Bridges from Chaos to Stability in the Workplace: Increase Employee Retention & Performance in Your Economically Diverse Workforce

May 11, 2018

Adrienne B. Elder, MPH, CHES
National Bridges Trainer & Getting Ahead Class Facilitator
GettingAheadOKC@gmail.com
Goals of this 45 min. presentation:

- Overview of Bridges & Workplace Stability Resources
- Investigate the price of instability and the value of change
- Assess individual and organizational stability
- Explore ideas about how to increase employee performance and organizational profits
- Why hidden rules, language and resources matter in the workplace
- What now? What can you do differently to get better performance and results?
Driving Forces

**Nonprofit**
- How to reduce poverty
- Self-sufficiency
- Improve community
- Donations/funding
- Quality of life

**Business**
- Retention
- Improve safety
- Competition
- Employer of choice
- Net income
- Daily instability
- Bottom Line
Cost of Turnover

Essential Data
Employee classification, hourly pay rate of employee, supervisor, office staff

Hard Costs
Administrative time, coworker burden, overtime of added shifts

Soft Costs
Interviewing, references, drug/psychological testing, orientation

Temp agency, hiring firm, advertising

Lost productivity of employee, coworkers, and supervisor

Total hard and soft costs

Annual Turnover Cost

$
## ESSENTIAL DATA

<table>
<thead>
<tr>
<th>Employee's Classification</th>
<th>Hourly, entry-level crew, supervisors (support supervisors—like leads), hostesses, cooks, dishwashers, servers—in fast food and full service restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee's hourly pay rate:</td>
<td>$8</td>
</tr>
<tr>
<td>Employee's supervisor pay rate:</td>
<td>$15</td>
</tr>
<tr>
<td>Corporate office staff pay rate (average):</td>
<td>$22</td>
</tr>
</tbody>
</table>

## Cost of Turnover Spreadsheet

### HARD COSTS

<table>
<thead>
<tr>
<th>Pre-Departure</th>
<th>Hours</th>
<th>Wages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Separation processing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative time</td>
<td>1</td>
<td>$22</td>
<td>$22</td>
</tr>
<tr>
<td><strong>Vacancy Costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coworker burden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added shifts</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Hiring search firm or temp agency</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Developing advertisement(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative time</td>
<td>1</td>
<td>$22</td>
<td>$22</td>
</tr>
<tr>
<td>Placing advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of advertising space(s)</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Selection and Sign-On</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing</td>
<td>3</td>
<td>$15</td>
<td>$45</td>
</tr>
<tr>
<td>Reference checking</td>
<td>1</td>
<td>$15</td>
<td>$15</td>
</tr>
<tr>
<td>Drug testing/psychological testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation and on-the-job training</td>
<td>2</td>
<td>$15</td>
<td>$30</td>
</tr>
<tr>
<td>On-the-job training</td>
<td>40</td>
<td>$8</td>
<td>$320</td>
</tr>
<tr>
<td>Uniforms</td>
<td>1</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td><strong>TOTAL Hard Costs of Turnover</strong></td>
<td></td>
<td></td>
<td>$504</td>
</tr>
</tbody>
</table>

## Cost of Turnover Spreadsheet

### SOFT COSTS

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Wages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Departure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost productivity of departing employee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exiting employee performance at 50–75%</td>
<td>120</td>
<td>$8</td>
<td>$960</td>
</tr>
<tr>
<td>Lost productivity of coworkers</td>
<td>30</td>
<td>$8</td>
<td>$240</td>
</tr>
<tr>
<td>Increased time discussing departure and organizational conditions</td>
<td>2</td>
<td>$15</td>
<td>$30</td>
</tr>
<tr>
<td>Increased workload for employees</td>
<td>0</td>
<td>$8</td>
<td>$0</td>
</tr>
<tr>
<td>Lost productivity of supervisor</td>
<td>0</td>
<td>$15</td>
<td>$0</td>
</tr>
<tr>
<td><strong>During Vacancy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost productivity of vacant position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added shifts</td>
<td>0</td>
<td>$8</td>
<td>$0</td>
</tr>
<tr>
<td>Lost productivity of supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent filling in</td>
<td>0</td>
<td>$15</td>
<td>$0</td>
</tr>
<tr>
<td>Recruiting administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor's time with schedule changes/overtime</td>
<td>1</td>
<td>$15</td>
<td>$15</td>
</tr>
</tbody>
</table>

