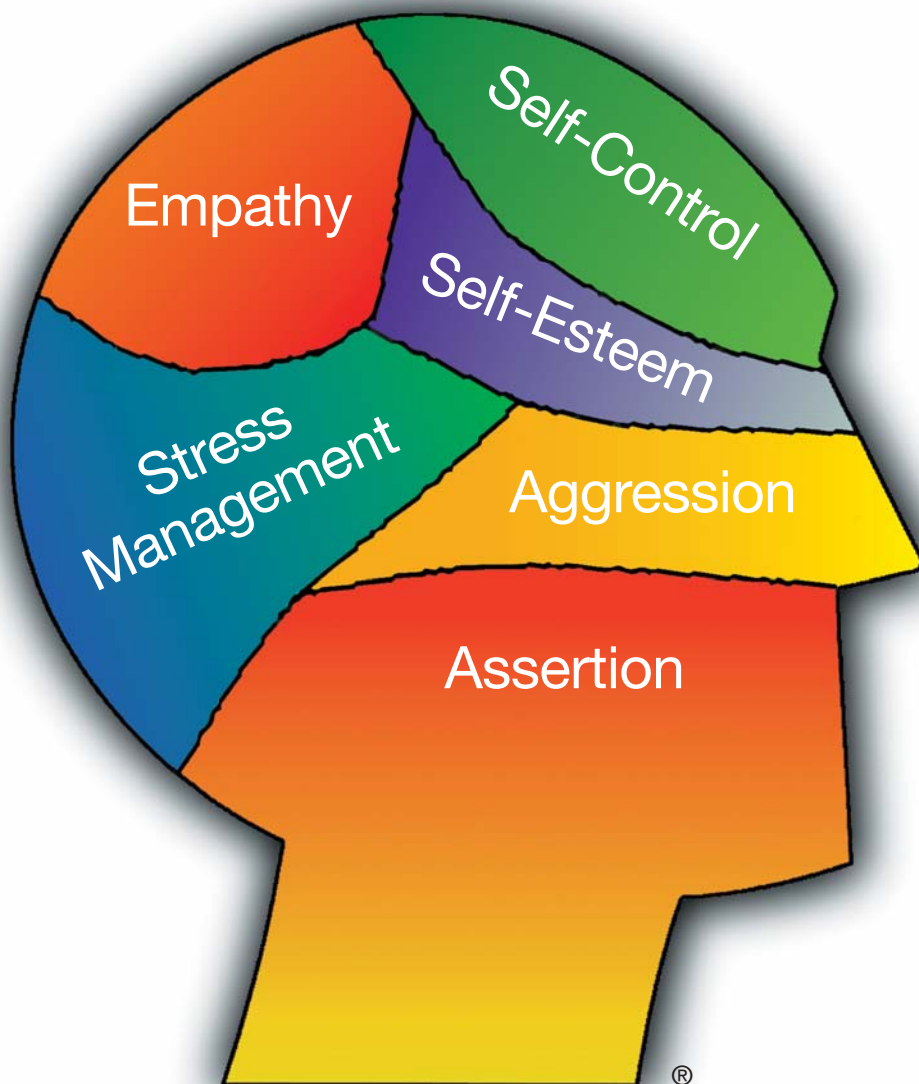


EXECUTIVE COACHING SERIES



Treat the Symptom or Treat the Cause
of Disruptive Behavior

SOCIAL/EMOTIONAL LEARNING

The Joint Commission has created new standards (**Disruptive Behavior Leadership Standard LD.03.01.01**) for patient safety and quality of care. These new standards are targeted to help health care organizations create a culture of safety and quality which can effectively deal with disruptive medical staff behavior in a fair and organized fashion. Should disruptive behavior interfere with the quality of patient care, health care facilities are required to put into practice a process to **identify** and **manage** disruptive behavior within your organization.

Consider using our social/emotional assessment (**identify**) and skill intervention (**manage**) systems to help meet the new Joint Commission standards for the management of disruptive behavior as well as to assist in executive coaching for key staff members of your organization. See for yourself how our research-based assessment and skill building systems can help to address this new requirement. We have many different options that make it easy and cost effective for you to meet and exceed the new accreditation requirements.

