

Social/Emotional Learning Programs



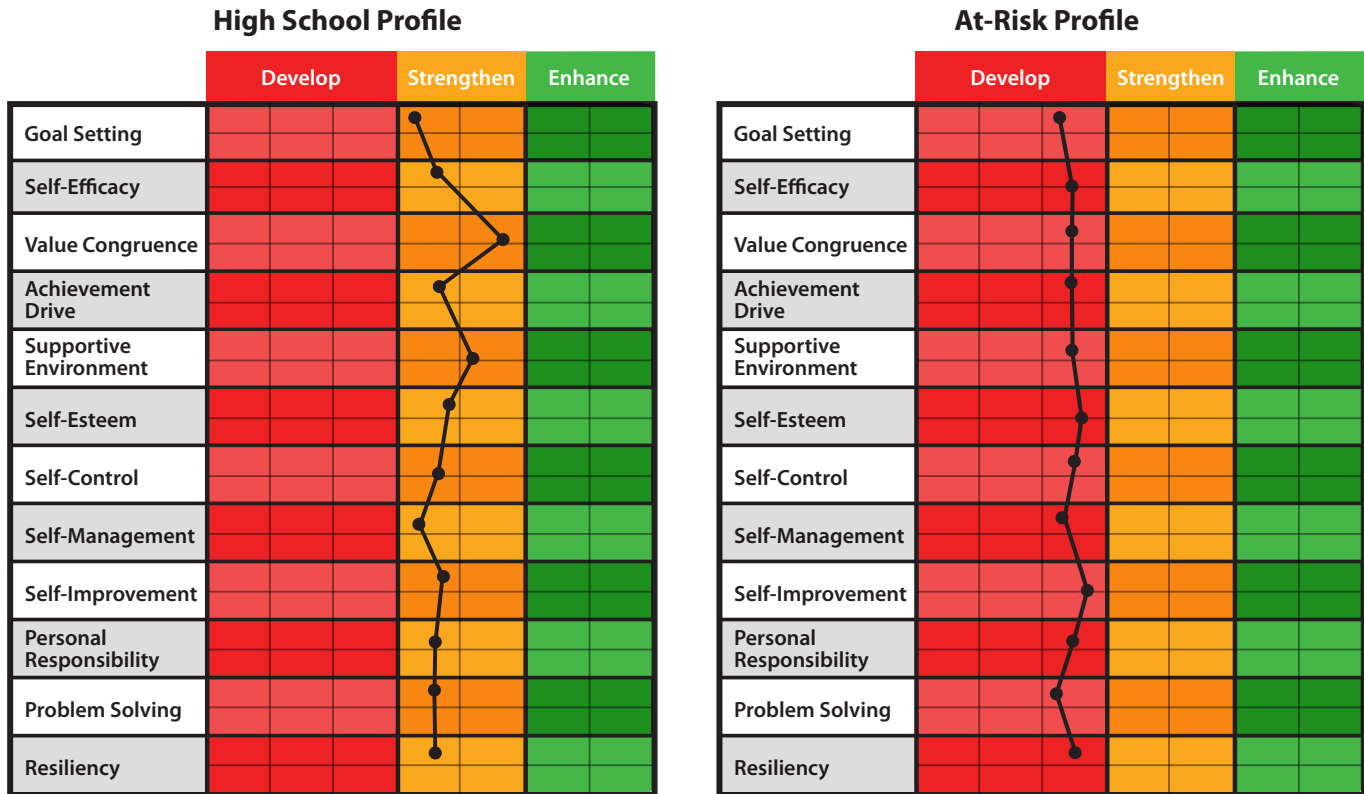
PROGRAMS FOR EMOTIONAL INTELLIGENCE

Conover®

Self-Determination

Personal Responsibility™ - Achieving Academic and Career Goals

Nothing is more important to personal success than the ability to set, manage and achieve goals. It is imperative that users are involved in the goal planning process to ensure that they take ownership of their goals and their outcomes. Our *Personal Responsibility* program helps users develop the ability to set clear, attainable goals and, most importantly, to successfully achieve those goals. *Personal Responsibility* assesses self-determination skills and then provides intervention strategies to set the stage for success.