## Cost of Turnover Spreadsheet

### SOFT COSTS (continued)

<table>
<thead>
<tr>
<th>Selection and Sign-On</th>
<th>Lost productivity during training</th>
<th>Replacement requires support/direction</th>
<th>20</th>
<th>$8</th>
<th>$160</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lost productivity of coworkers</td>
<td></td>
<td>10</td>
<td>$8</td>
<td>$80</td>
</tr>
<tr>
<td></td>
<td>Existing employees distracted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lost productivity of supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Soft Costs of Turnover**

$1,500

## Cost of Turnover Spreadsheet

<table>
<thead>
<tr>
<th>Total Cost of Turning Over Hard and Soft Costs</th>
<th># of Employees</th>
<th>Cost of turnover (hard and soft) per employee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Employee</td>
<td></td>
<td>$2,004</td>
<td>$2,004</td>
</tr>
<tr>
<td>10 Employees</td>
<td></td>
<td>$20,040</td>
<td>$20,040</td>
</tr>
</tbody>
</table>

### Formula for Annual Turnover Cost

<table>
<thead>
<tr>
<th>Number of exiting employees</th>
<th># of Employees</th>
<th>Cost of turnover (hard and soft) per employee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>425</td>
<td>425</td>
<td>$2,004</td>
<td>$851,700</td>
</tr>
</tbody>
</table>

Bridges Key Concept: “The Triple Lens”
Systemic Approach to Decrease Chaos & Increase Stability
Key Concepts:

- Chaos = Tyranny of the Moment = Daily Instability
  Lack of Awareness of Positive Personal and Community Resources

- Toxic stress switches the brain to survival mode (fight, flight or freeze) and creates a negative feedback loop which decreases the ability to plan

- “Chaos is a trap that robs people of their future story; decreases the ability to plan for the future.” (Phil DeVol)

- “The need to act overwhelms the capacity to learn.”
## “Tyranny of the Moment within the Triple Lens”
Each of Us Experiences Poverty/Chaos

<table>
<thead>
<tr>
<th>Individual</th>
<th>Institution</th>
<th>Community/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives paycheck to paycheck</td>
<td>Operates grant to grant</td>
<td>Operates annual budget to annual budget; Unable to balance the budget</td>
</tr>
<tr>
<td>Passes up education</td>
<td>Cuts professional development</td>
<td>Cuts research and development</td>
</tr>
<tr>
<td>Pawns valuables</td>
<td>Gives up valuable programs</td>
<td>Leases assets: prisons, highways, etc.</td>
</tr>
<tr>
<td>Skimps on food; neglect health</td>
<td>Neglects maintenance and upgrades</td>
<td>Neglects infrastructure</td>
</tr>
<tr>
<td>Works two or more jobs</td>
<td>Cuts staff; reduces salaries/benefits</td>
<td>Cuts staff; restructures</td>
</tr>
<tr>
<td>Works under the table</td>
<td>Reduces staff and increase caseload</td>
<td>Reduces programs and services</td>
</tr>
<tr>
<td>Competes for fewer well-paying jobs</td>
<td>Competes for grants</td>
<td>Competes with other cities/States</td>
</tr>
<tr>
<td>Uses government assistance</td>
<td>Uses bankruptcy system</td>
<td>Uses bailout system</td>
</tr>
</tbody>
</table>

2016 Copyright, DeVol & Associates, LLC
Opportunities to improve Community Supports and development of Personal Resources:

- Higher Risk for Child Neglect & Abuse
- Increase of Child Trauma (ACES)
- Decrease of Mental Health
- Decrease of School Outcomes
- Higher Risk of Substance Abuse

How can we prevent the Cycle of Generational Poverty in Oklahoma?

