WORKFORCE DEVELOPMENT
P E R S O N A   P R O J E C T

EARLY INSIGHTS + USER GROUPS

TABLE OF CONTENTS   Persona Project

KNOW PEOPLE | USER INTERVIEWS

The working group sought to understand and empathize with user motivations, challenges and needs through interviewees' personal stories and design research activities. Twelve individuals were interviewed, each with diverse and unique circumstances and backgrounds.

INTERVIEWEE DEMOGRAPHICS

- Ages 27-60
- 2 Single mothers
- 3 Veterans
- 4 Returning Citizens
- 2 Out of the labor force
- 3 for whom English is a second language

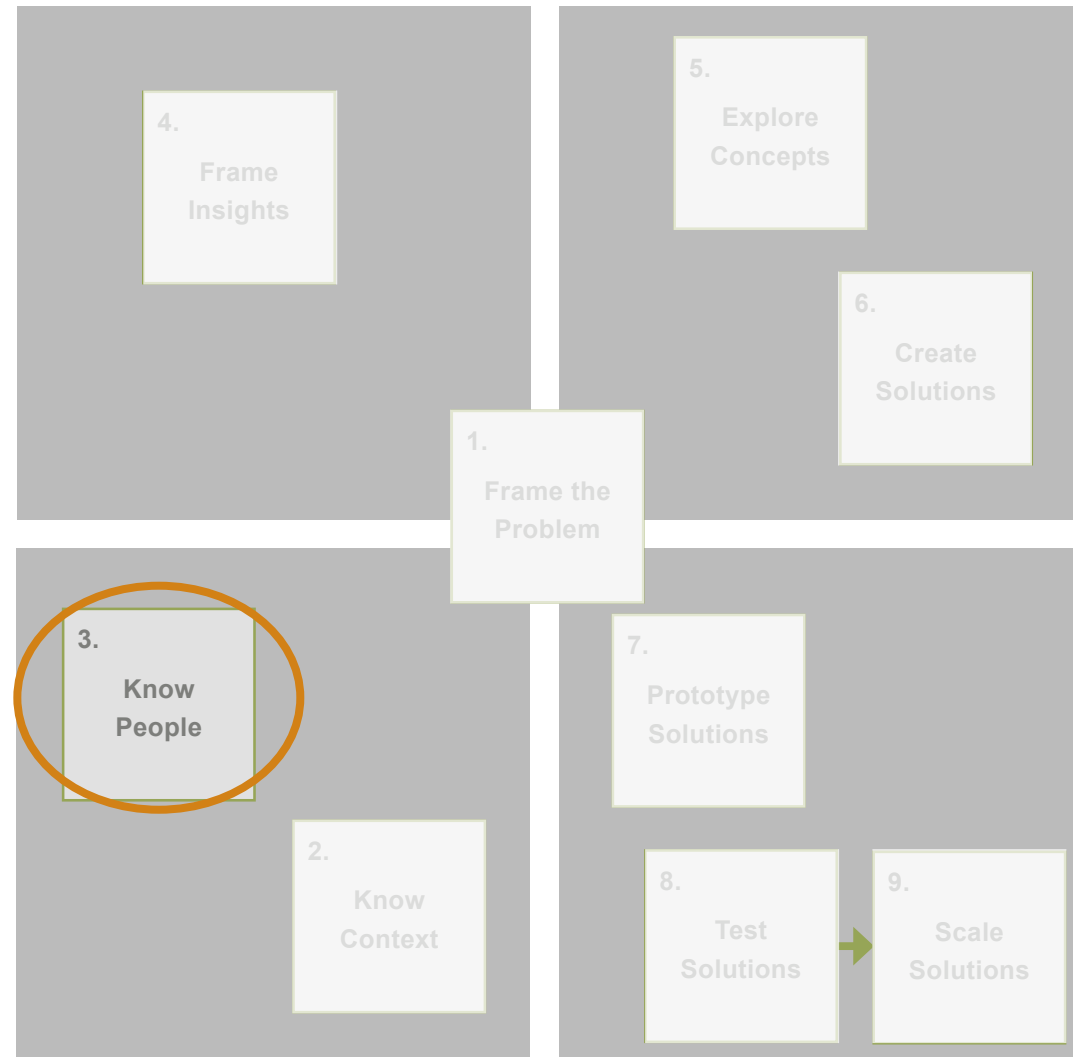| PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED
PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED
PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED
PHOTOGRAPHY REMOVED	PHOTOGRAPHY REMOVED	NO PHOTOGRAPHY

KNOW PEOPLE | USER INTERVIEWS

The working group sought to understand and empathize with user motivations, challenges and needs through interviewees' personal stories and design research activities. Twelve individuals were interviewed, each with diverse and unique circumstances and backgrounds.

INTERVIEWEE DEMOGRAPHICS

- Ages 27-60
- 2 Single mothers
- 3 Veterans
- 4 Returning Citizens
- 2 Out of the labor force
- 3 for whom English is a second language

4.
Frame Insights

5.
Explore Concepts

6.
Create Solutions

1.
Frame the Problem

3.
Know People

7.
Prototype Solutions

2.
Know Context

8.
Test Solutions

9.
Scale Solutions

WHY THIS APPROACH

While interviews and design activities were limited to two hours, the following quotes demonstrate the power of understanding users and their context to reignite empathy for the people we aim to serve. These quotes were collected throughout the project from members of the working group who either participated in interviews or attended the Insights to Action workshop.

> " We work daily with this population but don't get the chance to ask these kind of deep questions and really hear from the people we serve. "

> " It might be the 300th time I've heard this story, but I have to remember it's the first time I've heard their story. "

> " When we sit down and hear their stories like this it starts to build an empathy that helps you understand them more like a sister or an aunt. "

> " We keep encouraging people to keep going and keep trying, but until you hear these stories we can't really empathize with them because we don't know all that they are going through or that they are continuously trying and still not reaching their goals. "

> " Having an opportunity to talk with the individuals we serve reminds me why I went into this work. "

OVERVIEW OF INSIGHTS

The research team analyzed the qualitative data from each interview, resulting in the 11 insights listed here. Each insight describes an overarching theme substantiated by research observations and quotes.

1. IS TIME ON MY SIDE?

For many job seekers, time is a key decision-making factor. They continually assess if they should attempt to reach a milestone based on their perceived time constraints and often grow frustrated when they cannot control or see progress.

2. IS SOMETHING REALLY BETTER THAN NOTHING?

Job seekers may decline an opportunity that does not seem to fit their personal plans or skill level because they do not believe there is great enough immediate benefit or they cannot envision how it could move them toward their goals.

3. UNCOVERING MY SKILLS

Many job seekers lack the independent ability or confidence to leverage personal experiences or skills that may make them uniquely capable and qualified. Highlighting these assets (even when they are not directly related to professional experiences) may open additional opportunities better suited to the individual's needs and goals.

4. WORKING FOR WELL-BEING

Job seekers and employees value opportunities that support their well-being beyond financial considerations. When their work allows them to balance aspects of social, emotional, and physical health, they are more likely to remain engaged. When this balance is skewed, employees are likely to feel discouraged and risk losing or leaving work.

5. IT'S MORE THAN MOVING PEOPLE

Commuters do not just need the means to travel from point A to point B, they need transportation that is responsive to their circumstances, efficient and uplifting.

6. AFFIRMING MY WHOLE IDENTITY

People continually feel their identity is mischaracterized and desire to be understood by their whole story (past, present and future). They look for opportunities to solidify and share their identity because they feel others define and judge them by a single role, mistake, or need.

7. FROM BEING HELPED TO HELPING

Many service users who have overcome challenges desire to help others like themselves because they are motivated when they see their struggles lead to something positive and they feel they make more effective advisors for having been through similar experiences.

