DOCUMENT RESUME

ED 462 554		CE 082 935

TITLE	The Customer Flow Toolkit: A Framework for Designing High Quality Customer Services.
INSTITUTION	New York Association of Training and Employment Professionals, Albany.; New York State Dept. of Labor, Albany.
PUB DATE	2001-09-00
NOTE	54p.; Also developed by the New York State Department of Labor Customer Flow Work Team.
AVAILABLE FROM	For full text: http://www.nyatep.org/CustomerFlowtk.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Assessment Centers (Personnel); *Caseworker Approach; Coordination; *Counselor Client Relationship; Federal Legislation; *Human Services; Job Placement; Job Search Methods; Models; Needs Assessment; Public Relations; *Referral; State Agencies; Statewide Planning; Systems Approach; Total Quality Management; Worksheets
IDENTIFIERS	Customer Services; New York; *One Stop Centers; Workforce Investment Act 1998

ABSTRACT

This document presents a toolkit to assist staff involved in the design and development of New York's one-stop system. Section 1 describes the preplanning issues to be addressed and the intended outcomes that serve as the framework for creation of the customer flow toolkit. Section 2 outlines the following strategies to assist in designing local customer flow processes: (1) convene a local work team; (2) define the local one-stop system's access points; (3) develop a customer flow model (develop customer flow at the initial point of contact, customer flow for referral to initial services, customer flow for referral to additional services, and continuous improvement activities); and (4) implement the new customer flow procedures. Section 3 is a compendium of promising practices that are currently being applied in local one-stop centers and systems to promote effective customer flow. Section 4 lists the members of the broad-based work team involved in development of New York's customer flow model. Three figures, nine worksheets, and numerous tips are provided throughout the toolkit. The following items are appended: (1) seven key principles of the Workforce Investment Act; (2) a standardized protocol for determining customer needs; (3) customer examples; and (4) examples of customer flow models. (MN)

The Customer Flow Toolkit:
A Framework for Designing High Quality Customer Services

Developed by:

New York Association of Training and Employment Professionals (NYATEP)
and
The New York State Department of Labor Customer Flow Work Team

Funded by a Grant From:

The New York State Department of Labor

September, 2001

The Customer Flow Toolkit

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Forward: A Letter to Policy Makers

August 2001

Dear Workforce Investment Policy Maker,

Designing a customer flow process that is responsive to customers is a critical challenge faced by many local one-stop centers. A diverse group of practitioners, most of whom work directly with one-stop customers, was convened by the Department of Labor and the New York Association of Training and Employment Professionals (NYATEP) to develop **The Customer Flow Toolkit: A Framework for Designing High Quality Customer Services.**

Customer choice is the foundation of an effective customer flow; the goal is to help customers access the one-stop services they want and need as quickly and easily as possible. Each local one-stop center is unique, and, as such, we recognize that no one customer flow process will fit all situations. We strongly believe, however, that there are guiding principles that should drive the development of a quality customer flow process.

Local practitioners need your help to ensure that a quality process is designed, implemented and continually monitored for improvement opportunities. As a policymaker, you can play a critical role:

- Reinforce a clear vision of customer focused services
- Empower local one-stop operators and staff, including partner agency staff to make services flow in a way that works best for the customer
- Standardize the collection of customer feedback at each point of service so that real data is available to guide continuous improvement efforts in all centers

Implementing the customer flow design framework recommended in this Toolkit will be a challenge, but we believe this approach will streamline and improve customer access to services in your one-stop centers.

If your local Workforce Investment Board or other local leaders and policymakers would like to learn more about the Customer Flow Toolkit, members of our team are available to make a brief presentation. You can arrange this by contacting Isabelle Andrews or Russ Simon at NYATEP by phone (518-465-1473) or e-mail (iandrews@nyatep.org).

Thank you for your interest and we look forward to meeting with you in the near future.

Sincerely,

The Customer Flow Work Team

Introduction to The Customer Flow Toolkit

A: Overview

"Customer flow" refers to the way customers move through systems and receive services. For the purposes of the workforce development system, and one-stop centers in particular, "customer flow" refers to the many ways customers can gain access to services: the many pathways by which they can "flow" throughout the system, starting with the initial request for services and continuing until the customer's goals are attained. Effective customer flow depends on customer choice. The customer should have clear options and convenient, timely access to services that lead to positive results and high customer satisfaction.

In a system that is supported, delivered and regulated by numerous providers, programs and funding streams, seamless and productive customer flow doesn't just happen. It must be deliberately designed and managed, and continuously improved, to accommodate the multiple and changing needs and wants of the customer. Designing customer flow requires a methodical cycle of *ongoing...*

- **Analysis** of the full array of customers' needs and wants
- **Articulation** of the many pathways by which the system and services can be accessed
- **Organization** of the system and center infrastructure to accommodate identified needs, and
- **Evaluation** and reorganization (continuous improvement) to be responsive to changing needs.

Guiding Principles for Workforce Development Customer Flow

It is recommended that the following principles be accepted as the foundation for design of an effective customer flow model:

- The customer is defined as *jobseekers and businesses.*
- The bottom line is *convenience and quality* for the customer.
- The designers adopt the *perspective of the customer* at all times.
- *Partners work together* in designing and continuously improving customer flow.
- The flow affords *access to all services* of the one-stop center and system (in the one-stop center as well as off-site).
- *Continuous improvement* is integral to the customer flow design process.

The Customer Flow Toolkit provides a framework for deliberately designing customer flow according to these principles.

The Toolkit's intended audience includes:

- Staff from agencies and organizations in the local one-stop centers who are involved with the design and development of the one-stop system; and

- Staff who support the local workforce investment boards.

The Toolkit is organized into the following sections:

Section I: Before You Start –
A succinct description of the pre-planning issues to be addressed, and the intended outcomes that serve as the framework for the creation of the toolkit.

Section II: Strategies for Designing Customer Flow –
Strategies to assist you with designing your local customer flow process.

Section III: Promising Practices in Designing Customer Flow –
A compendium of promising practices currently being applied in local one-stop centers and systems to promote effective customer flow.

Section IV: The Customer Flow Work Team –
A list of the members of this broad-based work team, representing staff from five local areas, as well as state-level staff from the Department of Labor and the New York Association of Training and Employment Professionals.

In addition, there are **Appendices** that provide further background information and examples related to customer flow.

B: Background

Propelled by economic trends and best practices in business, the "one-stop" model is fast becoming the prevailing approach to providing goods and services to customers in the general marketplace and in workforce development service delivery across the country. One-stop systems focus on convenience and quality for customers, and are designed from the perspective of the customer. Recognizing the benefits of such an approach, Congress took sweeping action to reform federal workforce development legislation formally establishing a one-stop service delivery system.

In August 1998, the Workforce Investment Act (WIA) was signed into law, repealing the Job Training Partnership Act (JTPA) and replacing its services with programs authorized under Title I of the Act. WIA also amended the Wagner-Peyser Act (which governs State Employment Service programs) and amended the Adult and Family Literacy Act in Title II, and the Rehabilitation Act in Title IV.

One-stop delivery of services through locally negotiated one-stop centers and one-stop systems, involving a broad range of programs and funding sources, is the centerpiece of the new system. Unlike the one-stop grants that preceded it, which encouraged collocation and collaboration of programs, the new legislation *requires* that many federally funded programs participate in locally established, customer-driven one-stop initiatives. The preamble to the WIA final rule, published in August 2000, states that:

> The cornerstone of the new workforce investment system is One-Stop service delivery which unifies numerous training, education and employment programs into a single, customer-friendly system in each community. The underlying notion of One-Stop is the coordination of programs, services and governance structures so that the customer has access to a seamless system of workforce investment services. We envision that a variety of programs could use common intake, case management and job development systems in order to take full advantage of the One-Stops' potential for efficiency and effectiveness. A wide range of services from a variety of training and employment programs will be available to meet the needs of employers and job seekers. The challenge in making One-Stop live up to its potential is to make sure that the State and Local Boards can effectively coordinate and collaborate with the network of other service agencies, including TANF agencies, transportation agencies and providers, metropolitan planning organizations, child care agencies, nonprofit and community partners, and the broad range of partners who work with youth.

For the one-stop system to be customer-friendly, the flow to and from all of its services must be customer-friendly. Consistent with the broad scope of the legislation, this Toolkit addresses customer flow from the customer perspective rather than viewing it from the perspective of the individual program or funding source. This means offering all customers choices among all of the system's services.

It includes recognizing that programs exist for the purpose of offering services to customers, and that it is the customer who chooses the service, not the program that chooses the customer. Having said that, we recognize that some customers – unemployment insurance, welfare and food stamps recipients – are mandated to report for certain program services. While these "mandated" customers are required to participate in activities as a condition of receiving benefits, they too have choice in accessing services, the most basic of which is to choose to comply with program requirements or experience the consequences of not complying. More importantly, these customers should have available to them the full range of services offered through the one-stop system, not just the services that they are required to participate in.

It also includes designing access to more than just WIA Title I programs. While the process addressed here does apply to Title I, the larger concern is how to develop a customer flow that meets customers' needs regardless of what program provides the service. This Toolkit will help local areas meet that challenge.

Above and beyond statutory requirements, effective customer flow is good business. Customers want and need clear options, convenient and timely access and positive results. A good customer flow design is organized so that customers receive services when and where they want and need them. It avoids the problems that customers typically experience when the design is not customer-driven:

- Multiple, duplicative registration processes due to lack of a standardized method among all partners.
- Not receiving all the services for which they are eligible because system partners don't know or don't offer all one-stop services to all eligible customers.

- Duplicative paperwork, processes and services because partners are not working together to provide seamless services.
- Perceived delays in system response to their immediate needs.
- Receiving services in physical locations that don't offer seamless access at the center or at partners' sites.
- Referral to services through a variety of inconsistent processes that are program-driven, not customer-driven.
- Inaccurate or incomplete advice about service options because staff don't have all the necessary information (especially at the initial point of contact).
- Lack of access to services when and where they want and need them because the flow design is not customer-driven.

The principles and tools identified in this Toolkit are intended to support a design process that will result in a one-stop customer flow that is free of these problems.

