

Conover Online™

Research-Based Effectiveness. Cloud-Based Convenience.



Onsite and distance learning
anytime, anywhere and on any device.

Conover Online™

Conover Online™ is a unique eleven step research-based process for assessing and teaching personal success skills for school, workplace, community and life. At its core are eleven separate, yet related components:

Career Exploration and Assessment - p. 7

Interest Assessment – The Interest Indicator™

Career Exploration and Assessment – Work Samples

Course of Study to Support Career Goals – Learning Assessment Programs™

Career Information and Planning – The Career Planner™

Soft Skills - p. 19

Social/Emotional Learning – The Success Profiler®

Social/Emotional Learning – Winning Colors®

Anxiety Management – The Anxiety Management Program™

Anger Management – The Anger Management Program™

Bully Prevention – Bullying Prevention Program™

Self-Determination – Personal Responsibility™

Soft Skills – Workplace Readiness

Life Skills - p. 50

Independent Living Skills – Functional Skills System™



Career

- Self-Directed Interest Assessment
- Correlates to Common Core State Standards
- Career Exploration & Assessment
- Course of Study to Support Career Goals
- Career Information & Planning

Soft Skills

- Pre- & Post-assessments
- Postitive Behavioral Intervention and Supports
- Self-Determination
- Enhance Personal Growth
- Develop Key Success Skills

Life Skills

- Pre- & Post-assessments
- Independent Living Skills
- Video Modeling
- Review and Generalization
- iOS Apps for Reinforcement

Why a Conover Credential™?

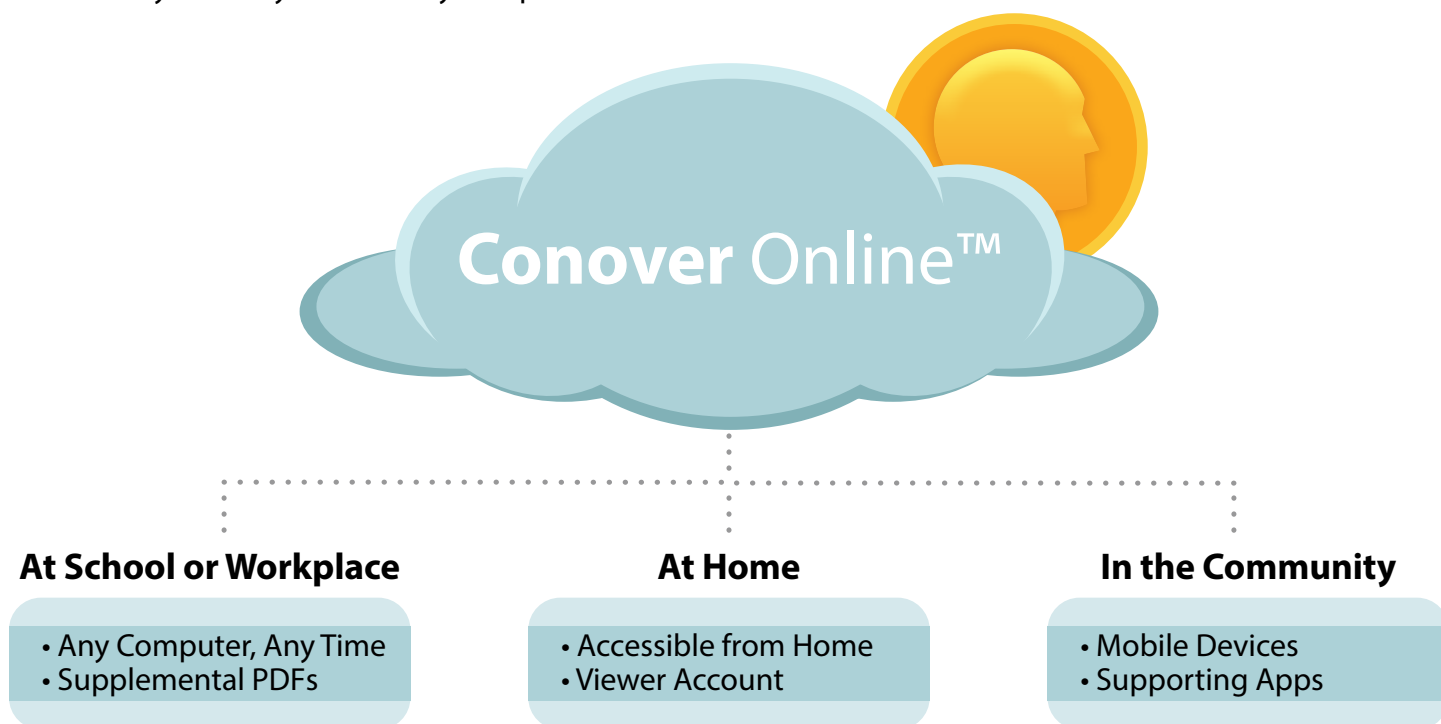


We are proud to offer a *Conover Credential™* to successful participants for each of the following areas:

- Career Planning: *MECA®*
- Soft Skills: *Workplace Readiness*
- Goal Setting: *Personal Responsibility—Achieving Academic and Career Goals™*
- Social/Emotional Development: *Success Profiler®*
- Anger Management: *Anger Management Program & Bullying Prevention - Bullying Prevention Program*
- Life Skills: *Functional Skills System™*

Participants can earn a credential in one or all of the above areas. Give your participants a leg-up on getting and keeping a job in this tough job market.





Conover Online™ removes the limitations of traditional software systems. Now you can access any part of our Conover® system any time on any computer or mobile device.



5 Benefits of Web-Based Transition Assessment Systems

- 1**
Less Expensive
- 2**
Easy to Set Up
- 3**
Easy to Support
- 4**
Easy to Use
- 5**
Easy to Take With You

With the flexibility of our online system, you now have options:

	Delivery:	Self-directed learning Computers – Mac and Windows All mobile devices
	Availability:	Anytime, anywhere, 24/7, 7 days a week
	Accountability:	Real time data tracking on all delivery devices
	Cost:	\$5.00 per credit* (quantity discounts available)

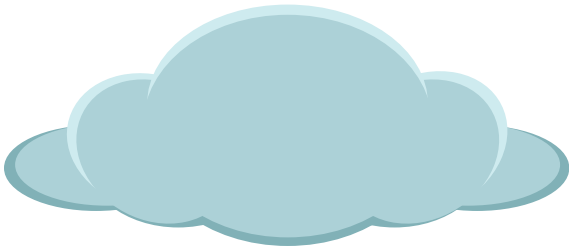
*No installs.
No need for IT
support.*

* A credit can be used for one title for one user within Conover Online™. Users may enter and exit that program as many times as they wish and will have unlimited access to that program until they have completed the entire unit. Conover Online™ credits never expire.



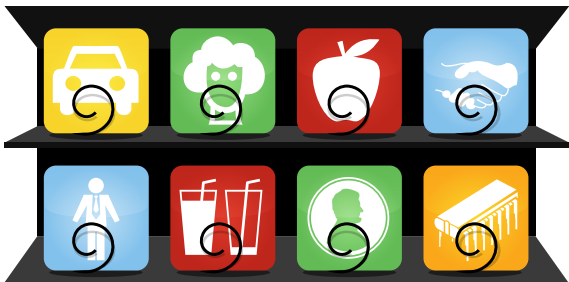
Credits

Credits are how you deliver content to your users in Conover Online™. They allow you to create customized learning plans for your users that are individualized based on their specific needs.



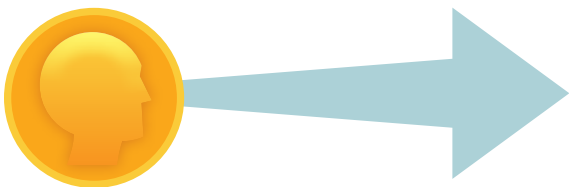
Cloud-Based Convenience

Once an assignment is made, the user has access to that assignment until they fully complete the unit. Because the entire program is cloud-based, it will save a user's progress when they exit and pick up right where they left off when they log back in - even if it's on a different computer or device.



Pay Only for What You Use

Think of Conover Online™ as a giant software vending machine. Conover Online™ Credits are the currency that buys you the candy bar. This means that you never overpay, because you are only charged for what you actually use. You can buy anything in the machine, but you don't pay just to have access to it - you only pay for what you actually "consume".



Easy on Any Budget

There's no minimum purchase, so it's very easy to get started, even on a limited budget.

Best of all, credits are only \$5/each.

Conover Online™ Management System

All assessments and curriculum are **electronically integrated into Conover Online™**. This allows for a **seamless program integration** from interest testing to the assigning, delivery, benchmarking, tracking, and creating a **Summary of Performance**. This **eliminates the expensive and time-consuming activities** of scoring and reporting results, and frees up the program administrator to help where needed. Program accountability is electronically built into the system. Because Conover Online™ is a cloud-based program, accountability for all users at all sites is a simple reality.

Conover Online™ gives you usage and performance analytics, real-time data tracking, and program management tools to improve productivity and comply with federal and state reporting requirements anytime, anywhere!

The Problem



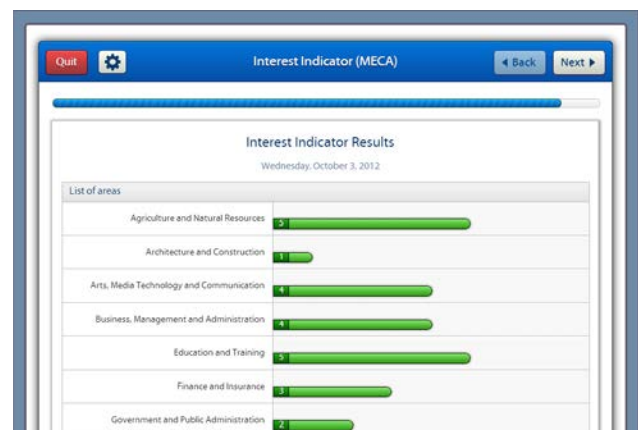
Not enough time or staff to use the status quo methods of data collection.

The Solution



Conover Online™

Research-Based Effectiveness. Cloud-Based Convenience.



Consists of:

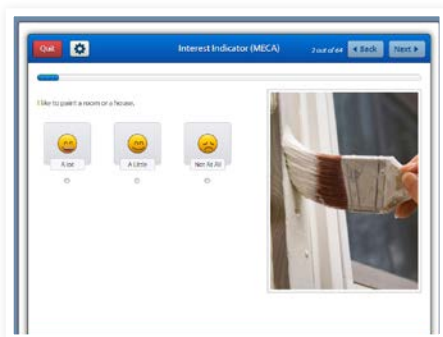
The Interest Indicator™ p.7
Work Samples p. 8
Learning Assessment Programs™ (LAPs) p. 17
The Career Planner™ p.18

Interest Assessment

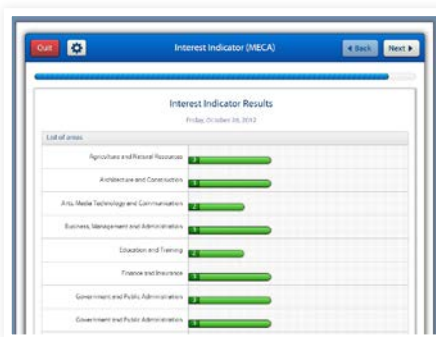
The Interest Indicator™

- **Assesses individual career interests**
- Places users into areas of interest in the MECA® system
- Contains an audio option for individuals with limited reading skills
- Works with assistive technology devices such as touch screens, switches, screen readers and more
- Can be used by individuals with little or no work experience
- Links to *Guide for Occupational Exploration (G.O.E.)* and *John Holland Scales®* for access to O*Net and other occupational information systems

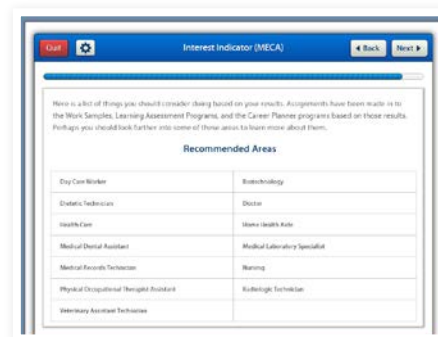
THE INTEREST INDICATOR is an assessment of interests based upon personal likes and dislikes of general everyday activities.



The assessment is delivered in a multimedia format with full audio.



The assessment is electronically scored and results are presented and thoroughly explained. The system correlates to most career information systems.



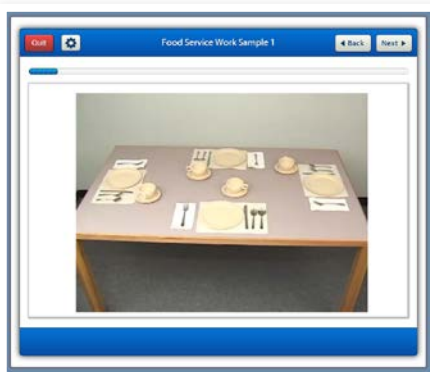
Activities related to the areas of highest interest are assigned and delivered.

Career Exploration and Assessment

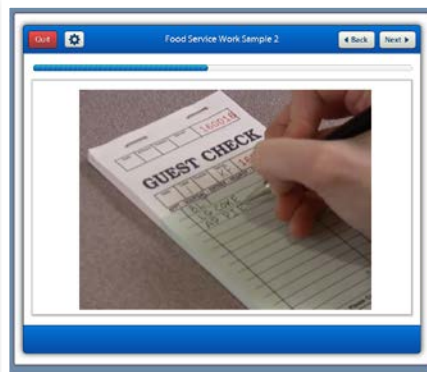
Work Samples

- **Can be used in maker education programs linking hands-on projects to post-secondary careers**
- **Provides age-appropriate career exploration and assessment**
- Provides an opportunity to try out jobs in a non-threatening way
- Contains three Work Samples for each career area
- Takes about 30-40 minutes to complete each Work Sample, allowing users to experience some entry-level, mid-level and advanced-level job activities
- Contains all items necessary to administer the activity
- Uses quality hand tools from the workplace
- Presents each task with full video/audio
- Contains over 2000 video clips

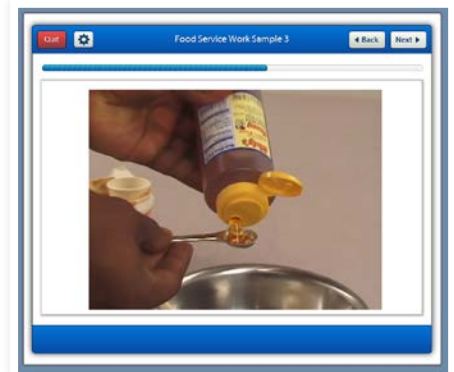
The Work Samples are hands-on simulations of an actual part of a job. The Work Samples provide opportunities to try out jobs in a non-threatening way. Each career kit contains all of the tools, supplies and hardware needed to perform all activities. Each career area contains three Work Samples. This allows exposure to entry-level, mid-level and advanced-level job activities.



