

Pre-Employment Transition Services



Pre-ETS



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

With New Demands Comes New Ways of Doing Things

The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and now requires vocational rehabilitation (VR) agencies to set aside 15% of their federal funds to provide pre-employment transition services for students with disabilities who are eligible or potentially eligible for VR services.

- WINTAC - Workforce Innovation Technical Assistance Center

Vocational rehabilitation agencies are now required to extend their transition services to all secondary special education students throughout this country. The requirement for vocational rehabilitation agencies to get involved in a special education student's transition planning process is a daunting task to say the least. How can this be accomplished with no additional funds for staff or materials?



It is time to think "outside the box" on how to deliver and track such services. New program delivery systems that increase efficiency while lowering costs are needed in order for this to work.

Here is where Conover Online comes into play. Our cloud-based delivery system requires no installs, runs on any computer or mobile device, can track user data by single user, group or state wide, 24/7, and is specifically designed for mild, moderate and even significant disabilities who are more difficult and costly to serve.

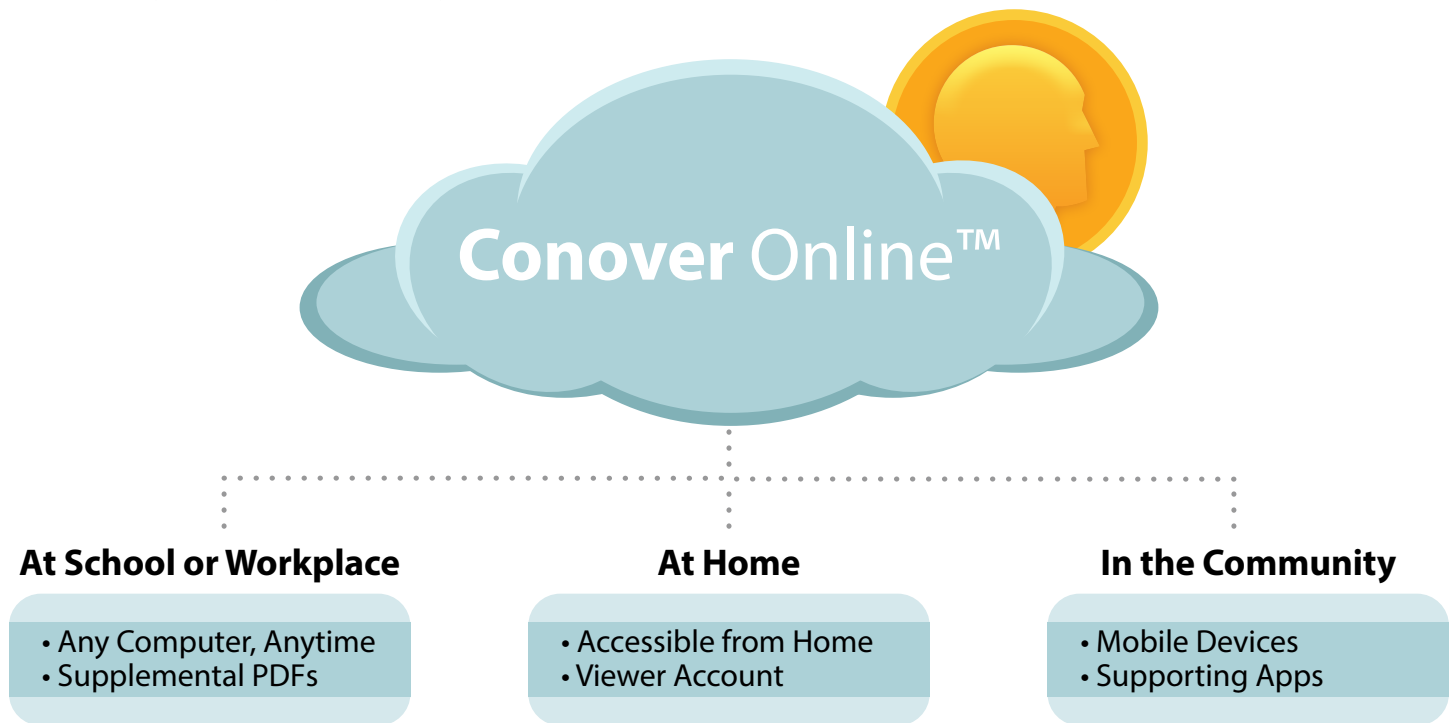
With Conover Online it is now possible to do the impossible.

Pre-employment Transition Services - Pre-ETS

The types of services that can be offered in Pre-ETS include:

- **Job Exploration Counseling** - See pages 4-14 & 16-18
- **Counseling on Opportunities for Transition or Postsecondary Educational Programs** - See page 15
- **Work-Based Learning Experiences** - See page 19
- **Workplace Readiness and Life Skills Training** - See pages 20-26
- **Self-Advocacy Training** - See pages 27-35

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.*

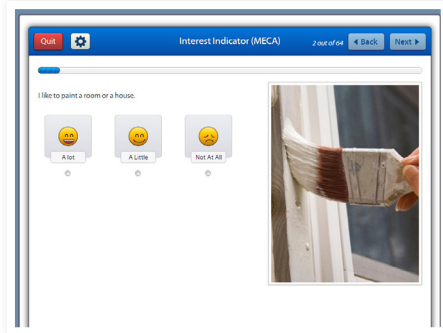
* A credit can be used for one title for one user within Conover Online™. Users may enter and exit that program as many times as they wish and will have unlimited access to that program until they have completed the entire unit. Conover Online™ credits never expire.