USING THE CUSTOMER FLOW TOOLKIT

Undertaking a comprehensive redesign of customer flow is a daunting task. Although the Customer Flow Toolkit strives to offer a practical, step-by-step framework, some may be intimidated by the scope of work required to design a customer-focused customer flow. As you review the Toolkit, remember that –

1. **You are not in this alone.** You will need a team to accomplish your goal.
2. **The Toolkit presents a framework for a process.** Your team will need to work through the process a step at a time, not all at once.
3. **You and your team need to commit to the process over the long haul.** It takes time to design and implement a new approach.
4. **The road to continuous improvement has no end.** Once you commit to continuous improvement (in this or any other undertaking), you commit to an ongoing process of evaluating what works and what needs to be changed, and making adjustments to improve your design.
5. **Effective customer flow will benefit all customers and stakeholders in your local system:** Jobseekers, businesses, partner agencies and staff at all levels within your system.

Section I: Before You Start

In addition to adopting the design principles outlined in the Introduction, there are a number of prerequisites and outcomes for designing customer flow that the partners in each local area will want to carefully consider and address before they move forward with creating their customer flow process.

A: Prerequisites

Prior to design and implementation of the customer flow process, the following core features of the one-stop system must be defined:

- Number and profile of customers to be served in the local one-stop system.
- Comprehensive list of services to be offered in the full service one-stop centers, the affiliate sites and other community locations and the services delivered at each major point of contact within the one-stop centers and the affiliate sites.
- Staffing of one-stop centers (e.g., shared responsibility for coverage or shared costs for coverage of common areas and services).

B: Outcomes

Using the customer flow design framework will result in the following six outcomes that support the guiding principles of the Workforce Investment Act:

1. One-stop centers that, through the use of customer data and feedback, design a flow process that is responsive to customer wants and needs.
2. Customers receive seamless services from the center because partners work together to design a flow that provides access to all one-stop services.
3. Customers receive streamlined services because local customer flow decisions support service integration and elimination of unnecessary duplication of services.
4. Customers have easy access to all partners' services because customer-driven, efficient referral and assessment processes (including initial assessment) are in place.
5. Customers benefit from continuous improvement of the customer flow process based on their evolving wants and needs.
6. Customers achieve greater success (job retention, skill upgrades/credentials, and increased earnings) because the customer flow process promotes efficient, effective access to all pre-employment and post-employment services.

TIP

While this Toolkit focuses on customer flow for jobseekers, an equally deliberate process must be undertaken for business customers.

Section II: Strategies for Designing Customer Flow

This section of the Toolkit outlines four strategies that local one-stop teams can use to develop customer flow to meet the needs and requirements of the customer groups that are served in local one-stop systems. These strategies combine to form a comprehensive process for local one-stops to use to deliver efficient, customer-driven services.

The four Strategies are:

1. **Convening Your Local Work Team**
2. **Defining Access Points of the Local One-Stop System**
3. **Developing a Customer Flow Model**
   - **Step One: Developing Customer Flow at the Initial Point of Contact**
   - **Step Two: Developing Customer Flow for Referral to Initial Services**
   - **Step Three: Developing Customer Flow for Referral to Additional Services**
   - **Step Four: Developing Continuous Improvement Activities**
4. **Implementing New Customer Flow Procedures**

It is recommended that the strategies be used in the sequence presented in the Toolkit, since they build upon each other. For example, it would be difficult to design customer flow at the initial point of contact if service access points had not yet been determined. It is recognized, however, that some local areas may have completed some of the initial strategies and may be ready to begin designing the flow process (Strategy Three). If your local customer flow work team does choose to begin with Strategy Three, you should review the initial strategies to make sure you have addressed all of the associated tasks.

Although some local areas have developed customer flow for WIA Title I programs (examples of WIA Title I flow charts are included in Appendix D), the Toolkit Work Team believes it is necessary to develop customer flow for all one-stop services to ensure customer access to the broadest range of services possible. Expanding the design of customer flow beyond WIA Title I services will help staff provide comprehensive services to each customer using uniform procedures across the system. Local areas are encouraged to expand or modify their Title I customer flow models while designing customer flow that maps how customers can obtain information about and gain access to all of the services offered in their one-stop systems.

Toolkit Worksheets

To provide local work teams with hands-on guidance, worksheets have been prepared for each of the four Strategies. **The full series of worksheets can be found at the end of this section on pages 19 through 28.** They can be pulled from the document and used in the course of executing each Strategy.

Strategy One — Convening Your Local Work Team

The first step in designing customer flow is to convene a customer flow work team. Use **Worksheet 1: Getting Ready to Design Customer Flow Checklist** on page 19 to launch the customer flow design project.

> **TIP**
>
> A practical approach to forming work teams to design products and processes such as customer flow can be found in ***Establishing a Partnership and a Local Partners Table***, published by NYATEP and Strumpf Associates, available through NYATEP at www.nyatep.org in the Publications section.

At the first meeting, the local customer work team leader must clearly define the parameters of the design project. **Worksheet 2: Team Leader Checklist** on page 20 will help the team leader prepare for and conduct this meeting.

Strategy Two — Defining Access Points of the Local One-Stop System

To build a customer-driven system that is responsive to customers' requests for services, it is critical that the local one-stop system partners know where services are provided and how to refer customers to them. Strategy Two involves:

1. Defining the various access points by which customers gain entrance into the system's services, and
2. For each access point, identifying the services that are available and describing how customers are referred there.

This information will then be used to determine how to streamline and standardize the customer flow from one access point to another.

Use **Worksheet 3: Defining Access Points** on page 21 to capture information on each access point. Instructions and an example accompany the worksheet on page 22. Completing **Worksheet 3** will help the customer flow work team understand what services are being provided in which locations.

Strategy Three

Developing a Customer Flow Model

To develop an effective customer flow, the work team must first break down the entire sequence of customer contacts with the one-stop system, from a customer's initial request for services through the point when the customer's goals are attained and/or when the customer stops participating in one-stop programs and services. Therefore, the third strategy involves:

1. Adopting a model that shows the steps of a customer's progression throughout the system
2. Developing the flow for each step in the model

1. Adopting a Customer Flow Model

The Toolkit Work Team recommends the use of the four-step Customer Flow Model presented below (**Figure 1**). The Toolkit uses this model on the following pages to provide guidance to local teams in mapping customer flow and creating standardized procedures and protocols for each of the four steps in the process. The four steps are:

Step One: The customer's initial point of contact with one-stop system services (informational materials or staff contact)

Step Two: The point at which the customer chooses one or more initial services

Step Three: The point at which the customer chooses additional service(s)

Step Four: The point during or after each service at which customer satisfaction data is gathered and used to make improvements in services

Flow Chart TIP

Use a □ to map "processes"

and a ◇ to map "customer decision points."

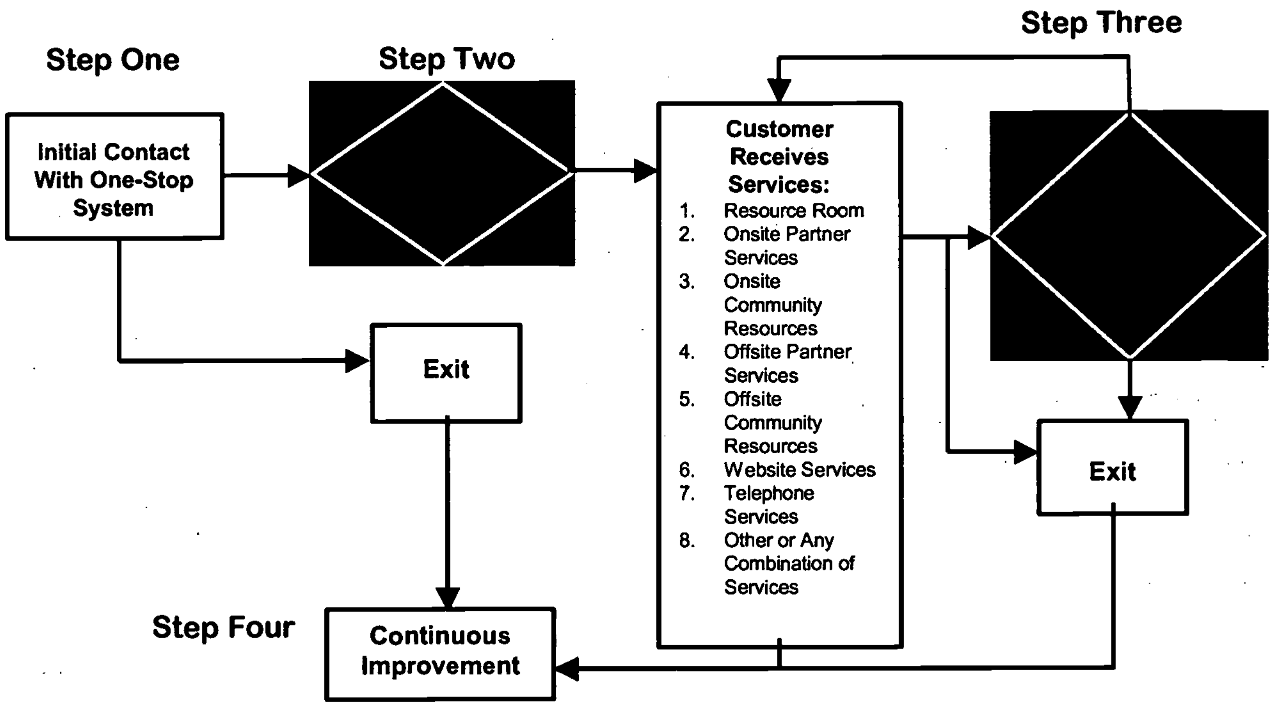

Figure 1: A Customer Flow Model

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2. Developing Customer Flow for Each Step

With the information developed in Strategy Two, Defining Access Points (**Worksheet 3**), the team can develop the customer flow process in a way that allows customers to self-define their access to services (e.g., choice of services, location of services, order of services – including linear or simultaneous access when possible, etc.). This information will support the team's development of:

- **Information Standards**
  a. A list of the minimum amount of information to be disseminated at each access point, and
  b. Protocols to standardize how information is communicated so that all customers receive the same message no matter where they get information.

  Note: WIA legislation requires the provision of information about all partners' services and community resources at each access point. Each local customer flow team will need to define "information about services and resources" and ensure that the information is disseminated consistently at all access points.

- **Initial Contact Procedures** – Standardized procedures for the receptionist/greeter/front desk staff in all locations to move customers to all services they want and need (based on eligibility requirements as appropriate).

- **Resource Room Products and Services**
  a. A list of minimum standardized services offered in all resource rooms, as well as a list of the unique services provided in each resource room.
  b. A list of the minimum resources that should be available in each of the resource rooms to ensure consistency across the local area.