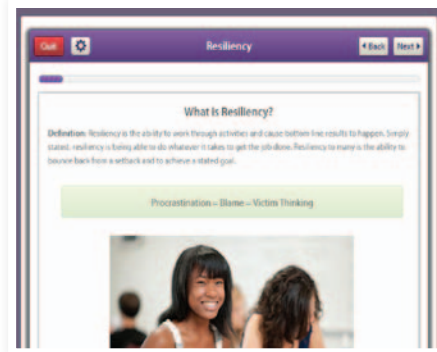
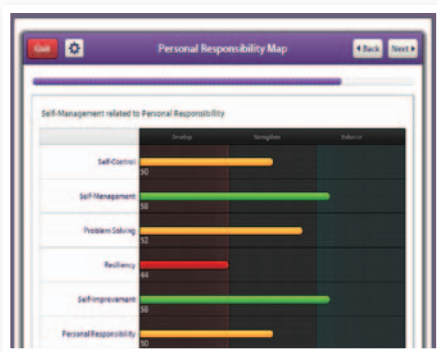
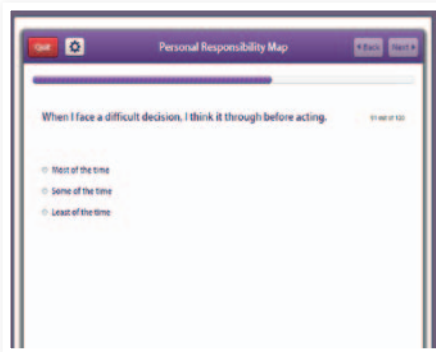
Our research clearly shows that many users do not possess these goal setting and achievement skills that other learners possess. Without these key self-determination skills, transition success is highly unlikely.

How it Works

The *Personal Responsibility* program consists of two assessments and a skill enhancement component.

The core assessment is the *Personal Responsibility Map*, which measures twelve core skills related to self-determination in setting and achieving academic and career goals. In the second assessment, the *Personal Responsibility Survey*, self-determination skills are assessed by parents, caregivers, or co-workers who know the learners well. Results of both assessments can be compared to get a well-rounded reading of the initial level of self-determination skills.

Over 60 hours of skill building activities are included and are assigned based upon the assessment results. The results are presented and explained to provide an understanding of their current level of skills, and where they need to be to achieve their post-secondary goals.



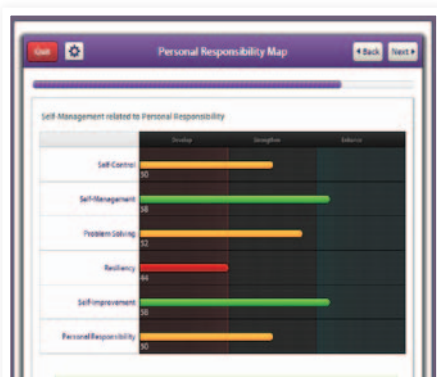
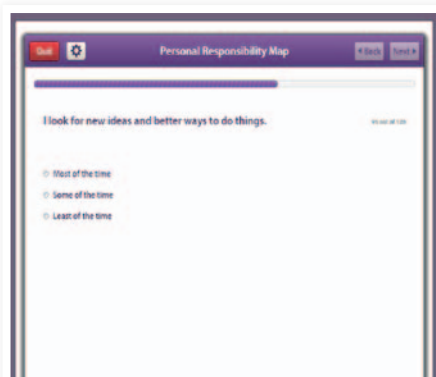
The skill enhancements include:

Goal Achievement Potential	Self-Management Related to Personal Responsibility
<ul style="list-style-type: none"> • Goal Setting • Self-Efficacy • Values Congruence • Achievement Drive 	<ul style="list-style-type: none"> • Self-Control • Self-Management • Problem Solving • Resiliency
<ul style="list-style-type: none"> • Supportive Environment • Self-Esteem 	<ul style="list-style-type: none"> • Self-Improvement • Personal Responsibility

Includes PDFs for user workbooks for instructor-led course. There are also 84 hours of off-line individual and group activities.

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.



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 education and workforce dev. programs, as well as gov. agencies and corporations

Use the entire system or select from the following components:

Personal Responsibility Map

(Description on page 24.)

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 Personal Responsibility

- **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 37-39).

Social/Emotional Learning

The Success Profiler®

What is *The Success Profiler*?

Success in the workplace requires a specific skill set called social/emotional intelligence. *The Success Profiler* is a research-based assessment and skill-building system designed to measure an individual's social/emotional intelligence skills, and build upon them to reach a level that will result in a successful transition from school to work.

Why Social/Emotional Learning?