SOCIAL/EMOTIONAL INTELLIGENCE AND DISRUPTIVE BEHAVIOR

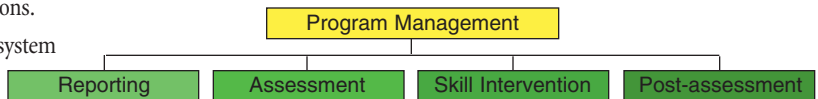
One way to help understand disruptive behavior is to learn how to understand and control emotions. This process is called emotional intelligence or EQ. EQ is the focus of all of our executive coaching services related to disruptive behavior:

- EQ is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways
- EQ skills are essential competencies related to all successful interpersonal relationships
- EQ skills are also primary factors of motivation and the gateway to lifelong learning and high levels of achievement and success.

Unlike IQ, EQ can be developed, strengthened and enhanced throughout one's lifetime. When it is improved, it benefits one's health, one's relationships and one's work. EQ can reduce disruptive behavior and build healthy employees, workplaces, and communities.

Our **Executive Coaching Series** takes aim at the link between loss of emotional control and disruptive acts through the enhancement of social/emotional skills. Employees with mastery of the learned skills of EQ are able to avoid the cycle that leads to unacceptably aggressive behavior. Not only does EQ lead to decreased levels of aggression in an organization, it builds the vibrant, productive, and satisfying work environments that typify the most successful health care organizations.

Each program in the system uses this format.



These four components are tied together with our comprehensive management system which takes away the routine tasks of scoring, interpreting, assigning and delivering skill building activities based on the results of the assessments as well as tracking, benchmarking, storing, post-assessing and reporting all data on each learner in the

THE EMOTIONAL INTELLIGENCE PROFILE

The Emotional Intelligence Profile can improve performance, reduce disruptive behaviors and build healthy employees, workplaces and communities through improving emotional intelligence skills. It does this through our unique assessment and skill intervention system designed to help identify and remediate the basic causes of stress in one's life. While stress cannot be eliminated in life, one can learn a healthier way of responding to it. **The Emotional Intelligence Profile** helps individuals learn how to identify, understand, and develop their social/emotional intelligence. **The Emotional Intelligence Profile** consists of an assessment and skill intervention system.



The high Drive Strength and Commitment Ethic scores suggest an individual who is highly motivated and committed to succeed, however the low Time Management score indicates an individual who has difficulty managing time and resources. The disruptive behavior begins with the low Time Management score. The lack of this key self-management skill will ultimately lead to stress buildup (low Stress Management). When stress remains unmanaged for an extended period of time, Physical Wellness and Self-Esteem will suffer. The low Empathy score suggests a person who has difficulty understanding how other people feel. Low Empathy and high Interpersonal Aggression may eventually lead to self-defeating behaviors such as verbal or non-verbal abuse. The good news here is that this person is open to learning new skills (high Change Orientation). Skill intervention in the areas of Time Management, Empathy and Interpersonal Assertion will result in the reduction of disruptive personal behaviors.

Assessment Component

The Personal Skills Map is designed to identify emotional intelligence in order to assist users to be more successful at life and work. It is also designed to identify and remove defensiveness to change, as well as to create a "buy-in" attitude which makes personal change and growth possible.

Skill Intervention Component

The results of **The Personal Skills Map** trigger which skill intervention units are assigned and delivered. The following eleven skill intervention units are included:

- *Self-Esteem*
- *Empathy*
- *Time Management*
- *Stress Management*
- *Interpersonal Assertion*
- *Drive Strength/Motivation*
- *Sales Orientation/Leadership*
- *Physical Wellness*
- *Interpersonal Awareness*
- *Decision Making*
- *Commitment Ethic*

Each unit contains approximately 4-5 hours of learning and listening activities, and postassessments (total of 50 hours).

THE DISRUPTIVE BEHAVIOR PREVENTION PROFILE

The **Disruptive Behavior Prevention Profile** is designed to help reduce stress at work by helping users learn how to increase self-restraint and compassion and to relate better to others.

The **Disruptive Behavior Prevention Profile** consists of an assessment component linked to a skill intervention component.