- **Referral Procedures**
  a. Standardized procedures for referring customers *to staff-assisted services* from initial point of contact and the resource room. Local MOUs include some information regarding the referral process among partners. The customer flow work team will want to build on this information to standardize and streamline the referral process.
  b. Standardized procedures for referring customers *to phone services* offered in the one-stop system.

PROTOCOLS and PROCEDURES

Throughout the Toolkit, reference is made to "protocols" and "procedures". A **protocol** is a set of rules of appropriate action or behavior in a particular situation. A **procedure** is an established method for doing something (such as carrying out a protocol.)

Strategy Three: Step One — Developing Customer Flow at the Initial Point of Contact

In the first step of developing a customer flow model, the local work team will create customer-driven processes customers can use to obtain services they want and need. Initially, one-stop customers may be exposed to one-stop services in one of two ways: through informational materials about the one-stop services (brochures, posters, websites, etc.) or through contact with a staff person. To ensure that the content and delivery of the information motivates the customer to seek the system's services, the work team will want to develop processes and protocols for both of these initial methods of contact.

Initial Contact through Informational Materials

Since some customers will choose one-stop services based on the informational materials that are available, the work team will need to review and revise current materials and information dissemination practices and make sure there are protocols to continuously improve them in the future.

> **TIP**
> Remember to sell the benefits of the one-stop services with **WIFC – "What's in it for the customer."**

Some tips for evaluating the current situation, in terms of the kinds of information and the way it is disseminated, are provided on **Worksheet 4: One-Stop Information Checklist** (page 23). The team should refer to the entries they made in the "information" column on **Worksheet 3: Defining Access Points** (page 21), in completing **Worksheet 4**.

To ensure the consistent dissemination of informational materials to all customers on an ongoing basis, **protocols might include**:

1. Definition of the "minimum" requirements for informational materials provided at each access point
2. Criteria for designing the informational materials
3. Procedures for updating the informational materials
4. Procedures for replenishing the informational materials in all one-stop and community resource locations

Initial Contact through Staff

Because customers may access one-stop services through contact with a variety of staff (i.e., front desk staff, partner staff, resource room staff, or community resource staff), local work teams will want to create customer flow charts for staff, delineating each of the ways customers can access services from their initial contact with the system. For example, the customer flow in **Figure 2** below depicts what might happen as customers enter the comprehensive one-stop

> **REMINDER**
> **All staff** will need a comprehensive list or database of all services offered in the one-stop system. Many local areas have created a matrix of services, including contact information, that staff use to help customers choose appropriate services. The Finger Lakes Area has created a comprehensive staff handbook used by staff from all service providers. See **Section III** for more information.

system.

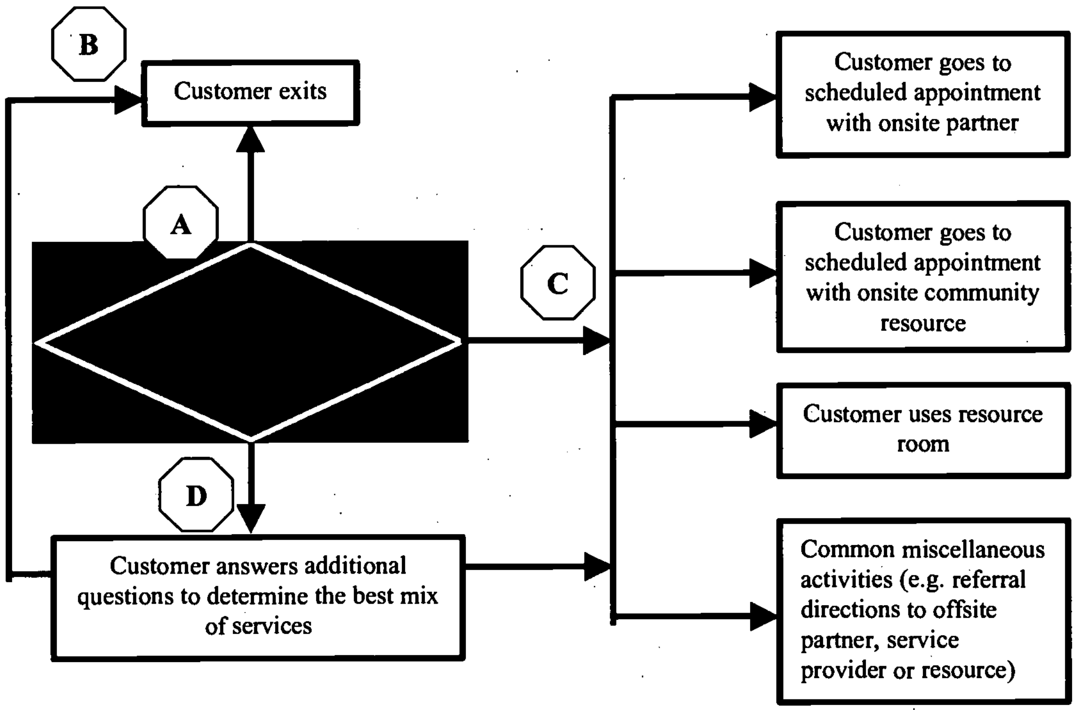

Figure 2: Entry into the Comprehensive One-Stop Center

In the example in **Figure 2**, the customer enters the center **(A)** and chooses one of three options: **(B)** leave without accessing services, **(C)** meet with partner or community resource staff for a scheduled appointment, use the resource room, or participate in miscellaneous activities, or **(D)** answer additional questions to clarify wants and needs.

Once the work team has defined all the customer's initial customer flow options, they will want to create standardized protocols and establish procedures for each option. The protocols and procedures for the customer flow depicted in **Figure 2** would be:

> **TIP**
>
> For standardized protocols to be effective, staff must be trained in **"why"** to use them as well as **"how"**.

Point A **Customer enters the one-stop and describes reason for visit**
Standardized list of questions to determine the reason the customer has entered the comprehensive one-stop center.

Point B **Customer exits**

1. Protocol for giving information about one-stop services to customers who decide that the one-stop system cannot meet their immediate needs and choose to exit.
2. Protocol to determine satisfaction of individuals choosing to leave without obtaining services.

TIP
See an example of a standardized protocol adapted from the Orange County Career Assessment Checklist in **Appendix B.**

Point C **Customer has scheduled appointment, uses the resource room or engages in a miscellaneous activity**

1. Protocol for helping customer get to scheduled appointments onsite (with partners and community resources).
2. Protocols for sending customers to resource room (e.g., one-stop center registration if needed before accessing the resource room).
3. Protocol for most common miscellaneous activities.

Point D **Customer answers additional questions to determine best mix of services**

Standardized list of questions for front desk staff to use to help customers without clear objectives define what they want and need.

TIP

To make sure the customer flow, protocols and procedures are customer-driven, the work team should ask the following questions at each step during the design process:

1. **How does this step benefit the customer?**
2. **What potential problems or concerns does this step present for the customer?**
3. **How does this step involve partners: is it focused on a "program" or a "service"?**
4. **How could this step be improved to be more customer focused?**

Strategy Three: Step Two

Developing Customer Flow for Referral to Initial Services

To help customers access all appropriate services, staff working with customers at the initial point of contact must know all the possible places they can be referred. This includes knowing what the full range of services are, who provides the services, and where the services are provided. For this step in Strategy Three, the local customer flow work team will want to:

1. Identify all of the specific services a customer could access at this point, and
2. Create the protocols and procedures that staff will use to make the referrals to these services. Refer to the information you have entered on **Worksheet 3: Defining Access Points**, as well as your local MOUs, to help capture this information.

An example of the flow at this step in the model is illustrated in **Figure 3** below.

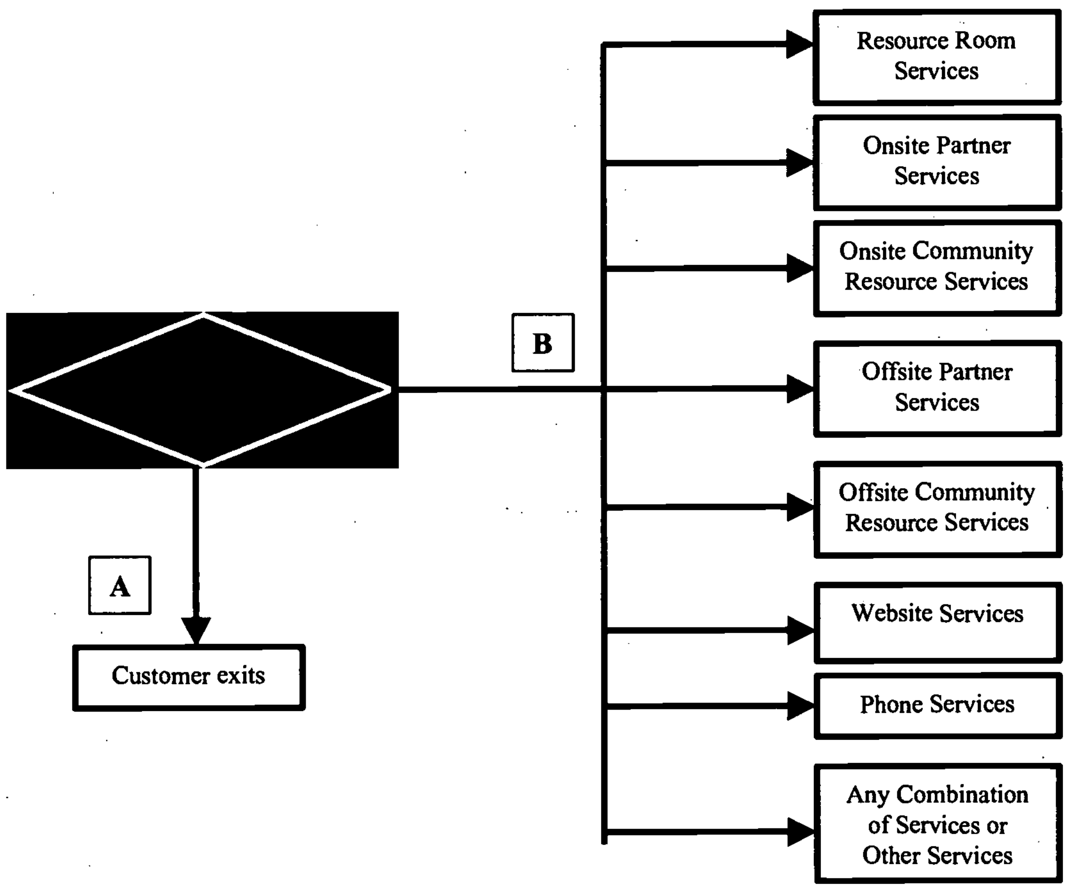

Figure 3: Referral to Initial Services

1. Identify Specific Services

The local customer flow work team will want to identify the full menu of services offered in each category of service for each access point in **Section B of Figure 3**; for example, listing all of the services available in the Resource Room, and identifying the contact person for each service. **Worksheet 5: Menu of Services** on page 24 can be used to develop this inventory.