8. CHILDCARE TRADE-OFFS

All parents/guardians desire consistent childcare options that fit their schedule and budget, and support the intentional development of their child. When options are lacking, parents/guardians often look to other family members for childcare. However, when family members assume responsibility for the task of childcare, they limit their own availability (often willingly) to participate in the workforce.

9. OVERCOMING COMPLEXITY

Many service users are discouraged by confusing systems that complicate access to state and employment benefits. This complexity may eclipse their personal motivations and prevent them from persevering toward their goals.

10. BALANCING SELF AND HELP

Service users may have misaligned expectations when interacting with service providers and struggle to understand services as a tool they can use rather than an answer that is given to them. This misalignment may reduce self-driven momentum.

11. RE-ENTRY HURDLES

The greatest barriers facing returning citizens as they look for work are not a lack of ability or motivation, but rather the formal and informal obstacles that limit their participation. They constantly worry about finding a place in an employment system that wants to weed them out. When they can find "parole friendly" companies, they feel they must work harder than the average person to make a good impression while also overcoming social stigmas from co-workers.

KEY OPPORTUNITY AREAS

The final activity in the Insights to Action workshop was mapping the top three ideas from each team in the working group into an Impact Difficulty Matrix. Ideas were prioritized in relationship to each other so that no two ideas could occupy the same space in the grid. This forced the working group to rank their combined ideas based on how easily they could be accomplished, and the perceived impact of the idea on service users. Because of their potential to bring the most benefit to users, the insights these ideas fell under have emerged as opportunity areas on which to focus further research, ideation, and intervention.

It's More than Moving People

Ideas that explored ways to reduce negative stigma associated with bus travel and to provide on-demand transportation options (e.g. collaborate with excess transportation capacity and individual drivers) were hypothesized to deliver the most impact to users.

Childcare Trade-offs

The group asked the question, "how might we influence public policy to invest in the private sector to assist with in-house childcare?". Ideas that enabled in-house childcare were seen as a way to address 3rd shift constraints and reduce additional transportation barriers.

Overcoming Complexity

Opportunities for services to collaborate as well as physically work together in the same location to create a "one-stop shop" may increase consistency, efficiency and convenience for both clients and service providers.

Uncovering My Skills and Balance Self and Help

These two insights were combined during group discussion and were considered from the perspective of helping job seekers to build resilience to challenges in the workplace and encouraging perseverance by celebrating small victories.

IS TIME ON MY SIDE?

For many job seekers, time is a key decision-making factor. They continually assess if they should attempt to reach a milestone based on their perceived time constraints and often grow frustrated when they cannot control or see progress.

How Might We:

Help job seekers meet immediate needs while continuing toward long term goals?

How Might We:

Help job seekers recognize and appreciate incremental steps toward progress?

"Time is the only thing you can't get back."

- Matt (SO1-O12)

"I'm not sure if I will be able to accomplish everything in my timeline to becoming a nurse."

- Lina (LC1-O28)

"I have a bachelor's degree so I've already invested so much time and effort into school. And now Master's degrees are expected, but I can't go back for that. I'm getting old."

- Lisa (MW1-O30)

Kyle was referred [from one employment service to a different one] to get help finding a third shift job, which would allow him to attend school full time, but had no significant results within two months. He was frustrated with the slow pace and time wasted not working.

- Kyle (GR1-O14)

IS SOMETHING REALLY BETTER
THAN NOTHING?

Job seekers may decline an opportunity that does not seem to fit their personal plans or skill level because they do not believe there is great enough immediate benefit or they cannot envision how it could move them toward their goals.

"A quality inspector job is a waste of my skills"

Lisa has a bachelor's in accounting and worked 20 years as an accountant in China. Since moving to Michigan, she has worked many jobs over the past few years, but none are related to her degree or accounting experience. While she would benefit from any income she can get, she is growing impatient with jobs that are not remotely related to her education.

- Lisa (MW1-O30)

Marta moved to the United States in 2014 from Honduras. Before moving, she was a lawyer and a congresswoman. She now works at Walmart as a stocker. People in her community tell her about other jobs, but she turns them down because she enjoys working at Walmart. It provides her better work life balance than the demands of law and government jobs allowed her before.

- Marta (SO1-O12)

"Once my son has been in preschool, I'll take inventory and see if he's settled enough for me to take a job."

Though he is fortunate enough to put his son in daycare, Ray wants to make sure his son is more independent before he worries about going back to a consistent salary. He values quality time with his son over a stable job.

- Ray (SO1-O12)

How Might We:

Encourage employers to share and promote the career pathways available with their companies?

How Might We:

Help job seekers establish tangible goals within short-term opportunities that set them up for long-term success?

How Might We:

Help job seekers create career pathways starting where they actually are?

UNCOVERING MY SKILLS

Many job seekers lack the independent ability or confidence to leverage personal experiences or skills that may make them uniquely capable and qualified. Highlighting these assets (even when they are not directly related to professional experiences) may open additional opportunities better suited to the individual's needs and goals.

Lisa lived in Shanghai, China until the early 2000's where she worked as an accountant in a movie studio. She speaks Chinese and was able to understand and speak English fluently during the interview. It can be deduced that she is proficiently bilingual, yet she considers English a major barrier (something she was told by her ex-husband). She does not highlight that she is fluent in Chinese on her resume.

- Lisa

"[My career development specialist] told me I should put painting on my resume because she knew I had done some before, but just as a hobby. I never would have thought to put it on there but it ended up getting me a job that paid me more than the others I was thinking about at the time."

- Juan

"I'm smart enough to dumb myself down."

While, Alice graduated with a Bachelor's degree in business, she made a conscious choice not to include her degree on an application so that she would be more likely to get an interview that educationally she may be overqualified for.

- Alice (WC1-SS)

How Might We:

Connect job seekers' skills from one job to another (i.e. a forklift driver does have customers service skills)?

How Might We:

Elevate untraditional strengths as a foundation for strong resumes?

How Might We:

Help build confidence in transferable skills and celebrate the successes job seekers have already achieved?

WORKING FOR WELL-BEING

Job seekers and employees value opportunities that support their well-being beyond financial considerations. When their work allows them to balance aspects of social, emotional, and physical health, they are more likely to remain engaged. When this balance is skewed, employees are likely to feel discouraged and risk losing or leaving work.

Lisa worked for a manufacturing company as a quality inspector for three months. It was a standing job which was difficult at times due to back pain. She took a doctor's note to work which identified certain tasks she needed to avoid - instead of accommodating her she was let go.

- Lisa (MW1-SS)

Rosa secured employment with another factory through a temp agency because she knew she had back concerns and did not want to be hired in directly because she wasn't sure how long she would be able to work.

- Rosa (MW2-O25)

Jeff lost many jobs due to having ADHD including a pizza delivery job and a job at FedEx. He stated he needs a truck driving job because of his ADHD and because he has past back injuries.

- Jeff (MW1-O26/28)

Marta works third shift and finds that schedule can make it difficult to make time for personal activities (like going to they gym which she greatly values) and getting enough sleep.

- Marta (LC2-O17)

"Work is the only social life I've got."

Kyle enjoys working at Subway where he mentors his co-workers and can joke around.

- Kyle (GR1-O15/16)

How Might We:

Better match job seekers with employment opportunities that fit their physical capabilities?

How Might We:

Assess and prioritize the social, emotional, and physical values of job seekers and employees to ensure match?

How Might We:

Help job seekers identify and think realistically about their physical limitations?

11

IT'S MORE THAN MOVING PEOPLE

Commuters do not just need the means to travel from point A to point B, they need transportation that is responsive to their circumstances, efficient and uplifting.

"I hate the bus because it's depressing. The people on there are so miserable."

Before Juan had his license he had to rely on the bus or his cousins for transportation. Now that he has his license he shares a car with his cousin, which he feels is better than asking for a ride but still makes him uncomfortable.