Job Exploration Counseling

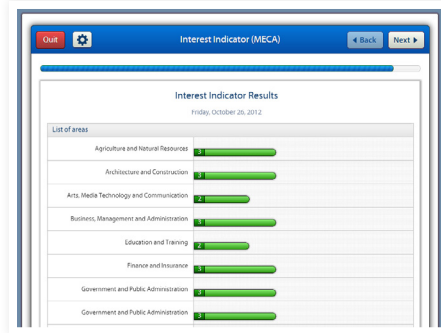
MECA - Interest Indicator™

- **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

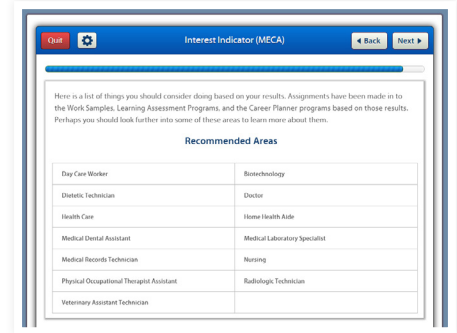
THE INTEREST INDICATOR is an assessment of interests based upon personal likes and dislikes of general everyday activities.



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.



Recommended Areas	
Day Care Worker	Biotechnology
Dietetic Technician	Doctor
Health Care	Home Health Aide
Medical Dental Assistant	Medical Laboratory Specialist
Medical Records Technician	Nursing
Physical Occupational Therapist Assistant	Radiologic Technician
Veterinary Assistant Technician	

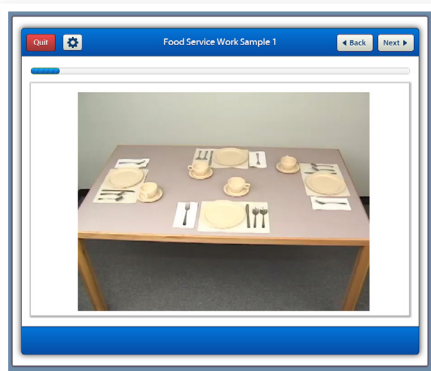
Activities related to the areas of highest interest are assigned and delivered.

Job Exploration Counseling

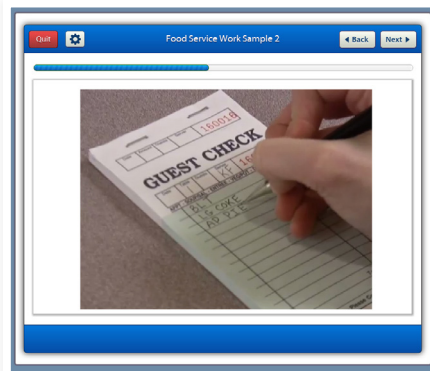
MECA - Work Samples

- **Can be used in maker education programs linking hands-on projects to post-secondary careers**
- **Provides age-appropriate transition assessments**
- 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

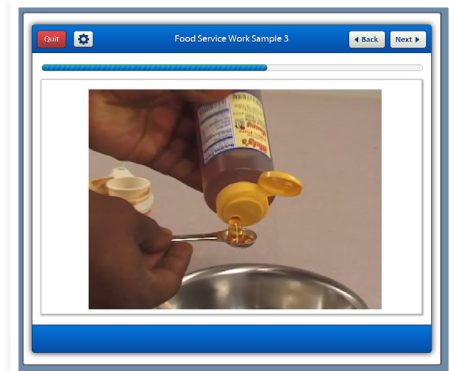
The Work Samples are hands-on simulations of an actual part of a job. The Work Samples provide opportunities to try out jobs in a non-threatening way. Each career kit contains all of the tools, supplies and hardware needed to perform all activities. Each career area contains three Work Samples. This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

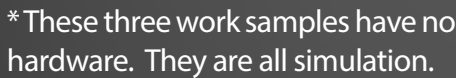


Users will have an opportunity to use 3D printing software and a 3D printer to create designs and learn about 21st century technology. Activities include setting up a 3D printer to be print-ready and general maintenance, using 3D printing software to design and print two different paperclips, and using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

- 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

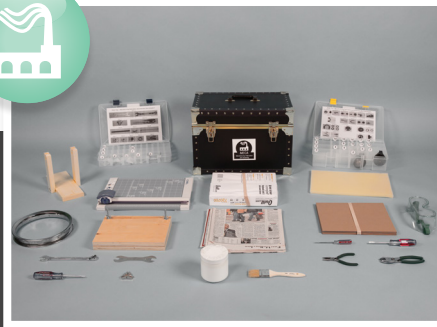


Users experience several jobs related to the horticulture industry. Activities included are planting seeds, mixing high porosity soil, and soil testing.

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

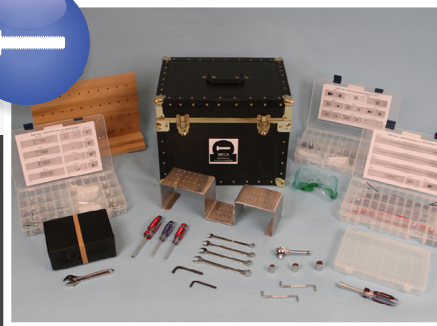


Users are introduced to some of the most common jobs in the field of fabrication and assembly of manufactured goods. Activities included are note pad assembly, assembly of a bike wheel, and assembly of a fishing reel.