2. Create Referral Protocols and Procedures

To complete this step, the local customer flow team will want to create standardized protocols and establish procedures for referring customers to the services they choose. Building on the work done in Step One, the protocols and procedures for the customer flow example depicted in **Figure 3** would be:

Point A **Customer Exit Protocols**

1. To give information about one-stop services to customers who decide that the one-stop system cannot meet their immediate needs and choose to exit.
2. To determine satisfaction of individuals choosing to leave without obtaining services.

Point B **Customer Chooses Service(s) – Protocols to ...**

1. Refer customers to the resource room
2. Refer customers to onsite partner services
3. Refer customers to onsite community resource services
4. Refer customers to offsite partner services
5. Refer customers to website services
6. Refer customers to phone services
7. Refer customers to multiple services (e.g., determine order, case management responsibilities, tracking of customer and customer outcomes)
8. Share information about customers and services they receive while maintaining customer's confidentiality
9. Determine customer's satisfaction with services

> **TIP**
>
> Whenever possible, create protocols and procedures that can be used in all steps of the customer flow process.

Strategy Three:
Step Three

Developing Customer Flow for Referral to Additional Services

As the customer accesses services, it is important that protocols and procedures be in place to assess whether the services are meeting the needs of the customer and whether additional services are needed. In this step of the customer flow process, the customer will choose to exit the one-stop services or to receive additional services. The local customer flow work team will want to identify any customer needs or issues that might arise at this point **that are different** from those addressed in Step Two, and make adjustments accordingly:

1. Review and revise as necessary **the customer flow** that was established in Step Two.
2. Review and revise as necessary **the protocols** that were established in Step Two.
3. Create new protocols as needed to **supplement the existing protocols.**

Strategy Three:
Step Four

Developing Continuous Improvement Activities

Continuous improvement of the customer flow process is an ongoing activity. Measuring customer satisfaction at each point of contact with the system should be built into the customer flow model. The local work team will want to be familiar with the **eight principles of quality** listed below and use them to guide their decisions. **The eight principles are:**

1. **Be customer-focused.**
   Establish a formal process for collecting customer feedback at regularly established intervals using several methodologies (e.g., surveys, focus groups). Use an informal process for collecting customer feedback on a weekly or biweekly schedule (e.g., ask participants how satisfied they are immediately following the delivery of a specific service, record their responses, and look for trends.)

2. **Focus on improving the service delivery system and the service delivery process.**
   Fix what is most important to the customer across systems.

3. **Do the right thing the first time.**
   Emphasize quality and develop continuous improvement strategies to improve accuracy and efficiency.

4. **Make data-driven decisions and use structured problem-solving methodologies.**
   Use data, not opinions to make decisions. Use the same problem-solving methodologies across the system.

5. **Measure the effectiveness of the improvement efforts.**

Define baseline performance and report improvements as a result of the continuous improvement effort.

6. **Involve everyone.**
   Ask individual and business customers to help you improve services or processes. Encourage front-line staff to initiate continuous improvement efforts. Define and explain "empowerment" for each level of staff.

7. **Communicate with and provide training to staff, board, and partner agencies.**
   Build systems to share information with all partners. Develop methodologies to cross-market the system to all customers (e.g., an inter-agency brochure for job seekers). Develop a plan to cross-inform and cross-train staff to build the capacity to offer seamless service delivery.

8. **Build leadership at all levels of the system.**
   Develop a shared vision, mission, values and goals. Hold everyone accountable for contributing to continuous improvement efforts. Treat staff as a valued customer in the system. Celebrate successes. Publish the results of each continuous improvement effort. Promote risk-taking and team work.

Local customer flow teams will want to determine how they will ensure the continuous improvement of customer flow within the one-stop system as an ongoing activity. **Worksheet 6: Continuous Improvement Checklist** on page 25 can be used to review or create a local strategy as part of the design process.

Additional Continuous Improvement Resources

The Workforce Excellence Network:
www.workforce-excellence.net

Malcolm Baldrige Criteria:
www.quality.nist.gov

TIP
Continuous Improvement Example

Recent customer surveys indicated that Orange Works Career Center customers felt they were waiting too long for individual appointments in the reception area, so the staff and supervisors made adjustments resulting in better scheduling practices and greater staff awareness of timeliness.

Strategy Four — Implementing the New Customer Flow Design

As with any new policy or program, the design and development phases are just the beginning. Implementation requires its own set of strategic actions. The final strategy of the customer flow process involves preparing to successfully implement the new customer flow process and related protocols. Careful planning, communication, and training of staff will help to anticipate and address issues before they become problems.

Planning for implementation involves deciding how to introduce the new model throughout the system and developing a process and schedule for rolling it out. The team should determine how much of a change the new design represents, who will be affected and how, what issues might arise, etc., and develop a course of action accordingly.

Communication also will be important to successful implementation. Everyone who will be affected, including WIB members and other stakeholders, customers and staff, should be kept informed about the change and its implications, corresponding to their level of interest. Staff are key players in ensuring successful implementation, and will require a well designed communication, orientation and training strategy.

The three **Staff Orientation Checklists (Worksheets 7 – 9)** on pages 26 through 28 should be used to prepare staff of all participating agencies for implementation by acquainting them with the new design, the intended implementation steps, and the continuous improvement measures that will be taken.

Worksheet 1: Getting Ready to Design Customer Flow Checklist

Review the following items to help you prepare for designing your customer flow process. If you answer "no" on any of these items, identify how the issues will be addressed by the work team.

	Yes	No
1. We have data that defines the needs of individual and business customers. Comments:		
2. We have an MOU that outlines the list of services to be offered in the comprehensive one-stop centers, affiliate sites, and community locations; the number of customers to be served; and the staffing plans for the one-stop centers. * Comments:		
3. All partners have agreed to participate in the customer flow design process. Comments:		
4. We have chosen a leader to champion the process and be responsible for achieving timely outcomes. Comments:		
5. All partners are represented on the customer flow work team. Comments:		
6. All levels of staff are represented on the work team – line staff, supervisors/ managers, and directors/administrators. Comments:		
7. We have defined the parameters of empowerment for the work team. Comments:		
8. We have created a project plan for the work team with due dates for deliverables clearly defined. Comments:		
9. We have defined how we will communicate to all staff from all partner organizations the start-up, the progress, and the completion of the work team's tasks. Comments:		

*** TIP:**
NEED HELP DEVELOPING A COMPREHENSIVE LIST OF SERVICES?

Consult the ***Services and Funding Toolkit*** at
www.wdsny.org or **www.nyatep.org/Toolkitindex.html**

Worksheet 2: Team Leader Checklist

At The First Meeting the Team Leader Will Want to Explain:

- ❑ The scope of the project including outcomes and a timeline
- ❑ The process to be used to determine customer flow including the option to use a neutral facilitator to manage the process as needed
- ❑ The amount of autonomy the work team will have
- ❑ The strengths of each team member and how these strengths will contribute to the final customer flow process
- ❑ How decisions will be made (consensus is recommended)
- ❑ The meeting schedule and expectations for participation of each team member
- ❑ How the project will be communicated to all staff during the project and after the project has been completed
- ❑ How the customer flow process will be continually improved over time

Worksheet 3: Defining Access Points

Where Services Are Delivered	What Services Are Delivered					
	Information About One-Stop Services	Receptionist/ Greeter/ Front Desk Services	Resource Room Services (self help and staff-assisted services)	Staff-Assisted Services (partner and community resources)	Phone Services	Website Services **
Comprehensive One-Stop Centers a. b. c. d.						
Affiliate One-Stop Centers a. b. c. d.						
Partner Offices a. b. c. d.						
Community Resource Organizations a. b. c. d.						
Website(s) * a. b. c. d.						
Other a. b. c. d.						

* "Website(s)" in column one refers to the website(s) that promote one-stop system services or provide linkages to the one-stop system website (if it exists).
** "Website Services" in column seven refers to services that are offered over the website (e.g., testing, assessment, labor market information).

Instructions for Completing Worksheet 3

1. Fill in the boxes in column one with specific information (name, address, phone/fax number) about all of the locations that serve as access points to your local one-stop services.

2. Fill in the boxes in columns two through seven with specific information about the services being offered in each location. This information will be used to complete Step Two of Strategy Three in the customer flow process. Use your local Memorandum of Understanding (MOU) to help you complete this task.

   Note that "phone services" refer to services that are accessed via phone such as Unemployment Insurance.

Worksheet 3 Example

Where Services Are Delivered	**What Services Are Delivered**					
	Information About One-Stop Services	**Receptionist/ Greeter/ Front Desk Services**	**Resource Room Services (self help and staff-assisted services)**	**Staff-Assisted Services (partner and community resources)**	**Phone Services**	**Website Services**
Comprehensive One-Stop Centers Westhill One-Stop Center	print, video, group/ind. orientation, tours	Standard Q's; info & ref for all services – on & offsite; scheduling & calendars of events	Library and database of jobsearch resources; internet; job bank; financial aid info; training provider info, local LMI, local performance data	All partner core services; counseling; workshops; eligibility; childcare referral; transport info; etc.	UI; appt schedul-ing; follow-up case mgmt	Info on services; self-assmt; schedul-ing service
Othertown One-Stop Center	Same as above	Same	Same + voicemail & email available	Same	Same	Shared website

Worksheet 4: One-Stop Information Checklist

TIP

Designate local workgroups to accomplish some of the customer flow tasks (e.g., review of the materials and determination of accessibility.)

- ☐ Information and materials are prominently displayed at all access points and are readily available to customers
- ☐ All materials contain current, accurate information
- ☐ All materials are designed to convey information that is useful and of value to customers
- ☐ All materials avoid unnecessary use of program jargon to describe services
- ☐ Information and materials are accessible to all customers (e.g., appropriate reading level and language options)
- ☐ Information and materials for **all** partners' services are available
- ☐ Information and materials about all community resources are available
- ☐ Information and materials clearly state where, when, and how customers can access services or obtain additional information
- ☐ Other:

Worksheet 5: Menu of Services

Resource Room Services

Service	Contact Person Information

On-Site Partner Services

Service	Contact Person Information

On-Site Community Resource Services

Service	Contact Person Information

Off-Site Partner Services

Service	Contact Person Information

Off-Site Community Resource Services

Service	Contact Person Information

Website Services

Service	Contact Person Information

Phone Services

Service	Contact Person Information

Worksheet 6: Continuous Improvement Checklist

Review the following items to help you design a continuous improvement strategy for the customer flow process in your local one-stop system. If you answer "no" to any of the items, identify how the issue will be addressed by the work team.