- Juan (HN1-O9)

The only challenge Kyle sees with his schedule is planning for and waking up early to take the bus across town, though he doesn't see this as a major hurdle "because after serving time anything seems possible".

- Kyle (GR1-O7)

Alice lives in a rural area and does not own a vehicle. She has to either rely on her parents which have stipulations to use her vehicle or take the bus to work which runs once in the morning and once in the afternoon. She would have to be picked up at 6am and be dropped off at 4pm which does not fit her work schedule. She is in the process of reaching out to local churches to see if they offer free transportation services.

- Alice (LC2-O17)

Jeff has a van but no license or insurance. He will still drive at times if needed but his primary means of transportation is by bike, sometimes riding 22 miles to and back for work.

- Jeff (MW3-O19)

How Might We:

Find ways to utilize other resources (church vans, wheels to work, carpool, networking)?
.

How Might We:

Influence transportation options to be more uplifting and less stigmatized?

How Might We:

Equip commuters to obtain transportation on their own terms and not as a favor or obligation?

AFFIRMING MY WHOLE IDENTITY

People continually feel their identity is mischaracterized and desire to be understood by their whole story (past, present and future). They look for opportunities to solidify and share their identity because they feel others define and judge them by a single role, mistake, or need.

Lisa wanted to make it clear that she had good work ethic despite being in and out of employment. Multiple times Lisa said, "I'm not lazy" and made it clear that she had others things to do after the interview (e.g. Going to school to prepare for classes and other errands). Before responding to questions, she backed up to tell her broader story seemingly so interviewers would have a more holistic view of her current situation.

- Lisa (MW1-SS)

"I'm homeless, not useless"

- Patrick (GW2-O12)

Lina looks forward to one day having a career and believes it would define her outside of her role as a mother and homemaker.

- Lina (LC1-SS)

"Prison still defines me, even in my own mind. I know what I want to break away from ... I still feel like I'm in a shell."

- Juan (HN1-O2)

How Might We:

Provide purposeful opportunities for people to demonstrate aspects of their identity they feel are undervalued?

How Might We:

Affirm value regardless of current circumstances or past mistakes?

How Might We:

Help caseworkers etc, consistently individualize services for job seekers and stay empathetic?

FROM BEING HELPED TO HELPING

Many service users who have overcome challenges desire to help others like themselves because they are motivated when they see their struggles lead to something positive and they feel they make more effective advisors for having been through similar experiences.

"Programs designed to help people are made by people on the top floor. They don't understand ground-level people, but I do. I'm a conduit."

- Ray (GW1-O7)

Patrick would like to someday write his story as a "cautionary tale" for others to learn from his experiences. He wants to analyze his life story and use crucial instances where choices shaped the outcome and creatively write possible alternate outcomes from the other choices he could have made.

- Patrick (GW2-O33/34)

Lina remembers going for a check-up when she was pregnant and being in tears because no one spoke her language and she couldn't understand anything. Now that she speaks English she values teaching her sister and she has accompanied a friend to their doctor appointment to translate for them.

- Lina

"I want to help people so they know how to fill the vacuums that occur in life and work."

- Matt (SO1-O10)

How Might We:

Develop incentives and create ways to celebrate successes and increase motivations?

How Might We:

Share solutions efficiently so those with similar circumstances don't have to start from scratch?

How Might We:

Connect individuals with people that may be able to mentor and understand their experience more genuinely?

CHILDCARE TRADE-OFFS

All parents/guardians desire consistent childcare options that fit their schedule and budget, and support the intentional development of their child. When options are lacking, parents/guardians often look to other family members for childcare. However, when family members assume responsibility for the task of childcare, they limit their own availability (often willingly) to participate in the workforce.

Lina seeks to support her kids' education at home. She has consciously decided to prioritize caring for and teaching her children rather than accelerating her path to a career in nursing.

- Lina (LC1-O5/29)

Rosa provides care for her great niece while her niece goes to work. Her niece works shifts so Rosa tries to keep her schedule open to provide care when needed so that her niece does not lose her job.

- Rosa (MW2-O5)

"It is important for my son's daycare to be the same place he's used to. I want him to have the consistent people in his life, same teachers, same kids."

Ray is concerned with his son developing into a confident and adaptable person. He is putting his Master's degree and career on hold until he feels his son more independent.

- Ray (GW1-O38/16)

Amy's 74 year old grandmother watches her three children while she works and attends school, without this help she would not be able to afford to attend school or work part time.

- Amy (OK1-O10)

How Might We:

Influence public policy to invest in private sector to assist with in-house child care?

How Might We:

Make childcare an advantage for the child as well as the caregiver?

How Might We:

Work toward changing the threshold when child care assistance ends with new employment?

15

OVERCOMING COMPLEXITY

Many service users are discouraged by confusing systems that complicate access to state and employment benefits. This complexity may eclipse their personal motivations and prevent them from persevering toward their goals.

One of Jeff's goals is to become a full-time truck driver. A job like this would allow him to care for his 24 year old son with a disability. While he would be eligible for training scholarships from Michigan Works! that would allow him to pursue this career, he stated there would be too many hoops to jump through and was uninterested in this option.

- Jeff (MW3-SS)

Amy states that completing the required paperwork for [a work force development organization] is a challenge and would like to see more electronic forms.

- Amy (OK1-O15)

Patrick just got his Bridge card and remarked that he had been lost and intimidated by the system but has learned how to navigate large systems in his past and in time was able to overcome.

- Patrick (GW2-O22)

How Might We:

Develop a shared language with clear and consistent explanations for how to navigate systems?

How Might We:

Create way finding and stage gates for clients to know what step they are on?

.

How Might We:

Enable multiple service providers to meet a client at the same time?

.

BALANCING SELF AND HELP

Service users may have misaligned expectations when interacting with service providers and struggle to understand services as a tool they can use rather than an answer that is given to them. This misalignment may reduce self-driven momentum.

"I only found one job through [a workforce development organization] the rest I found on my own. If I finish my classes at [a career training program] and still do not get a job that suits my skills better, I may give up and move back to China."

- Lisa (MW1-O28)

Amy said [a workforce development organization] was helpful with preparing a resume and placing her in [a state benefits program], but she was frustrated because [this workforce development organization] was having her apply to jobs she was not interested in.

- Amy (WC1-SS)

Jeff is currently unemployed and homeless. He is uninterested in pursuing Michigan Works! sponsored CDL training that could lead to better job opportunities, but believes if he was able to resolve the issue with the [veterans benefit program] still recouping his disability monies, he would then have income to put toward housing.

- Jeff (MW3-SS)

How Might We:

Clarify the roles of each party in the employment service and client relationship?

How Might We:

Encourage independence while providing relevant assistance?

How Might We:

Help users pursue plan A while developing backup plans that still move them toward their goals (develop parallel paths)?

RE-ENTRY HURDLES

The greatest barriers facing returning citizens as they look for work are not a lack of ability or motivation, but rather the formal and informal obstacles that limit their participation. They constantly worry about finding a place in an employment system that wants to weed them out. When they can find "parole friendly" companies, they feel they must work harder than the average person to make a good impression while also overcoming social stigmas from co-workers.

Patrick would like organizations and agencies to better understand the barriers faced by those rejoining society from incarceration so they can provide better, more effective services.

- Patrick (GW2-O28)

Kyle has concern that his felony could possibly get in the way of an apprenticeship which would derail his plans to build a career and start his own electrical company.

- Kyle (GR1-O32)

Matt went to a job fair at a church where he happened to find a company there whose president would often visited a group he was involved with in prison. The company representative was skeptical of him, but after the job fair Matt continued to persevere and provided references that could vouch for him. He was hired.

- Matt (SO1-O35/SS)

Rosa has a felony from 20 years ago on her record. She wants to work in the medical field but this felony limits her opportunities as a medical assistant or sterile technician. She stated that she can not have the felony expunged but did not know why. She wrote the judge a letter asking him to remove the charges for school and work purposes but has not heard back as of today's date.

