforce Development Board Corporate Plan 1999***; Brevard Workforce Development Board  
<http://www.BWDB.org>
- ***Critical Few Priorities Exercise for Strategic Planning***; Tulsa Workforce Investment Board, Inc.  
<http://www.workforcetulsa.com/>
- ***North-Central Indiana One-Stop System Strategic Plan***; 12/2001;  
[http://www.wdsi.org/Strat\\_plan/strat\\_plan\\_web.pdf](http://www.wdsi.org/Strat_plan/strat_plan_web.pdf)
- ***A Guidebook for Innovation-Led Development; Economic Development Administration***; US Department of Commerce 2001; prepared by Collaborative Economics; *Workforce Development Project*; December 2001;  
[http://www.osec.doc.gov/eda/pdf/1G3\\_21\\_stratplan-tech.pdf](http://www.osec.doc.gov/eda/pdf/1G3_21_stratplan-tech.pdf)
- ***North Central Indiana State of the Workforce Report***; 2002 Edition;  
[http://www.wdsi.org/sow\\_report.htm](http://www.wdsi.org/sow_report.htm)
- ***Community Audit Self-Assessment Inventory***; Workforce Learning Strategies for the Employment and Training Administration Office of Adult Services; August 2000  
<http://www.doleta.gov/self-assessment-new.pdf>
- ***Minnesota Workforce Center Strategic Plan***  
[http://www.gwdc.org/strategic\\_plan/strat\\_pln\\_final.pdf](http://www.gwdc.org/strategic_plan/strat_pln_final.pdf)
- ***The Challenge of Workforce Excellence: 2001 State of the Workforce***; South Central Michigan Works Annual Report, 310 W. Bacon St., Hillsdale, MI 49242 (517)437-0990 X 1111 or 1-800-MI WORKS  
[http://scnc.jcisd.k12.mi.us/vocational\\_ed/SCM\\_Report\\_Card.pdf](http://scnc.jcisd.k12.mi.us/vocational_ed/SCM_Report_Card.pdf)

**Websites/Links:**

- National Leadership Institute for Workforce Excellence  
[www.wibleadership.com](http://www.wibleadership.com)

## ***Partnership Development***

The era in which nonprofit and public service organizations could work totally independently has come to a close. To be successful in today's workforce development systems, organizations must be able to effectively collaborate with a variety of private nonprofit organizations and public agencies. The following resources offer suggestions to create real collaboration:

### **Resource Summaries:**

- ***Guide to Certifying One-Stop Operators*** – Produced by the New York State Department of Labor, this guide outlines the elements to be considered when developing a local One-Stop Operator Certification process. The guide points out specific areas of concentration the State Workforce Investment Board will consider in awarding State Certification to local One-Stop system or Center Operators. Included in the guide are examples of other chartering or certification processes used around the country.  
[www.wdsny.org/ososguide.htm](http://www.wdsny.org/ososguide.htm)
- ***Self-Assessment Tool For Workforce Investment Boards*** – NAWB’s self-assessment tool is a member survey. It is a relatively convenient and inexpensive method of taking the pulse of the Board. This survey consists of approximately 50 statements grouped into seven topic areas – Leadership, Strategic Planning, Customer Focus, Information and Analysis, Process Management, Measurable Results and Human Resources. No permission is needed to reproduce any part of the survey. The Self-Assessment Tool was prepared by Linda Woloshansky, President of the Center for Workforce Innovations, Inc., Valparaiso, Indiana.  
<http://www.nawb.org/pdf/pub-7-2001-self-assessment.pdf>
- ***Overseeing One-Stops: A WIB Member’s Guide to Quality Assurance*** – This guidebook provides Workforce Investment Boards with a practical framework for overseeing the performance of the one-stop career centers and other program operators that make up their local workforce development systems. The guide addresses the Malcolm Baldrige Quality Award Criteria framework for quality assurance. This paper summarizes a longer, more technical publication, *Performance Excellence in One-Stop Career Center Operations*. Published by the National Association of Workforce Boards. <http://www.nawb.org/pdf/pub-8-2000.pdf>
- ***CareerLink System and Chartering Process Guide***: Governor Tom Ridge and Secretary of Labor and Industry, Johnny J. Butler, Team Pennsylvania CareerLink, October 2000 While the thirty-four pages of this guide provide extensive detail the chartering process used within the Pennsylvania’s CareerLink One-Stop Center System, those outside the state will find the resource valuable. The guide gives the complete list of the Malcolm Baldrige-based criteria and the specific measures applied to each one-stop. In addition to defining the State WIB’s vision and the roles state and local Boards, a site checklist, quality assurance process and chartering flow charts are included. Information and copies of this resource are available by contacting the Chief Operating Officer of Team Pennsylvania CareerLink at 717 783 7184.  
<http://www.gwdc.org/cred/pamodel.htm>
- ***Establishing a Partnership and a Local Partners Table: A Framework for Integrated Service Delivery Partners for Workforce Development***, February 2001, Lori Strumpf, Strumpf Associates: Center for Strategic Change and the New York Association of Training and Employment Professionals. This twenty-

page resource identifies the value members receive by forming a solid partnership and suggests a potential partnership structure. In addition, the text provides insights on service integration, partnership development, one-stop center oversight, and elements for continuous quality improvement. Particularly useful is the comparison of potential actions by Local Workforce Boards and Partners Tables. Additional information on the Framework can be obtained by contacting NYATEP at <http://www.nyatep.org/pubsresources/partnerindex.html>