Activity	Yes	No
1. We have established protocols for gathering customer satisfaction data at each step of the customer flow process. Comments:		
2. We have established protocols for gathering customer satisfaction data from staff using the new customer flow protocols and procedures. Comments:		
3. We have established measures of success that we will track to determine the success of the new customer flow process and protocols. Suggested measures include: (1) reducing the time it takes to move from one service to another, (2) reducing duplication of services, (3) eliminating unnecessary paperwork, (4) increasing the amount of information customers have about the system's services, (5) increasing the number of services customers choose, and (6) decreasing the time it takes customers to meet their goals. Comments:		
4. We have adopted a model for a continuous improvement process, which will be used by all partners. At a minimum, this process includes: A. A team charged with overseeing the continuous improvement process B. Common instruments and methods for collecting customer feedback C. Customer data measured against the established measures of success (such as the ones included in number 3 above) D. A process to modify and improve services based on customer feedback data. Comments:		
5. We have determined how we will train staff on how to use the new protocols and customer flow process. Comments:		
6. We have created a process to keep staff informed of changes that will be made to the customer flow process and the related protocols. Comments:		
7. We have identified staff who will be responsible for monitoring the implementation/success of the customer flow process. Comments:		
8. We have created a schedule for reviewing the customer flow process and the related protocols during the next year (recommendation is at least every quarter). Comments:		

Worksheet 7: Staff Orientation Checklist
Customer Flow Design

Prepare staff in all agencies for the implementation of new customer flow by sharing the following information before you begin the design process:

- ❑ A description of the scope of the project including sponsorship and timelines.
- ❑ An introduction of the customer flow work team and an explanation of how team members were chosen (e.g., representative group of one-stop staff from all levels of all one-stop partner groups).
- ❑ An explanation of the reason for the customer flow project including the anticipated outcomes for the customers. Identify what's broken and needs to be fixed because of its importance to the customers.
- ❑ A description of how staff can share their ideas with the customer flow work team.
- ❑ An explanation of how the customer flow project will impact the system and individual staff. Make sure you identify what will stay the same as well as what will change.
- ❑ An explanation of how staff will be kept informed of the customer flow work team's progress.

Worksheet 8: Staff Orientation Checklist
Customer Flow Implementation Steps

Prepare staff in all agencies for the implementation of new customer flow by sharing the following information:

- ❑ An update of the project plan including the rollout schedule and the training schedule.
- ❑ A description of the new customer flow process and related protocols.
- ❑ A description of how staff will be trained to use the new customer flow process. All staff need to receive detailed information about the changes in business practice. Staff implementing the new process will need training on how to use the protocols and procedures.
- ❑ A description of how staff can share their concerns and problems with the implementation of the new customer flow. A description of how customer satisfaction data related to the new processes will be collected.
- ❑ A description of the continuous improvement process that will be used to make changes based on customer and staff input.

Worksheet 9: Staff Orientation Checklist
Customer Flow Continuous Improvement

Prepare staff in all agencies for continuous improvements after the implementation of customer flow by sharing the following information:

- ❑ An update of the implementation process including the successes and the failures.
- ❑ An update of feedback from staff and customers about the new customer flow process.
- ❑ A description of measurable changes in outcomes based on the use of the new customer flow process.
- ❑ A description of the additional changes that will be made including a timeline and a definition of how the additional changes will impact staff and customers.
- ❑ An explanation of how the overall system has improved based on the implementation of the customer flow.

Section III:
Promising Practices in Designing Customer Flow

Examples of customer flow design tools and real-life practices are described below. They are categorized as follows:

A. **Sample Protocols**
B. **Informed Customer Choice**
C. **Resource Room**
D. **Customer Satisfaction and Continuous Improvement**
E. **Referral Systems**
F. **Customer Tracking**
G. **Menu of Services**

In addition, sample customer flow designs from local areas are included in Appendix D. Further information is available either through the NYATEP website or the respective contact person.

A: Sample Protocols

Standard Customer Service Protocols – Orange Works

Description:
Written protocols and scripts for use by all staff at the one-stop center and affiliate sites to work with customers in person or on the phone, at various contact points in customer flow. See Appendix B for an adaptation of the Orange Works protocol.

Customer Flow Value-Added:
Ensures all staff create the atmosphere and cover the information needed to assist the customer in moving through the system.

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Answers to Commonly Asked Customer Questions

Tompkins County –

Description:
A resource for all partner staff outlining the most common questions and the correct answers; developed by a Partners Table staff-level design team created for this task.

Customer Flow Value-Added:
Ensures that all one stop staff provide consistent answers to the most frequently asked customer questions.

Contact: Debra Giordano
Tompkins County Workforce Development Center
Ithaca, NY
607-273-1913
dgiordano@tompkins-co.org

Oneida/Herkimer/Madison Working Solutions, Rome –

Description:
Most frequently asked customer questions about services and who to direct the customer to in the one stop.

Customer Flow Value-Added:
Customer can directly access services with minimal barriers.

Contact: Terry Humphries
Working Solutions – Rome
Rome, NY
315-337-7300

B: Informed Customer Choice

Information for Jobseekers - Rochester Works

Description:
Rochester Works jobseeker brochure introducing the one stop system and its services.

Customer Flow Value-Added:
Acquaints jobseeker with options for initial access to the system to address a variety of needs.

Contact: Carol Sims
Lifespan
Rochester, NY
716-244-8400, ext. 130
baxterl@frontiernet.net

Orientation Manual – Town of Hempstead, The DOOR

Description:
Manual used by one-stop and partner agency staff for customer orientation to the one stop center; includes universal information about the system at all points of access.

Customer Flow Value-Added:
Clear, consistent information is given to customers about the services of the local system.

Contact: Edward Kenny
Town of Hempstead Department of Occupational Resources
Hempstead, NY
516-485-5000
ekenny@universalresources.nassau.ny.us

Marketing to Businesses

Rochester Works –

Description:
Rochester Works business customer information packet introducing and detailing the one stop system and its services.

Customer Flow Value-Added:
Acquaints businesses with services available from the workforce development system and options for access the system to address a variety of needs.

Contact: Carol Sims
Lifespan
Rochester, NY
716-244-8400, ext. 130
baxterl@frontiernet.net

Tompkins County –

Description:
PowerPoint presentation outlining the services that are available to business customers in the one stop center.

Customer Flow Value-Added:
Acquaints businesses with services available from the workforce development system and options for accessing the system to address a variety of needs.

Contact: Debra Giordano
Tompkins County Workforce Development Center
Ithaca, NY
607-273-1913
dgiordano@tompkins-co.org

InfoCenter Electronic Display System - Yonkers

Description:
Electronic information display located in the lobby of the one-stop center, provides automated listing of all one-stop services; communicates multiple messages in a short time; can be changed daily using keyboard or computer.

Customer Flow Value-Added:
Acquaints jobseeker with up-to-date listing of options and schedules for services and activities.

Contact: Felix Rivera
NYSDOL
Yonkers, NY
914-965-9500
usafmr@labor.state.ny.us

Events Calendar – Orange Works

Description:
Monthly calendar of events and activities, provided to staff and customers, updated frequently; reverse side lists services and contact information.

Customer Flow Value-Added:
Acquaints jobseeker with options and schedules for services and activities.

Contact: Marie Minichino
NYSDOL
Newburgh, NY
845-568-5324
usemm1@labor.state.ny.us

Staff Handbook – Finger Lakes

Description:
"Marketing and Account Support Handbook for Service Providers," a reference binder for all partner staff, providing basic information on the local one-stop system, directory of partner agencies, service and program descriptions, funding sources, and agency and staff contact information. Updated frequently.

Customer Flow Value-Added:
Staff can provide customers with accurate, up-to-date, comprehensive information about the one-stop system and help them make informed choices on the services they will receive and how they will access those services.

Contact: Karen Springmeier
Finger Lakes Workforce Investment Board
Canandaigua, NY
716-396-4028
karen.springmeier@co.ontario.ny.us

Career Assessment Checklist – Orange Works

Description:
One-page, 10-question checklist for jobseeker customer to identify needs and wants in order to determine next steps in the center/system. Provided in English and Spanish.

Customer Flow Value-Added:
Helps customer articulate needs and wants to move quickly through the initial contact with the center/system.

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Service Identification Form – Oneida/Herkimer/Madison Working Solutions, Rome

Description:
Simple, pre-assessment form to identify customer wants and needs for services provided in the one stop and elsewhere.

Customer Flow Value-Added:
Helps customer articulate needs and wants to move quickly through the initial contact with the center/system.

Contact: Terry Humphries
Working Solutions – Rome
Rome, NY
315-337-7300

Self-Help Orientation to the One-Stop

Finger Lakes and **Tompkins County**

Description:
PowerPoint presentation for jobseekers describing range of services and activities available at the one-stop center

Customer Flow Value-Added:
Acquaints jobseeker with services and options.

Contact: Bob Friefeld
Ontario County Workforce Development
Canandaigua, NY
716-396-4020
robert.friefeld@co.ontario.ny.us

Debra Giordano
Tompkins County Workforce Development Center
Ithaca, NY
607-273-1913
dgiordano@tompkins-co.org

Worksource, Kitsap County, Washington –

Description:
PowerPoint presentation describing the range of jobseeker and employer services available at the one-stop center, where they are situated and how to access them.

Customer Flow Value-Added:
Acquaints jobseeker and employer with services and options and gives them a brief roadmap for accessing them.

Contact: Worksource, Kitsap County
Bremerton, WA
360-337-4720

C: Resource Room

Self-Service Job Search Guide – Orange Works

Description:
Orange Works Career Center "Nine Easy Steps to Your Next Job" handout for jobseekers, describing resource room services to help find a job, as well as additional services available through the center and system.

Customer Flow Value-Added:
Acquaints customer with job search services and supports available at the resource rooms in the three one-stop locations; and provides step-by-step guidance in accessing those services.

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Jobseeker Customer Satisfaction Survey – FMS Workforce Solutions

Description:
Brochure/questionnaire to find out how the system is doing from the customer's perspective and to help further define customer needs. Results are evaluated periodically by a team of one-stop partner representatives, and changes are made accordingly.