Assessment Component

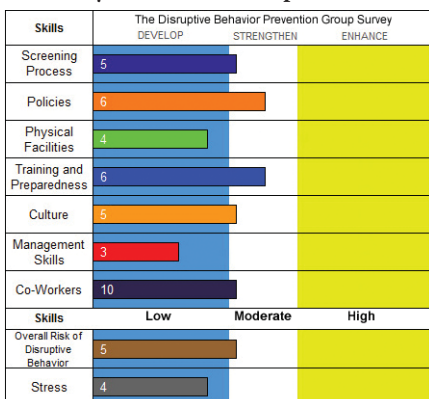
The assessments included in **The Disruptive Behavior Prevention Profile** are:

- **The Personal Skills Map** is described in **The Emotional Intelligence Profile** (page 2).
- **Winning Colors** is described in **Conflict Resolution Through Winning Colors®** (page 6).
- **The Disruptive Behavior Prevention Map** is a tool to gauge how an individual views them self in relation to disruptive behavior. The total score is a predictor of how the individual views their ability to control their behavior and to get along with other people, especially in potentially stressful, hostile, or threatening situations.
- **The Disruptive Behavior Prevention Survey** is an external assessment (360 degree assessment) of the skills included in **The Disruptive Behavior Prevention Map**, completed by someone in your organization who knows the individual well. It will give a picture of how others view their ability to control emotions and deal with people in a positive way. The survey can also be used as an electronic reporting system on disruptive behavior.
- **The Disruptive Behavior Prevention Group Survey**

THE DISRUPTIVE BEHAVIOR PREVENTION GROUP SURVEY

The **Disruptive Behavior Prevention Group Survey** is a tool to gauge how a group views itself in relation to disruptive behavior. The total score is a predictor of how members of a group or organization view their overall feeling of safety in the workplace. The average score of all team members can be used as an assessment of the culture of the organization in relationship to disruptive behavior. It will give your organization a picture of how all those completing **The Disruptive Behavior Prevention Group Survey** feel about the potential for disruptive behavior in their workplace.

The first element of performance for compliance with the Joint Commission's Disruptive Behavior Leadership Standard is that leaders regularly evaluate the culture of safety and quality using valid and reliable tools. Our **Disruptive Behavior Prevention Group Survey** is a **cost-effective, valid and reliable tool to help you meet this first element of performance and identify areas that need improvement.**



Skill Intervention Component

The results of **The Personal Skills Map** trigger which skill intervention units are assigned and delivered. The following eleven skill intervention units are included:

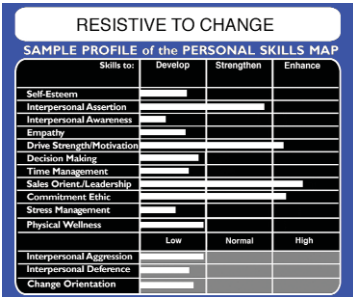
- *Self-Esteem*
- *Empathy*
- *Time Management*
- *Stress Management*
- *Interpersonal Assertion*
- *Drive Strength/Motivation*
- *Sales Orientation/Leadership*
- *Physical Wellness*
- *Interpersonal Awareness*
- *Decision Making*
- *Commitment Ethic*

Each unit contains approximately 4-5 hours of learning and listening activities, and postassessments (total of 50 hours).

THE CHANGE PROFILE

The **Change Profile's** focus is on the identification and skill enhancement of emotional intelligence factors known to help your staff adapt to change and learn new skills.

Assessment Component



These individuals seem to have a lot of drive and commitment to deliver but are resistant to personal change. The low Decision Making and Time Management skill levels imply these are people who work hard rather than smart. Interpersonal Awareness is not a strong area, and probably their need for close friendships is not as great as their need to work hard. They most likely believe that if they just work hard, they can get by without change. They have very little ability to cope with change due to the low Self-Esteem, Stress Management and Physical Wellness levels. The need to change is low and, as a result, they see no need to make personal change (Change Orientation).

The assessments included in **The Change Profile** are:

- **The Personal Skills Map** is described in **The Emotional Intelligence Profile** (page 2).
- **Winning Colors** is described in **Conflict Resolution Through Winning Colors**® (page 6).
- **The Vision Description Form-Change** creates the vision for change in an organization. Without a clear vision for change, change will fail.
- **The Commitment Map** assesses the commitment level of people key to the change process. This instrument reflects the level of commitment the organization can expect from its change sponsors. The higher the score, the greater the risk of failure the organization may expect.
- **The Synergy Map** assesses the skills learners possess that are important in building synergy in the change process. This assessment reflects the risk you will take if your learners do not have the personal skills required to be successful in what they are being asked to do. How well can they work together? The higher the score, the greater the risk of failure.
- **The Impact Map** assesses the skills of key personnel to sell others the change process. Do they have a positive impact on the change process? The higher the score, the greater the risk of not being able to "sell" your change project to others within your organization.
- **The Resistance Map** determines where resistance to change will come from. This assessment reflects the level of resistance the organization can expect from those involved in the change process. The higher the score the greater the risk of failure to complete the project.