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

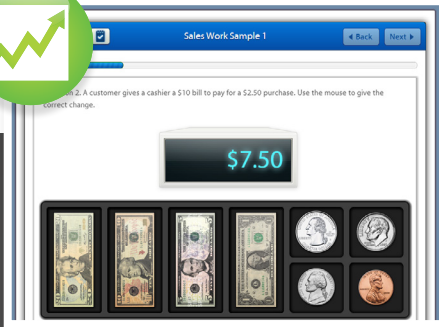


Users experience several jobs related to office occupations. Activities included are: filing, taking messages and typing letters.

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.

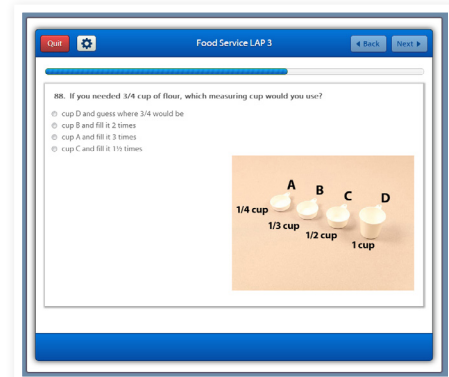
Users:

- 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

Job Exploration Counseling

MECA - Learning Assessment Programs™

How many times does a teacher hear a discouraged learner utter the question, “When am I ever going to need to use this information in the real world?” This can be a tough question for a teacher to answer. *Learning Assessment Programs* were designed to help create an academic course of study that directly relates to a learner’s post-secondary goals. Each LAP demonstrates how math, communication, and problem solving skills relate to the actual demands of the workplace. There are three LAPs per career area with 12-15 job-specific assessments. Each assessment takes about 20-30 minutes to complete and includes full audio. Each LAP addresses entry-level, mid-level and more advanced-level skill requirements for the job.



LAPs address the most challenging requirement of the special education law – the course of study needed to assist learners in developing and achieving their transition goals. LAPs are correlated to all 50 state content standards and the Common Core State Standards. This means you can now easily create annual academic goal statements related to each learner’s post-secondary goals and tie their goal statements to your state content standards or the Common Core State Standards, as well as ensure adequate yearly progress.

Learning Assessment Program	Competency	Common Core State Standard
Food Service LAP 3	1. Measurement Measurements-Liquid	Mathematics Grade 5: Measurement & Data Domain 5.MD Represent and interpret data. Standard 2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Career Areas

- Accountant
- Automotive Technology
- Biotechnology
- Building Maintenance
- Case Aide
- Commercial Fishing
- Computer-Aided Design
- Computer Applications
- Computer Graphics
- Construction Technology
- Cosmetology
- Custodial Housekeeping/Janitor
- Customer Service Representative
- Day Care Worker
- Dietetic Technician
- Digital Video Producer
- Distribution/Warehouse
- Doctor
- Electronics
- Emergency Medical Technician
- Entrepreneur
- Environmental Technician
- Fast Foods Worker
- Firefighter
- Food Service
- Graphic Design
- Health Care
- Heating,Ventilation and Air Conditioning (HVAC)
- Home Health Aide
- Horticulture
- Manufacturing– Fabrication & Assembly
- Manufacturing– Small Parts Assembly
- Medical/Dental Assistant
- Medical Laboratory Specialist
- Medical Records Technician
- Multimedia Designer
- Nursing
- Office Technology
- Painter
- Performing Artist
- Physical/Occupational Therapist Assistant
- Police Officer
- Postal Worker
- Professional Athlete
- Quality Assurance
- Radiologic Technician
- Sales
- Security Guard
- Small Engines
- Taxi Driver
- Teacher Aide
- Telecommunications
- Telemarketer
- Truck Driver
- Vending Machine Operator
- Veterinary Assistant/Technician
- Welder

Counseling Opportunities

For Transition or Post Secondary Education Programs

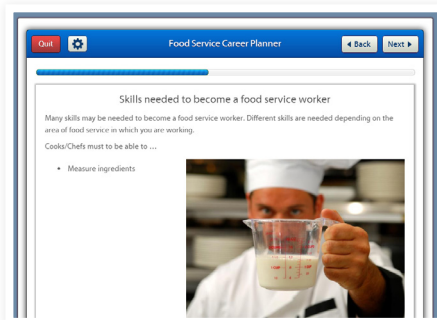
MECA - The Career Planner™

If users feel that a post-secondary goal is being forced onto them, resentment may result. It is vital that individuals are actively involved in mapping out their own post-secondary goals. Of course users must be provided with relevant information in order to set appropriate goals. *The Career Planner* provides information and planning activities for each occupation in the MECA® System, including:

- Job requirements
- Related jobs
- Related interests
- Physical demands
- Working conditions
- Academic/technical skills
- Where to obtain these skills
- Helpful high school courses
- Ways to get a job
- Licensing and certification
- Wages
- Job outlook

Career planning should be something that users get excited about since it revolves around their specific interests. If the process involves reading page after page of boring text, users will likely become overwhelmed and frustrated. *The Career Planner* was designed to hold interest through extensive use of pictures, video clips and limited use of text (4th – 5th grade reading/listening level), as well as full audio for low and non-readers.