Customer Flow Value-Added:
Data on customer needs and wants informs how customer flow is designed and improved.

Contact: Kristin Petrecky
Workforce Solutions Center
Amsterdam, NY
518-842-3676
krissyp323@hotmail.com

Jobseeker Survey – Orange Works

Description:
Brief survey with 3 questions and space for open-ended comments, color-coded for each point in the customer flow. Administered one week per month (selected randomly), at each point in the customer flow, using standardized protocol. Continuous Quality Improvement team reviews results at end of week and makes adjustments in customer flow accordingly.

Customer Flow Value-Added:
Small size (4" X 6") and brief format improve chances form will be completed. Data on customer needs and wants informs how customer flow is designed and improved.

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Customer Window Survey – Town of Hempstead, The DOOR

Description:
Instrument adapted from the Simply Better Customer Survey, depicting customer satisfaction with, as well importance of, career center products.

Customer Flow Value-Added:
Easy to fill out, two-page survey, used by all partners in the one stop center to modify and improve services based on customer feedback.

Contact: Edward Kenny
Town of Hempstead Department of Occupational Resources
Hempstead, NY
516-485-5000
ekenny@universalresources.nassau.ny.us

Center Referral Guide – Orange Works

Description:
Brief form to track where the customer is coming from, who is sending them and why (what services the customer needs).

Customer Flow Value-Added:
Standardized and brief (4" X 6") referral form ensures efficiency; uniform process ensures customer's movement from one location/partner to another, offering convenience and results for the customer.

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Referral/Tracking Forms for Customers / Profiled Claimants – Finger Lakes

Description:
One-page forms to refer customers among partners and track results of referrals. Separate forms for referring DOL-profiled claimants and other jobseeker customers; one form for feedback on profiled claimants.

Customer Flow Value-Added:
Standardized referral forms ensure efficiency; uniform process to provide referral and outcome information offers convenience and results for the customer.

Contact: David King
Finger Lakes One-Stop
Geneva, NY
315-789-1771

Referral Guide – Town of Hempstead, the DOOR

Description:
Provides partners and customers with information about all system partners and programs.

Customer Flow Value-Added:
Contains all of the services of all of the partners that would be available to the customer.

Contact: Edward Kenny
Town of Hempstead Department of Occupational Resources
Hempstead, NY
516-485-5000
ekenny@universalresources.nassau.ny.us

F: Customer Data

Swipe Card System – Yonkers and Buffalo

Description:
Personalized swipe card for each customer contains identifying data and information on service needs and experiences. Uses bar codes to identify services. Capable of generating reports on customer traffic and utilization of services. System costs approximately $10,000.

Customer Flow Value-Added:
Customers own their own data, can move conveniently throughout the system without repeatedly providing data; partners are able to review case progress and provide relevant assistance to support continued service access.

Contact:

Lillian Morales
Yonkers PIC
Yonkers, NY
914-964-0105 ext. 116
lillian@ypic.net

Jill Beck
Buffalo Employment and Training Services
Buffalo, NY
716-856-5627
virgiliabeck@hotmail.com

Customer Data Tracking Tool – Orange Works

Description:
Orange Works Performance Database, sample listings of data fields and data entry screens; used by career specialists to track and check status of customers; used by fiscal manager for reporting.

Customer Flow Value-Added:
In-house tool to track customer access to and utilization of services, keeping staff informed in order to provide customers needed supports in moving through the system.

Contact:

Linda Ferguson
Orange-Ulster BOCES
Middletown, NY
845-346-1106
lferguson@co.orange.ny.us

Shared System Services Computer Tracking System – Town of Hempstead, The DOOR

Description:
Tracks customer flow and generates reports regarding number of shared customers, referral and placement outcomes among the partners, etc. Used for cost allocation, cost sharing, return-on-investment reporting, system management, etc.

Customer Flow Value-Added:
Helps to make the customer flow among the partners seamless and transparent to the customer.

Contact:

Edward Kenny
Town of Hempstead Department of Occupational Resources
Hempstead, NY
516-485-5000
ekenny@universalresources.nassau.ny.us

Customer Release of Information Form

Orange County –

Description:
Authorization to release basic information from Career Assessment Checklist to agencies connected with the Orange Works one-stop center.

Customer Flow Value-Added:
Minimizes repeat data collection and supports joint service planning among partners, to move the customer quickly into further activities and services

Contact: Kristina Patsalos
Orange County Career Center
Newburgh, NY
845-568-5083
kpatsalos@co.orange.ny.us

Finger Lakes –

Description:
Authorization to release basic customer information among defined group of agencies connected with the one-stop center.

Customer Flow Value-Added:
Minimizes repeat data collection and supports joint service planning among partners, to move the customer quickly into further activities and services

Contact: Patti Rockefeller
Wayne County Office of Workforce Development
Lyons, NY
315-946-7491

G: Description of Core Services

Description:
State level partners' guidance and recommended operational definitions of core services, identifying and defining each core service, and suggesting how to provide the service.

Customer Flow Value-Added:
Provides suggestions for delivery methods for the core WIA services; offers a model for local system to describe services as step toward designing customer flow.

Contact: Available at NYS Department of Labor website: www.wdsny.org. Core Services for Jobseeking Customers (TA 01-14) and Core Services for Business Customers (TA 01-13).

Section IV: The Customer Flow Toolkit Work Team

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Appendix A: Seven Key Principles of the Workforce Investment Act

The Customer Flow Toolkit framework is supported by the seven key principles underlying the Workforce Investment Act (WIA) which are highlighted in the preamble to the final rule as follows:

WIA reforms Federal job training programs and creates a new, comprehensive workforce investment system. The reformed system is intended to be customer-focused, to help Americans access the tools they need to manage their careers through information and high quality services, and to help U.S. companies find skilled workers. This new law embodies seven key principles. They are:

- **Streamlining services** through better integration at the street level in the One-Stop delivery system. Programs and providers will co-locate, coordinate and integrate activities and information, so that the system as a whole is coherent and accessible for individuals and businesses alike.
- **Empowering individuals** in several ways. First, eligible adults are given financial power to use Individual Training Accounts (ITAs) at qualified institutions. These ITAs supplement financial aid already available through other sources, or, if no other financial aid is available, they may pay for all the costs of training. Second, individuals are empowered with greater levels of information and guidance, through a system of consumer reports providing key information on the performance outcomes of training and education providers. Third, individuals are empowered through the advice, guidance, and support available through the One-Stop system, and the activities of One-Stop partners.
- **Universal access**. Any individual will have access to the One-Stop system and to core employment-related services. Information about job vacancies, career options, student financial aid, relevant employment trends, and instruction on how to conduct a job search, write a resume, or interview with an employer is available to any job seeker in the U.S., or anyone who wants to advance his or her career.
- **Increased accountability**. The goal of the Act is to increase employment, retention, and earnings of participants, and in doing so, improve the quality of the workforce to sustain economic growth, enhance productivity and competitiveness, and reduce welfare dependency. Consistent with this goal, the Act identifies core indicators of performance that State and local entities managing the workforce investment system must meet--or suffer sanctions. However, State and local entities exceeding the performance levels can receive incentive funds. Training providers and their programs also have to demonstrate successful performance to remain eligible to receive funds under the Act. And participants, with their ITAs, have the opportunity to make training choices based on program outcomes. To survive in the market, training providers must make accountability for performance and customer satisfaction a top priority.
- **Strong role for local workforce investment boards and the private sector**, with local, business-led boards acting as "boards of directors,'" focusing on strategic planning, policy development and oversight of the local workforce investment system. Business and labor have an immediate and direct stake in the quality of the workforce investment system. Their active involvement is critical to the provision of essential data on what skills are in demand, what jobs are available, what career fields are expanding, and the identification and development of programs that best meet local employer needs. Highly successful private industry councils under JTPA exhibit these characteristics now. Under WIA, this will become the norm.
- **State and local flexibility**. States and localities have increased flexibility, with significant authority reserved for the Governor and chief elected officials, to build on existing reforms in order to implement innovative and comprehensive workforce investment systems tailored to meet the particular needs of local and regional labor markets.
- **Improved youth programs** linked more closely to local labor market needs and community youth programs and services, and with strong connections between academic and occupational learning. Youth programs include activities that promote youth development and citizenship, such as leadership development through voluntary community service opportunities; adult mentoring and follow-up; and targeted opportunities for youth living in high poverty areas.

Appendix B:
Sample Standardized Protocol for Determining Customer Needs

This is adapted from the Orange County Career Assessment Checklist and could be given to customers to fill out, or a greeter could ask these questions.

1. I am currently working ____Yes ____No

2. On my last job I worked as a ____________ (job title). I will seek ____________ (job title) work now.

3. I am thinking about making a career change and / or would like more information about other employment options. ____Yes ____No

4. I am a Veteran of the U.S. Military or other eligible service and would like to know about my rights and benefits. ____Yes ____No

5. My highest grade completed in school is ____________________ (grade or degree).

6. I have a health problem or disability which affects my working ____Yes ____No

7. I have other barriers that affect my ability to get a job ____Yes ____No

8. I am currently receiving assistance from other agencies in the community ____Yes ____No

9. I would like help with my resume: ____a critique ____writing one

10. I would like help with interviewing techniques ____Yes ____No

11. I would like help using the Internet to look for work ____Yes ____No

12. I would like help seeking work in this labor market ____Yes ____No

13. I would like to brush up on my skills:
    Academic (reading, writing, math) ____Yes ____No
    Basic computer ____Yes ____No
    College ____Yes ____No
    Other job specific skills (specify) ____________________________

Appendix C: Customer Examples

Using the Customer Flow Design Process described in the Toolkit, here are three examples of how a customer might be served in the local workforce investment system.

Customer Example A: Unemployed Customer on Public Assistance

Tanya is 25 years old, unemployed, and the mother of two children aged 3 and 6. She has received public assistance on and off since the birth of her first child and has worked a variety of short-term jobs since leaving school at age 16.

Step 1. Initial Contact with the One Stop System
Tanya's initial contact with the one stop system is through her caseworker at the local social services office. Based on a brief assessment of her work background, transportation and childcare needs, and work preferences, Tanya is assigned to a mandatory unpaid work experience activity by her caseworker, working 30 hours per week as a cleaner at a city office building. In addition to the assessment questions required for public assistance, the caseworker asks her the standard customer wants/needs questions that are used by all one-stop partners in the local workforce investment area. By answering these questions, Tanya is able to articulate her needs and interests: she has heard that jobs at the regional airport provide good pay with benefits, steady employment and a good work environment – all things that are important to her. Based on this, the caseworker updates Tanya's employment plan and makes some suggestions about the types of activities and services that would help her achieve her goals. The caseworker offers to work with Tanya in exploring and accessing these services further.