Skill Intervention Component

(See **The Emotional Intelligence Profile** on page 2.)

THE LEADERSHIP PROFILE

The **Leadership Profile's** focus is on the identification and skill enhancement of emotional intelligence factors known to help one become a more effective leader or manager. If barriers are identified, the system electronically provides skill intervention to remove those barriers. Research has demonstrated over the past 25 years that, while most individuals can obtain the knowledge and technical skills related to leadership without the presence of emotional intelligence, this knowledge is not a factor in increased ability to lead.

Emotional intelligence is essential to developing a positive feeling for self and others, increased motivation, and ability to learn new skills, adapt to change, and become a more effective leader or manager.



This map is typical of a passive/aggressive leader commonly found in many organizations. Leaders/managers with this profile have the need to develop stronger skills in the areas of Assertion, Time Management, and Stress Management. As leaders/managers, people with a high Empathy score and a low Assertion score may have a reluctance to discipline, offer constructive criticism, or confront individuals when appropriate. When the low Assertion score is combined with low Time Management and Self-Esteem scores, the pattern may indicate leaders/managers who do not delegate, rarely ask for firm deadlines, and almost never ask that a project be redone if it is not done correctly. The result may be long hours of extra work, perhaps explaining the Stress Management score, and ultimately lead to burnout. Training in time management, stress management, assertiveness and delegation may have a highly-productive result for these individuals, especially in light of the high Change Orientation score.

Assessment Component

- **The Personal Skills Map** is described in **The Emotional Intelligence Profile** (page 2).
- **Winning Colors** is described in **Conflict Resolution Through Winning Colors**® (page 6).
- **The Vision Description Form-Leadership** identifies a vision for organizational leadership. Without a clear vision, leadership will fail.
- **The Leadership Skills Map** is a positive approach to the self-assessment of skills that are important in leading others. There are many reasons why people like to lead. Usually it is to satisfy some personal need.
- **The Leadership Skills Survey** is a 360-degree assessment. It is an external (done by someone who knows the individual) rating system and is intended to validate skills claimed by the test taker of **The Leadership Skills Map**.
- **The Integrity Map** assesses key integrity traits necessary for successful leadership.

Skill Intervention Component (See **The Emotional Intelligence Profile** on page 2.)

THE TEAM PROFILE

The **Team Profile** is used to assess the level of trust between individuals. Before individuals can function together successfully as a team, they must build trust between each other. Through an assessment **The Team Profile** will electronically identify and then assign skill interventions of emotional intelligence factors known to help build effective team members.

Assessment Component



This pattern predicts strong team members. All of the skills are high and many are in the Skill to Enhance area. Some of the skills may never reach the Skill to Enhance area because it is hard to use all of these skills on a daily basis. These people should make excellent team members because personal skill capacity has been developed. They could even assist others in their skill development. The high Sales Orientation level indicates the ability to have great influence and impact on others. They feel good about themselves and their ability to work with others and they do not see any great need to change. They are inner-driven, follow through, and are able to be organized, to solve problems, and to make good decisions, as well as to communicate in ways that do not violate others.

The assessments for **The Team Profile** are:

- **The Personal Skills Map** is described in **The Emotional Intelligence Profile** (page 2).
- **Winning Colors** is described in **Conflict Resolution Through Winning Colors®** (page 6).
- **The Vision Description Form-Team** creates the vision for teams in an organization. Without clear vision and understanding for the team, teams will fail.
- **The Integrity Map** assesses key traits necessary for successful team building. They are:
 - TRUST—assured reliance on the character, strength or truth of someone or something.
 - CONSISTENCY—agreement or harmony with one's actions; how consistent one is in one's actions and words.
 - COMMITMENT—the amount of effort one is willing to put forth to achieve a goal.
 - RESPONSIBILITY—the quality or state of being responsible; following through on what is expected of one.
 - CONFIDENTIALITY—keeping information about others to oneself.
 - TEAMWORK—the work or activity of a number of persons acting in close association as members of a unit.
 - SHARING—to participate in or enjoy something with others.
 - HONESTY—being truthful, trustworthy, upright, fair, and sincere.

Skill Intervention Component

(See **The Emotional Intelligence Profile** on page 2.)

THE ANGER MANAGEMENT PROGRAM

Road rage, murder, workplace violence, rape, and child and patient abuse are only a few of the many ways our society suffers from violent behavior. Violent and disruptive behavior is the result of a stressful event that triggers an individual's inability to control his or her anger.