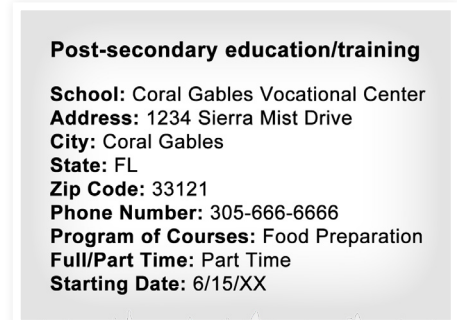
After completing an occupation in *The Career Planner*, a simple questionnaire begins the “reality check” needed for creating appropriate post-secondary goals. *The Career Planner* creates a career portfolio or summary of performance, documenting post-secondary goals and setting a plan for achieving these goals.



Job Information



Course Correlation



Community Resource Correlation

Career Areas

- Accountant
- Automotive Technology
- Biotechnology
- Building Maintenance
- Case Aide
- Commercial Fishing
- Computer-Aided Design
- Computer Applications
- Computer Graphics
- Construction Technology
- Cosmetology
- Custodial Housekeeping/Janitor
- Customer Service Representative
- Day Care Worker
- Dietetic Technician
- Digital Video Producer
- Distribution/Warehouse
- Doctor
- Electronics
- Emergency Medical Technician
- Entrepreneur
- Environmental Technician
- Fast Foods Worker
- Firefighter
- Food Service
- Graphic Design
- Health Care
- Heating, Ventilation and Air Conditioning (HVAC)
- Home Health Aide
- Horticulture
- Manufacturing–
- Fabrication & Assembly
- Manufacturing– Small Parts Assembly
- Medical/Dental Assistant
- Medical Laboratory Specialist
- Medical Records Technician
- Multimedia Designer
- Nursing
- Office Technology
- Painter
- Performing Artist
- Physical/Occupational Therapist Assistant
- Police Officer
- Postal Worker
- Professional Athlete
- Quality Assurance
- Radiologic Technician
- Sales
- Security Guard
- Small Engines
- Taxi Driver
- Teacher Aide
- Telecommunications
- Telemarketer
- Truck Driver
- Vending Machine Operator
- Veterinary Assistant/Technician
- Welder

Job Exploration Counseling

Response to Intervention (RTI)

A New Generation of Assessments for Youth and Adults with Significant Disabilities

Limited resources, combined with a movement for a more proactive approach to assessment and instruction, are driving the need for a whole new generation of assessments. We at The Conover Company® are proud to introduce a new series of assessments to address response to intervention or training. Our new Response to Intervention Series focuses on answering the question, "What is the best instructional strategy to use with this individual learner to teach basic life and work skills?"

Designed as an individually administered test, this assessment will measure the type and amount of resources required for skill training of adolescents and adults with significant impairments.

- Research based
- Career assessment system targeting bench assembly activities
- Assesses ability to benefit from instruction
- Assists teachers and administrators in making better instructional and training decisions
- Matches individual learners to the proper instructional strategies and resources
- First assessment instrument to use the iPad as an administration as well as a scoring tool.

Scoring

There are **five** major scores obtained from testing:

Verbal - A measure of receptive language skills in relation to simple verbal instructions regarding training-relevant tasks.

Model - Two scores in one: (1) a measure of imitation skills using physical modeling on tasks such as those included in this assessment and (2) a measure of examinee imitation skills using video modeling on tasks included in this assessment.

Prompt - Two scores in one: (1) a measure of the extent to which prompting is required by examinees and (2) a measure of examinee skill at learning from physical guidance.

Learning - Two scores in one: (1) a measure of overall familiarity with RTI Series-type materials and instruction (prior learning) and (2) an overall measure of examinee skill at learning from verbal, modeled and prompted instructions during testing.

Total Score - Provides an indication of the general level of instruction or training that will be required to learn relevant bench assembly tasks.

There are **two** other scores, each of which has direct relevance for future success in instruction and training:

Resists Prompts - Provides an indication of the extent of resistance to physical prompting.

No Response - Distinguishes examinees who try to complete test tasks from those who do not try.



Work-Based Learning Experiences

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.

Going out into the workplace is a anxiety producing for anyone, however for persons with a disability, it is even more difficult to manage. Getting control of these emotions is key to workplace success. Our Anxiety Management Program was designed to help improve work experience outcomes.

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.

Workplace Readiness and Life Skills Training

Workplace Readiness Credential

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.



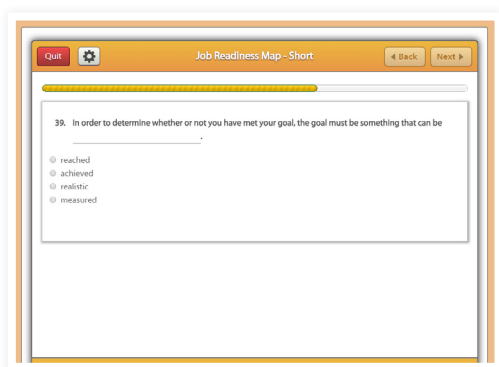
Utilize our unique credentialing system to recognize your participants' success in our programs.



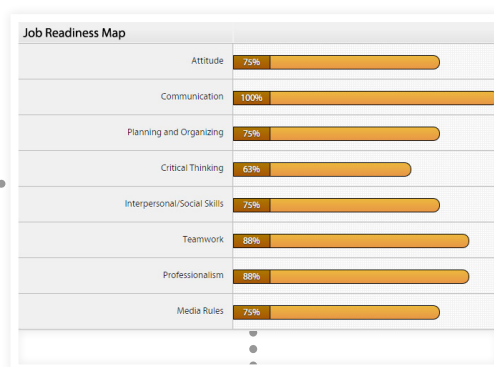
Recognized by the National Soft Skills Association as a program of excellence.