Food Service Work Sample #1
Setting a Restaurant Cover



Food Service Work Sample #2
Taking a Customer's Order



Food Service Work Sample #3
Food Preparation

The computer administers and then scores the Work Samples (time and quality). Work Samples take approximately 30-40 minutes to complete. Each job task is analyzed and broken down into very easy and understandable steps. Every step is presented through a video clip coupled with audio. If the video is too fast, the program can be slowed down by using the still image with audio and/or text options.

Package Contents

Each career area contains all related hardware and quality hand tools, used in the three Work Samples. All items are packaged in a sturdy carrying case. Each MECA® kit is specifically designed to be portable and easy to administer and maintain. Extensive use of computer simulations keeps consumable supplies at a minimum. Supplies can be replaced locally.

AUTOMOTIVE TECHNOLOGY



Users are introduced to some of the common diagnostic and repair issues facing today's automotive technician. Activities included are: repairing a wheel cylinder, diagnosing electrical problems in the ignition system and diagnosing and repairing electrical problems in the chassis of an automobile.

Users:

- disassemble, bore, and reassemble a brake cylinder
- perform diagnostics using common diagnostic tools, charts and logic trees
- make simple electrical repairs on an automobile chassis
- follow proper health and safety procedures

BUILDING MAINTENANCE



Users are introduced to some of the common repairs performed by building maintenance workers. Activities included are repairing a faucet, preparing electrical cable and installing new electrical cable.

Users:

- diagnose problems in a single lever faucet
- do repairs on a single lever faucet
- learn about local and national building codes
- prepare romex cable ends
- install romex cable into two receptacles
- follow basic health and safety procedures

COMP.-AIDED DESIGN/3D PRINTING

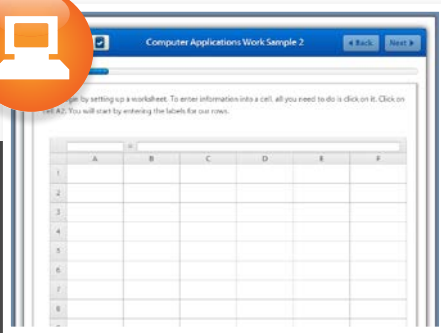


Users will have an opportunity to use 3D printing software and a 3D printer to create designs and learn about 21st century technology. Activities include setting up a 3D printer to be print-ready and general maintenance, using 3D printing software to design and print two different paperclips, and using 3D printing software to design and print a keychain accessory.

Users:

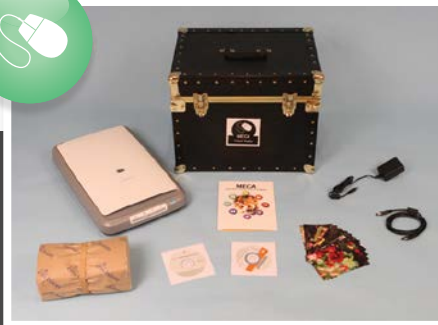
- learn how to use presentation software
- learn general maintenance on a 3D printer
- build a 3D printed object from a library
- resize and shift objects within 3D printing software
- print an object without a template
- repair objects within 3D printing software
- create objects that can be used for everyday tasks

*These three work samples have no hardware. They are all simulation.



Users are introduced to some of the most common activities related to using computer software. Activities included are using presentation software, using a spread sheet and using a data base.

- learn how to use presentation software
- build a sample presentation
- build and enter data into a spread sheet
- enter basic spread sheet formulas
- build and enter data into a data base
- perform simple data base functions



- scan and save five photo images
- learn common file formats, types and resolutions for images
- resize images
- adjust images for contrast, brightness and color
- enhance images using special effects and filters
- repair images
- create a calendar project using scanned and edited images
- perform additional optional special projects including the creation of cards, pages, certificates, labels and T-shirts



- measure, mark and cut a piece of wood to form a butt joint
- measure, mark, cut and assemble a piece of wood to form a miter joint
- remove an old lock assembly
- measure mark and cut new holes for a lock assembly
- install a lock assembly in new holes
- follow proper health and safety procedures
- learn relevance of local and state building codes

COSMETOLOGY



Users are exposed to some of the fundamental tasks required of a cosmetologist. Activities included are giving a manicure, curling long hair, and giving a facial.

Users:

- clean and file fingernails
- use a blow dryer to style long hair
- use a curling iron to curl long hair
- apply and remove facial cleanser
- apply facial toner and moisturizer
- follow proper health and safety procedures

CUSTODIAL HOUSEKEEPING

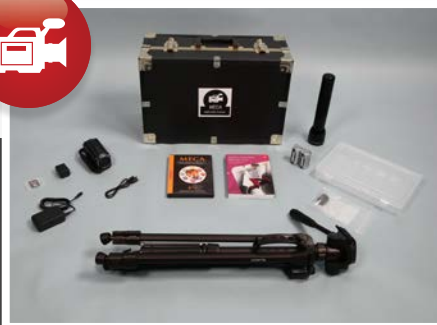


Users do some of the most common tasks related to custodial housekeeping. Activities included are dust mopping a floor, cleaning windows and cleaning furniture.

Users:

- clean floors of mud and gum
- apply mop oil to dust mop
- mop floors
- use hand broom and dust pan to clean up dirt
- mix window cleaning solution
- wash and dry windows
- remove gum and hardened dirt from furniture
- clean and polish furniture
- follow proper health and safety procedures

DIGITAL VIDEO PRODUCER



Users are introduced to some of the most common tasks performed by a digital video producer. Includes a High-Definition digital video camera, tripod and Adobe® Premiere® Elements. Activities included are the basics of shooting digital video, the basics of editing digital video and producing a video project using Premiere®.

Users:

- operate a digital video camera
- shoot a short segment of digital video
- capture video using FireWire technology
- edit digital video
- make transitions and special effects
- create title screens
- follow a storyboard to shoot a video project
- add audio to video clips
- produce a completed video project

DISTRIBUTION - WAREHOUSE



Users experience some of the most common jobs performed in a warehouse distribution center. Activities included are filling customer orders, shipping customer orders and inventory control.

Users:

- gather, weigh and package various pieces of hardware to fill several orders
- complete a packing list for each order
- seal shipping boxes for each order
- complete address labels for each order
- weigh each order
- fill out shipping records and ship each order
- inventory all items
- track inventory items
- order inventory items that are low

ELECTRONICS



Users have an opportunity to do some jobs related to the electronics industry. Activities included are checking electronic circuits, soldering electronic components, and building a police siren.

Users:

- check electronic circuits using a simulated continuity tester
- install and solder electronic components to circuit boards
- install and solder electronic components to a circuit board to make a police siren
- test work
- remove and clean electronic components from circuit boards
- follow proper health and safety procedures

FOOD SERVICE



Users are given the opportunity to experience three common jobs found in the food service industry. Activities included are setting a restaurant cover, taking orders, and preparing food.

Users:

- set up a four-place restaurant cover
- remove a restaurant cover
- take orders for food from five customers
- prepare six no bake energy bites
- clean dishes and utensils
- follow all health codes related to sanitary preparation and storage of food

GRAPHIC DESIGN



Users experience several job-related tasks performed by a graphic designer. Activities included are designing a business card and a magazine cover using Photoshop® Elements and using an air brush.

Users:

- create, design and print ten business cards
- create and design a magazine cover
- use frisket film to cut out a design
- paint designs using an air brush
- clean air brushes
- follow proper health and safety procedures

HEALTH CARE



Users have an opportunity to do some of the common entry-level jobs in the health care industry. Activities included are wrapping an arm with an elastic bandage, taking temperature readings and taking pulse and blood pressure readings.

Users:

- wrap, then unwrap an arm using an elastic bandage
- take, read and record patients' temperatures using digital and instant thermometers
- take, read and record patients' pulse rates using a stethoscope
- take, read and record patients' blood pressures using a stethoscope and a sphygmomanometer
- follow proper health and safety procedures

HEATING, VENT. & AIR COND. (HVAC)



Users are introduced to some of the fundamental tasks performed daily by HVAC technicians. Activities included are installing pipes, installing heating and cooling systems and maintaining and repairing heating and cooling systems.

Users:

- read blueprints to assemble galvanized pipe
- measure, cut and assemble common PVC pipe
- measure, cut, and prepare copper tubing
- learn to diagnose common problems in HVAC systems
- read blueprints to form ducts
- read specifications and wire a thermostat
- perform common maintenance service
- replace IFC
- follow proper health and safety procedures
- learn and apply local and state building codes

HORTICULTURE

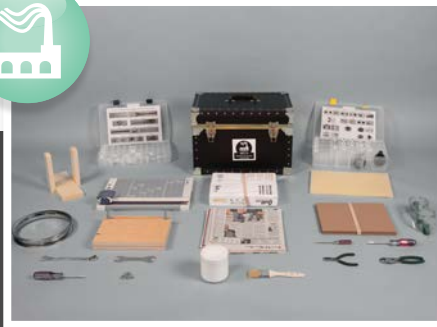


Users experience several jobs related to the horticulture industry. Activities included are planting seeds, mixing high porosity soil, and soil testing.

Users:

- fill trays with seed starting soil
- plant seeds in trays
- mix high porosity soil using several ingredients
- perform soil quality tests for pH, nitrogen, potash and phosphorus levels
- follow proper health and safety procedures

MANUFACTURING FAB. & ASSEMBLY

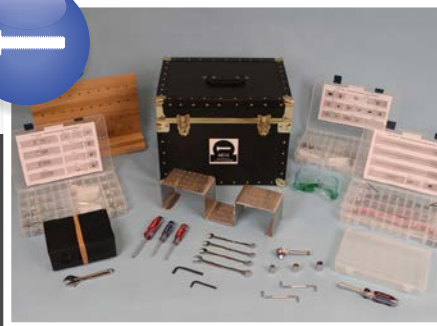


Users are introduced to some of the most common jobs in the field of fabrication and assembly of manufactured goods. Activities included are note pad assembly, assembly of a bike wheel, and assembly of a fishing reel.

Users:

- measure and cut several pieces of paper and chipboard
- collate and glue cut pieces to make note pads
- assemble a 30+-piece bike wheel assembly using step-by-step instructions
- assemble a 30+-piece fishing reel assembly using step-by-step instructions
- disassemble products and return parts to parts tray
- follow proper health and safety procedures

MFG. SMALL PARTS ASSEMBLY



Users are introduced to the industry of small parts assembly and the proper use of common hand tools. Activities include assembly and disassembly of 40 bolts, installation and removal of 136 screws into a screw block and assembly and disassembly of an electrical wiring project. Performance of repetitive tasks and frustration tolerance are tested.

Users:

- install 40 common washers, nuts and bolts
- tighten assemblies using a variety of wrenches
- install 136 common screws in a hardened stainless steel screw block
- tighten screws using a variety of screwdrivers
- assemble 21 electrical wires into a wiring harness
- tighten assemblies using a wrench and screwdriver
- disassemble products and return parts to parts tray
- follow proper health and safety procedures

OFFICE TECHNOLOGY

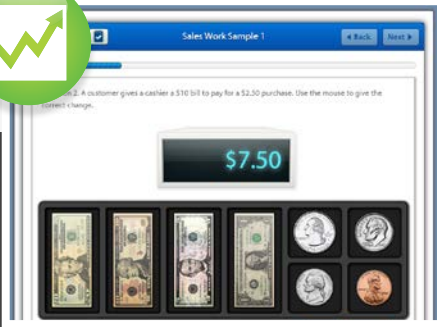


Users experience several jobs related to office occupations. Activities included are: filing, taking messages and typing letters.

Users:

- file cards alphabetically
- file cards numerically
- take several verbal messages using phone message pads and e-mail
- type a written letter
- type an orally transmitted letter

SALES*



* These three work samples have no hardware. They are all simulation.

Users are introduced to several jobs within the sales industry. Activities included are: working as a cashier/sales clerk, working as a sales representative and taking a sales assessment.

Users:

- total bills
- receive money
- make change
- figure returns and exchanges
- figure discounts and markdowns
- use barcodes
- take inventory
- take the Sales Skills Map
- learn the nine-step process to selling
- use the nine-step process to sell a product

SMALL ENGINES



Users have a chance to do some of the common tasks in repairing small engines. Activities included are servicing air cleaners, servicing the ignition system and cleaning the cooling system.

Users:

- disassemble, clean, lubricate and reassemble the air cleaner
- remove old spark plugs
- test spark plugs
- set gap on spark plugs
- install spark plugs
- remove blower housing, cylinder head baffle and flywheel screen
- clean all parts related to the engine cooling system
- reassemble engine
- follow proper health and safety procedures

TELECOMMUNICATIONS



Users are introduced to some of the basics of the telecommunications industry. Users learn the fundamentals of transmitting sound using fiber optics. Activities included are modulating laser light to telecommunications signals, modulating radio signals, and bending laser light in fiber optic cable using a laser, adapter, and a photometer/receiver.

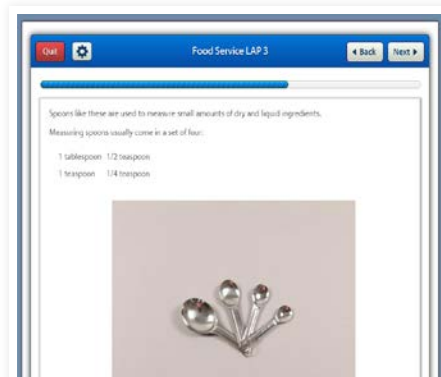
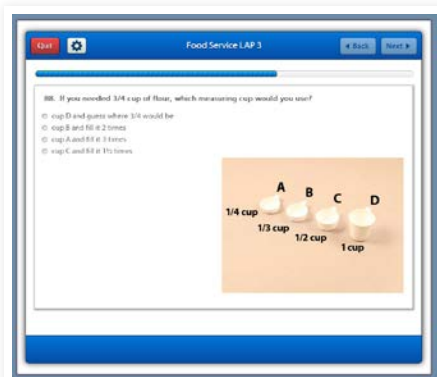
Users:

- set up and use a laser, fiber optic cable, and a photometer/receiver.
- convert laser light into telecommunications signals
- modulate radio signals to transmit music or voice signals over a laser beam
- transmit voice using laser beam and fiber optic cable
- send electronic signals in laser light by bending laser light in fiber optic cable
- follow proper health and safety procedures

Course of Study to Support Career Goals

Learning Assessment Programs™

- Provides academic/basic skills assessments related to the workplace
- Establishes the link between interests and academic/basic skills
- Links post-secondary goals to educational activities
- Correlates to all state content and national core standards and competency based basic skills programs
- Targets only the key competencies necessary for successful performance in each career area
- Results can be used for planning a course of study to support post-secondary goals
- Connects academics to the real world
- Demonstrates real-world applications of academic/basic skills
- Identifies how well users can handle key job-related competencies in math, communication, and problem solving
- Creates a prescription for learning
- Integrates academic with technical skills
- Provides a reason to learn

A screenshot of a computer screen showing the results of a Food Service LAP 3 assessment. The title is "1. Measurement Results" and the date is "October 26, 2012". Below the title is a table with four columns: Competency, Score, %, Question Numbers, and Incorrect Answers.