Behaviors leading to the crime wave that has taken over America's streets have now moved into our hospitals, clinics and health care organizations. Why is this happening and how can we stop this trend? While experts struggle to explain why anger and violence have become a new hazard, **The Anger Management Program** offers a practical approach to decreasing this trend, providing a positive way of looking at the problem of anger management and developing a healthy personality.

Assessment Component

The assessment consists of our **Anger Management Map**. The map consists of the following scales:



This map shows an individual who has difficulty managing stress in order to control their anger. The low Interpersonal Assertion indicates an individual who has trouble communicating effectively, honestly and appropriately. The Empathy scale shows the ability to put oneself in someone else's shoes and is a key component in controlling one's anger. Stress is usually the trigger for anger. It is the opposite of Aggression (anger) or Deference (fear). Finally, Change Orientation includes the degree to which a person is motivated and ready for change. A high Change Orientation score suggests an individual who wants to change but does not know how to do it. The individual is a good candidate for training.

Skill Intervention Component

The assessment component is linked to the skill intervention component. The lowest score or scale in the assessment is assigned for skill intervention. This component consists of the following three units:

- *Interpersonal Assertion*
- *Empathy*
- *Stress Management*

Each skill enhancement module consists of approximately 4-5 hours of interactive learning activities, listening activities, and postassessments (total 15 hours).

This program is required for certification as an Anger Management Provider by The American Association of Anger Management Providers.

MAINTAINING SELF-CONTROL

This program is a follow-up to our nationally acclaimed **Anger Management Program**. **Maintaining Self-Control** is all about helping people maintain self-control in their lives. Self-control is the ability to handle feelings and emotions while experiencing difficult life situations. Without self-control it is impossible to manage stress, which is the trigger for anger. Self-control is a skill that can be assessed and developed. Our research-based assessment and intervention systems can assist you in controlling disruptive behaviors within your organization, while at the same time helping you to comply with the Commission's Standard 3.10.

The system includes an assessment and a skill intervention component.

Assessment Component

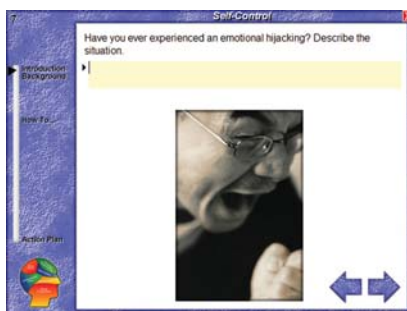
The Self-Control Map is a short, 10-question assessment related to self-control. **The Self-Control Survey** is a 360-degree assessment. It is an external (done by someone who knows the individual) rating system and is intended to validate skills claimed by the person taking **The Self-Control Map**. Use the results of these two assessment tools to determine the need for skill intervention.

After skill intervention is completed, use the post-assessment to document skill acquisition.

Skill Intervention Component

In the skill building system users will learn:

- the basics of self-control
- how to maintain self-control under stressful situations
- how to communicate in a positive manner under pressure
- how to deal with people who wish to control others
- the basics of managing stress
- how to make self-control a daily habit



CONFLICT RESOLUTION THROUGH WINNING COLORS®

A Workable Process for Resolving Personal Differences

Conflict Resolution Through Winning Colors® is a *unique present-behavioral observation tool*. Behavior identification is crucial for conflict resolution, yet many conflict resolution programs ignore this basic premise. It is through a better understanding of the four parts of self that an understanding of individual differences can be developed. **Winning Colors** is simple to understand and apply, yet this workable process for resolving personal differences is profound in implication. In a matter of seconds the behavioral make-up of those in conflict—as well as the basis for solving any discord and preventing violence—is revealed. Rather than theory, useful application strategies for resolving conflicts are given. These real applications can easily be applied to any health care organization.

The Four Parts of Self

- **Brown or Builder** is like the earth and shows leadership and decisiveness. Browns usually enjoy leading and being up front with people by expressing themselves openly and directly.
- **Green or Planner** is like the ocean, with deep, hidden, changing currents. Planners enjoy planning new and better ways of doing things.
- **Blue or Relater** is like the sky and shows openness and feeling. Relaters usually enjoy being with people and have a high regard for emotions.
- **Red or Adventurer** is like the fire of the sun and shows excitement and action. Adventurers usually enjoy being where the action is and bringing fun and thrills to life.

People who have learned these communication behaviors and how to identify them in the people they meet will have a better understanding of what drives others' behavior and how to better approach and work with those individuals.