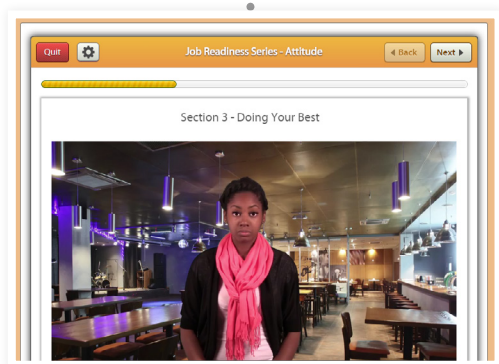
How it Works



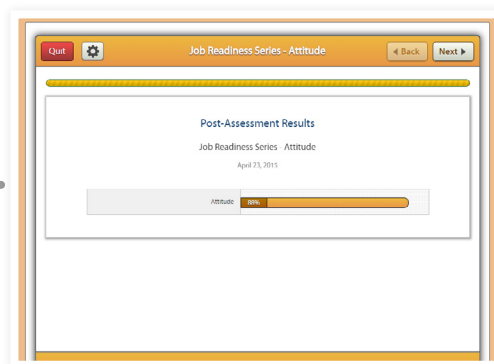
The system begins with a comprehensive pre-assessment of workplace readiness (*Job Readiness Map™*, *Job Seeking Map™*, and *Job Keeping Map™*)



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...



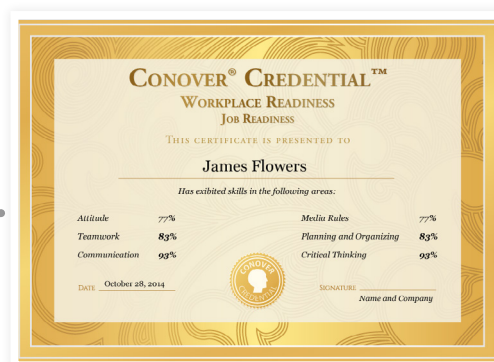
...and then delivers all assigned activities. Includes over 600 30-60 second videos that run on all computers and mobile devices such as a cell phone, iPad® or Chromebook™.



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 Overland sloverland@conover.com	LONG	October 21, 2014 09:41	Details
Alice Walker awalker@conover.com	SHORT	October 22, 2014 19:17	Details
Wanda Bowley wanda.bowley@conover.com	SHORT	November 06, 2014 08:03	Details
Art Ziskel artziskel@conover.com	SHORT	November 06, 2014 08:11	Details
Dorey Lawrence dlawrence@conover.com	SHORT	November 06, 2014 08:15	Details
Judy Anderson	SHORT	November 06, 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

Workplace Readiness and Life Skills Training

Conover Resources Soft Skills



An Instructor-Led, Video-Based Social and Emotional Learning and Soft Skills Curriculum

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. Includes access to the following soft skills programs, Workplace Readiness Credential, Success Profiler, Anxiety Management, Anger Management, Bullying Prevention, and Personal Responsibility-Achieving Academic and Career Goals.

With **Conover Resources**, you have access to our comprehensive video library to teach and re-enforce these critical skills. **Conover Resources** is the perfect tool for either individual or group instruction.

Show weakness and take risks



Anger Management Empathy Show weakness and take risks

[Download Workbook](#) [Next Video](#)

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.

RESOURCES FOR SOFT SKILLS
WORKBOOK

Attitude



Each unit includes 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.

The Workplace Readiness Program-Job Readiness
Tracking System
Critical Thinking Activities

Date: _____ Instructor Name: _____
Participant: _____

Complete the following for each activity.

Date Completed	Activity	Comments
	Critical Thinking Overview	
	Gathering Information	
	Ask the right questions	
	Find information sources	
	Find the information you need from your sources	
	Apply your own knowledge and experiences	
	Consider many sources	
	Analyzing Information	
	Develop classifications	
	Sort the information	
	Rate the information	
	Rank the information	
	Organize the information into a Mindmap	
	Applying Information	
	State the facts	
	Know the rules or principles	
	Ask questions	
	Make judgments	
	Give examples	

Tracking sheets are included for each unit, allowing you to easily keep record of individual user progress.

Simple formatting makes group instruction a breeze.



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

Workplace Readiness and Life Skills Training

Workplace Social Skills

Our workplace Social Skills Programs utilize the concept of video modeling to demonstrate and teach appropriate workplace behaviors. Each program starts with a video overview of the targeted workplace behavior followed by step-by-step instructions on how to perform each critical workplace behavior. Includes hundreds of off computer individual and group activities to reinforce learning of new workplace behaviors.

WORKPLACE SOCIAL SKILLS - PERSONAL SOCIAL SKILLS

HTS



Workplace Social Skills is a three-part system that covers the basics of social skills on the job. The three parts include Personal, Responding and Initiating Social Skills. Personal Social Skills includes: Take Responsibility, Be Dependable, Accept Consequences, Have Self-Control, Maintain Hygiene, Grooming and Dress, Be Positive, Tell the Truth, Be Polite and Courteous, Be Assertive.