Competency	Score	%	Question Numbers	Incorrect Answers
Tables & Charts, Measurements Liquid	2/8	25%	76 - 83	76, 77, 78, 80, 82, 83
Measurements Liquid	2/4	50%	84 - 87	85, 86
Measurements Dry	2/5	40%	88 - 93	90, 91, 92, 93

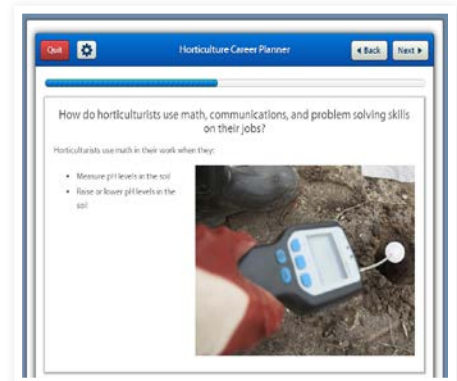
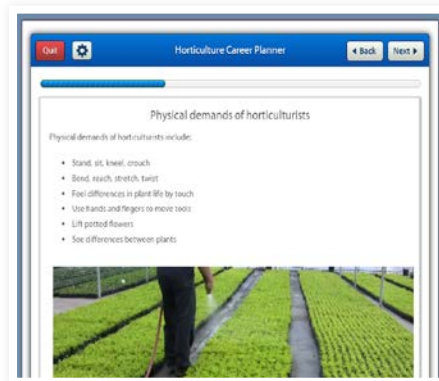
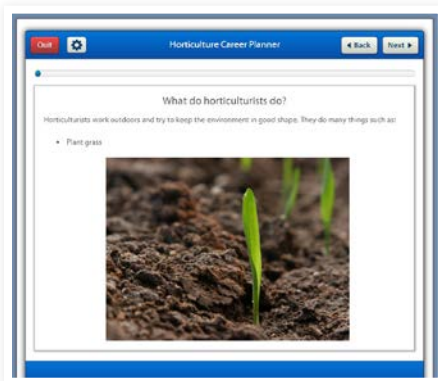
The LAPs are a variety of academic/basic skills assessments related to each career area. There are three separate LAPs in each career area. This allows exposure to entry-level, mid-level and advanced-level job activities.

There are a total of ten to fifteen different job-specific assessments in a career area. Each assessment takes approximately 20-30 minutes to complete. Results can be used to plan a course of study to support post-secondary goals. The LAPs correlate to all 50 state academic standards and national core standards, and therefore can be used to write IEP annual goal statements using your state academic standards.

Career Information and Planning

The Career Planner™

- Provides occupational information and career planning activities for each occupation in the MECA® system
- Involves learners in creating their own career plans
- Includes occupational information such as:
 - Job requirements
 - Related jobs
 - Related interests
 - Physical demands
 - Working conditions
 - Skills needed (academic and technical)
 - Where to obtain these skills
 - Helpful school courses
 - Ways to get a job
 - Licensing and certification
 - Wages
 - Job outlook
- Creates a career portfolio for documenting post-secondary goals
- Reading/listening level is at a 4th-5th grade level
- Contains hundreds of video clips of people working in occupations



THE CAREER PLANNER is an occupational information system and was created because existing occupational information systems are usually written with little regard for interest and readability. With a low reading level (4th-5th grade), full audio and hundreds of video clips, THE CAREER PLANNER will hold the interest of each participant. A unique feature of THE CAREER PLANNER is the Career Portfolio, which is a tool for documenting post-secondary outcomes and the resources needed to achieve these outcomes.

Conover Online™ Social/Emotional Learning Programs



SOFT SKILLS



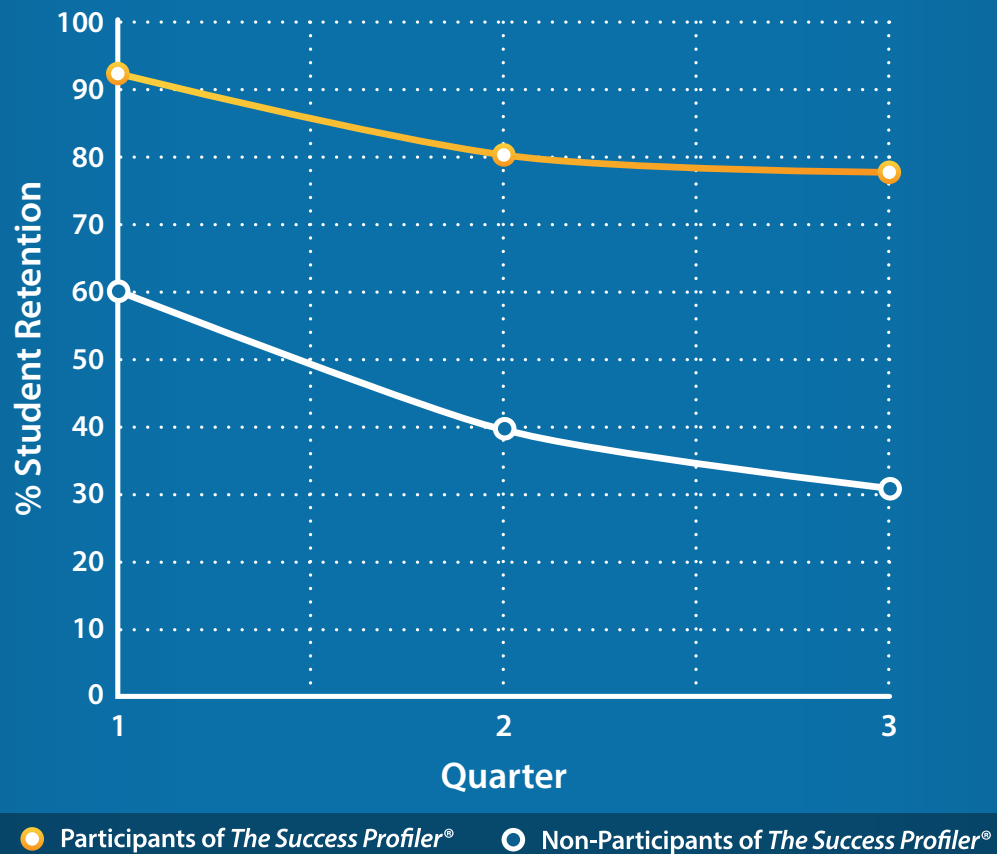
Onsite and distance learning
anytime, anywhere and on any device.

The Success Profiler® & Academic Success

Finding 1: Students who participate in The Success Profiler® are more likely to be retained.

Finding 2: Students who participate in The Success Profiler® outperform their peers.

Retention Rate For THE SUCCESS PROFILER (TSP) Versus Non-TSP Students: What A Difference!



THE SUCCESS PROFILER: A Variable to Academic Success

Participants of The Success Profiler®

2.79

Non-Participants of The Success Profiler® 1.79

0.5

1.0

1.5

2.0

2.5

3.0

3.5

Grade Point Average (GPA)

Social/Emotional Learning

The Success Profiler®

What is *The Success Profiler*®?

The *Success Profiler*® is a systematic, research-based assessment and skill intervention system designed to improve social and emotional intelligence. Emotional intelligence is a learned ability to identify, explain, understand and express human emotions in healthy and productive ways. Our forty years of research show that emotional intelligence skills are the primary factors for reducing problematic behaviors, increasing motivation, and the gateway to success in school, work, and life.



Meet Christina. Christina is a senior in high school and she is thinking of a career as a health care provider. Christina is involved in several clubs at school and she works part time at a senior care center. She is dedicated and focused, but can easily get overwhelmed by the demands of school and work. She struggles with her decision making and time management skills, which is holding her back from reaching her full potential.



She's an extremely hard worker who could be a star performer if she could just improve in these two critical areas. According to her score on Change Orientation, she is aware of her lack of decision making and time management skills and is open to specific skill training in these two areas. Specific skill training would produce a star performer in a very short period of time.

How It Works

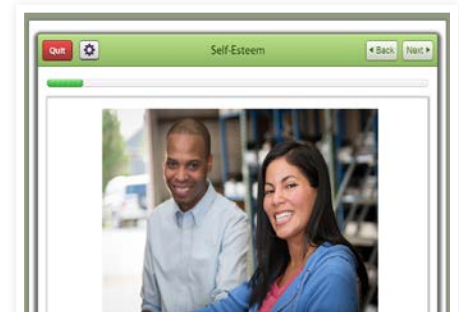
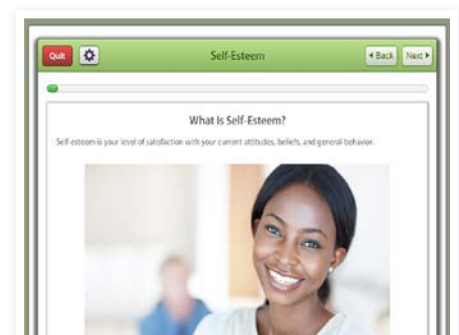
The *Success Profiler*® consists of assessment and skill intervention components.

Assessment Component

There are nine core assessments and over 30 related assessments. Each assessment is designed to build a map of where the person is in relation to the particular success profile. Assessments are electronically scored and all results are presented and explained to the user. Users gain an understanding of where they are and where they need to go.

Skill Intervention Component

The entire Skill Intervention system consists of **over 50 hours of interactive, on-line, learning activities and post assessments.** There are also several off-line individual and group activities.

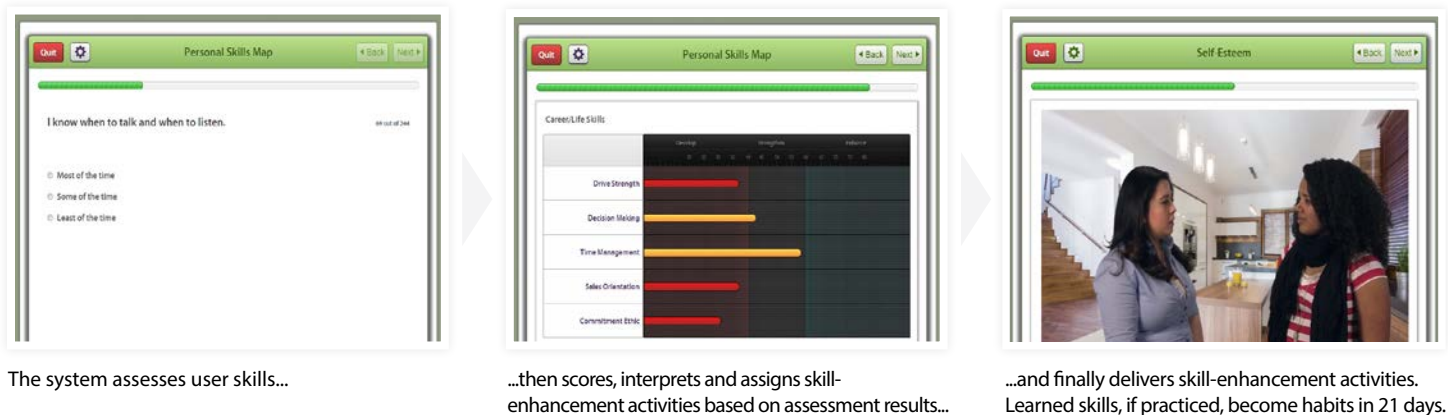


There are currently skill enhancements for the following areas:

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

Management System

All assessments and instruction are electronically integrated into our management system, eliminating the expensive and time-consuming activities of assigning, scoring and reporting results, and freeing up the program administrator to help where needed. Program accountability is electronically built into the system.



While doing all this, the management system is tracking , scoring, benchmarking, storing and printing information on each user in the system.

Credibility

- **9 million administrations and counting**
- **Norm base of over 35,000 participants**
- **174 Master and Doctoral-level dissertations, research papers, books and articles**
- Validation correlations with: MMPI 16PF EPPS
- Over forty years of research
- Users include hundreds of educational and workforce development programs, government agencies and corporations including:
 - Honeywell
 - Apple Computer
 - Appleton Public Schools (Alternative Education)
 - Austin Community College
 - Boeing
 - Control Data
 - Department of Corrections
 - Workforce Development Programs
 - Ingham Independent School District
 - Michelin Tire
 - Milwaukee Public Schools
 - Dallas Community College
 - 2,000+ U.S. Army J.R.O.T.C. & S.R.O.T.C. Schools
 - McHenry County Community College
 - Skyline Technical High School (Charter School)
 - Spotted Eagle High School
 - Curative Workshop
 - Miami-Dade School District
 - Los Angeles Unified School District
 - Colorado Department of Labor and Employment
 - And more!

Systems Available

The *Success Profiler*® currently consists of the following components.

Use the entire system or select from the following components:



Change – helps people adapt to change.



Customer Service – improves ability to read, understand and service customer's needs. (Corporate Version Only)



Emotional Intelligence – designed to assess key emotional intelligence skills. Results of *The Personal Skills Map*®, which is part of this profile, electronically links to our skill intervention system.



Leadership – develops an openness to accept responsibility to develop the core foundation skills of leadership.



Learning – designed to enhance the learning process so that new skills can be learned.



Sales – designed to build the self-confidence necessary to improve one's ability to sell. (Corporate Version Only)



Sensitivity – increases awareness of self and others and the ability to understand and respect the individual differences in each of us.



Teamwork – designed to increase one's ability to accept responsibility and to become a contributing member of a team.



Violence Prevention – designed to help identify the risk of potential violence and to reduce stress and increase self-restraint.

The Success Profiler®

The Personal Skills Map®

The Personal Skills Map® is the core assessment tool and the heart of our system. The assessment is designed to identify social/emotional intelligence skills to allow individuals to become more successful in life, school, and at work, and to eliminate any barriers to change and enhancing personal growth. *The Personal Skills Map®* assesses skills and then assigns skills training and learning experiences meant to foster healthy personal growth and development. This assessment covers the competencies that are most strongly correlated with personal and career success, including *Self-Esteem, Interpersonal Assertion, Interpersonal Awareness, Empathy, Drive Strength/Motivation, Decision Making, Time Management, Sales Orientation/Leadership, Commitment Ethic, Stress Management, Physical Wellness, Interpersonal Aggression, Interpersonal Deference* and *Change Orientation*.