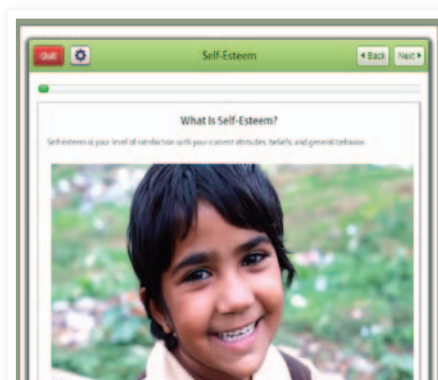
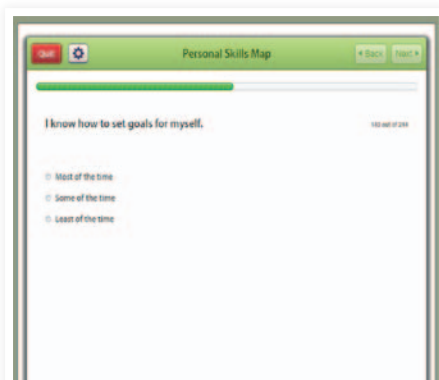
Social/Emotional Intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. SEQ defies the common misconception that a high IQ is directly correlated with success. We all know individuals with high IQs who have not reached the level of success expected of them, while others with modest IQs have succeeded far beyond anyone's expectations. Why? Because they possess social/emotional skills. *The Personal Skills Map* will assess SEQ to set the stage for success.

The Turnover Process

Some companies hire for Reason 1, some companies for Reasons 1 and 2, but most companies lose people because of Reason 3.



If social/emotional skills are so crucial, then why don't you address them in your transition assessment and training systems?

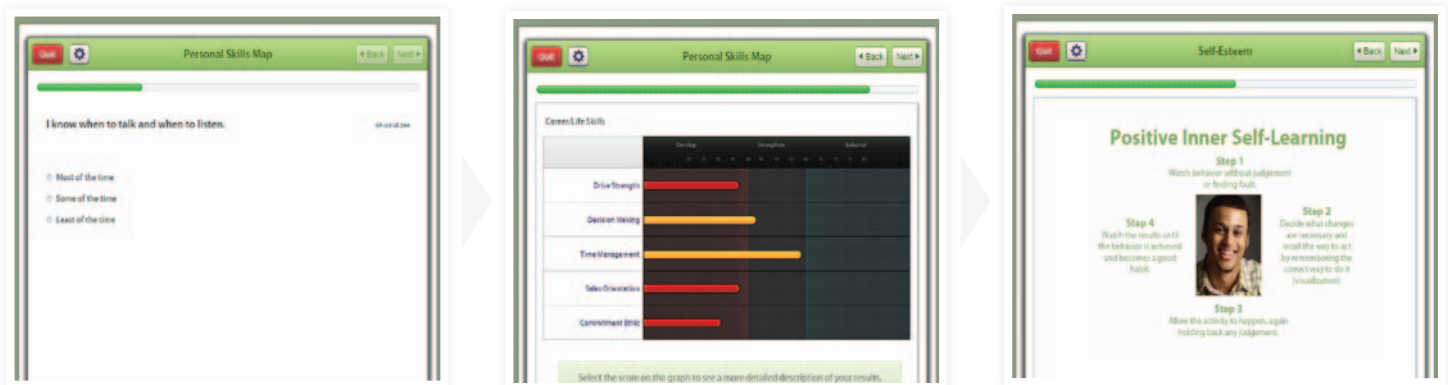


There are currently skill enhancements for the following areas:

- 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.



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

- **8.5 million administrations and counting**
- **Norm base of over 35,000 participants**
- **120 master and doctoral-level research papers, books and articles**
- Validation correlations with: MMPI 16PF EPPS
- Over thirty years of research
- Users include hundreds of educational and workforce development programs, government agencies and corporations such as:
 - Honeywell
 - Apple Computer
 - Appleton Public Schools (Alternative Education)
 - Austin Community College
 - Boeing
 - Control Data
 - Department of Corrections
 - Workforce Development Programs
 - Blue Cross
 - Michelin Tire
 - Milwaukee Public Schools (Comm. Tech. Centers)
 - Dallas Community College
 - 1700 U. S. Army J.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
 - And more!

How it Works

The *Success Profiler* consists of both an **assessment** of social/emotional intelligence and a **skill enhancement** component.