Opportunities to Increase Stability & Build Resources via Two-Generational Evidence-Based Programs in Highest Concentrations of Poverty using Priority Zip Codes

- Higher Risk of School Absenteeism and School Drop Out
- Increase of Risky Behaviors (Incarceration)

- Higher Risk of Teen/Unplanned Pregnancies
- Lack of Skills
- Limited Employment Opportunities/Minimum Wage
- Limited Ability to Provide Basic Needs (Food, shelter, health care, clothing, transportation)

- Higher Risk of Family Stress

- Systemic Approach to Prevent Generational Poverty/Chaos: Created by OKC Getting Ahead Investigators (Spring 2016)
ACEs: Cause and Effect of Trauma

(Trauma without positive support systems affects brain health, increases risk of choosing negative coping skills, and long-term impact on overall health)
ACEs: Cause and Effect of Trauma
(Trauma without positive support systems affects brain health, increases risk of choosing negative coping skills, and long-term impact on overall health)
Welcome to Self-Sufficiency

The Path to Self-Sufficiency Starts Here

Copyright 2012 by DeVol & Associates, LLC. All rights reserved. www.gettingaheadnetwork.com
Getting Ahead Classes:

- Increase Stability & Decrease Barriers for Individuals

- Provide opportunities for Getting Ahead Graduates to engage with leaders to improve their organizations & communities

For more information and/or to become a trained Facilitator, visit: https://www.ahaprocess.com/solutions/community/getting-ahead/

Tax credits available to help pay for classes: https://www.doleta.gov/business/incentives/opptax/wotcCommunityPartners.cfm
11 Essential Resources

1. Financial
   Money to purchase goods/services

2. Emotional
   Ability to control emotional responses

3. Mental/Cognitive
   Mental capability to deal with daily life

4. Language/Formal Register
   Ability to use appropriate vocabulary and grammar

5. Social Capital/Support Systems
   Friends, family, and other resources to help

6. Physical
   Physical health/mobility

7. Spiritual
   Belief in divine purpose/guidance

8. Trust
   Trust, predictability, and safety

9. Motivation and Persistence
   Energy, drive, and planning

10. Relationships/Role Models
    Access to people who consistently behave appropriately and are nurturing

11. Knowledge of Hidden Rules
    Know unspoken clues/behaviors of different groups

We must reframe our mindset:

**THE 2 MINDSETS**

**Fixed Mindset**
I’m either good at it, or I’m not.
Failure is the limit of my abilities.
Tell me I’m smart.
My abilities determine everything.
If you succeed, I feel threatened.

**Growth Mindset**
I can learn anything I want to do.
Failure is an opportunity to grow.
Tell me I try hard.
My effort and attitude determine everything.
If you succeed, I feel inspired.
Questions to Ask About Resources

SUPPORT SYSTEMS

Who is available to help this individual with time, money, know-how, and advice?

Is this person the support system for the household?

What connections are available to this person?

What positive coping strategies are available in this household?

How much time is available for this person to devote to school and learning?
Visual Aid/Mental Model: Opportunity to Increase Stability
(list two warning signs on the left and two positive action steps on the right…)

Source of Chaos: ____________________________________

Developed by Terie Dreussi-Smith
Adapted by Adrienne Elder
Create a Coping Skills Toolbox and Identify Your Support Team

Let's make a Coping Skills Toolbox!

What is it?
A Coping Skills Toolbox is a place for you to keep things that calm you down in periods of distress. If you have everything gathered in one place, it’s easier to remember to use your coping skills, rather than using negative behaviors.