- Rosa (GW2-O1/SS)

How Might We:

Help returning citizens find ways to talk about their past constructively?

How Might We:

Expand "parole friendly" employers to "parole friendly" work environments?

How Might We:

Educate HR, hiring managers, employees on the facts of re-entry?

How Might We:

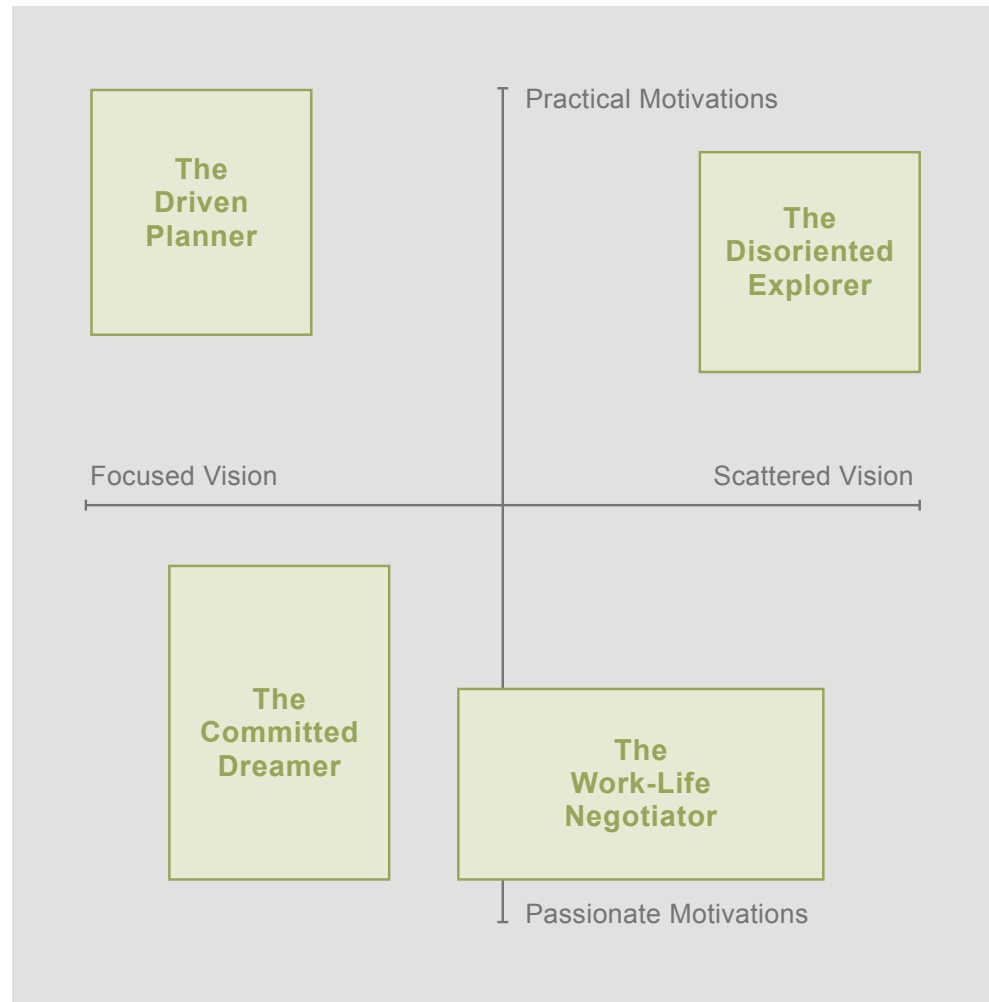Connect people with jobs before they are released? (vocational village, Hanlon Correctional Facility)?

18

INTRODUCTION TO USER GROUPS

User Group Definition is a method that maps different types of users according to a set of key attributes, resulting in personas that define each user group. It creates a 2x2 map based on two important attribute scales.*

We mapped participants along the x-axis by their approach to seeking jobs (from focused to scattered) and along the y-axis by their motivations for doing so (from passion led to practical led). These two attributes were chosen based on common themes that appeared across the 12 user-interviews.

Creating user groups helps us understand behavioral patterns and develop representations of our users, allowing us to:

- Facilitate comparisons that are grounded in research

- Expose key needs of user groups

- Estimate how user groups may engage with potential design solutions

Practical Motivations

The Driven Planner

The Disoriented Explorer

Focused Vision

Scattered Vision

The Committed Dreamer

The Work-Life Negotiator

Passionate Motivations

The Driven Planner

Driven Planners establish long-term, grounded goals that may take years to accomplish, but progress them towards an improved financial outcome that affords them stability and financial consistency. With a plan identified, they set milestones that help them see steady progress. Their dedication to working the plan involves leveraging relevant resources and eliminating distractions that may get in the way.

Common Behaviors	Common Priorities	Common Needs
• Plan ahead	• Stable, sustained income	• Timelines for goals that help them keep a steady, realistic pace
• Eliminate distractions	• Follow an established plan	• Clear activities they can track to sense incremental progress
• Leverage formal/informal resources	• Commit to a routine	• Encouragement to remain adaptable to their circumstances, especially if their plans need to change

The Disoriented Explorer

Disoriented Explorers may have multiple ideas about how to improve their financial goals but struggle to prioritize or connect them. They are open to trying new things, but do not have a clear direction that follows a cohesive path. Often reacting to opportunities that are presented to them, Disoriented Explorers tend to focus on immediate circumstances rather than taking a broader perspective.

Common Behaviors	Common Priorities	Common Needs
• Try many different approaches	• Focus on taking near-term action rather than planning ahead	• Confidence to reach outside of familiar opportunities
• Move on to new ideas quickly	• Value momentum more than direction	• Develop a cohesive plan that connects their ideas and goals realistically
• Compensate for lack of planning by increasing effort	• Expedite time to results	• Identify and leverage their unique skills and experiences

The Work-Life Negotiator

The Work-life Negotiator is driven in all things by fulfilling their priorities, which may not be immediately related to employment. They are patient and tend to make decisions according to their own set of values which may seem illogical to others. Making conscious trade-offs between work and life, they are willing to trade consistent or higher income for a more balanced lifestyle.

Common Behaviors	Common Priorities	Common Needs
• Pursues action that aligns with passions	• Work-life balance	• Others to understand how they define purposeful work
• Patiently evaluates potential opportunities	• Adhering to their own set of deeply-held values	• Relationships with others that they can learn from and mentor
• Seeks purpose beyond having a job that provides for basic needs	• Deliberate evaluation of opportunities before commitment	• Clear connections between potential opportunities and personal or professional priorities

The Committed Dreamer

Committed Dreamers are intrinsically motivated to achieve their goals which carry value beyond income and often fulfill a sense of self. They have a clear vision and will make the most of the opportunities they encounter or make for themselves. They are able to elevate aspects of smaller opportunities into diverse experiences they can leverage in the long-run. Once supported in identifying a path, they will set clear goals and push themselves to reach them.

Common Behaviors	Common Priorities	Common Needs
• Use work as a way to establish a positive identity	• Diversify their skills so they're a valuable asset to others	• Successful practice and positive feedback that increases confidence
• Define goals as a passion that they want to combine with work	• To be fulfilled at work but not exclusively by work	• Experienced guides to help them complete unfamiliar steps in their journey
• Rely on personal relationships more than formal services but will use formal services to their advantage when helpful	• Recognize and internalize the value of every experience	• Find outlets for their passions within employment

APPENDIX

Insights to Action Workshop Documentation:

Additional "How Might We" Statements

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Help job seekers see the long term benefit of a time investment?

How Might We:

Help Job Seekers understand realistic timelines?

How Might We:

Prioritize work to expedite the process for clients - eliminate information gaps?

How Might We:

Help individuals recognize their personal timeliness?

How Might We:

Help job seekers monitor job search time per day?