With Tanya's agreement, the caseworker emails Tanya's employment plan and her responses to the standard questions to a customer service representative at the one stop center. The caseworker follows up with the customer service representative by phone and obtains a faxed listing of all of the one-stop system services that are available to her. The list of services includes:

In the Resource Room

- Online and print career exploration tools
- Video series on the world of work
- Child care listings
- Public transportation schedules
- Orientation to computer/internet
- Schedules and locations of GED classes
- Descriptions, schedules and locations of vocational training courses
- Information about an upcoming Job Fair
- Information about Career Tours and Workshops sponsored by the regional Chamber of Commerce

Services On-Site

- Career exploration workshop
- Interviewing workshop
- Resume and portfolio workshop

- Comprehensive assessment and career planning
- Short term skills training
- Referral to community resources

Services Off-Site

- GED courses at neighborhood locations
- Dress for Success center

Tanya is informed that the caseworker can work with the one-stop customer service rep to coordinate her required work activities with any one-stop services she is interested in, but that she must maintain good attendance in her work activity while pursuing other services. The caseworker points out that Tanya can receive some of the services near where she lives, including the neighborhood center near her home; and that she can get transportation to the one stop center where other services would be available. She also advises her that drop-in child care services are available at both sites.

Step 2. Customer Chooses Services

Understanding that a GED is required for the types of jobs she is interested in at the airport, and assured that she can meet her transportation and child care needs, Tanya expresses an interest in the GED course at the neighborhood center. She is also convinced that the workshops on career exploration, interviewing and resume preparation will help her prepare for the upcoming Job Fair, where representatives from the airport will be recruiting. The caseworker and the one stop customer service rep work out the referral and enrollment into the GED course, and schedule an appointment for Tanya to receive orientation to the one-stop resource room and to meet with a one-stop career counselor. The caseworker faxes a one-stop referral and tracking form to the neighborhood center where Tanya will be taking GED classes.

Customer Receives Services

Tanya begins attending the GED course, receives orientation to the one-stop resource room, and meets with the one-stop career counselor, who schedules her to attend two half day workshops: career exploration and resume writing, which she attends on her day off from her work assignment.

Step 3. Customer Chooses Additional Services

The one-stop customer service rep checks in with Tanya and her caseworker to see how things are progressing. The caseworker says everything is going fine: Tanya has maintained good attendance at her work experience assignment, has only missed 2 GED classes, and now has a resume to bring with her to the Job Fair. However, Tanya says she doesn't see how all of this will get her a job at the regional airport and between work and taking care of her kids she doesn't know if she has time to go to the Job Fair anyway.

The customer service rep confers with the career counselor, who contacts Tanya and asks if she would like to come in to review and update the career plan they had developed. She agrees and they schedule another meeting. The career counselor reviews Tanya's long-term plan with her and they discuss how the current activities will prepare Tanya for the ground crew training required by the regional airport. She says she has given it more thought and would be interested in some of the other jobs at the airport. They agree that a more comprehensive exploration of airport careers and needed skills would be helpful. The career counselor schedules Tanya to participate in the next Airport Careers Tour and Workshop, sponsored by the regional chamber of commerce. They also make an appointment for a follow-up session.

Step 4. Continuous Improvement
At the one-stop center, Tanya is asked to complete brief customer survey forms in the reception area and at the conclusion of each visit. She also answers a short series of interview questions at the end of her meetings with the career counselor. The neighborhood center asks Tanya to complete a brief customer survey which they attach to the feedback form that had accompanied her original referral. While all of her feedback up to this point has been positive, it is not until the customer service rep checks in with her personally (Step 3) that anyone discovers that she is not clear how her activities will actually get her to her goal of working at the regional airport.

This information, plus the fact that the social services caseworker was unaware of her frustration, is conveyed to the one-stop quality improvement team to make necessary adjustments in the customer survey forms and interview protocols, and to tighten up communications among affiliate partners.

Exit Tanya
Tanya continues to participate in mandatory and voluntary activities for several months. Based on her good attendance and recommendation from her work experience supervisor, her progress in her GED classes, and her improved interviewing skills, she obtains an entry level position at the regional airport that is partially subsidized by a social services funded OJT. At the conclusion of the OJT, the system "exits" Tanya as a registered participant. The one-stop customer service rep provides her with written information about continuing follow-up services she may find helpful as she transitions into the full-time workforce. She gives her the names of one-stop staff who can help and describes how they will follow up on her progress in the next few months. Her caseworker provides Tanya with written information on transitional benefits that she is qualified for and the required forms and procedures for obtaining these benefits.

Potential performance outcomes that can be shared among the partners are:

- Entered Employment
- Employment Retention
- Earnings Gain
- Educational Attainment/Credential (GED, ground crew training certificate)
- Customer Satisfaction, Job Seeker
- Customer Satisfaction, Business

Customer Example B: Customer Seeking Free Training

Ezekiel was recently laid off from his job when the warehouse distribution center where he worked closed. He had been working there for 15 years and was making $20.00 an hour as a unit supervisor. There are other warehouse distribution centers near where he lives, but they only will hire him as an entry level worker at their starting wage of $10.00 an hour. Ezekiel has a high school diploma but realizes he needs to upgrade his skills if he is to earn more money for a starting wage.

Step 1. Initial Contact with the One Stop System
Ezekiel accesses the one-stop system as a walk-in, having heard that a former co-worker got free training after talking to someone there. When he tells the greeter he is looking for free training for a commercial drivers license (CDL), she replies with the following standardized response:

> "I am very glad you are interested in training. Everyone will need to upgrade their skills in this current labor market. What we can do for you at the center is help you figure out how you can pay for your training. You may be eligible for financial aid that we have available here. We can also help you find a job while you are in training to help support yourself."

The greeter asks Ezekiel if he would mind answering a few questions to help her pinpoint the best way to direct him. Ezekiel is insistent that he would just like to talk to someone who knows about the financial aid. The greeter checks on the availability of the one-stop educational services specialist. She informs Ezekiel that he can speak to someone in 30 minutes and if he would like to wait, there is a resource room where he can look at a video on the financial aid that is available and look up information on what courses are available for CDL. Ezekiel agrees to wait. The greeter gives him a referral slip for the resource room and an appointment slip for the educational services specialist.

Step 2. Customer Chooses Services
In the resource room, Ezekiel learns that there are many options for financial aid, but that many of them depend on family income. He sees that there are some resources for dislocated workers for which he might qualify. He also looks at a listing of training available in the area for CDL. He jots down a few questions and makes a list of possible training programs he might like to pursue.

In the appointment with the educational services specialist, Ezekiel asks if he can go to training for free. Based on what he learned in the resource room, he believes that he qualifies for financial aid as a dislocated worker. The educational services specialist says there are many ways to help Ezekiel pay for training, and she would be happy to see if they could work something out together. She asks if he would be willing to answer a few questions to help explore various options. Ezekiel agrees, and answers some questions that help him clarify what he wants and needs in the way of an education and career, and provide the specialist with information on whether he might qualify for financial aid. Ezekiel then tells the education specialist about his situation, saying the reason he wants the CDL training is that truck drivers at warehouses make more money to start than the warehouse laborers, which was his previous occupation.

The educational services specialist says that based on the preliminary information, there are some good possibilities for helping to support training. Ezekiel shows the education specialist the list of CDL training programs he is interested in that he picked from the listing in the resource room. They also talk about how Ezekiel will support himself while he is in training. He agrees he will need a job. The list of services suggested by the educational services specialist includes:

In the Resource Room

- On-line job search tools
- On-line information about the schools he is interested in
- Brochures and catalogues of the schools he is interested in
- Occupational outlook for truck drivers with a CDL license

Services On-Site

- Financial aid eligibility determination
- Job search assistance
- Job development services

Services Off-Site

- BOCES Commercial Drivers License course

Customer Receives Services

With the help of a job developer, Ezekiel gets an entry level job at one of the warehouses in the area to help him get by while he is in training. He attends the CDL course at BOCES, with financial aid in the form of an Individual Training Account through WIA Title I.

Step 3. Customer Chooses Additional Services

A one-stop customer service rep contacts Ezekiel to check on his progress. Ezekiel is doing well in the CDL course and is encouraged by the number of truck driver openings at the distribution center where he is currently working. In talking to the Human Resource Department at the distribution center, he learns that his chances for being hired as a driver will be even better if he can brush up on his computer skills. The customer service rep tells Ezekiel that there is a 3 hour computer refresher course in the evening at the one stop center and, after discussing scheduling options, signs Ezekiel up to take the course. The customer service rep also discusses OJT possibilities for Ezekiel with his current employer for truck driving and tells Ezekiel that the job developer at the one stop center can help him find a job if things don't work out at the warehouse.

Step 4. Continuous Improvement

Ezekiel did not choose to complete the customer survey forms he was given, but he did answer the customer satisfaction interview questions at the end of his first appointment with the educational services specialist, indicating that he was pleased that the one-stop had responded to his expressed needs, and was very optimistic that the outcome would be positive.

Exit Ezekiel

To meet performance and accountability requirements, the system "exits" Ezekiel as a registered participant when his needs have been met and/or when performance outcomes are achieved depending on the exit protocol established by the local area. The one-stop customer service rep provides Ezekiel with written information about continuing follow-up services he may find helpful, gives him names of one-stop staff he can contact and describes how they will follow up on his progress in the next few months. Potential outcomes that can be shared among the partners are:

- Entered Employment
- Employment Retention
- Earnings Gain
- Educational Credential (Commercial Drivers License)
- Customer Satisfaction, Job Seeker
- Customer Satisfaction, Business

Customer Example C: Employed Customer

Eric is 23 years old and currently working as an assistant manager for a retail establishment. He hears about the one stop center from a friend and comes in on his day off. He would like a new job because his current commute is an hour from his home. He would like to make enough money to make his car payment and keep his apartment. Eric is four courses shy of an associate degree and someday he would like to go back to school. Eric has recently put his own resume together.