Self-Soothing
(Comforting yourself through your five senses)
1. Something to touch
   (ex: stuffed animal, stress ball)
2. Something to hear
   (ex: music, meditation guides)
3. Something to see
   (ex: snowglobe, happy pictures)
4. Something to taste
   (ex: mints, tea, sour candy)
5. Something to smell
   (ex: lotion, candles, perfume)

Distraction
(Taking your mind off the problem for a while)

Examples:
- Puzzles, books, artwork, crafts, knitting, crocheting, sewing, crossword puzzles, sudoku, positive websites, music, movies, etc.

Opposite Action
(Doing something the opposite of your impulse that’s consistent with a more positive emotion)

1. Affirmations and Inspiration
   (ex: looking at or drawing motivational statements or images)
2. Something funny or cheering
   (ex: funny movies / TV / books)

Emotional Awareness
(Tools for identifying and expressing your feelings)

Examples:
- A list or chart of emotions, a journal, writing supplies, drawing / art supplies

Mindfulness
(Tools for centering and grounding yourself in the present moment)

Examples:
- Meditation or relaxation recordings, grounding objects (like a rock or paperweight), yoga mat, breathing exercises.

Crisis Plan
(Contact info of supports and resources, for when coping skills aren’t enough.)

Family / Friends
Therapist
Psychiatrist
Hotline
Crisis Team / ER
911

Put it all together!
Once you’ve gathered all of your items, put them together in a box or other container, decorate it to your heart’s content, and put it in a place where you’ll remember it. Then USE IT!
Plasticity of the Brain: Recovery is Possible
Oklahoma City
Getting Ahead Outcomes:

Increased Stability by Graduates

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>39%</td>
</tr>
<tr>
<td>Emotional</td>
<td>30%</td>
</tr>
<tr>
<td>Mental</td>
<td>30%</td>
</tr>
<tr>
<td>Language</td>
<td>42%</td>
</tr>
<tr>
<td>Social Capital</td>
<td>36%</td>
</tr>
<tr>
<td>Physical</td>
<td>36%</td>
</tr>
<tr>
<td>Spiritual</td>
<td>27%</td>
</tr>
<tr>
<td>Integrity</td>
<td>21%</td>
</tr>
<tr>
<td>Motivation</td>
<td>24%</td>
</tr>
<tr>
<td>Relationships</td>
<td>33%</td>
</tr>
<tr>
<td>Knowledge of Hidden Rules</td>
<td>39%</td>
</tr>
</tbody>
</table>
Purpose of Getting Ahead: What Do Participants Get?

- To explore and analyze the themes of our lives.
- To assess our resources.
- To make our own arguments for change.
- To build our own future stories.
- To make our own choices.
- To enjoy the power that comes from solving problems and controlling our own lives.
- To make concrete plans for economic stability.
- To become skillful at using the hidden rules of class to build resources.
- To prepare ourselves to take a seat at the decision making table in our community.
Bridges Key Concept: “The Triple Lens”
Systemic Approach to Decrease Chaos & Increase Stability

Adapted from J. Pfarr Consulting
Mental Model for Business Instability

- Loss of Market Share
- Stand-Alone Jobs
- Employee Turnover
- Employee Dissatisfaction
- External Hires
- Communication Breakdowns
- Ongoing Disciplinary Issues
- Performance Problems
- Chasing After Problems
- Customer Turnover
- Declining Sales
- Customer Dissatisfaction
- Unscheduled Absence
- Everyone for Themselves
For Organizations: Increase Workplace Stability

Click here for VIDEO

Organizations (board level and/or leadership teams) can receive this workshop to understand underlying barriers to workplace stability.

Recognize the range of factors that create instability for employees.

See how instability, employee performance and profitability are related.

Identify the most effective techniques and tactics for increasing workplace stability.

Refine policies, procedures and programs to improve client outcomes.

Create an action plan best suited to your business, its culture and employees.