- ***Workforce 2020 Academy of Learning Workbook and Workforce 2020 Resource Guide: Recruiting, Training and Retaining Your Entry Level Workforce***; Workforce 2020 and the Orlando Regional Chamber of Commerce. Designed as the participant workbook for the chamber's Workforce 2020 Academy of Learning program, this resource provides extensive information on the Central Florida workforce, identifies the keys to hiring and retention, and explains welfare reform efforts. The Workforce 2020 Resource Guide provides a summary of the participant workbook and a listing of local resources for workforce development. Additional information on this nationally recognized program is available by contacting the Orlando Regional Chamber of Commerce at [www.orlando.org](http://www.orlando.org) or by calling the Workforce 2020 project director at (407) 418-4444.

***Materials:***

- ***One-Stop Center Benchmarking Project***, Draft; The Chicago Workforce Board, Crossroads Workforce Investment Board, The Workforce Board of Northern Cook County, Central Illinois Workforce Development Board; November 29, 2001  
<http://www.chicagoworkforceboard.com/docs/nawb/Benchmarking%20pres%20NABW.ppt>
- ***Rise to the Challenge; A Business Guide to Creating a Workforce Investment System That Makes Sense***; Business Coalition for Workforce Development  
<http://www.workforceinfo.net/brochguides.htm>
- ***Creating Workforce Development Systems That Works: A Guide for Practitioners, Organizing and Governing One-Stop Systems***; Social Policy Research Associates; SPR, 1330 Broadway, Suite 1426, Oakland, CA 94612  
<http://www.doleta.gov/usworkforce/>
- ***Overseeing One-Stops; A WIB Member's Guide to Quality Assurance***; National Association of Workforce Boards, 1201 New York Avenue, N.W., Suite 350, Washington, DC 20005  
<http://www.nawb.org/pdf/pub-8-2000.pdf>
- ***Workforce 2020 Academy of Learning Workbook and Workforce 2020 Resource Guide***; Orlando Regional Chamber of Commerce;  
[www.orlando.org](http://www.orlando.org)

- ***Collaboration: What Makes It Work; A Review of Research Literature on Factors Influencing Successful Collaboration***; Wilder Research Center, 1295 Bandana Boulevard North, Suite 210, St Paul, MN 55108  
[http://www.wilder.org/pubs/collab\\_wmiw/](http://www.wilder.org/pubs/collab_wmiw/)
- ***Developing a World-Class One-Stop System for Illinois: Moving Beyond WIA***, Illinois Human Resource Investment Council/Illinois workforce Investment Board  
<http://www.ilworkforce.org/One-Stops/OneStopIndex.htm>
- ***Ensuring High Quality Career Centers Through Chartering***: Washington, DC: US Department of Labor, Employment and Training Administration, One-Stop Team. January, 1998.  
[http://wdr.doleta.gov/research/rlib\\_doc.asp?docn=5894](http://wdr.doleta.gov/research/rlib_doc.asp?docn=5894)

### ***System Performance & Accountability***

Workforce Development Boards and their staff have an interesting challenge when it comes to performance measurement. They are asked to oversee the collaborative development of an integrated Workforce system, yet almost all accountability measures are tied to programs or funding streams. Clearly one of the challenges is to create effective system measurement that captures the return on investment to the community while ensuring quality customer service. The following provides resources to help develop an effective system performance accountability:

#### ***Resource Summaries:***

- ***Guide to Certifying One-Stop Operators*** – Produced by the New York State Department of Labor, this guide outlines the elements to be considered when developing a local One-Stop Operator Certification process. The guide points out specific areas of concentration the State Workforce Investment Board will consider in awarding State Certification to local One-Stop system or Center Operators. Included in the guide are examples of other chartering or certification processes used around the country.  
[www.wdsny.org/ososguide.htm](http://www.wdsny.org/ososguide.htm)
- ***Guide to Balanced Scorecard Performance Management Methodology: Moving from Performance Measurement to Performance Management***: In 1998, The Performance Executives Association, in informal association of civilian procurement executives chartered an interagency working group to create, document and maintain a strategic performance measurement and performance management framework. This guide was the result and while it was developed for this interagency group it has many useful components for implementing or expanding performance management in an organization. Of particular value to Workforce Board Staff are Chapter 2, Performance Management Strategy, Chapter 3, How to Establish Performance Measures and Chapter 6, Moving from

Performance Measurement to Performance Management. The Workforce Development System needs a structured methodology for using performance measurement information to help set agreed upon performance goals, allocate and prioritize resources, confirm or change policy or program directions to meet the goals, and report on success in meeting those goals. This guide highlights the journey toward that process, in a different area, but with relevant tools and strategies.