VERSIONS

- **Software** – stand alone or network systems
- **Internet** – single-user or site license options
- **Print** – single-user or site license options
- **Instructor-Led Course** – delivered live on the Internet in a webinar course taught by one of our licensed trainers or we will train and license one of your staff members and deliver the course on CD.

CREDIBILITY

- Developed by Dr. Gary Low and Dr. Darwin Nelson of Texas A&M University
- Over 25 years in research and development
- Built off of the initial research and development of our Personal Skills Map (**The Success Profiler**)
- Initial norm base of 35,000 participants
- Over 1,000,000 administrations
- Users include hospitals, clinics, health care organizations, education and workforce development programs, as well as government agencies, universities and corporations

ACCOUNTABILITY

Program accountability is easy with our comprehensive management system. All preassessments, skill interventions (including time-on-task) and postassessments can be reported by individual user or by group or class. Results can be batch processed from individual sites to a central server.

COURSE ACCREDITATION

The Conover Company, in cooperation with the University of Colorado at Colorado Springs (UCCS), is pleased to offer 1-3 semester hours of undergraduate or graduate credit for all successful attendees of this seminar/workshop.

Courses offered:

- CURR 4599/5599 Special Topic in Curriculum: Emotional Intelligence (1-3 undergraduate or graduate credits)
- LEAD499/599 Special Topic in Leadership: Personal Responsibility (1-3 undergraduate or graduate credits)

ADDITIONAL PROGRAMS

Visit our website (www.conovercompany.com) or contact us today for information on our other related social/emotional learning programs (**The Success Profiler** and **Personal Responsibility**).

FEATURES IN ALL PROGRAMS

- Simple management system
- Clean and easy-to-read screens
- Designed for individual or group instruction
- Many practical applications of key skills related to stress management and self-control
- Over 25 years of research and development

PURCHASE OPTIONS

OPTION 1: SELF-DIRECTED COURSE

SOFTWARE VERSION

Access our assessment and skill intervention systems anytime, anywhere, 24/7. Free up your staff to attend one of our social/emotional learning courses when they have the time and energy to do so. Our stand alone, network and Internet versions contain over 50 different assessments coupled with hundreds of hours of skill intervention programs. Our unique curriculum management system takes away the need for professional staff to administer, score, interpret and report user results. **Save both time and money** while complying with the Joint Commission's requirements for managing disruptive behavior.

OPTION 3: TRAIN THE TRAINER

SOFTWARE AND PRINT VERSIONS

Do you want your own staff to provide assessment and training for your organization? Why not consider using our instructor-led courses to fill your needs? Our quality, research-based assessment and skill intervention systems can provide comprehensive social/emotional learning for your staff members and can be administered in groups of all sizes in both print and software formats. The system also includes a comprehensive tracking system for complete program accountability.

OPTION 2: INSTRUCTOR-LED COURSE

WEBINAR VERSION

Do you want to comply with the Joint Commission's requirements for disruptive behavior however you cannot afford to send your staff to an off-site training? Consider using our webinar services to provide professional one-on-one assessment and skill intervention services over the Internet. Select the day and time and we will do all the rest. All program administration, reporting, and accountability are provided by our professionally trained and certified staff.

OPTION 4: EXECUTIVE COACHING

WEBINAR OR ON-SITE VERSIONS

Our executive coaching seminars for social/emotional intelligence are designed for organizations interested in developing the ability of their staff to deal effectively with stress and to improve the effectiveness of their organization.

Do you want to use our expertise (over 25 years) to provide professional executive coaching on social/emotional development to one or more of your staff members? We can provide this service utilizing our research-based assessment and skill intervention systems in a webinar format, on your site, or a combination of both on-site and webinar formats.

One of the best ways to receive additional information on our products and services is to sign up for a free webinar.

Our webinars are structured to fit your time frames and needs. All you have to do is email us, call us, or go to our website and let us know the dates and times you have available.

We do the rest.

**SCHEDULE A FREE,
ON-LINE WEBINAR
TO LEARN MORE
ABOUT THESE EXCITING
AND AFFORDABLE
PROGRAMS!**

**ASK ABOUT OUR
NEW ON-LINE
TRAINING!**



Here is how it works:

STEP 1

Select a date and time and sign up for a webinar.



STEP 2

On the date and the time you choose, we will send you an email with a link to our computers.



STEP 3

Click on the link. It will automatically connect with us. We can connect up to 15 sites.

That's all there is to it. It is like having a professional sales consultant on-site without the hassle and commitment inherent in that process.



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