RESISTIVE TO CHANGE

SAMPLE PROFILE of the PERSONAL SKILLS MAP

Skills to:	Develop	Strengthen	Enhance
Self-Esteem	<div></div>		
Interpersonal Assertion	<div></div>		
Interpersonal Awareness	<div></div>		
Empathy	<div></div>		
Drive Strength/Motivation	<div></div>		
Decision Making	<div></div>		
Time Management	<div></div>		
Sales Orient./Leadership	<div></div>		
Commitment Ethic	<div></div>		
Stress Management	<div></div>		
Physical Wellness	<div></div>		
	Low	Normal	High
Interpersonal Aggression	<div></div>		
Interpersonal Deference	<div></div>		
Change Orientation	<div></div>		

This chart is indicative of individuals who seem to have lots of drive and commitment to deliver but are resistant to personal change. The Decision Making and Time Management skill levels imply that these are people who work hard rather than smart. Interpersonal Awareness is not a strong area, and probably the need to have close friendships is not as great as the need to work hard. Persons with this profile 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 their low Self-Esteem, Stress Management and Physical Wellness levels. The need to change is low and, as a result, no need is seen to make personal change. (Change Orientation includes the degree to which a person is ready for and willing to change.)

POTENTIAL TURNOVER PROBLEM

SAMPLE PROFILE of the PERSONAL SKILLS MAP

Skills to:	Develop	Strengthen	Enhance
Self-Esteem	<div></div>		
Interpersonal Assertion	<div></div>		
Interpersonal Awareness	<div></div>		
Empathy	<div></div>		
Drive Strength/Motivation	<div></div>		
Decision Making	<div></div>		
Time Management	<div></div>		
Sales Orient./Leadership	<div></div>		
Commitment Ethic	<div></div>		
Stress Management	<div></div>		
Physical Wellness	<div></div>		
	Low	Normal	High
Interpersonal Aggression	<div></div>		
Interpersonal Deference	<div></div>		
Change Orientation	<div></div>		

The major causes of people dropping out usually have nothing to do with the school or job, but rather are centered around their perceptions of reality. When students or employees perceive that they are not liked, feel that they are inadequate, or perceive there is no real reason for staying where they are, they are more likely to quit and look for a place where they will feel accepted, where they feel they can do the job. These three components tend to manifest in the Self-Esteem, Interpersonal Awareness, and Drive Strength scales. Any one of these three can indicate that students or employees may leave their work. It's not what is true that is important, but what is perceived to be true.



Change

The Change program is designed to assist the individual to address change and to learn to adapt to change by:

- Assessing the personal skills, commitment and resistance levels of each participant in the change process—**The Change Map**
- Providing an external (someone who knows the individual) assessment of the individual's skills in the core skills involved in the change process—**The Change Survey**

Assessments

Before groups of people can make needed changes, each individual must become involved. The Change program uses two different assessments to help develop personal skills, commitment and identify the resistance to change. The assessments included in The Change program are:

The Change Map—assesses the personal skills, commitment and resistance level of people in the change process. The assessment is broken in to three sections, personal skills for change, commitment for change and openness to change.

Personal Skills for Change includes eleven key personal skills related to change. The areas included are:

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

Commitment for Change focuses on fifteen key skills related to commitment for change. The higher the score, the more of a commitment for change. The basic scales are:

- State of Discontent
- Purposes for Change
- Need to Change
- Cultural Impact
- Scope
- Support for Change
- Dedication to Change
- Human Impact
- Resources
- Value of Change
- Evaluation
- Price
- Readiness
- Commitment
- Consistency

Openness to Change includes fifteen key categories for change. The higher the score, the more openness to accept change. The basic scales are:

- Decision
- Communication
- Others
- Acceptance
- Fear
- Design
- Cost
- Threat & Judgement
- Trust
- Anxiety or Stress
- Clear Purpose
- Value or Importance
- Support
- Follow-Through
- Confidence or Belief

The Change Survey is a 360-degree assessment. The Change Survey is also an external (done by someone who knows the individual taking The Change Map well) rating system. It is intended to validate skills of the test taker of **The Change Map**.



Customer Service (Corporate Version Only)

The Customer Service program is designed to assist the individual in assessing and enhancing key emotional intelligence factors for successful customer service. It does this by:

- Identifying eleven key customer service success competencies—**The Customer Service Map**
- Providing an external (someone who knows the individual) assessment of the individual's skills in the eleven key customer service success skills—**The Customer Service Survey**

The Customer Service program helps to identify and eliminate the root causes of failure in the customer service process. By gaining an understanding of individuals' present levels of functioning in those key customer service success skills, individuals can begin to develop new skills that will enhance their customer service success.

Assessments

The Customer Service Map was developed from research which identified common characteristics and the resulting behaviors of high-achieving customer service professionals. By completing, scoring, and profiling the results of the Customer Service Map, individuals will gain an understanding of how they see themselves currently applying skills that are known essentials to a high-achieving customer professional. The scales are divided into two major categories—Personal Skills Dimensions and Customer Service Skills Dimensions.

Personal Skills Dimensions:

- Achievement Drive
- Contact Initiation
- Time Management
- Self-Esteem

Customer Service Skills Dimensions:

- Rapport
- Empathy
- Presentation
- Impact
- Feedback Management
- Closing
- Service Management

The Customer Service Survey—is a 360-degree assessment. The Customer Service Survey is also an external (done by someone who knows the individual well) rating system. It is intended to validate skills of the test taker of **The Customer Service Map**.



Emotional Intelligence

The Emotional Intelligence program is the foundation of the Success Profiler. It is the core upon which all other profiles are built upon. The Emotional Intelligence program is a component that identifies and enhances emotional intelligence skills related to personal success.

The Emotional Intelligence program is designed to assist individuals in becoming aware of their current level of emotional intelligence and providing skill intervention where needed. It does this by:

- Assessing the emotional intelligence of each participant—**The Personal Skills Map®**
- Providing an external (someone who knows the individual) assessment of the individual's current skills in the eleven emotional intelligence competencies – **The Personal Skills Survey**

Assessments

The Personal Skills Map is the heart of The Success Profiler. It is designed to break down emotional intelligence into specific skills that can be learned in order for the user to be more successful at school, work and life. It is also designed to identify and remove defensiveness to change as well as to create a “buy-in” attitude in order to make personal change and growth possible. The Personal Skills Map assessment approach is a positive and person-centered guide that suggests possible directions for skills training and learning experiences that foster healthy personal growth and development. The competencies covered in this assessment have been identified as the key emotional intelligence competencies needed in a high-functioning individual within a high-performance learning organization. They are:

- | | | |
|-----------------------------|-----------------------------------------------|---------------------------------------------|
| • Self-Esteem | • Sales Orientation/Leadership | • Interpersonal Deference (Fear Management) |
| • Interpersonal Assertion | • Commitment Ethic | • Change Orientation (Comfort Level) |
| • Interpersonal Awareness | • Stress Management | |
| • Empathy | • Physical Wellness | |
| • Drive Strength/Motivation | • Interpersonal Aggression (Anger Management) | |
| • Decision Making | | |
| • Time Management | | |

The Personal Skills Survey is a 360-degree assessment. The Personal Skills Survey is also an external (done by someone who knows the individual) rating system. It is intended to validate skills of the test taker of **The Personal Skills Map**.



Leadership

The Leadership program is designed to assist the individual to develop the core foundation skills of leadership. It does this by:

- Identifying core personality factors for leadership—**The Leadership Skills Map**
- Providing an external (someone who knows the individual) assessment of the individual's skills in the fifteen leadership skills—**The Leadership Skills Survey**

Assessments

The Leadership Skills Map—There are many reasons why people like to lead. Usually it is to satisfy some personal need. The Leadership Skills Map is a positive approach to the self-assessment of skills that are important in leading a group of people. The Leadership Skills Map helps to make individuals aware of their personal strengths as leaders as well as to identify potential areas of possible growth. Results may be considered in planning personal growth experiences that will assist individuals in developing or enhancing leadership potential. Scales are:

- | | | |
|--------------|-----------------------|--------------|
| • Character | • Accomplishment | • Assertion |
| • Charisma | • Problem Resolution | • Empathy |
| • Attitude | • Conflict Resolution | • Influence |
| • Competence | • Vision | • Motivation |
| • Courage | • Focus | • Nurturance |

The Leadership Skills Survey—is a 360-degree assessment. The Leadership Skills Survey is also an external (done by someone who knows the individual taking the Leadership Skills Map well) rating system. It is intended to validate skills of the test taker of **The Leadership Skills Map**.



Learning

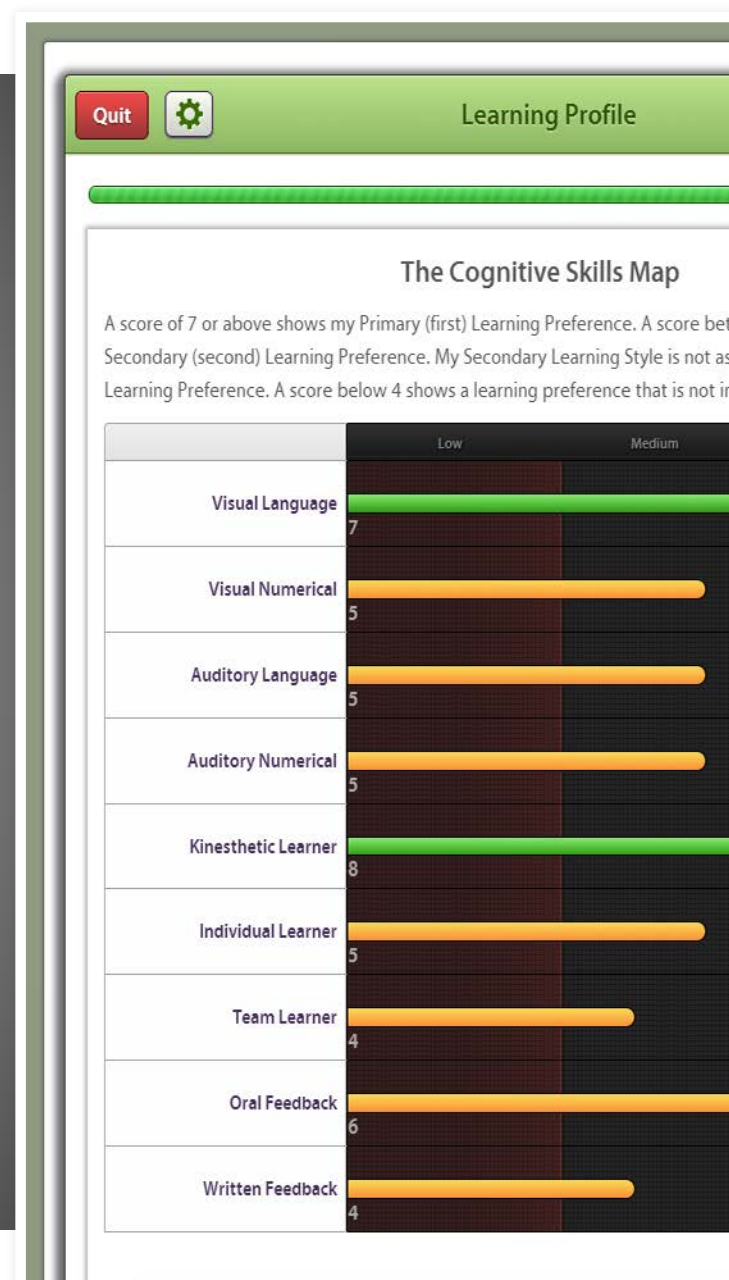
The **Learning program** is designed to identify the primary and secondary learning styles.

- Determining the personal cognitive learning preferences—**The Cognitive Map**

Assessments

The Cognitive Map—all behavior is learned just like anything else. However, there is no right or wrong way to learn. The Cognitive Map will help learners to sort out how they learn best so that new behaviors can be learned and habits can be changed. Knowing one's preference of learning greatly enhances the ability to learn. The scales from the assessment are:

- VISUAL LANGUAGE**—an ability to learn most effectively when the learning is presented in a print form.
- VISUAL NUMERICAL**—an ability to learn when numbers are presented on paper.
- AUDITORY LANGUAGE**—an ability to learn from the spoken word.
- AUDITORY NUMERICAL**—an ability to learn from numbers given in an oral form.
- KINESTHETIC LEARNER**—an ability to learn best by experience, doing, or self-involvement.
- INDIVIDUAL LEARNER**—an ability to learn by doing work and to receive instructions by oneself without assistance from others.
- TEAM LEARNER**—an ability to learn by doing work and to receive instructions as part of a team.
- ORAL FEEDBACK**—an ability to learn effectively by giving feedback and by talking to others.
- WRITTEN FEEDBACK**—an ability to learn by writing things down and putting thoughts on paper.





Sales (Corporate Version Only)

The Sales program is designed to assist the individual in assessing and enhancing key factors for successful selling. It does this by:

- Identifying eleven key sales success competencies—**The Sales Success Map**
- Providing an external (someone who knows the individual) assessment of the individual's skills in the eleven key sales success skills—**The Sales Success Survey**.

Assessments

The Sales Success Map was developed from research which identified common characteristics and the resulting behaviors of high-achieving sales professionals. By completing, scoring, and profiling the results of The Sales Success Map, individuals will gain an understanding of how they see themselves currently applying skills that are known essentials to high-achieving sales professional. The scales are divided into two major categories—Personal Skills Dimensions and Sales Skills Dimensions.

Personal Skills Dimensions:

- Achievement Drive
- Contact Initiation
- Time Management
- Self-Esteem

Customer Service Skills Dimensions:

- Rapport
- Empathy
- Presentation
- Impact
- Feedback Management
- Closing
- Service Management

The Sales Success Survey is a 360-degree assessment. The Sales Success Survey is an external assessment instrument intended to rate the individual who completes The Sales Success Map. It was designed to help the individuals who took The Sales Success Map obtain a better understanding of where they presently are in relation to the eleven skills included in **The Sales Success Map**.



Sensitivity

The Sensitivity program is designed to assist individuals in enhancing ability to become more sensitive to self and others by:

- Understanding how individuals relate to some of the core traits of sensitivity—**The Sensitivity Map**
- Providing an external (someone who knows the individual) assessment of individuals' abilities to be sensitive to self and others—**The Sensitivity Survey**

Assessments

The Sensitivity Map is a tool to help individuals understand how they relate to some of the core traits of sensitivity. It focuses first on individual sensitivity (intrapersonal sensitivity) and then on sensitivity to others (interpersonal sensitivity). It also provides a basic overall rating of sensitivity. The scales are:

PART I: SELF

- **SELF-ESTEEM**—this scale indicates a self-perceived level of personal worth. Our research shows that this skill is the most fundamental of all the skills and relates to all major aspects of mental health and healthy personality.
- **INTRAPERSONAL AWARENESS**—this scale indicates individuals' evaluations of their abilities to be aware of thoughts, feelings, and emotions, and how those thoughts, feelings, and emotions affect behavior.