<http://oamweb.osec.doc.gov/bsc/guide.htm>

- ***Performance Measurement for the Workforce Development Agency:*** This excellent resource is a parent of the Appalachian Partnership for Welfare Reform (APWR) it is funded by the Ohio Department of Job and Family Services and administered by the Institute for Local Government Administration and Rural Development (ILGARD) at Ohio University. The workbook focuses on the central roles of performance measurement information within the Workforce Development System. The workbook offers tools and strategies, in step by step detail to formulate and implement sound approaches to achieving local workforce and economic development outcomes. The workbook calls for the formation of a comprehensive performance measurement strategy and the establishment of a Performance Measurement System. The workbook is divided into six steps from getting situated to monitoring and reporting, and each section has guiding questions and structured templates to use. From defining and mapping the Workforce Investment System, to developing a Performance blueprint, to designing a specific performance measurement strategy this guide works with you.  
[http://www.ilgard.ohiou.edu/apwr/resources/PM\\_WPB\\_WDA\\_covers.pdf](http://www.ilgard.ohiou.edu/apwr/resources/PM_WPB_WDA_covers.pdf)
- ***Overseeing One-Stops: A WIB Member's Guide to Quality Assurance*** – This guidebook provides Workforce Investment Boards with a practical framework for overseeing the performance of the one-stop career centers and other program operators that make up their local workforce development systems. The guide addresses the Malcolm Baldrige Quality Award Criteria framework for quality assurance. This paper summarizes a longer, more technical publication, *Performance Excellence in One-Stop Career Center Operations*. Published by the National Association of Workforce Boards. <http://www.nawb.org/pdf/pub-8-2000.pdf>

#### ***Materials:***

- ***One-Stop Center Benchmarking Project***, The Chicago Workforce Board, Crossroads Workforce Investment Board, The Workforce Board of Northern Cook County, Central Illinois Workforce Development Board; November 29, 2001  
<http://www.chicagoworkforceboard.com/docs/nawb/Benchmarking%20pres%20NAWB.ppt>

- ***Workforce Investment Act Rules***; The Local Workforce Investment Board  
[www.doleta.gov](http://www.doleta.gov)
- ***Performance Measurement Under Title 1B of the Workforce Investment Act***  
<http://www.doleta.gov/usworkforce/resources/accountability.asp>
- ***Translating Strategy Into Action, The Balanced Scorecard***  
<http://www.ceoreview.com/books/scorecard.htm>
- ***Matrix of Federal Performance Management Provisions***; NGA Center for Best Practices: Second Welfare Reform Reauthorization Roundtable  
[http://www.nga.org/center/divisions/1,1188,C\\_ISSUE\\_BRIEF%5ED\\_2434,00.html](http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF%5ED_2434,00.html)
- ***Performance Excellence in One-Stop Career Center Operations***; Implementing the Workforce Investment Act; Workforce Excellence Network  
<http://www.workforce-excellence.net/html/product.htm>
- ***From Research to Reality; A Guide to Customer Satisfaction and Continuous Improvement in Your Job Center***; Kaiser Group, Inc., 237 South Street, Waukesha, WI 53186
- ***Scorebook: Workforce investment Board 2<sup>nd</sup> Tier Certification, access via the Kaiser Group website at:*** [www.kaisergroup.com](http://www.kaisergroup.com)
- ***Beginning “Baldrige” for Workforce Development Centers; a Continuous Improvement Roadmap and Scorecard***; October 2001; Landmark Opportunities, Inc.

## ***Marketing & Public Relations***

Developing an effective communication vehicle to strategic constituencies is key to the success of the workforce development system. Public relations and marketing must be viewed as very important functions of Workforce Boards. The following resources provide valuable information to Board Staff charged with creating an effective marketing strategy:

- ***Resource Summaries: Putting Your WIB on the Political Map: Tips on Marketing, Communications and Public Relations*** – This paper describes how a number of Workforce Investment Boards around the country are using marketing and communications techniques and tools to build a visible and assertive presence in their communities. Examples of marketing plans, business strategies and innovative tools to promote the workforce development system are included. Robert F. Shulman, former President of the Montgomery County, Maryland, Workforce Development Corporation prepared this report under contract with the National Association of Workforce Boards (NAWB).  
<http://www.workforce-excellence.net/html/product.htm>

***Materials:***

- ***Marketing the One-Stop:*** Institute for Local Government Administration and rural Development and the Appalachian Partnership for Welfare Reform  
<http://www.ilgard.ohiou.edu/apwr/training/5marketing.pdf>

***Websites/Links***

- Workforce ATM – National Association of Workforce Agencies  
[www.icesa.org](http://www.icesa.org)
- The National Marketing Workgroup  
[www.marketingchat.learningframeworknet/](http://www.marketingchat.learningframeworknet/)