For more information, visit https://www.ahaprocess.com/workshop/workplacestability/
Mental Model for Business Stability

Profitability and Growth

- Reliable Attendance
- Career Ladder
- Employee Retention
- Teamwork
- Promoting from Within
- Effective Communication
- Customer Satisfaction
- Continuous Improvement
- Customer Retention
- Performance Enhancement Coaching
- Productivity
What strategies build resiliency and increase stability?

*The capacity to recover quickly or the ability to spring back
Constructive Attitudes and Behaviors

Seek first to understand
Appreciate employee's humor
Accept what the employee cannot say about a person or situation (loyalty to the absent)
Respect the demands and priorities of relationships
Use the adult voice
Assist with goal setting
Identify options related to available resources

Destructive Attitudes and Behaviors

Assuming you know what the employee thinks and feels
Putdowns or sarcasm about the employee's humor
Demands for full explanation
Insistence that achievement supersedes relationships
Using the parent voice
Telling the employee his/her goals
Making judgments on value and availability of resources
# HIDDEN RULES FOR ECONOMIC CLASS

<table>
<thead>
<tr>
<th></th>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSSESSIONS</strong></td>
<td>People.</td>
<td>Things.</td>
<td>One-of-a-kind objects, legacies, pedigrees.</td>
</tr>
<tr>
<td><strong>MONEY</strong></td>
<td>To be used, spent.</td>
<td>To be managed.</td>
<td>To be conserved, invested.</td>
</tr>
<tr>
<td><strong>PERSONALITY</strong></td>
<td>Is for entertainment. Sense of humor is highly valued.</td>
<td>Is for acquisition and stability. Achievement is highly valued.</td>
<td>Is for connections. Financial, political, social connections are highly valued.</td>
</tr>
<tr>
<td><strong>SOCIAL EMPHASIS</strong></td>
<td>Social inclusion of the people they like.</td>
<td>Emphasis is on self-governance and self-sufficiency.</td>
<td>Emphasis is on social exclusion.</td>
</tr>
<tr>
<td><strong>FOOD</strong></td>
<td>Key question: Did you have enough? Quantity important.</td>
<td>Key question: Did you like it? Quality important.</td>
<td>Key question: Was it presented well? Presentation important.</td>
</tr>
<tr>
<td><strong>CLOTHING</strong></td>
<td>Clothing valued for individual style and expression of personality.</td>
<td>Clothing valued for its quality and acceptance into the norms of middle class. Label important.</td>
<td>Clothing valued for its artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>Present most important. Decisions made for moment based on feelings or survival.</td>
<td>Future most important. Decisions made against future ramifications.</td>
<td>Traditions and past history most important. Decisions made partially on basis of tradition decorum.</td>
</tr>
</tbody>
</table>
Skills and Strategies for Receptionists

- Remember, individuals form their opinion about a business in the first 15 minutes, and they hold that opinion forever.
- Recognize that nonverbals count.
- Be “bilingual”; learn to use formal and casual register as needed.
- Relationships first.
- Make deposits, not withdrawals.
- Help solve concrete problems.
- Check and recheck your mental models about people in poverty.
Skills and Strategies for Social Workers, Nurses, and Healthcare Providers

- Remember, relationships are the key to change and learning.
- Be “bilingual”; learn to use formal and casual register appropriately.
- Solve concrete problems first.
- Use mental models to help people learn quickly and with less “noise.” Teach the patterns.
- Identify those who cannot plan, and teach them how.
- Advocate for economic opportunity for people in daily instability.
- Support the growth of associations.
- Check and recheck your mental models about people in daily instability.
Skills and Strategies for Middle Managers, Supervisors, and Administrators

- Remember, people in daily instability can solve problems.
- Provide professional development opportunities.
- Redesign programs to match the populations being served.
- Create policies and procedures that give front-line staff the best chance at being successful.
- Create community partnerships to strengthen the network of support for people in daily instability.
- Participate in whole-system planning to raise the standard of living in the community.
- Create and support economic opportunities for employees in poverty.
What can you do in the workplace setting?