PART II: OTHERS

- **INTERPERSONAL AWARENESS**—this scale indicates individuals' evaluations of their abilities for appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others.
- **EMPATHY**—this scale indicates individuals' abilities to sense, understand, and accept another person's thoughts, feelings, and behaviors. Empathy is a primary characteristic of skilled communicators. Persons with strong empathy tend to be sociable and outgoing.
- **SPONTANEITY OF EMOTIONS**—this scale indicates the freedom to spontaneously express emotions and feelings. These emotions could be either personal emotions or the perception of emotions from an encounter with another individual.
- **INTIMATE CONTACT**—this scale indicates the ability to create open, meaningful, close relationships with others. It addresses ability and comfort in developing warm, tender, personal relationships with other human beings.

PART III: OVERALL RATING OF SENSITIVITY

- **OVERALL RATING OF SENSITIVITY**—this scale represents individuals' overall perceptions of sensitivity toward self and others. Sensitivity is defined as an ability to accurately sense what others feel and think.

The Sensitivity Survey—is a 360-degree assessment. The Sensitivity Survey is an external (done by someone who knows the individual taking The Sensitivity Map well) rating system. It is intended to validate skills of persons taking **The Sensitivity Map**.



Teamwork

The Teamwork program is designed to assist individuals in becoming a better team member by:

- Assessing an individual's core competencies for functioning as a team member—**The Teamwork Map**
- Providing an external (someone who knows the individual) assessment of individual's abilities to function as a successful team member—**The Teamwork Survey**

Assessments

The Teamwork Map assesses key traits necessary for successful leadership/team building. They are:

- | | | |
|------------------|-------------------|------------------|
| • Trust | • Confidentiality | • Adaptability |
| • Consistency | • Teamwork | • Collaborative |
| • Commitment | • Sharing | • Resiliency |
| • Responsibility | • Honesty | • Results-Driven |

The Teamwork Survey is a 360-degree assessment. The Teamwork Survey is also an external (done by someone who knows the individual taking The Teamwork Map well) rating system. It is intended to validate skills of the test taker of **The Teamwork Map**.

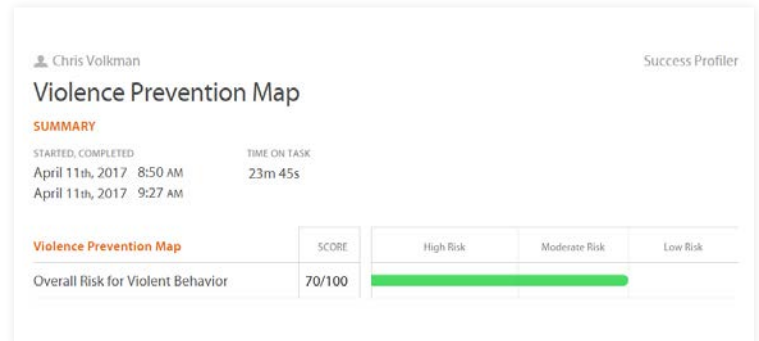


Violence Prevention

The Violence Prevention program is a tool to help staff and students identify how they feel about the potential for violence in their school or organization. This practical information can be used to help administrators develop plans to avoid occasions of violence and to help make members feel safe. The Violence Prevention program consists of two assessments and one survey.

Assessments

The Violence Prevention Map is a tool to help users better understand themselves in relation to the triggers that may lead to stress and violence. The total score shows individuals how they view their ability to control emotions and behavior and to get along with other people around them, especially in potentially stressful, hostile, or threatening situations. The lower the score, the greater the risk.



The Violence Prevention Survey is a 360-degree assessment. The survey is an external rating system done by individuals who know the person taking the Violence Prevention Map and is intended to validate the skills of that individual.

The Violence Prevention Group Map is a tool to help gauge how a group views its feelings of safety and security. The results will give program administrators a picture of how all those completing the Violence Prevention Group Map feel about the potential for violence, as well as ideas to help reduce stress and avoid the occasion of violence within their organization. The scales are divided into three major categories: Physical Facilities and Procedures is the easiest area in which to implement change.

PART I : PHYSICAL FACILITIES & PROCEDURES

- Screening Procedures
- Physical Facilities
- Culture
- Policies
- Training and Preparedness

PART II : PEOPLE

- Management Skills
- Co-Workers
- Stress Within the Organization

PART III : OVERALL FEELINGS OF SAFETY AND SECURITY

- A Summary Of How Individuals Feel About Their Safety And Security

Comprehensive summary results will assist the organization in getting a quick read on how their members feel about their safety and security within the organization and the individual scale scores provide a road map for positive change. The results provide data to improve policies and procedures for your anti-violence program. Test takers results remain anonymous.

The Success Profiler®

Skill Invention Component

Each skill intervention contains approximately twenty-five short videos introducing key concepts with five hours of online instruction, and individual and group activities. Our instructor-led version can be used for more intense intervention. The skill interventions include:

- **Self-Esteem** – covers step-by-step instructions on how to improve self-esteem—a perceived level of personal worth. Our research on this skill indicates that it is the most fundamental of all the skills and it relates to major aspects of mental health and a healthy personality.
- **Interpersonal Assertion** – teaches how to effectively use direct, honest, and appropriate expression of thoughts, feelings and behaviors in dealings with others. It also covers how to be direct and honest in communicating with others without violating the rights of the other person.
- **Interpersonal Awareness** – improves ability for appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others.
- **Empathy** – covers how to sense, understand, and accept another person's thoughts, feelings and behaviors. Empathy is a primary characteristic of a skilled communicator. Persons with strong empathy tend to be sociable and outgoing.
- **Drive Strength/Motivation** – teaches core motivation and goal-setting abilities. Drive strength includes an ability to marshal energy and motivation toward the accomplishment of personal goals.
- **Decision Making** – improves skills in formulating and initiating effective problem-solving procedures. The ability to make decisions is a key ingredient of self-acceptance and positive self-regard.
- **Time Management** – covers how to organize and use time to further individual and career goals. Ability to manage time is an ingredient in self-regard, sensitivity to needs and perseverance in completing tasks.
- **Sales Orientation/Leadership** – teaches the basics of how to positively impact and influence the actions of other people. The ability to influence others in a positive way is an important aspect of leadership/sales.
- **Commitment Ethic** – teaches how to complete projects and job assignments dependably and successfully. Persons with strong commitment ethic are usually perceived as dependable and committed by others, are inner-directed and persevere in completing projects regardless of difficulties encountered.
- **Stress Management** – teaches how to manage stress and anxiety. Persons with skills in managing stress positively are competent managers of time and are flexible, self-assured, stable and self-reliant.
- **Physical Wellness** – covers step-by-step procedures to improve healthy attitudes and living patterns that are important to physical health and well being. Physical wellness is highly correlated to positive stress management and high self-esteem. Persons with high scores have developed high levels of self-control of potentially harmful behavior patterns.



Supplemental Materials

The Supplemental Materials are intended to reinforce learning in the skill intervention units of the Success Profiler®. The Supplemental Materials are PDFs that are broken into **User Workbooks** for an instructor-led course. **Individual and Group Activities** to reinforce key concepts covered in the skill intervention units.

Some Basic Facts About Making a Commitment

- Every commitment is a choice.
- Every commitment requires or needs personal responsibility.
- Every commitment requires honesty.
- Every commitment is a promise.
- Every commitment requires choice.

In fact, most people view commitment as the giving up of freedom rather than a choice of action. All of these ideas get in the way of our ability to freely commit to something. But, as you will see, although we give up certain things when we commit, we usually gain much more in return.



List a commitment you recently made.

What freedoms did you give up, if any, in order to fulfill your commitment?

What did you gain from following through on your commitment?

Social/Emotional Learning

Winning Colors®

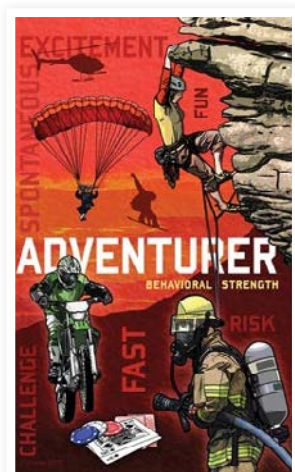
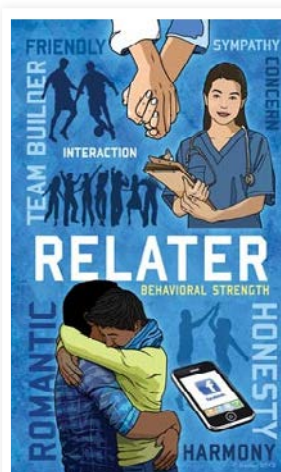
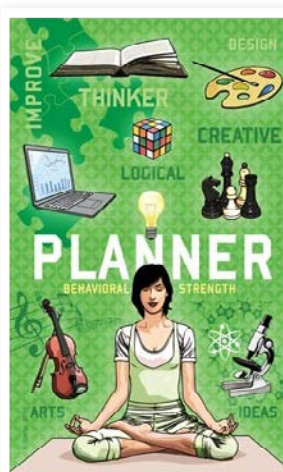
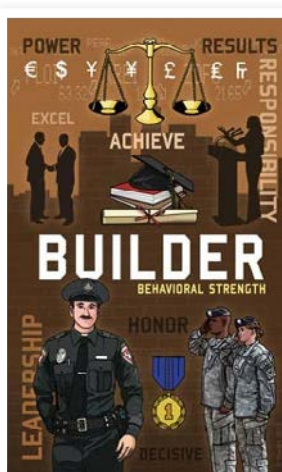
Successful interaction with peers requires a certain degree of empathy in order to understand what drives another person's behavior and words. *Winning Colors* is an assessment tool used to give individuals a better understanding of both self and others. *Winning Colors* draws the connection between behaviors and the four parts of self: the leadership element (Builder), the thinking element (Planner), the team-building element (Relater) and the action element (Adventurer). Mature communicators are able to call upon these clusters of behaviors or parts of self to effectively handle different situations. Most people are a combination of at least two of these behavioral strengths – one dominating and one supporting – with at least some aspects of the others as well.

Brown, or Builder, is like 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. They know the underlying details are important and they make sure that everything is brought into consideration before making an important decision.

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. Relaters know that feelings are important and will bend their needs to accommodate others.

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 into the routine of daily life. Adventurers are at their best in a time of crisis.



People who have learned these behavioral trends and how to identify them in the people they work with will have a better understanding of what drives another person's behavior and how to better work with that individual by avoiding conflict. Successful people have learned that all four behavioral trends are important to possess to obtain a specific goal or objective.

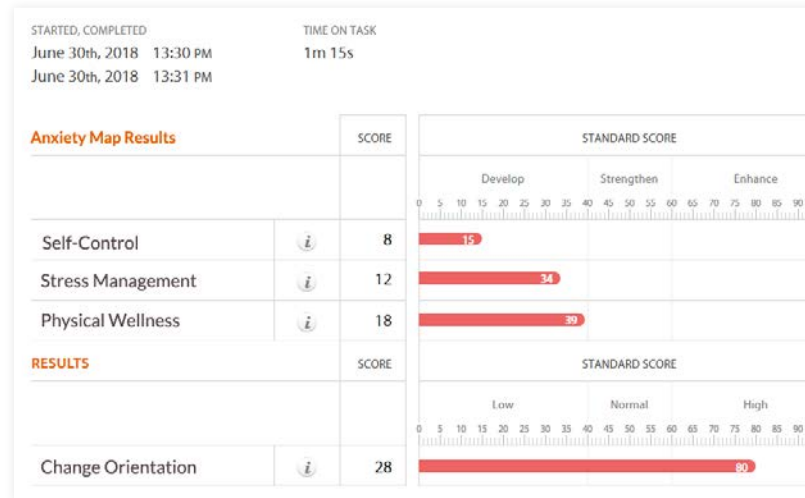
The Anxiety Management Program™

If fear and worry are left unchecked, the result is anxiety. Anxiety is a feeling of fear and worry, typically about an event or uncertain outcome. When anxiety and resulting depression overtake our lives, it can impact our health, our relationships and even our personal success in school and the workplace. *The Anxiety Management Program* teaches how to manage anxiety through learning self-control, managing stress and improving physical wellness.

The Anxiety Management Map

The Anxiety Management Map is the core assessment in this program. This map looks at self-control, stress management and physical wellness, and shows individuals their current level of skill in these areas.

In addition to these three key abilities, the Anxiety Management Map emphasizes the importance of change orientation, which is the degree to which one is motivated for change. This scale is a reliable predictor of the potential for success through training.



Fear and worry are the building blocks of anxiety and depression.

Skill Intervention System

The Anxiety Management Map tells individuals their starting points on their journey to managing anxiety. Once individuals know their strengths and weaknesses, they can begin to build these skills through the *Skill Intervention System* included in the program.



Self-Control – The battle between the cognitive (thinking) and the emotional (feeling) brain. Logic and reason are part of the cognitive brain, while fear and worry are part of the emotional brain. This intervention unit covers the psychology of self-control, emotions, assertion, how to develop self-control, develop your habits, and the impact of self-control.

Stress Management – Stress is the trigger for anxiety. Stress management teaches how to manage stress and anxiety. It covers the importance of stress management, destructive thinking, constructive thinking, self-control and how to conquer and harness stress.



Physical Wellness – Taking care of one's body through proper diet, rest and exercise. Self-control and stress management involve thinking while physical wellness involves action. Physical wellness is a critical key to managing anxiety and is often overlooked. It includes self-responsibility, elements of exercise, wellness pitfalls, the side effects of physical wellness, diet, and how to increase your chances of success.

Anger Management Program™



Road rage, murder, rape, and child abuse are just a few of the many tragedies our society suffers as a result of violence. Violent behavior is often the result of stressful events that trigger the inability to control an overwhelming sense of anger. *The Anger Management Program* teaches a positive alternative to violence, and in turn helps to develop a healthy personality.

The Anger Management Map is the core assessment in this program. The map looks at empathy, the ability to put oneself in someone else's shoes. Assertion, the skill that helps people communicate effectively, honestly and appropriately is ranked, along with the opposite traits of aggression (anger) and deference (fear). Since stress is usually the trigger for anger, stress management is assessed. The map also emphasizes the importance of change orientation, which is the degree to which people are motivated for change. This scale is a reliable predictor of the potential for success through training.

Skill Intervention Units:

- Interpersonal Assertion
- Empathy
- Stress Management

- **Interpersonal Assertion** – teaches how to effectively use direct, honest, and appropriate expression of thoughts, feelings and behaviors in dealings with others. It also covers how to be direct and honest in communicating with others without violating the rights of the other person.
- **Empathy** – covers how to sense, understand, and accept another person's thoughts, feelings and behaviors. Empathy is a primary characteristic of a skilled communicator. Persons with strong empathy tend to be sociable and outgoing.
- **Stress Management** – teaches how to manage stress and anxiety. Persons with skills in managing stress positively are competent managers of time and are flexible, self-assured, stable and self-reliant.