[View Word List >>](#)

WORKPLACE SOCIAL SKILLS - INITIATING SOCIAL SKILLS

HTS



Workplace Social Skills is a three-part system that covers the basics of social skills on the job. The three parts include Personal, Responding and Initiating Social Skills. Initiating Social Skills includes: Greet Others/ Start Conversations/Give Help, Introduce Self, Ask for Help/Assistance/ Feedback, Give Directions, Join Others in Groups, Apologize/Excuse Self, Give a Compliment, Make a Complaint.

[View Word List >>](#)

WORKPLACE SOCIAL SKILLS - RESPONDING SOCIAL SKILLS

HTS



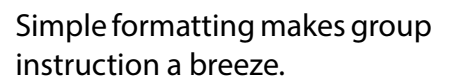
Workplace Social Skills is a three-part system that covers the basics of social skills on the job. The three parts include Personal, Responding and Initiating Social Skills. Responding Social Skills includes: Listen and Respond to Others, Follow Directions, Handle Criticism, Respond to Peer Pressure, Deal with an Angry Person.

[View Word List >>](#)

Conover Resources Life Skills



With **Conover Resources**, you have access to our comprehensive video library to teach and re-enforce these critical skills. **Conover Resources** is the perfect tool for either individual or group instruction.



Conover Resources Life Skills Moderate to Severe Disabilities

Self-Advocacy Training

Personal Responsibility - Achieving Academic and Career Goals™

Self-advocacy is about being able to advocate for oneself in order to set and achieve personal and career goals. The core competencies to self-advocacy related to goal achievement are seldom, if ever, assessed and taught. 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			

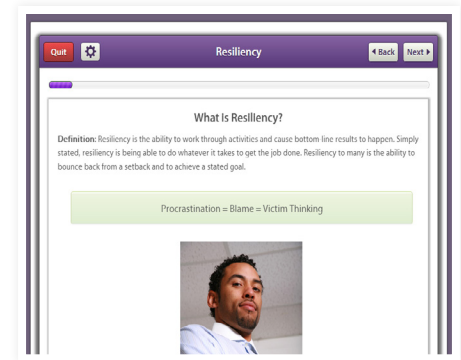
The low Values Congruence score suggests persons whose values are not consistent with their goals. The high Goal Setting scale indicates an ability to set goals. However, since values are indicative of what really matters, goals will most likely be abandoned for they are not perceived as important (Values 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

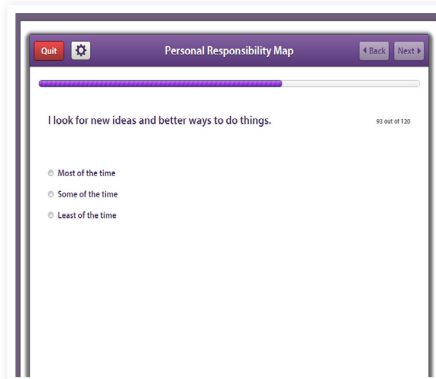
- Goal Setting
- Self-Efficacy
- Values Congruence
- Achievement Drive
- Supportive Environment
- Self-Esteem

Self-Management Related to Goal Achievement

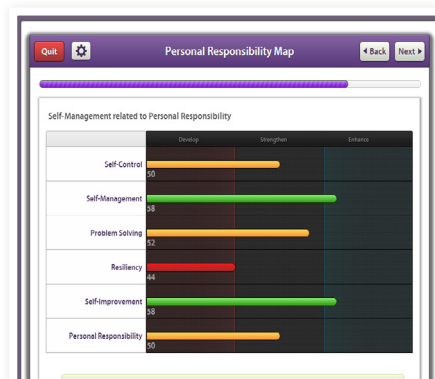
- Self-Control
- Self-Management
- Problem Solving
- Resiliency
- Self-Improvement
- Personal Responsibility

Management System

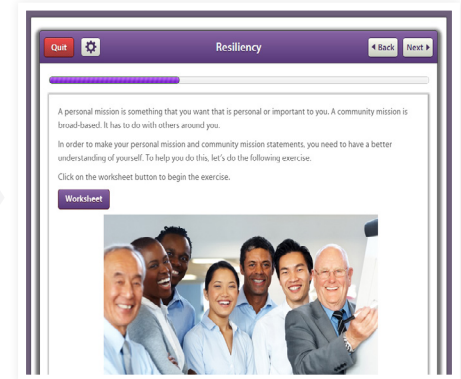
All assessments and instruction are self-administered and electronically integrated into our management system, eliminating the expensive and time-consuming activities of assigning, scoring and reporting results. Program accountability is electronically built into the system.



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.

PROCRASTINATION = BLAME = VICTIM THINKING

Self-Advocacy Training

Emotional Intelligence Programs for Higher Level Populations

The Emotional Intelligence program is the foundation of self-advocacy. It is the core upon which all other success skills are built upon. The Emotional Intelligence program is a component that identifies and enhances the core 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**.



Meet Jaquel, She is a junior in a special education program at her high school. Jaquel is in a work experience program three days a week sponsored by her vocational rehabilitation counselor. Her goal is to graduate from high school and to go on for post secondary training leading to a cook.



Jaquel is dedicated and focused but can easily become overwhelmed by the demands placed on her by family, work and school. 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.

Skill Intervention Component

Each skill intervention contains approximately twenty-five short videos introducing key concepts with five hours of online instruction, supplemented with 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.
- **Interpersonal Assertion** – teaches how to effectively use direct, honest, and appropriate expression of thoughts, feelings and behaviors in dealings with others.
- **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.
- **Drive Strength/Motivation** – teaches core motivation and goal-setting abilities.
- **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.
- **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.
- **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.