How Might We:

Link information systems together?

How Might We:

Identify/create opportunities to begin new steps?

How Might We:

Connect them to other services through one success coach?

How Might We:

Establish a more realistic timeline and remind them of steps in the process?

How Might We:

Help with ongoing motivation while working toward it is hard?

How Might We:

Provide a clear path to reach their goals (way finding/show stages)?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Help job seekers see the value in entry level skills?

How Might We:

Help job seekers develop career paths with success coaches?

How Might We:

Use ONET online with assistance and incorporate tours or work experience?

How Might We:

Stop the revolving door at temp jobs?

How Might We:

Better promote and explain the economic benefits of long-term stable employment (health benefits, time off, seniority, etc)?

How Might We:

Explain that a little extra in your paycheck may not contribute to end goals?

How Might We:

Connect them to other services through one success coach?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Help employers to create mid-term programs?

How Might We:

Help job seekers identify the difference between skills and experience (write it down)?

How Might We:

Build confidence and help them identify how they use the skills well?

How Might We:

Help re-entering citizens be confident in the skills they learned in prison or community service?

How Might We:

Connect skills from one job to another (finding value in every job)?

How Might We:

Impress soft skills (e.g. show up on-time, good attitudes)?

How Might We:

Utilize work keys to match a candidate's foundational skills to jobs available to show a match for a candidate?

How Might We:

Utilize skills-based resumes to highlight skills and competencies?

How Might We:

Identify the filters applicant tracking systems use to track candidates so employment services can better position candidates?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Assist the person with understanding policies and practices at the start of the job?

How Might We:

Connect individuals to necessary support services?

How Might We:

Use career coaches to help them understand the demands of the job?

How Might We:

Help job seekers develop grit?

How Might We:

Work with employers to better understand the needs of their workers?

How Might We:

Tell job seekers upfront what the employer wants?

How Might We:

Help employers recognize the value (ROI) of retention and becoming an employer of choice by hiring full-time, competitive pay culture?

How Might We:

Create transparency on both ends?

How Might We:

Prioritize work to expedite the process for clients - eliminate information gaps?

How Might We:

Get to know job seekers better?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Replicate the wheels to work model: to address short gaps between bus routes or employment?

How Might We:

Help employers find creative ways and partner with each other to solve transportation restraints (shuttles, free bus passes, discounted rides)?

How Might We:

Increase inter-community access to bus lines/public transportation?

How Might We:

Give the scheduling control to the job seeker/employee with coaching?

How Might We:

Help "normalize" public transportation?

How Might We:

Create Apps that link job seekers, transportation, employers and funding?

How Might We:

Utilize vehicles that are available after hours to get people to and from work (pick-up points in neighborhoods, drop off at employers?

How Might We:

Decrease negative stigma associated with bus travel?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Give individuals opportunities to build and understand themselves?

How Might We:

Help individuals understand they are not alone in these struggles?

How Might We:

Prioritize work to expedite the process for clients - eliminate information gaps?

How Might We:

Educate employers in how to listen and understand their stories (change their cultures)?

How Might We:

Help an individual understand they're not defined by circumstances (not a statistic)?

How Might We:

Replicate the hiring process used by St. Mary's (evidenced-based method to identify and select candidates)?

How Might We:

Change the narrative of this population to the community at large?

How Might We:

Be an advocate for those who can't or have not shared their story?

How Might We:

Encourage them to focus on their goals (future) and use past to stay strong?

How Might We:

Give examples of people that have grown in positions?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Assist people with training and job search in cohorts?

How Might We:

Understand how agencies use marketing to let others know who they help?

How Might We:

Create more empathy among HR and hiring managers so they understand the circumstances their entry level candidates face?

How Might We:

Help create mentoring networks?

How Might We:

Identify opportunities for others to collaborate?

How Might We:

Utilize peer support specialists to serve as mentors to support job seekers and those employed?

How Might We:

Offer up more opportunity for people to help others?

How Might We:

Develop economic opportunity for individuals who are willing to help mentor?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Educate individuals about affordable options that are available?

How Might We:

Build trust with individuals and child care options - encouraging shopping around and meeting options?

How Might We:

Raise agencies' awareness about resources that are available to job seekers / employers?

How Might We:

Educate child care providers on allowing trial periods and being more flexible?

How Might We:

How might employers provide DC while tightening regulations to eliminate abuse and fraud?

How Might We:

Incentivize marriages, eliminate loss of benefits due to marriage to strengthen households?

How Might We:

Increase the capacity, availability (2nd shift, etc), affordability, quality of childcare?

How Might We:

Expedite the reimbursement for childcare so job seekers can find childcare. Help job seekers find child care when they begin job searching?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Develop more personal relationships with clients and their DHHS caseworkers (decrease DHHS case load)?

How Might We:

Use success or career coaches to help individuals navigate the systems?

How Might We:

Show job seekers a fast path back to work?

How Might We:

Develop one shared system to work through action plans?

How Might We:

Co-locate services to increase access to employment, food and childcare assistance?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Help job seekers understand empowerment (a "hand up" instead of a "hand out")?

How Might We:

Push caseworkers to not do everything for clients and to encourage and push autonomy?

How Might We:

Allow people to develop career pathways instead of telling them what it looks like?

How Might We:

Help teach about delayed gratification?

How Might We:

Build confidence, empower and create accountability for job seekers?

ADDITIONAL "HOW MIGHT WE" STATEMENTS

As part of the Insights to Action workshop, the working group generated implications for each insight that begin to define the possibilities for what these insights mean for future solutions and steps. The most discussed implication statements are already included on each individual insight page earlier in this document.

How Might We:

Make resources needed by reentering citizens more accessible?

How Might We:

Educate the community on what is currently available?

How Might We:

Help change the systems that create additional barriers?

How Might We:

Keep the conversation intentional with service providers, employers and job seekers?

How Might We:

Help individuals redefine themselves no longer as offenders/criminals and be driven as such?

How Might We:

Connect returning citizens to industries and jobs that are returning citizen friendly?

Insights to Action Workshop Documentation:

Group A Impact Difficulty and Top Ideas

DIFFICULTY

A1

**Public/Private Partner-
ships for Childcare**

A2

**Collaborate to provide
on-demand solutions**

A3

**Create a cohort of
learners to support
one another**

The user benefits of these ideas were
identified by the group as having potential
for the highest impact to users.