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

What Is Stress?

To conquer and control such a powerful force, we must first learn more about it. So, what is stress?

Stress is an unwanted response that is felt when our mind cannot deal with a challenge.

Where do these unwanted psychological (of the mind) and physical (of the body) reactions come from?



The Anger Management Map



Bullying Prevention Program™



Assessment – Intervention – Post Assessment

There are many programs addressing the issue of bullying prevention but most programs focus on the knowledge or cognitive side rather than the affective or emotional side of the bullying process. The Bullying Prevention Program focuses on developing a healthy personality (emotionally competent) in which personal needs are met outside of the bullying process.

Our assessment will help identify the key social/emotional factors related to a healthy personality. It will also help identify individuals who might become part of the bullying cycle either as a bully (The Giver) or as a target of the bully (The Receiver). The primary focus is to help users understand their own social/emotional needs and learn how to meet those needs in a positive way that does not violate their rights or the rights of others.

Assessment

The Bullying Prevention Map™

The Bullying Prevention Map is the core assessment in our system and looks at the following scales:

Interpersonal Communication Styles Under Stress. **Interpersonal Assertion** addresses how to effectively use direct, honest and appropriate expression of thoughts, feelings and behaviors in dealing with others. This is the desired communication style for both The Giver and The Receiver. In contrast are the problematic styles of **Interpersonal Aggression** which is anger (The Giver) and **Interpersonal Deference** or fear (The Receiver). **Self-Esteem** is a perceived level of self-worth. The Giver uses the bullying process to bolster feelings of inadequacy while The Receiver's Interpersonal Deference is highly correlated to low levels of self-esteem. **Empathy** is the ability to sense, understand and accept another person's thoughts, feelings and behaviors. A lack of empathy allows Givers to avoid the negative effects of their bullying behavior. **Self-Control** is the ability to handle personal feelings and emotions in difficult life situations. This is a critical skill for both The Giver and The Receiver. **Resiliency** includes the ability to proactively work through processes and activities and cause bottom-line results to happen. Research shows that those participating in the bullying process are more likely to participate again. Resiliency helps one recover from those negative effects and stops the bullying process from repeating itself. **Conflict Resolution** is the process of resolving or finding a solution for some sort of disagreement, fight, or form of oppression. Conflict resolution includes the ability to help opposing parties or opposites agree on some common action. This is also a critical skill for both The Giver and The Receiver. **Change Orientation** is the degree to which one is motivated to change and learn new skills, and an indication of our comfort zone for our present set of skills. This scale is a reliable predictor of the potential for success using the skill intervention process.

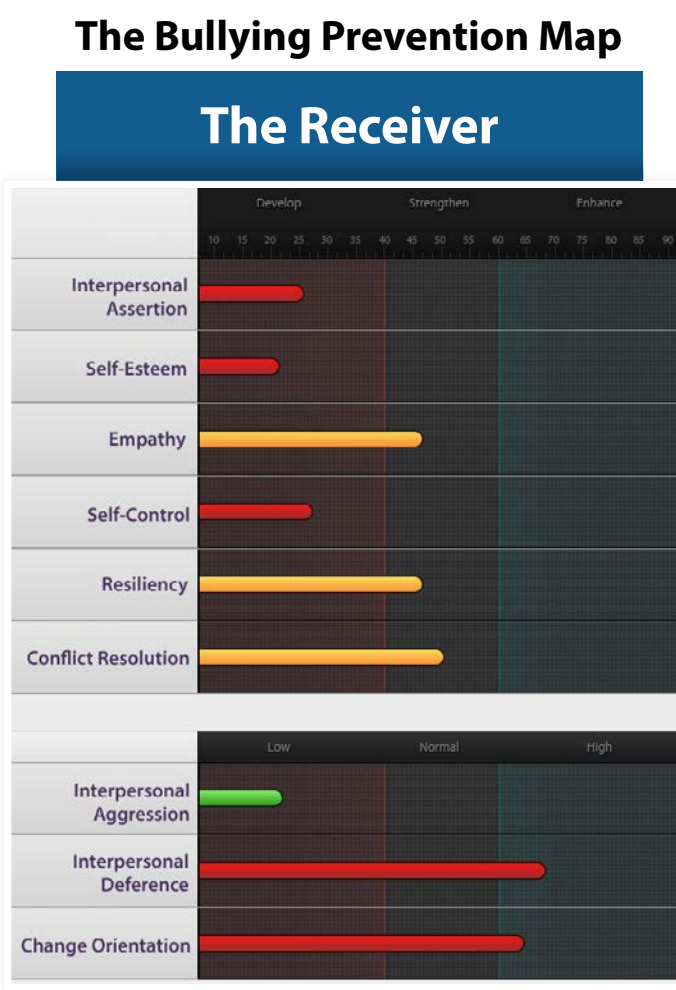
Intervention

The skill intervention system consists of the following six programs:

- Interpersonal Assertion
 - Self-Esteem
- Empathy
 - Self-Control
- Resiliency
 - Conflict Resolution

Post Assessment

Each intervention program has a post assessment.



Goal Setting

Personal Responsibility - Achieving Academic and Career Goals™

Nothing is more important to success than the ability to set, manage, and achieve personal goals. This **assessment and skill enhancement system focuses on core skills related to personal responsibility and managing goal achievement**. *Personal Responsibility* puts the emphasis where it belongs, on the individual. It puts the focus on the ability to set clear, attainable goals and then to manage oneself to the successful completion of these goals. *Personal Responsibility* helps users sort through how well they accept responsibility for their own actions—whether they are successful or not. When failure occurs, do people in your organization procrastinate, blame others, and then engage in victim thinking? If they do, then our *Personal Responsibility* program will help them overcome these self-defeating behaviors and teach them the skills of personal responsibility.

OPEN TO CHANGE & IMPROVEMENT

Skills to:	Develop	Strengthen	Enhance
Goal Setting			
Self-Efficacy			
Values Congruence			
Achievement Drive			
Supportive Environment			
Self-Esteem			
Self-Control			
Self-Management			
Problem Solving			
Resiliency			
Self-Improvement			
Personal Responsibility			

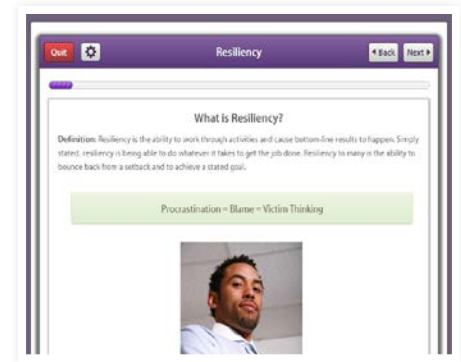
The low Values Congruence score suggests persons whose values are not consistent with their goals. The high Goal Setting scale indicates an ability to set goals. However, since values are indicative of what really matters, goals will most likely be abandoned for they are not perceived as important (Values Congruence). Another area of concern is the low Self-Control and Personal Responsibility scales. This suggests persons who could let a lack of control over their emotions interfere with their ability to follow through with commitments to their goals. They have a high Self-Improvement score which shows a strong desire to improve performance in these areas. This type of chart is indicative of individuals who are good candidates for specific skill training.

How it Works

The core assessment is the *Personal Responsibility Map™*, which focuses on twelve core skills related to personal responsibility in setting and achieving goals. The system also contains the *Personal Responsibility Survey™* which is a 360-degree assessment (an assessment done by others who know the individual). The *Personal Responsibility Map* and *Personal Responsibility Survey* provide scale-specific measures of **behaviors related to high achievement and personal well-being**. Results of the two assessments can be printed and compared. Assessments are electronically scored and all results are presented and explained to the user. Users gain an understanding of where they are and where they need to go.

Skill Enhancement Component

The entire skill enhancement system consists of **over 60 hours of interactive, multimedia learning activities, listening activities, and post-assessments**. There are also several individual/group activities.



The skill enhancements include:

Goal Achievement Potential

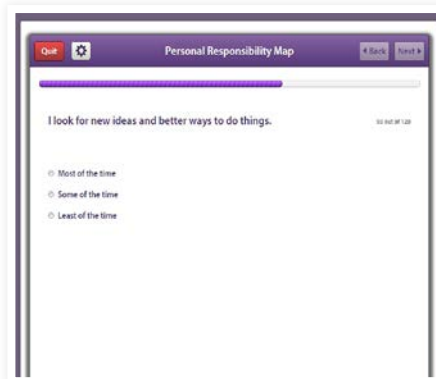
- Goal Setting
- Self-Efficacy
- Values Congruence
- Achievement Drive
- Supportive Environment
- Self-Esteem

Self-Management Related to Goal Achievement

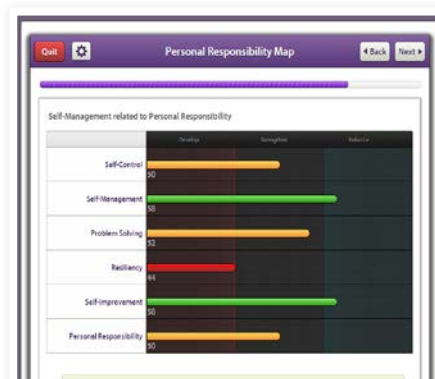
- Self-Control
- Self-Management
- Problem Solving
- Resiliency
- Self-Improvement
- Personal Responsibility

Management System

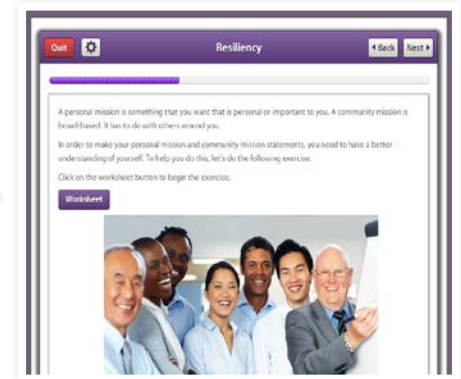
All assessments and instruction are self-administered and electronically integrated into our management system, eliminating the expensive and time-consuming activities of assigning, scoring and reporting results. Program accountability is electronically built into the system.



The system assesses user skills...



...then scores, interprets and assigns skill-enhancement activities based on assessment results...



...and finally delivers skill-enhancement activities. Learned skills, if practiced, become habits in 21 days.

While doing all this, the management system is tracking , scoring, benchmarking, storing and printing information on each user in the system.

Credibility

- Over 30 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 2,000 participants
- Users include corporations, government agencies, education and workforce development programs.

Use the entire system or select from the following components:

Personal Responsibility Map

Personal Responsibility Survey

Skill Enhancements

Skill Enhancements include over 60 hours of interactive, multimedia learning activities, listening activities, and post-assessments. There are also 88 hours of individual/group activities.

The skill enhancements include:

Goal Achievement Potential

- **Goal Setting** – teaches how to create clear, specific, written goals or objectives with plans and target dates for reaching them.
- **Self-Efficacy** – covers how to improve view of possibilities or extent to which people's goals are internally viewed as within their possibilities, given their individual knowledge, skills and environments.
- **Values Congruence** – teaches how to develop a healthy balance between personal values, beliefs and desired goals.
- **Achievement Drive** – covers how to increase the level of desire, effort and commitment exerted toward individual goals.
- **Supportive Environment** – explains how the extent to which friends, family or peers have impact on an individual's achievement and how they can positively encourage people in their goals.
- **Self-Esteem** – teaches how to increase the degree to which people have confidence in and value themselves and feel worthy to enjoy goal achievement.

Self-Management Related to Goal Achievement

- **Self-Control** – teaches the ability and self-discipline to handle personal feelings and emotions in difficult life circumstances.
- **Self-Management** – teaches how people learn to manage their own individual time, talents and abilities and focus these on clear objectives.
- **Problem Solving** – covers how to improve the ability and willingness to objectively work through roadblocks and use creative thinking skills to arrive at desirable goal solutions.
- **Resiliency** – teaches the steps to proactively work through processes and activities and cause bottom-line results to happen.
- **Self-Improvement** – helps people learn to be open to change and to learning and to constantly look for ways to improve themselves.
- **Personal Responsibility** – improves the level of individual commitment people are willing to make in setting clear goals and then assuming full responsibility for their achievement.

Each skill enhancement includes the Make It Work section (see pages 43-44).

PROCRASTINATION = BLAME = VICTIM THINKING

Conover® Workplace Readiness

Research shows that only 15% of workers' success is determined by what they know (hard skills). **The other 85% of success is determined by soft skills.**

Conover® Workplace Readiness is the culmination of almost 40 years of research and development in the area of job readiness, combined with the latest advantages of cloud-based technology. Give your program participants a leg up in preparing for, seeking and securing the career of their choice. The *Workplace Readiness* program currently has three components: *Job Readiness Series*, *Job Seeking Series*, and *Job Keeping Series*.

- 1 Job Readiness Series** is an eight-part series on workplace readiness. This credentialing system covers critical soft skills employers are looking for when assessing potential job candidates.
- 2 Job Seeking Series** is a six-part series on job seeking. This credentialing system includes key job seeking skills needed to find, apply, interview and accept a job.
- 3 Job Keeping Series** is a three-part series on job keeping. This credentialing system includes practical tips on how to effectively relate to customers, supervisors and co-workers.

Upon successful completion of any or all three series, a Conover Credential™ can be printed.

Why a Conover Credential™?

For close to four decades, The Conover Company® has been a leader in the career planning, soft skills and life skills areas. For the first time we are offering a Conover Credential™ to successful participants for each of the following areas:

- Career Planning—MECA® (*Microcomputer Evaluation of Careers & Academics*)
- Goal Setting and Achievement—*Personal Responsibility-Achieving Academic and Career Goals™*
- Social/Emotional Development—*Success Profiler®*
- Life Skills—*Functional Skills System™*
- Soft Skills—*Workplace Readiness*

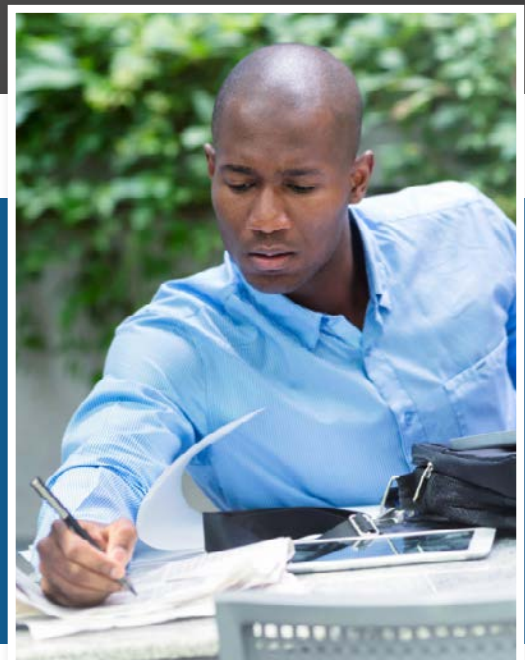
Participants can earn a credential in any one or all of the above.