Resources

1. Examine the eleven resources for individuals from daily instability to become more aware of internal strengths and environmental assets of clients and employees.

2. Build interventions on strengths and resiliency. Look for the part of the glass that is “half full.”

3. Engage individuals in daily instability in solving problems.

4. Provide economic opportunities for individuals from daily instability.
Working Bridges
Ideas That Work with Other Businesses for Employees in Daily Instability

- **Benefit Programs** On-site healthcare clinic, bank accounts, tuition reimbursement—including ESL, GED, and financial literacy—income advance program, livable wages, health insurance

- **Training Programs** Updating training to reflect ideas and culture development; train “the rules” and formal register, investigate economic class, financial literacy, computer literacy, book clubs

- **Policy Changes** Flextime

- **Individual Interactions** Call before you quit program, relationships of mutual respect

- **Management Practices** Employee orientation made more “just in time” with less abstract, resource network for employers

- **Other** Transportation alternatives, daycare alternatives
How Can We Support Employees in Developing Skills?

1. Embed the strategies into daily instruction and content.

2. Direct-teach strategies that have not been developed.
Strategies for Working with Employees from Daily Instability

- Examine the client’s life cycle.
- Change internal processes.
- Provide mentors, role models, and sponsors.
- Schedule for relationship building.
- Teach the mental models of your discipline.
- Teach the survival skills (hidden rules) of your organization.
- Use videos.
- Provide team interventions.
- Support staff development.
### Problem Statement:
Employees engage in destabilizing problem solving (e.g., payday loans, paycheck advances), miss or quit work because they cannot pay for life-stabilizing expenses.

### Objective:
Develop and implement an employee loan program.

### Type:
Benefit program

### Now, Next, Later?
Now

### Projected Start Date
MM/DD/YYYY

<table>
<thead>
<tr>
<th>Benefit Programs</th>
<th>Training Programs</th>
<th>Policy Changes</th>
<th>Individual Interactions</th>
<th>Management Practices</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health insurance, retirement savings, tuition reimbursement, etc. Includes changes in benefits themselves and in how they are communicated.</td>
<td>Training to HR; supervisors, managers, and other leaders; work teams. Updating training to reflect ideas and culture development. Interactions learned here, such as training front-line staff in “the rules” and formal register.</td>
<td>Flextime, attendance, discipline, etc. Policies that can be updated to respond effectively to diverse employee situations.</td>
<td>Strategies for training or other ways to encourage new, relationship-building interactions.</td>
<td>Employee orientation, performance appraisal/management systems, management’s execution of policies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Builds Resources</th>
<th>Finds Hidden Talent</th>
<th>Reveals Hidden Rules</th>
<th>Teaches Language</th>
<th>What Can One Person Do? (Impact of Individuals on Each Other)</th>
<th>Other Company Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bridges Key Concept: “The Triple Lens”
Systemic Approach to Decrease Chaos & Increase Stability

Adapted from J. Pfarr Consulting
The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Substance Abuse

Mental Illness

Domestic Violence

Incarceration

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital


Source: https://www.traumamatterskc.org/what-can-i-do.html
Method to create a Sustainable Community

Resource Builder Model
Working across sectors to address the root causes of poverty, support individuals as they build resources, and achieve a sustainable community where everyone can live well.