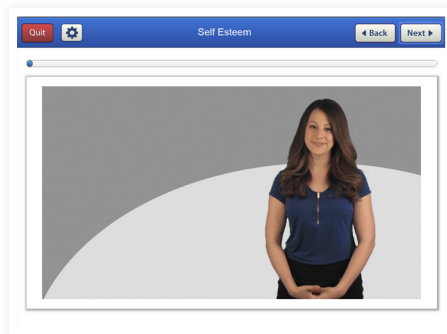
Self-Advocacy Training

Emotional Intelligence Programs for Lower Level Populations

It is no secret that social-emotional skills are key for success of all people, for social-emotional competencies are the building blocks to all social skill development. For over 30 years, The Conover Company has sought ways to teach the skills of social-emotional learning to individuals of all learning abilities. These SEL programs are a lower-level version of our Emotional Intelligence Program described above that teach self-advocacy skills for personal success.

SELF -ESTEEM

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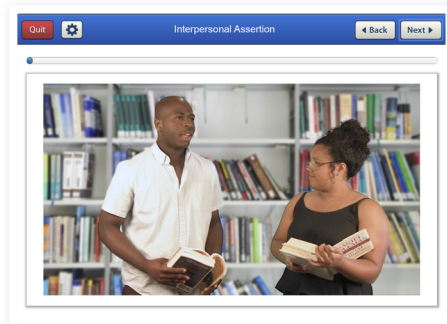


Self-Esteem lies at the core of social-emotional learning. That's because you must believe in your worth in order to commit to improving yourself and your skills. This program teaches the individual how to change low self-esteem and make way for happiness and self-confidence. Topics covered are: What Is Self-Esteem, Why Self-Esteem?, Changing Low Self Esteem, Improving Self-Esteem and the Benefits of Self-Esteem.

[View Word List >>](#)

ASSERTION

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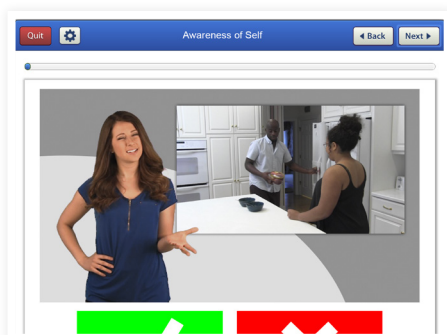


We all have the need for communication on a daily basis. In this program, individuals will learn about assertion and its skills. They will also see how this form of communication can make a huge difference in what they get out of life. Topics: What Is Assertion?, The Importance of Being Assertive, How to Develop Assertion, Benefits of Assertion and Improving Assertion.

[View Word List >>](#)

AWARENESS OF SELF (SELF-AWARENESS)

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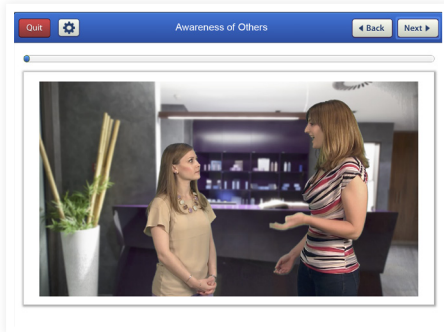


Awareness of Self, also called self-awareness, is where it all begins. Without a good understanding of who you are, it is difficult to improve upon other skills. In this program, individuals will learn to identify the parts that make up who they are as well as tips for improving their level of self-awareness. Topics covered: Definition of Self-Awareness, Importance of Self-Awareness, How to Develop Self-Awareness, Improving Self-Awareness and the Benefits of Self-Awareness.

[View Word List >>](#)

AWARENESS OF OTHERS (INTERPERSONAL AWARENESS)

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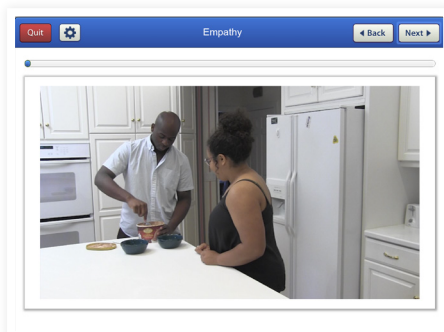


Awareness of others, also referred to as interpersonal awareness, teaches individuals why and how to understand others. They will learn how to improve their interpersonal awareness skills and see the difference these skills can make. Topics covered are: Definition of Awareness of Others, Importance of Awareness of Others, How to Develop Awareness of Others, Improving Awareness of Others and the Benefits of Awareness of Others.

[View Word List >>](#)

EMPATHY

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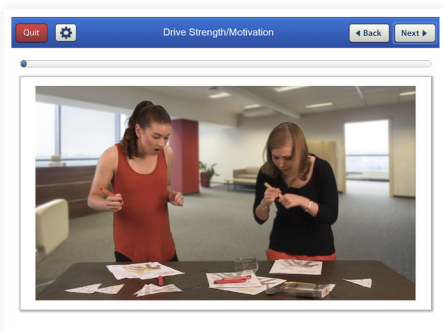


Individuals will learn how empathy allows for a better understanding of and relation to others. Along with tips for improving empathy, this unit shows how important this skills is for improving the quality of relationships with others. Topics covered: What Is Empathy?, Why Empathy?, How to Develop Empathy, Improving Empathy and Benefits of Empathy.