A4

**Develop Adaptability
Skills + Backup plan
with Checkpoints**

A5

Parallel Paths

A6

**Leverage a focused per-
son who is a leader**
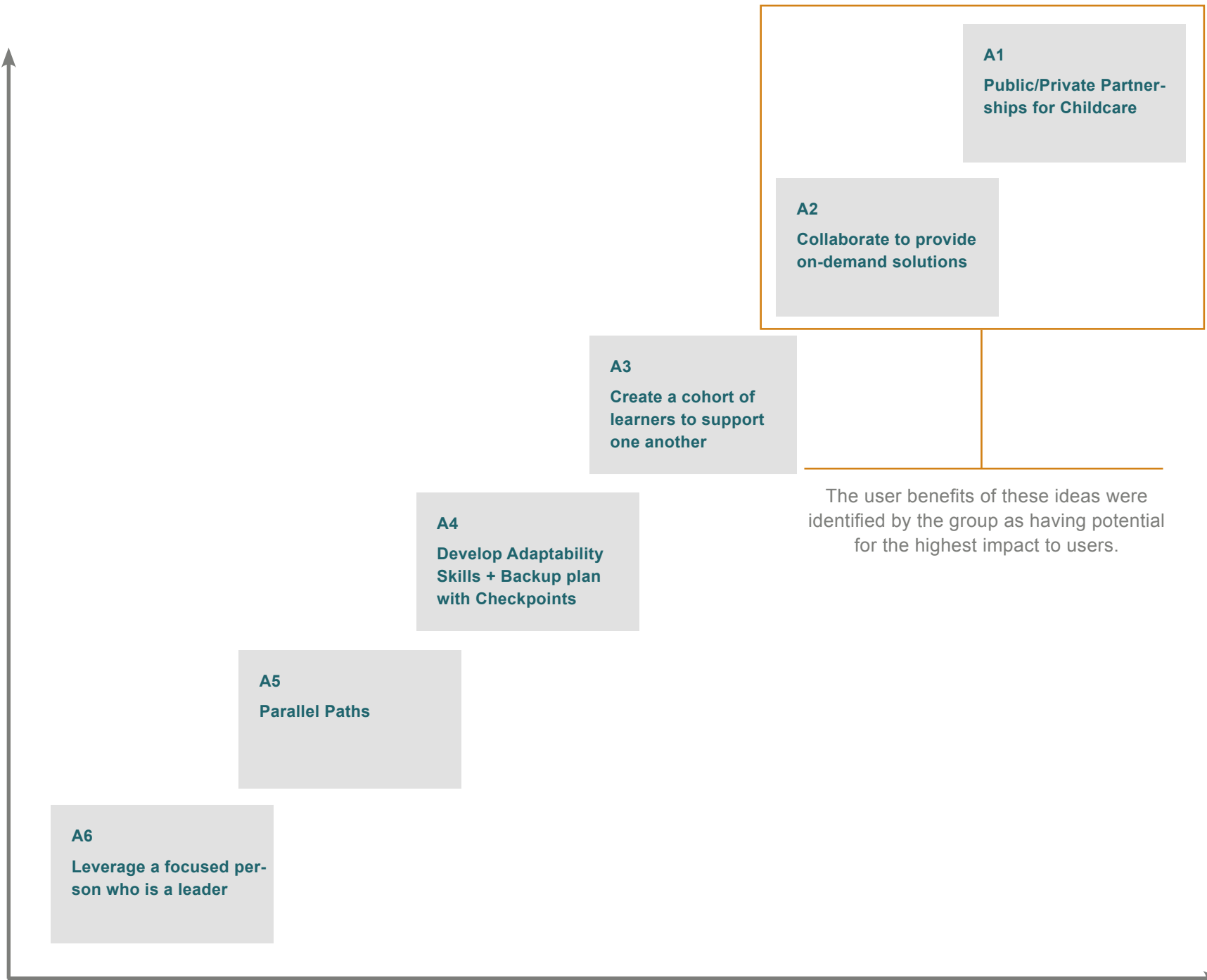
IMPACT

RAPID IDEATION EARLY IDEAS

Idea Name: *How might Influence public Policy to invest in Private sector to assist with in-house childcare*

PUBLIC/PRIVATE PARTNERSHIP

Insight + Persona Addressed:

08- COMMITTED DREAMER

How does it work?
- INFLUENCE POLICY
- LOBBY DECISION MAKERS
- EMPLOYERS APPLY TO DHHS FOR FUNDING TO ASSIST w/ ON SITE CHILDCARE
-

User Benefit:
- ON SITE DAYCARE (ALLEVIATES WORRY)
- TRANSPORTATION ISSUES MITIGATED
-

Workforce/Service Provider Benefit:
- ONE LESS BARRIER
- RECRUITMENT; RETENTION
- RESOLVE 3RD SHIFT ISSUES

Draw It:

Exemplars:

Partners:

HMW: decrease negative stigma associated with bus travel
*collaborate to provide on-demand solutions

Idea Name:
COLLABORATE TO PROVIDE ON DEMAND

How does it work?
- ASSESS EXCESS TRANSPORTATION CAPACITY (SURVEY THE LAND)
- ALLOW OUTSIDERS TO COME IN W/ OUTSIDE SOLUTIONS; FOSTERING COLLABORATION
- UBER-LIKE TRANSPO AGGREGATE
- NON-PROFIT RUN

Draw It:

Insight + Persona Addressed:
INSIGHT 5 - COMMITTED DREAMER

User Benefit:
- RIDE TO WORK
- STABILITY
- COST EFFECTIVE SOLUTION

Workforce/Service Provider Benefit:
- ATTENDANCE ISSUES RESOLVED
- LOWER TURNOVER
-

Exemplars:

Partners:

Idea Name: Create a cohort of learners to support each other

How does it work?

A group of people support each other — create a team work culture

Draw It:
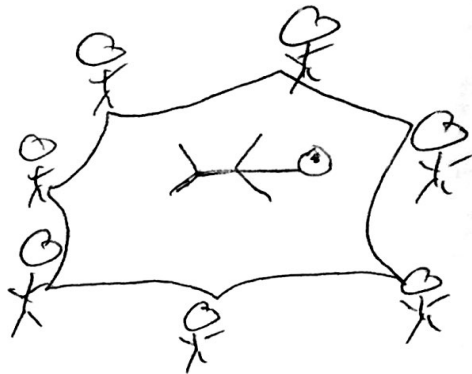
How might we facilitate connections?

Insight + Persona Addressed:

From being helped... + Driven Planner

User Benefit:

More of a network to depend on

Workforce/Service Provider Benefit:

Exemplars:

Partners:

Idea Name:

Develop Plan + Adaptability Skills + Backup plan + supports + checkpoints

How does it work?

We cannot assume the driven planner will operate on auto-pilot. The driven planner needs support between each step of the plan and if the plan doesn't work.

Draw It:

Go to Class → Finish Class → Get a job → Get training

Check-in   Check-in   Check-in

What happened? Let's make a new plan.
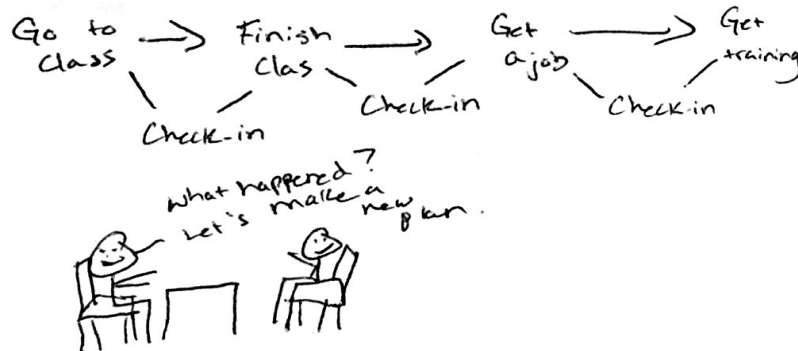
Insight + Persona Addressed:

Overcoming Complexity + Driven Planner

User Benefit: Creates Accountability + Fail-Safes. Consistent moments to reinforce adaptation.

Workforce/Service Provider Benefit:

Better use of resources + contacts if process is streamlined

Exemplars: **Partners:**

HMW: Encourage Simultaneous movement Forward and not waiting for plan "A" to fail before engaging plan B
"Parallel Paths"

Idea Name: (SOLUTION)

PARALLEL PATHS

✱ Insight + Persona Addressed:

10 - COMMITTED DREAMER

✱ How does it work?

- SUCCESS COACHES
- MENTORSHIP
- PURSUING PATHS A, B, C, ETC...

✱ User Benefit:

- HELP MITIGATE DISCOURAGEMENT
- HELPS KEEP FROM GOING BACK TO SQUARE ONE
- SUCCESSFUL JOB PLACEMENT

Workforce/Service Provider Benefit:

- NOT HAVING TO RESET; CONSISTENTLY MOVING FORWARD
- SUCCESSFUL PLACEMENT
- COSTS SAVINGS (TIME + MONEY)

Draw It:

Exemplars:

Partners:

Idea Name: Leverage a focused Person who is a leader

How does it work?

1 person (~~focus~~ Driven planner) who is ~~a lead~~ ahead in workforce system leads a group of people who are starting in the workforce system

Draw It:

Follow me!