Step 1. Initial Contact with the One Stop System
Eric accesses the local workforce system by coming into the one stop center. He speaks to a greeter who asks him the standard customer wants/needs questions that are used in the local workforce investment area. By answering these questions, Eric provides the greeter with enough information about himself to enable her to make some suggestions about the types of services he might be interested in. He is also given a listing of all of the services that are available to him. The list of services suggested by the greeter includes:

In the Resource Room
- On-line job bank with instructions on how to look for jobs in the local area
- Workshop on job search tips
- Workshop on "Ten Tips For a Better Resume to Get the Best Job You Can!"
- Workshop on personal financial management

Services On-Site
- Meet with a job developer
- Meet with a community college representative

Services Off-Site
- Community college courses to complete his associate degree

Step 2. Customer Chooses Services
Eric chooses two of the activities in the resource room and elects to meet with the job developer, which in this case is a representative of the Employment Service.

Customer Receives Services
Eric attends the resume workshop and uses the Internet job search services of the resource room. The job developer helps him find a job that is closer to his home.

Step 3. Customer Chooses Additional Services
A one-stop staff member checks in with Eric to see if the job is working out and if he wants additional services. Eric indicates in the follow up conversation that he doesn't mind his job, but he would like to go back to school to finish his associate degree. The one stop staff member suggests that Eric meet with the community college financial aid representative at the one stop center. The community college representative learns from Eric that money is not a barrier to returning to college (his parents would pay for his courses), but that what is holding him back is figuring out a schedule where he can attend college, work full-time, and keep his apartment and his car.

The job developer and the community college representative work together to find Eric another job with an employer who values continuing education and is willing to be flexible with scheduling to accommodate Eric's course schedule. The community college representative helps Eric enroll in his first course. Eric leaves the center knowing that his school schedule and his work schedule are manageable for him and are coordinated to meet everyone's needs.

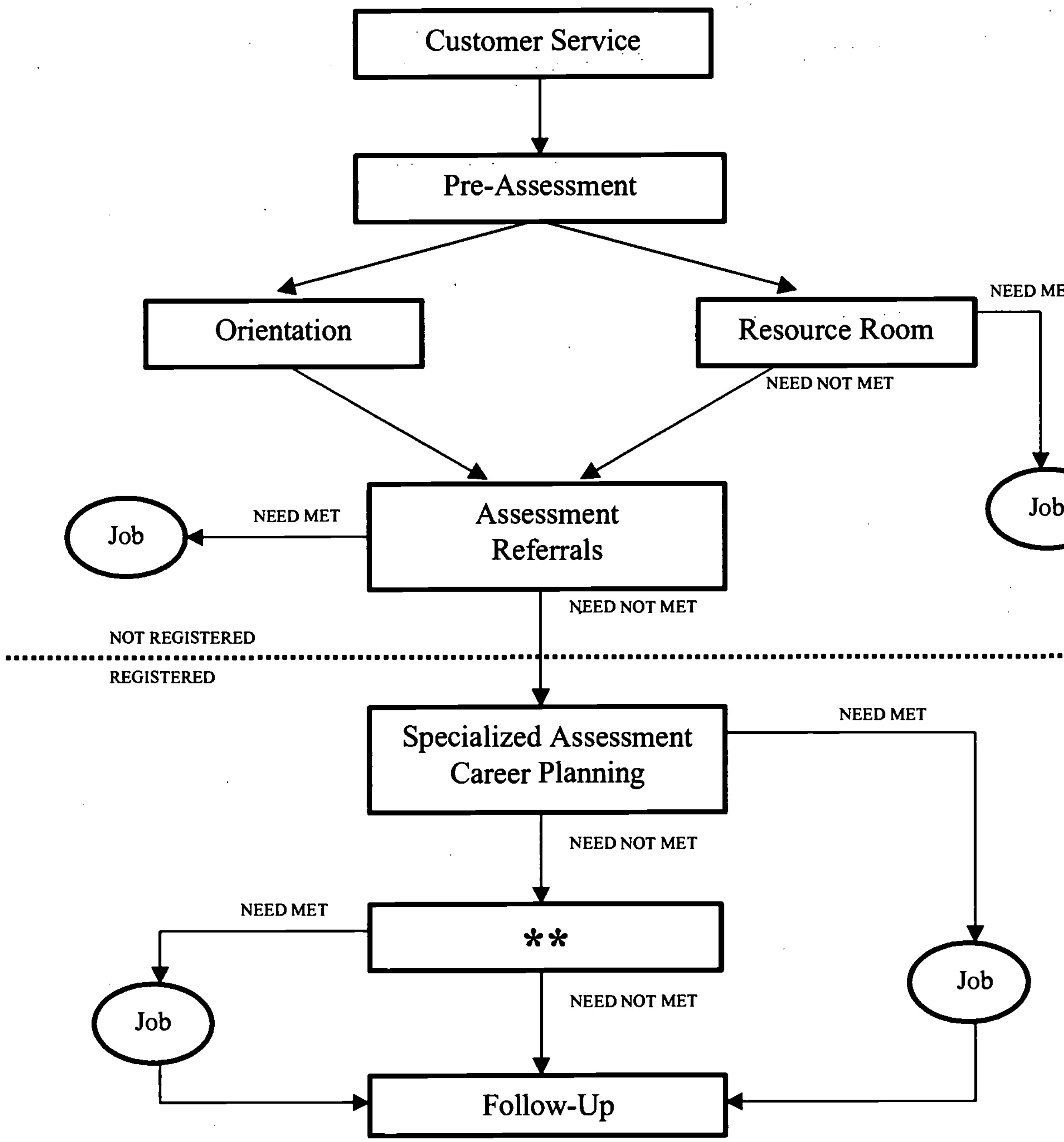
Step 4. Continuous Improvement
At each step, Eric has been given a brief questionnaire and asked how satisfied he is with the services he is receiving and if the services met his needs. Customer feedback that Eric gives throughout his contact with the system is used by the local one stop staff, partners, and service providers to continuously improve the services of the one stop center.

Exit Eric
To meet performance and accountability requirements, the system "exits" Eric as a registered participant when his needs have been met and/or when performance outcomes are achieved depending on the exit protocol established by the local area. The one-stop customer service rep provides Eric with written information about continuing follow-up services he may find helpful, gives him the names of staff he can contact who will follow up on his progress in the next few months. Potential outcomes that can be shared among the partners are:

- Employment Retention
- Earnings Gain
- Educational Attainment/Credential (Associate Degree)
- Customer Satisfaction, Job Seeker
- Customer Satisfaction, Business

Appendix D: Examples of Customer Flow

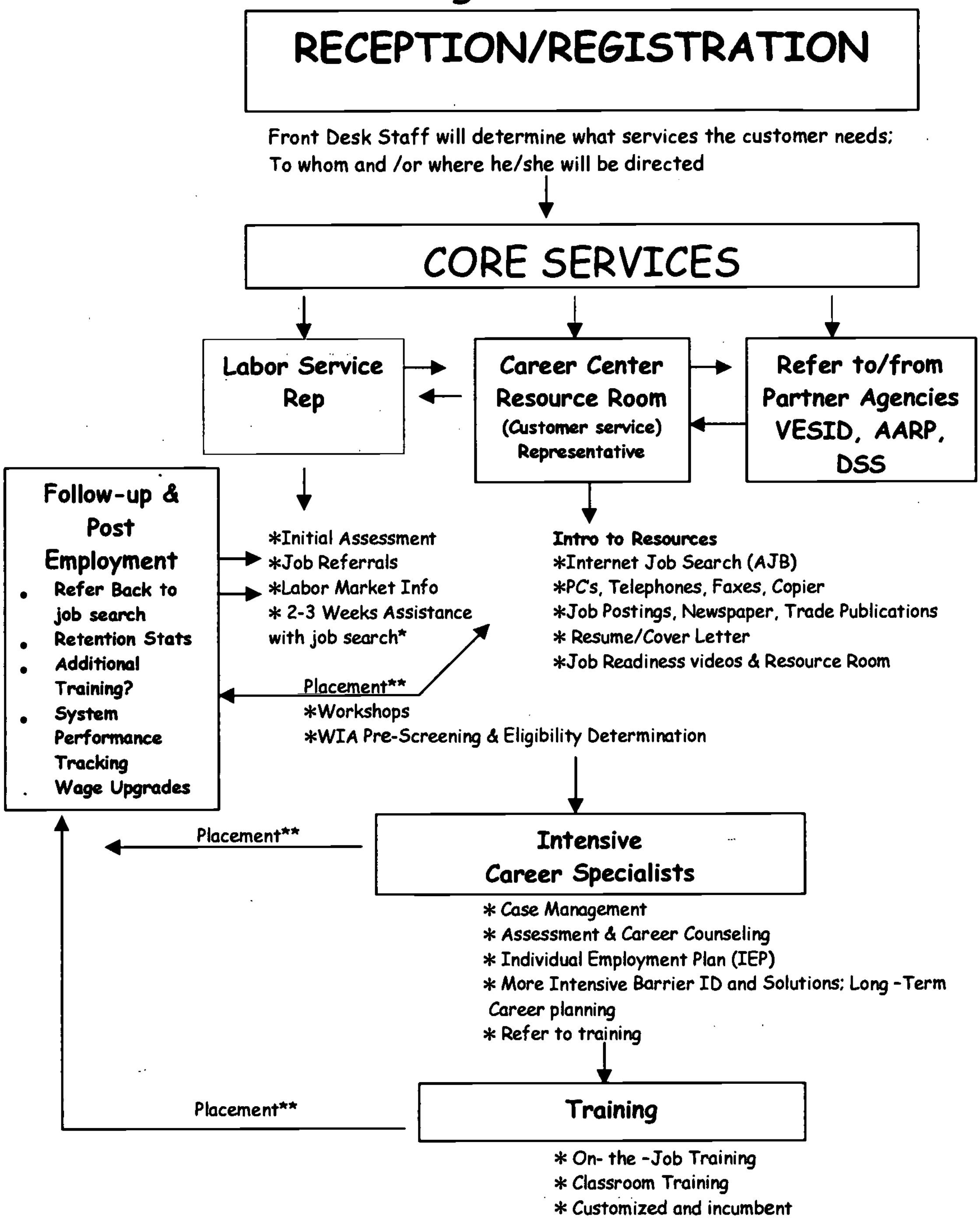
Monroe County/Rochester Workforce Investment System
Customer Flow and Job Seekers



** May include any or all of the following:
Workshops
Job Readiness
Employers Contacts
Training
Placement

RRA. Inc./9 September 2000

Orange Works Flow



*Job search assistance services are not restricted to 2-3 weeks, but are on going throughout the process
** Job placement may occur at any point in the process and will receive follow-up/post employment services

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