- Community Wide Approach
  - Individual
  - Institutional
  - Community/Policy

- Employers

- Higher Education

- Criminal Justice

- Community and Nonprofits

- Healthcare

4 Causes of Poverty
- Individual Behaviors
- Community Conditions
- Exploitation
- Political/Economic Structures

11 Required Resources
- Financial
- Emotional
- Cognitive
- Spiritual
- Physical
- Relationships
- Hidden Rules
- Language
- Support Systems
- Integrity/Trust
- Motivation/Persistence
Creating Systemic Resilience: (1-3)
Increasing Stability & Decreasing Chaos

<table>
<thead>
<tr>
<th>Individual</th>
<th>Institution</th>
<th>Community/State</th>
</tr>
</thead>
</table>
| **Financial:**
Have the money to purchase goods and services, save for emergencies and to invest. Understanding the rules of money and wealth creation. | Employment opportunities includes many well-paying, full-time jobs with benefits and opportunities for advancement. | Collaborative exist that offer fair loans. Transportation, childcare, and health services that reduce the time and trouble it takes to get to work and services. Offer wealth creating opportunities. |
| **Emotional:**
Able to choose and control emotional responses even in negative situations. Emotional competence to work with people from many backgrounds. | Institutions provide the environment, staff, programs, and processes that are safe, healthy, positive, and supportive for all people. | The community is a safe place where diverse people and groups are included. Where there is a free exchange of ideas and access to programs that develop emotional resiliency. |
| **Mental:**
Have the mental abilities and skills to deal with daily life. Education and training to compete in the workplace for well-paying jobs. | Educational opportunities are equally available for people of all ages, races, ethnicities, genders and political persuasions. | Communities provide affordable access to pre-kindergarten through post-secondary educational opportunities. |
## Creating Systemic Resilience: (4-6)
### Increasing Stability & Decreasing Chaos

<table>
<thead>
<tr>
<th>Individual</th>
<th>Institution</th>
<th>Community/State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spiritual:</strong> Have purpose and guidance and/or culture that provides purpose and guidance.</td>
<td>Institutions consistently adhere to ethical standards, policies, and a cultural environment that is supportive of high purposes.</td>
<td>Communities are a safe haven for people of all faiths as well as those who espouse no religion; where relationships of mutual respect flourish so that true collaboratives can take place.</td>
</tr>
<tr>
<td><strong>Physical:</strong> Have physical health and mobility</td>
<td>Institutions adhere to policies and practices that support prevention, early intervention, and treatment for their employees and clients and customers.</td>
<td>Communities where everyone has access to a medical home and where water, air, soil, plants, and other natural resources and animals are managed in sustainable ways.</td>
</tr>
<tr>
<td><strong>Social Support Capital:</strong> Have rich bonding and bridging social capital</td>
<td>Institutions design the environment, procedures, and policies that promote and support the development of bonding and bridging social capital.</td>
<td>Communities bring diverse people together in ways that are inclusive and empowering socially and politically.</td>
</tr>
</tbody>
</table>
## Creating Systemic Resilience: (7-9)
Increasing Stability & Decreasing Chaos

<table>
<thead>
<tr>
<th>Individual</th>
<th>Institution</th>
<th>Community/State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language/Communication:</strong> Having the vocabulary, language ability, and negotiation skills to succeed in school, work and in the community.</td>
<td>Institutions offer access to people with different languages, registers of language, and communication needs.</td>
<td>Communities offer people with different languages, language skills and communication capabilities all access to planning and decision making tables and encourage inclusion in all aspects of society.</td>
</tr>
<tr>
<td><strong>Relationships and Role Models:</strong> Having frequent access to others who are appropriate, nurturing in positive ways.</td>
<td>Institutions promote supportive relationship-based learning, problem solving, and decision-making pathways for employees, clients, and customers.</td>
<td>Communities engage people from all classes, races, sectors, and political persuasions in problem solving roles.</td>
</tr>
<tr>
<td><strong>Integrity and Trust:</strong> Consistently honest, have strong principles and ethical standards.</td>
<td>Institutions adopt and adhere to policies that require the highest standards of behavior.</td>
<td>Communities leaders set the highest standards for ethical behavior and adhere to them.</td>
</tr>
</tbody>
</table>
## Creating Systemic Resilience: (10 & 11)
Increasing Stability & Decreasing Chaos