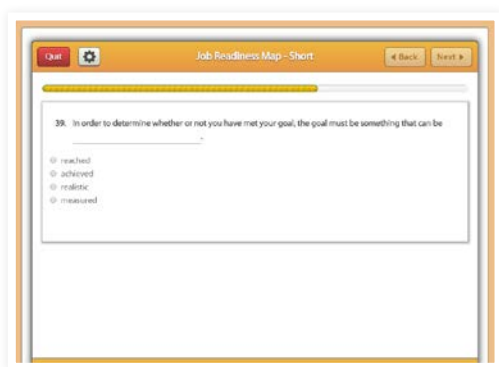
Utilize our unique credentialing system to recognize your participants' success in our programs.



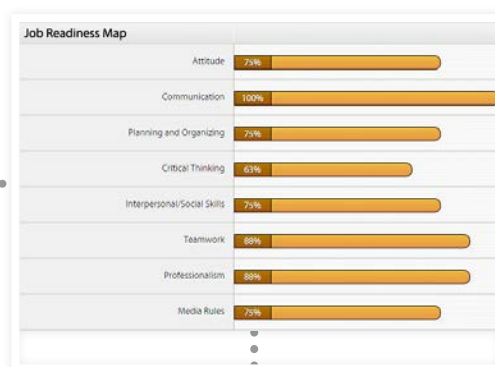
Recognized by the National Soft Skills Association as a program of excellence.



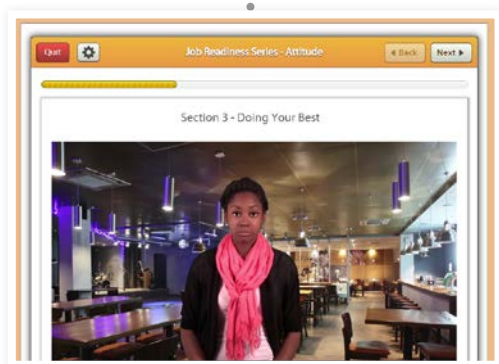
How it Works



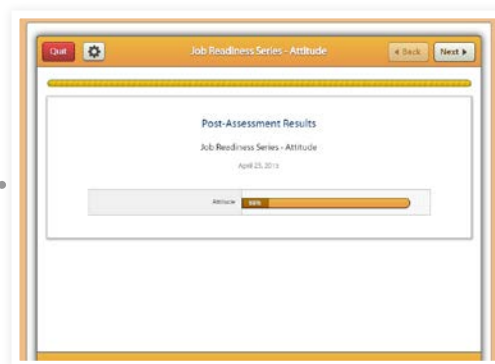
The system begins with a comprehensive pre-assessment of workplace readiness (*Job Readiness Map™*, *Job Seeking Map™*, and *Job Keeping Map™*)



Results are then scored and stored. *Conover Online™* then assigns follow-up activities based upon scores below 70th percentile or your selected cut-off score...



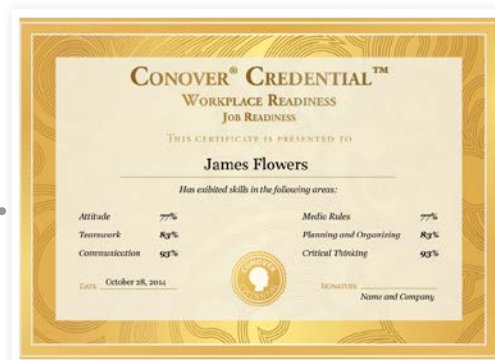
...and then delivers all assigned activities. Includes over 600 30-60 second videos that run on all computers and mobile devices such as a cell phone, iPad® or Chromebook™.



Upon completion of each skill intervention activity a post assessment is administered to document skill acquisition. If the pre- and post-assessment scores are 70% or above, or your selected cut-off score, the skill area will be added to the credential.

User Name	Version	Completed At	Report
Steve Oshroff	LONG	October 21, 2014 09:44	Details
user@conover.com			
Mica Wilson	SHORT	October 22, 2014 19:17	Details
amiller@conover.com			
Wanda Bentley	SHORT	November 05, 2014 08:00	Details
wendy@conover.com			
Ali Zaidi	SHORT	November 05, 2014 08:11	Details
ali@conover.com			
Quincy Laramie	SHORT	November 05, 2014 08:13	Details
qlaramie@conover.com			
Judy Anderson	SHORT	November 05, 2014 08:21	Details

Meanwhile a comprehensive post-assessment report of all user data is stored in the system, making program accountability a reality for all users in the system.



Upon successful completion, a Conover Credential™ in Job Readiness, Job Seeking, and/or Job Keeping is printed. Participants have the option to retake skill intervention units to obtain a better score.

Skill Intervention Systems

Each program takes approximately 1-2 hours to complete.



Job Readiness Series

There are eight programs in Job Readiness

ATTITUDE - is where it all begins. This program addresses: The Importance of Having a Positive Attitude, Keeping Your Focus, Doing Your Best, Responding to Guidance or Direction, Controlling Your Emotions, Being Flexible

COMMUNICATION - is something we often take for granted. This program covers: Listening Skills, Verbal Communication, Non-Verbal Communication, Emotional Awareness, Written Communication, Communicating in Difficult Situations

PLANNING & ORGANIZING - leads to success if given the proper amount of time and effort. This program covers: Prioritizing, Time Management, Coordinating Resources, Delegating, Creating Systems, Being Proactive by Planning Ahead

CRITICAL THINKING - is an essential skill that all employers agree is critical for success in any workplace. This program covers: Gathering Information, Analyzing Information, Applying Information, Forming a Hypothesis, Problem Solving, Decision Making

INTERPERSONAL/SOCIAL SKILLS - teaches users how to interact with other people and present themselves in an acceptable manner by covering the following topics: Interpersonal Skills, Controlling Your Emotions, Socializing at Work, Networking, Responding to Conflict, Helping Customers

TEAMWORK - is not just about sports, it is about succeeding in the workplace. Topics include: Respecting Others, Active Listening, Being Reliable, Participating, Communicating Constructively, Solving Problems

PROFESSIONALISM - teaches employees the high standards of professionalism and how to live up to those standards. Includes: Following Workplace Rules and Expectations, Personal Responsibility, Workplace Ethics, Physical Appearance, Appropriate Language, Minding Your Manners

MEDIA RULES - teaches the new, seldom-taught guidelines on how to properly and safely use technology. The rules covered include: Cell Phone Rules, Email Rules, Laptop and Tablet Rules, Internet Use, Internet Safety, Video Conferencing Rules, Social Media

Skill Intervention Systems (Continued)

Each program takes approximately 1-2 hours to complete.

2

Job Seeking Series

There are six programs in Job Seeking

JOB SEARCH - is about finding a job. The program covers: Know What Type of Job You Want, Know What Type of Job You Are Qualified To Do, How To Begin Looking, Networking, Job Ads and Websites, Social Media

RESUMES - teaches about resumes that get the job. The program includes: Resume Overview, Resume Format, Professionalism, Resume Content, Submitting a Resume

JOB APPLICATIONS - covers the basics for applying for a job. Includes: Getting an Application, Filling Out the Application, Personal Strengths, References

PREPARING FOR AN INTERVIEW - covers the basics on how to prepare for an interview. Includes: Getting an Interview, Learning About the Organization, Learning About the Job, Prepare to Answer Questions, Practice Answering Questions, Prepare to Ask Questions

INTERVIEWING - teaches the basics of how to properly conduct yourself in an interview. Covers: Physical appearance, What to Bring to the Interview, Interviewing Etiquette, Answer Questions, Ask Questions, Wrapping Up the Interview

AFTER THE INTERVIEW - teaches the proper post-interview things to do. Covers: Following Up, Accepting a position, Quitting a Job, Facing Rejection

3

Job Keeping Series

There are three programs in Job Keeping

GETTING OFF ON THE RIGHT FOOT - covers the basics of job keeping. Includes: Being Punctual, Taking Responsibility, Accepting Consequences, Doing Your Job Well, Following Company Rules, Avoiding Gossip

GETTING ALONG IN THE WORKPLACE - covers basic interpersonal skills for three critical areas: supervisors, co-workers and customers. Includes: Responding to Criticism and Complaints, Dealing With Anger, Being Helpful, Being Polite, Being Respectful, Break Room Etiquette

PERFORMANCE REVIEWS - teaches how to effectively handle performance reviews. Covers: Know and Exceed Expectations, Handling Constructive Criticism, Responding to Compliments, Using Feedback to Improve Performance, Evaluating Your Performance, Making Improvements



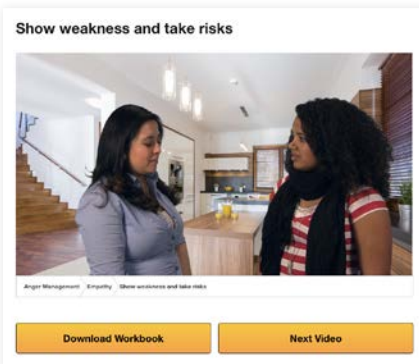
Resources

SOFT SKILLS WORKSHOPS

Workshops for Social & Emotional Learning (SEL) and Soft Skills Training

It's been said that if a picture is worth a thousand words, then a video is worth a million. Never has that been more true than in the area of soft skills, where video modeling is *THE* most effective method for teaching these critical soft skills.

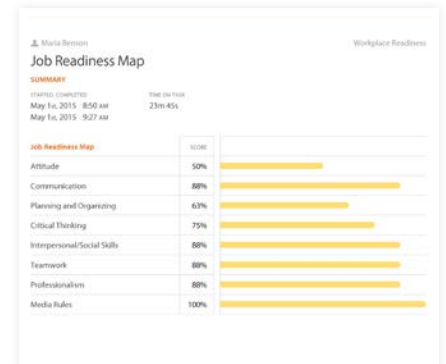
With **Conover Resources** you have access to our 50 plus comprehensive course workbooks, video library and discussion guides to teach and reinforce critical SEL/soft skills. **Conover Resources** is the perfect workshop tool for either individual or group instruction.



Every lesson includes real-life examples of the appropriate soft skills. Videos can be repeated as often as needed and are broken down into categories for easy lesson planning. Quick entry access to hundreds of lessons makes the system flexible to fit into any class schedule.



Each course contains its own PDF course workbook, making instruction and setup simple. Each workbook contains 5-10 hours worth of additional material, including individual and group activities.



Our research-based pre and post assessments provide accurate and reliable documentation of each participant's skill and knowledge gains. These assessments are accessible from our Conover Online system. Assessment results are stored in our learning management system for easy review and program documentation.



800-933-1933 • www.conovercompany.com • sales@conovercompany.com

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There are over 1,000 VIDEOS in Conover Resources!

Success Profiler



Success Profiler is designed to improve social and emotional intelligence. Social/emotional intelligence is a learned ability to identify, explain, understand and express human emotions in healthy and productive ways and is the pathway to personal success. Lessons include: *Self-Esteem, Interpersonal Assertion, Interpersonal Awareness, Empathy, Drive Strength/ Motivation, Decision Making, Time Management, Sales Orientation/ Leadership, Commitment Ethic, Stress Management and Physical Wellness*

Anxiety Management, Anger Management, & Bullying Prevention



Anxiety Management teaches healthy ways to manage anxiety through developing the key SEL skills related to anxiety management. They are: *Self-Control, Stress Management and Physical Wellness*

Anger Management teaches a positive alternative to anger and violence, and in turn helps to develop a healthy personality. It covers: *Interpersonal Assertion, Empathy and Stress Management*

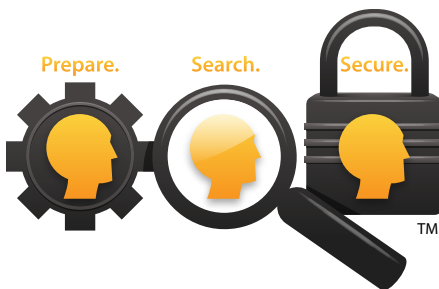
Bullying Prevention is designed to help teach the SEL factors related to avoiding the bullying process. It covers: *Interpersonal Assertion, Self-Esteem, Empathy, Self-Control, Resiliency and Conflict Resolution*

Personal Responsibility



Personal Responsibility teaches the core SEL skills related to goal setting and achievement. It puts the emphasis where it belongs, on the individual. It will help users overcome self-defeating behaviors and teach them the skills they need to eliminate the procrastination blame-victim thinking process. It covers: *Goal Setting, Self-Efficacy, Values Congruence, Achievement Drive, Supportive Environment, Self-Esteem, Self-Control, Self-Management, Problem Solving, Resiliency, Self-Improvement and Personal Responsibility*

Workplace Readiness



Our **Workplace Readiness Credential** is a three part series designed to teach the critical soft skills necessary for today's 21st century workforce.

Job Readiness includes lessons on: *Attitude, Communication, Planning & Organizing, Critical Thinking, Interpersonal Skills, Teamwork, Professionalism and Media Rules*

Job Seeking covers: *Job Search, Resumes, Job Applications, Preparing for an Interview, Interviewing and After the Interview*

Job Keeping covers: *Getting Off On the Right Foot, Getting Along In the Workplace and Performance Reviews*

Winning Colors



Winning Colors covers a very important aspect of personal communication-conflict resolution. Now more than ever we need to learn to accept the differences in the people we meet. Users are taught the four behavioral communication trends that drive all human behavior, and by learning these trends, will have a better understanding of what drives another person's behavior and how to better work with others that are different than you.

Independent Living Skills

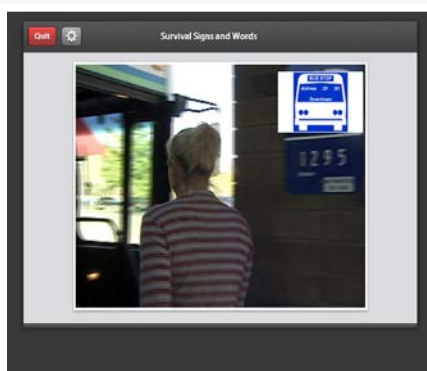
Functional Skills System™

- **Assesses and then teaches functional health, life, literacy, math, safety, social, transportation and work skills.**
- Designed to improve independent living skills
- Software and print versions
- Includes a management system that electronically connects pre-assessments to skill-enhancement systems to post-assessments (built-in program accountability)
- Many features to assist the low to non-reader
- Now includes iPod/iPad® apps to reinforce learning and independence

For some, going on a shopping trip, using basic literacy skills, understanding how to act appropriately, or transitioning from school to adult life are very challenging tasks. The *Functional Skills System* provides easy-to-understand information that allows learners to become more capable of functioning independently in their homes, schools, communities and workplaces. The dozens of independent programs in this system increase a learner's ability to make appropriate choices. Gaining functional life, social, literacy, health, safety, transportation, work and math skills allows for freedom and independence.