Use the entire system or select from the following components:

Personal Skills Map (See page 30)

Winning Colors (See page 31)

The Change Profile

Designed to assist individuals to address change and to learn to adapt to change. (See page 32)

The Leadership Profile

Designed to develop an openness to accept responsibility to develop the core foundation skills of leadership. (See page 33)

The Learning Profile

Designed to enhance the learning process so that new skills can be learned and utilized. (See page 33)

The Sensitivity Profile

Designed to improve sensitivity to self and others and to understand and respect the individual differences in each of us. (See page 34)

The Team Profile

Designed to increase users' abilities to learn to accept responsibility and to function successfully as members of a team. (See page 34)

The Violence Prevention Profile

Designed to help reduce stress at school, at work and at home by helping users learn how to increase self-restraint and compassion and to relate better to others. (See page 35)

Skill Enhancements (See page 36)

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	██████████		
Interpersonal Assertion	██████████	██████████	
Interpersonal Awareness	██████████		
Empathy	██████████		
Drive Strength/Motivation	██████████	██████████	
Decision Making	██████████	██████████	
Time Management	██████████	██████████	
Sales Orient./Leadership	██████████	██████████	██████████
Commitment Ethic	██████████	██████████	
Stress Management	██████████		
Physical Wellness	██████████		
	Low	Normal	High
Interpersonal Aggression	██████████		
Interpersonal Deference	██████████		
Change Orientation	██████████		

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	██████████		
Interpersonal Assertion	██████████		
Interpersonal Awareness	██████████		
Empathy	██████████		
Drive Strength/Motivation	██████████	██████████	
Decision Making	██████████	██████████	
Time Management	██████████	██████████	
Sales Orient./Leadership	██████████	██████████	██████████
Commitment Ethic	██████████	██████████	
Stress Management	██████████		
Physical Wellness	██████████		
	Low	Normal	High
Interpersonal Aggression	██████████		
Interpersonal Deference	██████████		
Change Orientation	██████████		

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.

Credibility

- **8.5 million administrations and counting**
- **Norm base of over 35,000 participants**
- **120 master and doctoral-level research papers, books and articles**
- Validation correlations with: MMPI 16PF EPPS
- Users include hundreds of educational and workforce development programs as well as government agencies and corporations such as Apple Computer, Austin Community College, Boeing, Community Technology Centers (Milwaukee Public Schools), Cooperative Educational Service Center 2-Wisconsin, Dallas Community College System, Educational Service Center 6-Texas, Honeywell, Illinois Youth Center—St. Charles, Job Corps, 1700 Junior ROTC (nationwide), Lakeside Curative Services, Michelin Tire, Spotted Eagle High School, University of Nevada-Las Vegas, The Ohio State University, U.S. Air Force, Canadian Military (Leadership Development), University of Texas Charter Schools, and hundreds more.

The Success Profiler®

Winning Colors®

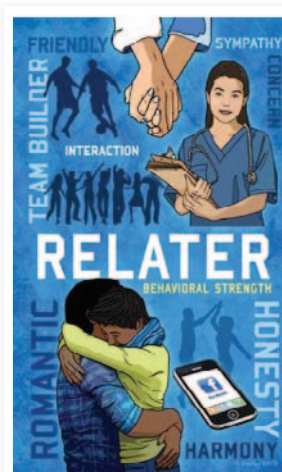
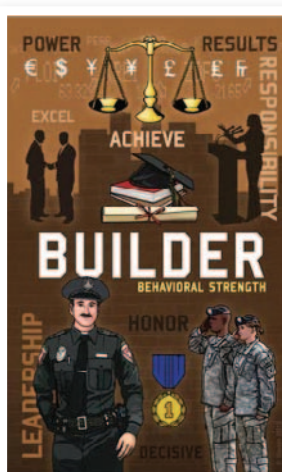
Successful interaction with peers requires a certain degree of empathy in order to understand what drives another person's behavior and words. *Winning Colors* is an assessment tool used to give individuals a better understanding of both self and others. *Winning Colors* draws the connection between 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.