<table>
<thead>
<tr>
<th>Individual</th>
<th>Institution</th>
<th>Community/State</th>
</tr>
</thead>
</table>
| **Motivation and Persistence:**
Having the energy and drive to prepare act and to follow through. | Institutions develop and adhere to clear statements of purpose that identify the motivation of the whole enterprise. | Communities encourage institutions to use data, establish best practices, and encourage innovation in order to create and sustain a high quality of life. |
| **Knowledge of Hidden Rules:**
Knowing the unspoken cues and habits of all economic classes; able to navigate class systems. | Institutions will design their practices and environments from the clients’ point of view to help people from all economic classes and races succeed. | Communities promote understanding and reduce discord between people from different classes, races, backgrounds, and political persuasions to promote relationships of mutual respect. |
Bridges Model for Long-term Sustainability
BRIDGE THE GAP OKLAHOMA*
Addressing Poverty at the Individual, Institutional, Community and Policy Levels

*TSA Sponsored Bridges Out of Poverty Initiatives
Partner Sponsored Bridges Out of Poverty Initiatives
Prospective Bridges Out of Poverty Initiatives
TSA/Partner Getting Out Reentry Programs for Corrections

*A Statewide Anti-Poverty Initiative Coordinated by The Salvation Army (TSA)
Implementing Bridges Strategies and Tools – pooling community resources by blending a Quality Improvement Process with a Grassroots Movement
How Do I Start a Bridges Initiative?

**Launching a Bridges Initiative**

**01 Introduction**
Introduction to Bridges Out of Poverty model is by conversation, hearing a workshop, reading a book.

**02 Workshop**
Offer a full day Bridges Out of Poverty workshop
Offer a mechanism to capture contact information for individuals wanting to learn more.

**03 Follow-Up**
Schedule a gathering for those interested in the Bridges Out of Poverty model.

**04 Workshop**
Offer an Applying Bridges Constructs workshop

**05 Steering Committee**
Form steering committee

**06 Workshop**
Offer a Bridges to Sustainability workshop

**07 Certification**
Begin certifying trainers in Bridges Out of Poverty, Bridges To Health and Healthcare, Workplace Stability, College Achievement Alliance, and A Framework for Understanding Poverty

**08 Implementation**
Launch Getting Ahead in a Just-Gettin'-By World classes
Train facilitators
Form community organization collaboratives for Staying Ahead

**09 Meetings**
Schedule regular steering committee meetings to plan for ongoing implementation; bring in other sectors to initiative

**10 Strategic Consulting**
Strategically consult with aha! Process consultant

**11 Updates**
Continually update on community work

**12 Presentation**
Present a session at national conference

**TAKEAWAYS**
Build a community that provides a better life for all residents
Overview of Main Points:

• Poverty/Chaos is daily instability without positive personal or community resources, which can cause toxic stress and keep the brain in survival mode (fight, flight or freeze)

• By building individual resiliency skills and providing positive community supports, the brain can recover

• Each of us must contribute to a systemic approach to increase Stability and Resiliency at the individual, organizational, community, and policy levels.

• Importance of braiding resources and services (federal, state, private among all sectors: health, education, business, arts, entertainment, multicultural/faith, philanthropy, government, criminal justice, nonprofit and media)

• What actions can you take to increase stability at the individual, organizational, community and policy levels?
“Passionate people collapse timeframes”

- Deyonka Geeter, Oklahoma City
Contact Info for Local: “Getting Ahead OKC”

Terri Woodland, Adrienne Elder & Blanca Richard
Email: GettingAheadOKC@gmail.com
Call: 405-208-7212 or 405-426-5431
Website: http://www.remergeok.org/how-we-do-it

Contact Info for Statewide: “Bridge The Gap”

Email: Deborah.Price@uss.salvationarmy.org
Call: 405-254-1177
Website: http://salvationarmyaok.org/home/ways-we-help/adults/bridges-out-of-poverty/

Contact Info for National Bridges Nonprofit: “Emerge Solutions”

Website: www.emergesolutions.org