- Leverage experience of users
- Create empathy
- facilitate connections

Insight + Persona Addressed:

From Being Helped... + The Driven Planner

User Benefit: More people can relate to user + Mentor with empathy

Workforce/Service Provider Benefit:

Creates a strong team + retains more people

Exemplars:

Partners:

Insights to Action Workshop Documentation:

Group B Impact Difficulty and Top Ideas

DIFFICULTY
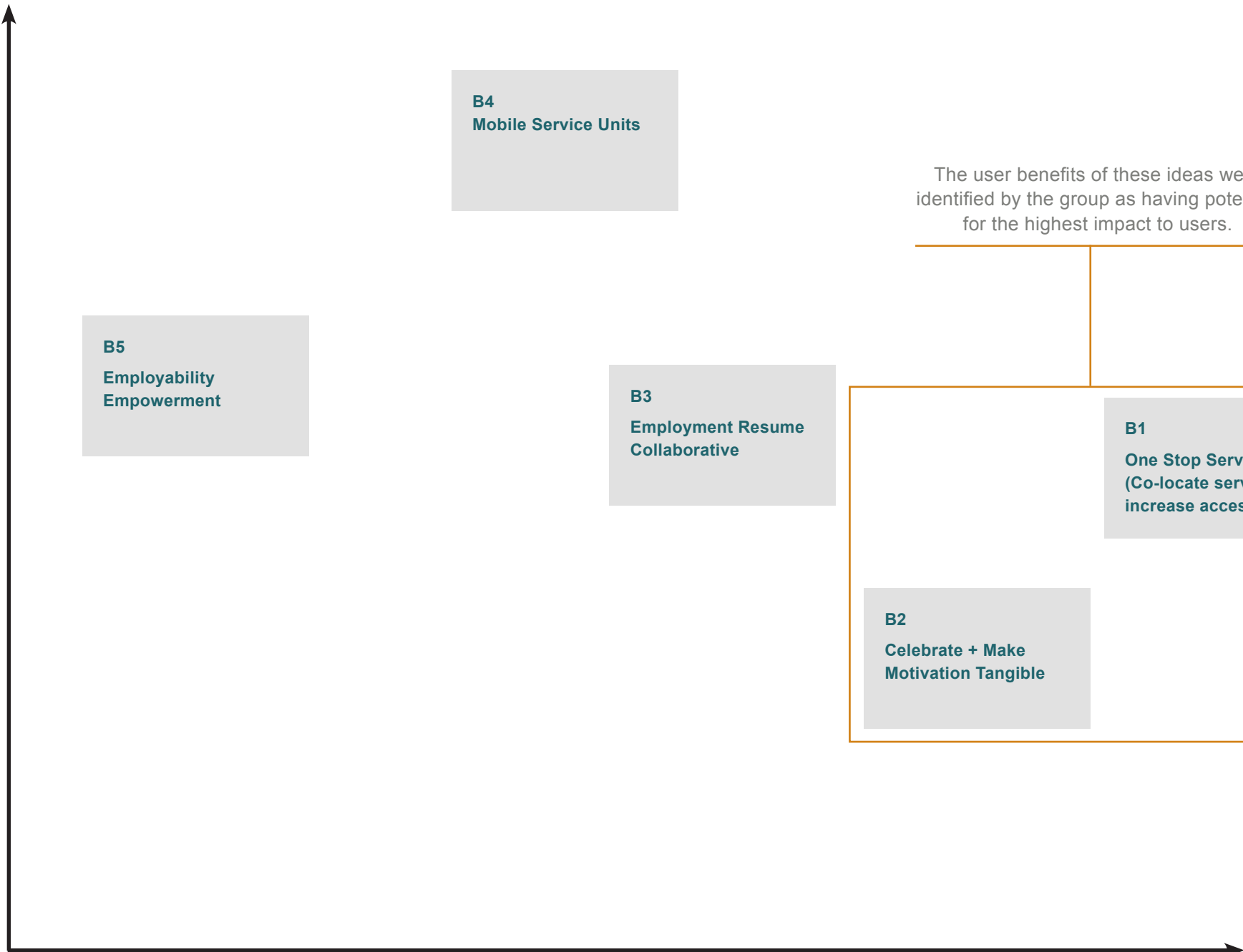
IMPACT

B4
Mobile Service Units

The user benefits of these ideas were
identified by the group as having potential
for the highest impact to users.

B5
**Employability
Empowerment**

B3
**Employment Resume
Collaborative**

B1
**One Stop Services
(Co-locate services to
increase access)**

B2
**Celebrate + Make
Motivation Tangible**

45

Co-locate services to increase access.

Idea Name:
One Stop Services

Insight + Persona Addressed:
Work-Life Negotiator

How does it work?
① placement of key staff @ strategic locations in high need areas
②

User Benefit:
1 stop shopping
reducing wait time
Lean process methods

Workforce/Service Provider Benefit:
collaboration   moves people quicker thru systems
more robust services
leverages funds, information sharing

Exemplars:
DHHS Pathway to Potential places workers in school Bldgs.
MI works +
Adult ED
Satellite sites

Partners:
DHHS
Workforce MI works
Adult Ed.
MRS
Veterans Rep
Prisoner Reentry

Draw It:

.... develop grit?

Idea Name:

Celebrate!

How does it work?

Celebrate small milestones - ones that don't seem obvious but are a step toward ~~the~~ goals (short & long-term

Draw It:

Insight + Persona Addressed:

#4- disoriented explorer

User Benefit:

Creates value, celebrates success & creates desire for more success

Workforce/Service Provider Benefit:

Exemplars:

Partners:

*How might we: help job seekers develop grit?

Idea Name:
Find individual motivation - make it tangible/visual

Insight + Persona Addressed:
#4 + disoriented explorer

How does it work?
Help them discover motivation & keep it in front of them — make sticking with it worthwhile

User Benefit:
Keeps long-term in the "now" while working toward it

Workforce/Service Provider Benefit:

Draw It:

goal →
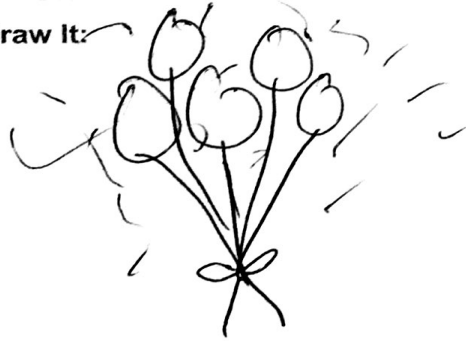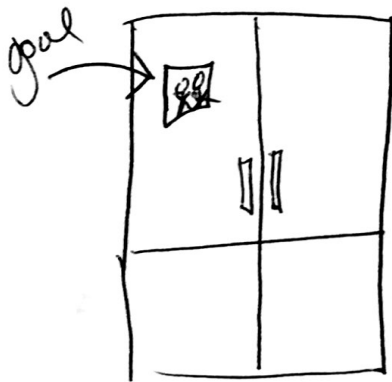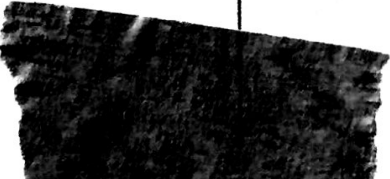
Exemplars:

Partners:

RAPID IDEATION EARLY IDEAS

Idea Name:

Employment Resource Collaborative

Insight + Persona Addressed:

All personas

How does it work?

Navigates meet weekly to discuss clients and their needs

User Benefit:

- Easier access to resources
- Linking supports for systemic change
-

Workforce/Service Provider Benefit:

- Increased referrals
- Improved outcomes for clients
- Alignment of services
- Awareness of community resources

Draw It:

Exemplars:

Employment Services Collaborative

Partners:

one stop services

Idea Name: Mobile service units

Insight + Persona Addressed:
Work Life Negotiator

How does it work?
portable tools brought to areas of need
bringing reps to clients

User Benefit: increase accountability
quick access to resources
take to area businesses or sites that
reduce service   may not get access
duplication

Workforce/Service Provider Benefit:
reduce office fatigue
increase collaboration

Draw It:

Exemplars:

Partners:

How might we see the value in entry level skills?