[View Word List >>](#)

MOTIVATION

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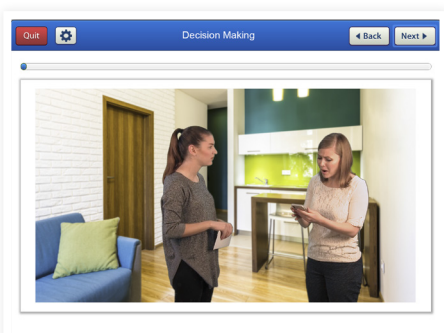


In this program, individuals will learn about motivation and how it helps them achieve their goals. They will learn ways to both improve motivation and to avoid common obstacles that affect motivation. Topics covered are: What is Motivation? Why Motivation Matters, Goal Setting, Increasing Motivation, Overcoming Obstacles.

[View Word List >>](#)

DECISION MAKING

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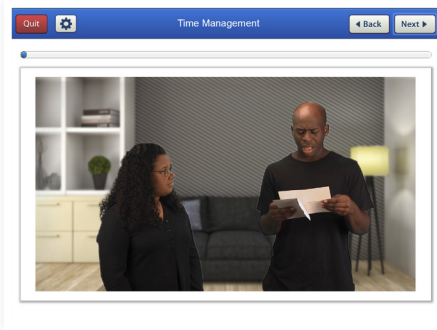


We all make hundreds of decisions throughout the day. This program breaks down the decision making process for individuals to use in decisions both big and small. Topics covered are: What is a Decision?, What is Decision Making?, Why Decision Making is Important, Characteristics of a Good Decision Maker, How to Make a Good Decision.

[View Word List >>](#)

TIME MANAGEMENT

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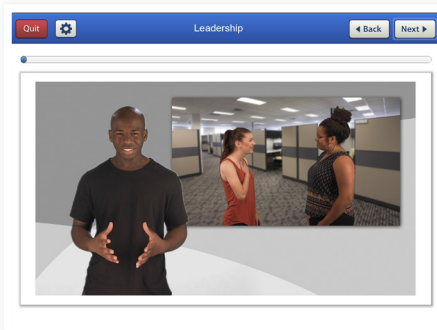


Good time management skills are crucial for meeting goals in order to get what you want out of life. In this program, individuals will learn how to prioritize, plan and act in ways to use time productively. Topics covered are: The Definition of Time Management, How to Develop Time Management Skills, Benefits of Time Management, Improving Time Management Skills, Obstacles to Time Management.

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LEADERSHIP

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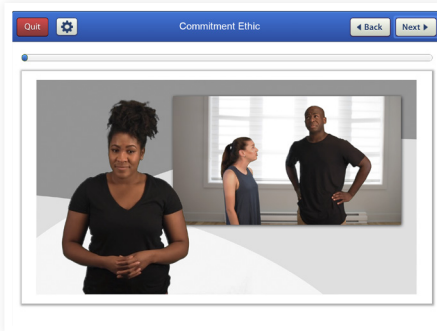


This program explains what leadership is and explores what exactly makes a good leader. Individuals will learn skills necessary to step into a leadership role when the opportunity presents itself. Topics covered are: What is Leadership?, The Importance of Leadership, What Leaders Do, Improving Leadership, What it Takes to be a Leader.

[View Word List >>](#)

COMMITMENT ETHIC

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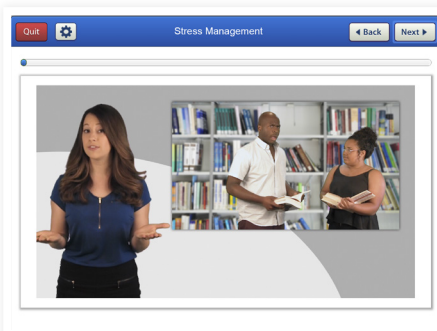


Commitment Ethic teaches individuals the importance of following through. This program is full of tips to improve commitment, achieve goals and experience success. Topics covered are: What is Commitment Ethic?, Why Commitment Ethic?, How to Develop a Commitment Ethic, Improving Commitment Ethic, Benefits of Commitment Ethic.

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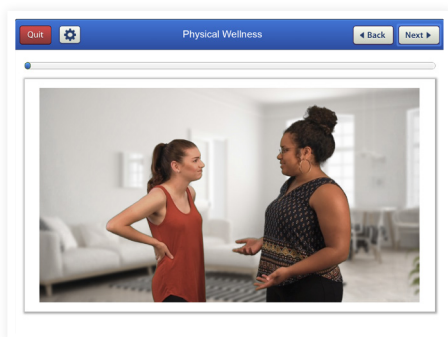
STRESS MANAGEMENT

HTS



No matter how young or old we are, we all face stress in our lives; it is how we deal with it that matters. Full of practical tips for controlling and managing stress, this program teaches about stress, stressors and, most importantly, how to handle them when they arise and to use stress to your benefit. Topics are: What Is Stress?, What Is Stress Management?, Why Stress Management?, Self-Control and Improving Stress Management.

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Everyone can benefit from making healthier choices. In this program, individuals will explore the components of physical wellness and learn how to implement them into everyday life. Topics covered are: The Definition of Physical Wellness, Why Physical Wellness Matters, How to Develop Physical Wellness, Improving Physical Wellness, Overcoming Obstacles.

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