The *Functional Skills System* consists of many programs covering the areas of:

- Functional Life Skills
- Functional Social Skills
- Functional Literacy Skills
- Functional Health Skills
- Functional Safety Skills
- Functional Transportation Skills
- Functional Work Skills
- Functional Math Skills



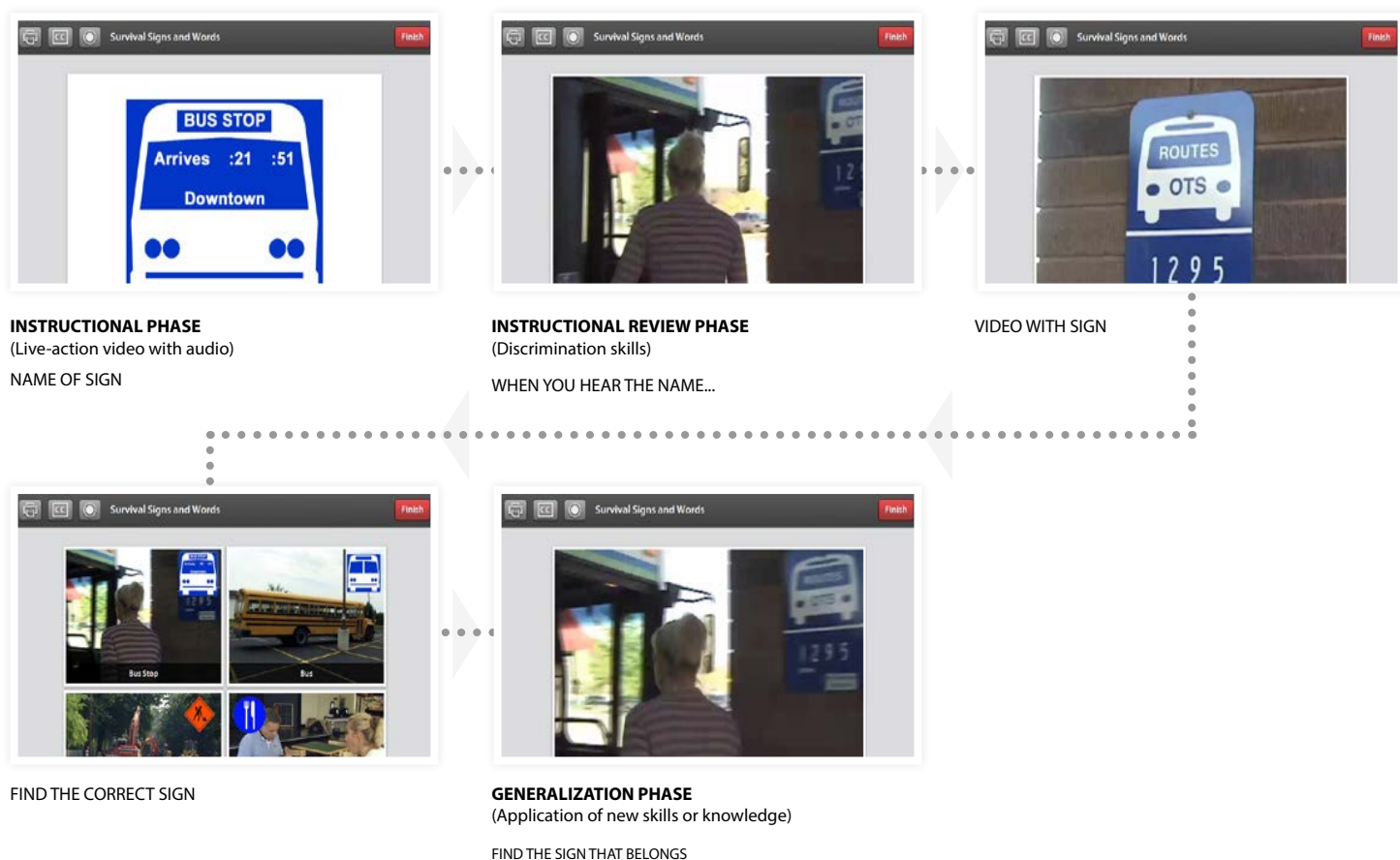
Skill Levels

There are three skill levels to our *Functional Skills System*™. Level 1 is our Signs and Words Series SWS. This is our most basic program design. Level 2 is our How to Series HTS. This is our intermediate level programs. Level 3 is our Learning Activity Series LAS and this is the most advanced series of programs in our *Functional Skills System*™.

LEVEL 1 - Signs and Words Series SWS

SWS

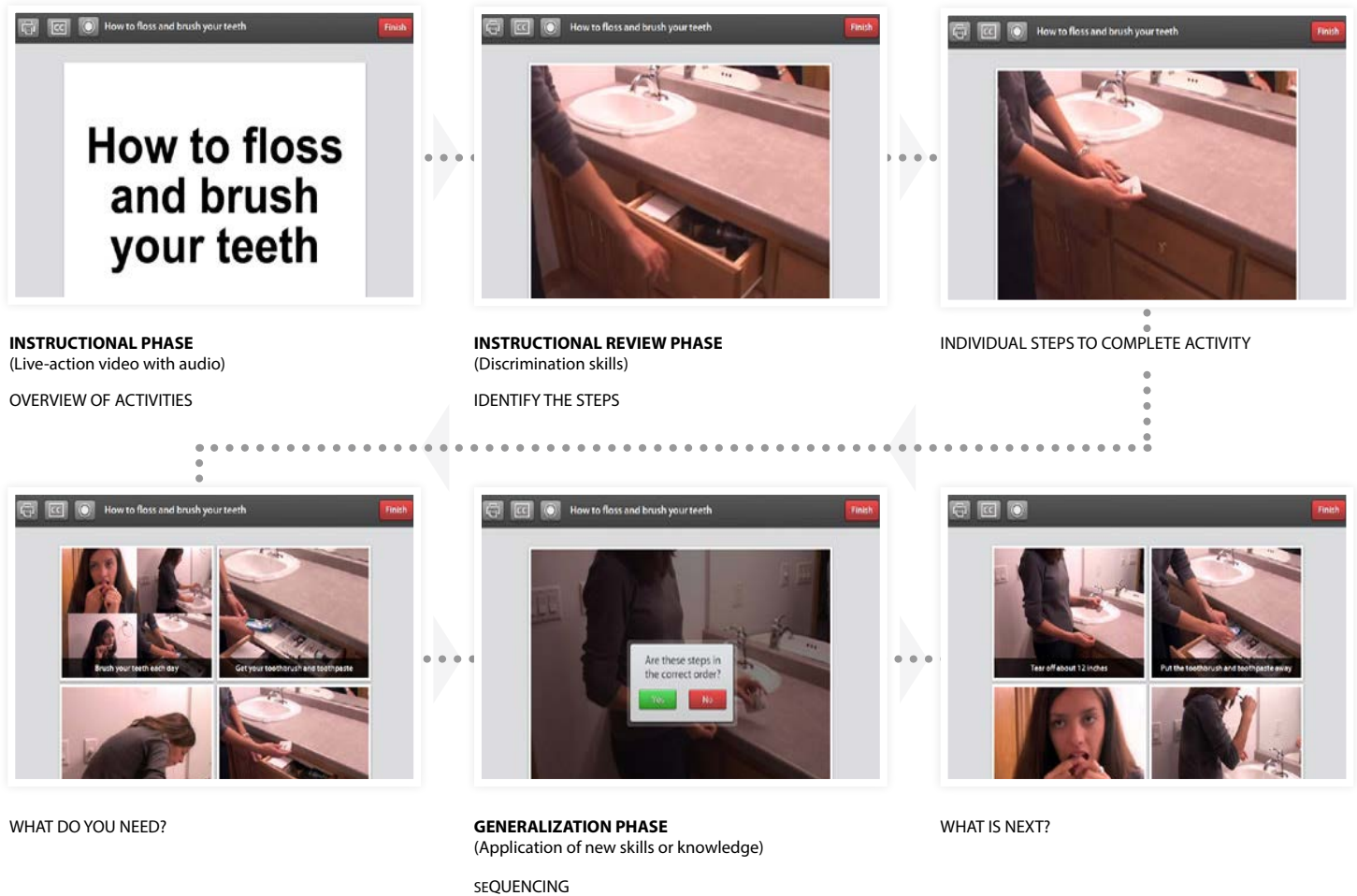
The Signs and Words Series (basic level) teaches what various signs and words mean. What should one do when seeing a sign or word?



LEVEL 2 - How to Series HTS

HTS

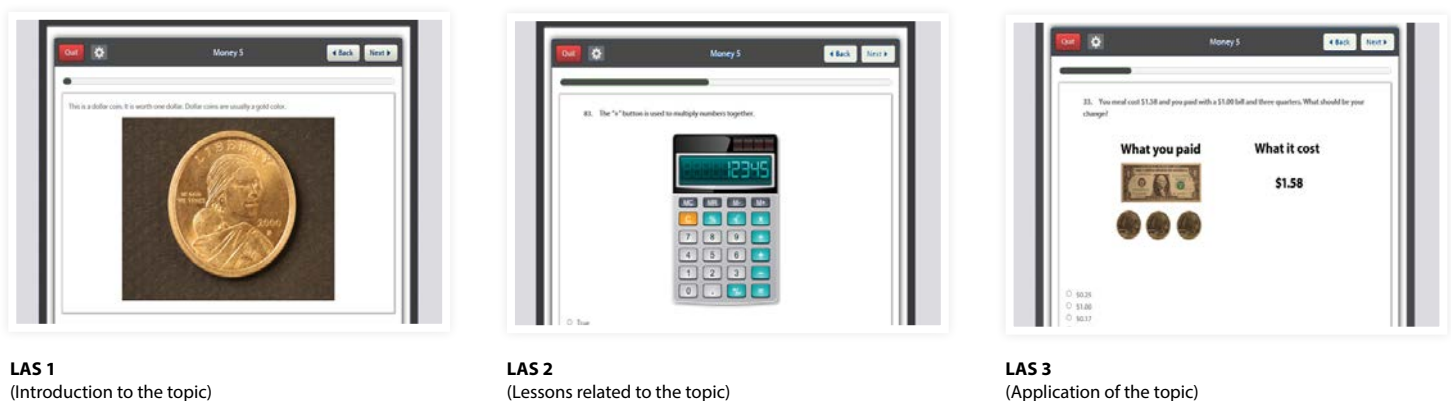
The How To Series (intermediate level) teaches how to do various activities. Tasks are broken into a sequence of steps performed in a set order. These tasks are all video based and are perfect for learners that can benefit from a video modeling approach to learning.



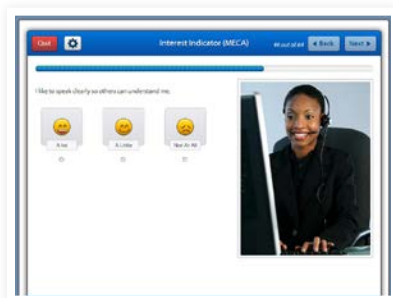
LEVEL 3 - Learning Activity Series LAS

LAS

The Learning Activity Series (advanced level) takes our How-to-Series (HTS) to the next level. This series is targeted towards higher level functioning life skills learners. It incorporates interactive lessons based upon video modeling.



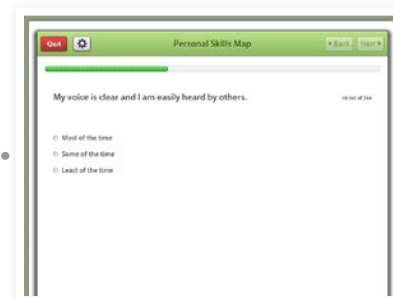
How it Works



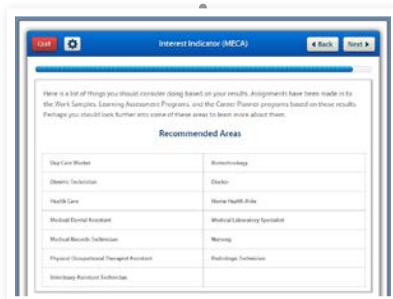
The system begins with a quick screening of interests (THE INTEREST INDICATOR). The results are then electronically scored and...



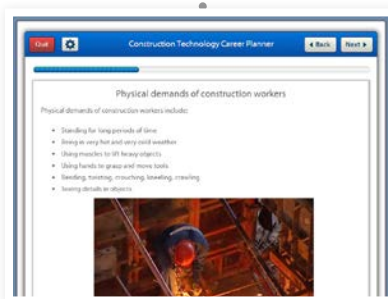
...as well as job-specific, academic/basic skills assessments (LEARNING ASSESSMENT PROGRAMS)...



...and social/emotional skills in learning, leadership, change, teamwork, sensitivity, and violence prevention (THE SUCCESS PROFILER) and...



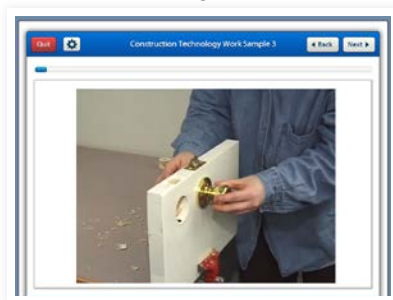
...stored. Conover Online™ then assigns activities for the user based on assessment results...



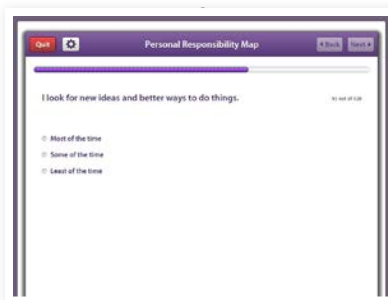
...and career planning, creating a career portfolio for post-secondary goal setting (THE CAREER PLANNER).



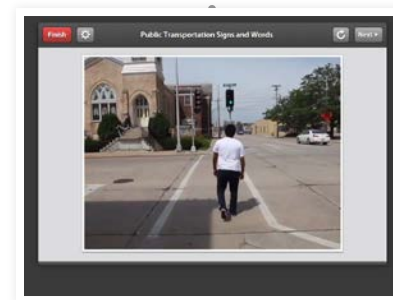
...then scores, interprets and assigns skill-enhancement activities based on assessment results.



...and then delivers all assigned hands-on activities (WORK SAMPLES)...



The system then assesses and teaches self-determination skills related to setting and achieving academic and career goals (PERSONAL RESPONSIBILITY)...



Finally, Conover Online™ assesses and teaches key functional skills for freedom and independence (FUNCTIONAL SKILLS SYSTEM).

While doing all this, Conover Online™ monitors progress and creates a summary of performance for each user in the system.

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

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. 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 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.

FOR MORE INFORMATION:

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WEB: www.conovercompany.com

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