Idea Name:
Employability Empowerment

How does it work?
Creating job descriptions that include more soft skills @ desired. Using/Implementing soft skill/transferable skill discussion earlier - high school, prison re-entry college, GeD programs

Draw It:

John Doe
Objective:
Soft Skills:

EXPERIENCE:

Insight + Persona Addressed:
@/ Disoriented Explorer

User Benefit: Going after new opportunities
Empowerment that their skills they may not find valuable are desireable/needed

Workforce/Service Provider Benefit: by employers.
More confident work force — increased motivation?

Exemplars:
Goodwill
Employment
Center

West MI
Works!

Partners:
High Schools
Colleges
Job Training
GeD Programs
Prison re-entry

Insights to Action Workshop Documentation:

Additional Rapid Ideation Ideas

* How might we help clients meet immediate needs while working towards long term goal

Idea Name: Meeting Basic Needs

~~Affordable/Safe Housing~~

Insight + Persona Addressed:

Insight #1, The disoriented explorer

How does it work?

finding & connecting ppl to resources available in the community through a shared Resource network.

User Benefit: Saving time w/being connected to best resource for barrier and not having to redo something to another w/someone else.

Workforce/Service Provider Benefit:

Shared electronic network to save time w/intake & barrier identification

Draw It:

shared info
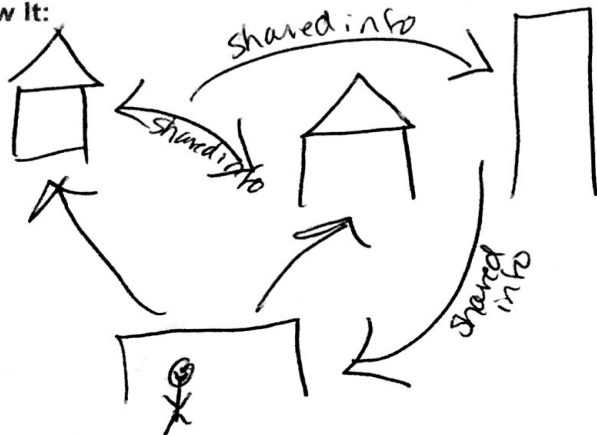
Exemplars:

Partners:

ENTF?

Idea Name: Events to bring together services

How does it work? Schedule w/ several orgs + agencies to increase access

Draw It:

Insight + Persona Addressed:

User Benefit:

Workforce/Service Provider Benefit:

Exemplars:

Partners:

How Might we help clients Meet immediate needs while working toward long term goals?

Idea Name:

Understanding Barriers

Insight + Persona Addressed:

/Disoriented Explorer

How does it work? Working w/ individuals to understand what barriers they May face as they progress toward their goals using a pro-active approach.
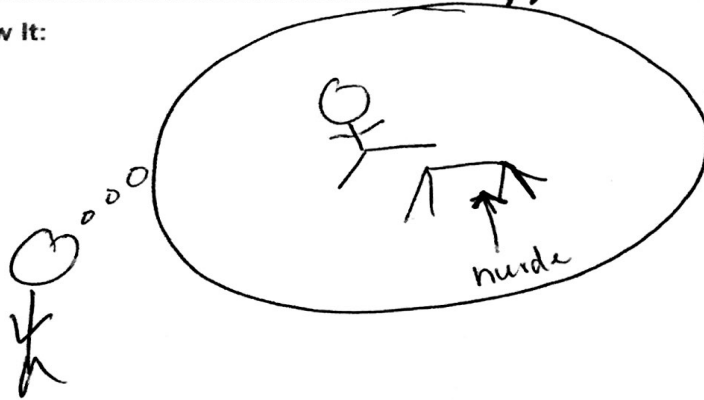
User Benefit: Planning ahead.

Being prepared for an alternate route. Encouraging adaptability.

Workforce/Service Provider Benefit:

Having a plan in place to save time- Anticipating resources they May need to leverage.

Draw It:

nurse

Exemplars:

Partners:

How Might we Help Job seeker create career pathways starting where they actually are.

Idea Name:

Identify SMART Goals

Insight + Persona Addressed:

✱2,1,11 Disoriented Explorer

How does it work? Identify
Specific measurable achievable realistic time specific Goals

User Benefit: User won't waste time on task that won't get him any closer to where he wants to be. Can Help make career path

Workforce/Service Provider Benefit:
Save time. Help Job seeker Get employed Faster. Fewer disappointments

Draw It:

Job openings   RESEARCH

Reality
Criminal Record
Violent Offense
≠

Dream Job teacher

The two don't match
Balance

Exemplars:

Partners:
Education Partners

How might we... help job seeker create career pathways

★ Idea Name: Starting where they actually are valuing entry level skills

Career Pathway / Valuing skills they already posses

★ Insight + Persona Addressed: 2./this Disoriented Explorer

How does it work?

Creating a timeline of the career pathway they are on.

★ User Benefit: Having an action plan in place— knowing the short term & long term goals.

Workforce/Service Provider Benefit:

Having something to follow that creates outcomes & accountability

Draw It:

3 months
. . . .
6 months
- - - - - -
1 yr
Goal

Exemplars:

Mercy Health — Career Portfolio

Partners:

Idea Name: Parallel Path The Committed Dreamer

How does it work? Walk along side, via mentorship / Success Coaching

Draw It:

Insight + Persona Addressed: 10 The Committed Dreamer

User Benefit: Companionship and Coaching

Workforce/Service Provider Benefit:

Exemplars:

Partners:

How might we: Utilize vehicles that are available after hrs to get people to school/work?

Idea Name: Create partnerships w/ providers who have vehicles/transportation

Insight + Persona Addressed: The Work-Life navigator

How does it work? Utilize provides access to vehicles that normally would not be in use. Pooling resources to provide transportation options

User Benefit: access + flexibility to get to job, school, appointments

Workforce/Service Provider Benefit: helps in placements, performance, efficiency, robot list of candidates, students, workers

Draw It:

Exemplars:

Partners:

Kevin, Pat, Debbie

Using Peer Support Specialists and/or mentors to support job seekers + those employed

Idea Name:
Peer + Mentor Support —

Insight + Persona Addressed:
Work-Life Negotiator

How does it work?
Builds relationships w/ others that they can learn from model like Big Brother/Big Sister

User Benefit: Builds relationships
Builds support system for client
Achieving a sustainable/balanced lifestyle

Workforce/Service Provider Benefit:

Draw It:

Exemplars:

Partners:

Idea Name:

Use Stories + understanding

How does it work?

Educate employers to understand + create empathy

Encourage opportunities to share
Capitalize on past

Draw It:

Listen

I hear you

Insight + Persona Addressed:

Affirming whole identity + Driven Planner

User Benefit:

Builds Confidence

Creates understanding

Workforce/Service Provider Benefit:
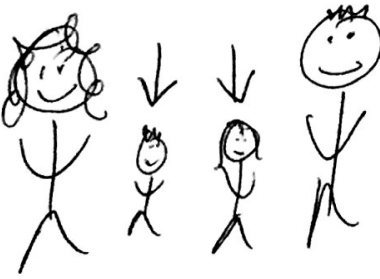
Exemplars:

Partners:

*How might we: help job seekers develop "grit?"

Idea Name: start in preschool

Insight + Persona Addressed: Working for well-being + disoriented explorer #4

How does it work? long-term: Kids need to begin developing grit to avoid becoming the "disoriented explorer" "stick-to-itaveness".

User Benefit: developing early will help avoid pitfalls.

Workforce/Service Provider Benefit: better prepared generations later— easier to direct

Draw It:

Exemplars:

Partners: early childhood