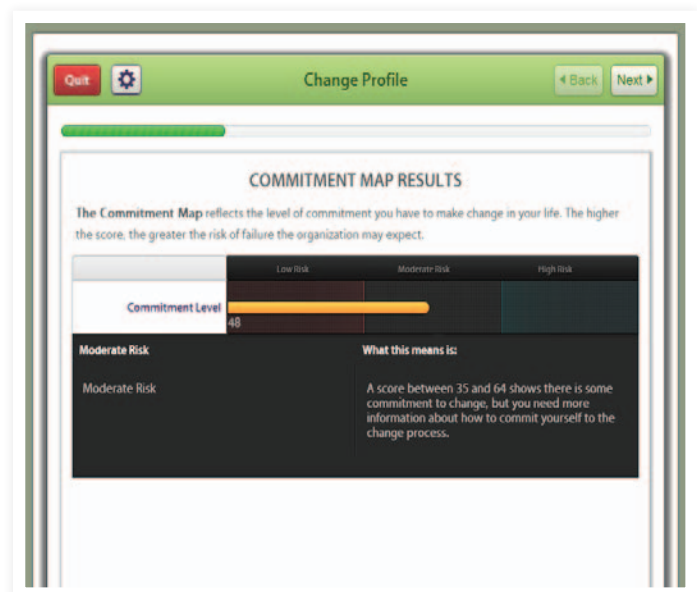
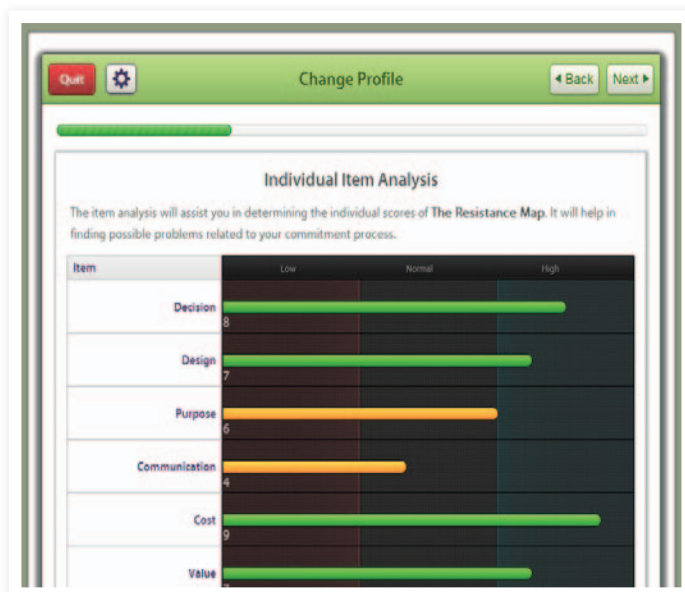
The Change Profile

The number of variables that factor into success or failure is infinite. The necessary skills reach far beyond the basic tasks of a job itself to include the ability to adapt to change. The Change Profile is a component that identifies and enhances emotional intelligence factors associated with adapting to change and learning new skills. If the system detects that users have barriers to change, The Change Profile provides skill enhancements to remove those barriers.

Assessments

The act of change requires that every individual affected by the change makes a firm commitment to be supportive and actively involved in the change. *The Change Profile* incorporates several assessments to enhance involvement and commitment level. The assessments included in *The Change Profile* are:

- *The Vision Description Form for Change* identifies the vision for change in an organization to ensure everyone is on the same page. Unified change cannot be achieved without a clear vision shared by all
- *The Commitment Map* assesses the commitment level of the people who are key to the change process. Scores reflect the level of commitment of the change sponsors within an organization. A higher score suggests the organization faces a higher risk of failure due to low commitment levels of key people.
- *The Synergy Map* assesses the ability to work with others and build synergy in the change process. A high score reflects a high risk of failure due to a lack of the personal skills required to change successfully.
- *The Impact Map* evaluates key personnel to determine if they possess the skills necessary to sell the change process and make a positive impact. Higher scores reflect greater risk of failure in selling the change project to others.
- *The Resistance Map* assesses the level of resistance and identifies the source of resistance that an organization may face during the change process. Higher scores reflect a greater risk of failure to complete the project.





The Leadership Profile

The focus of *The Leadership Profile* is on the identification and skill enhancement of social/emotional factors known to help one become a more effective leader or manager.

Assessments

The Leadership Profile Assessments include:

- *The Vision Description Form for Leadership* identifies the vision for organizational leadership. Without a clear vision, leadership will fail.
- *The Leadership Skills Map* is a self-assessment of skills that are necessary to successfully lead others. The assessment ranks individuals on leadership skills such as character, charisma, attitude, competence, courage, accomplishment, problem solving, conflict resolution, vision, focus, assertion, empathy, influence, motivation and nurturance.
- *The Leadership Skills Survey* is a 360-degree assessment, to be completed by someone who knows the individual well. It is intended to validate the skills claimed by the taker of the Leadership Skills Map.
- *The Integrity Map* assesses key traits necessary for successful leadership. This assessment ranks individuals on traits such as trust, consistency, commitment, responsibility, confidentiality, teamwork, sharing and honesty.

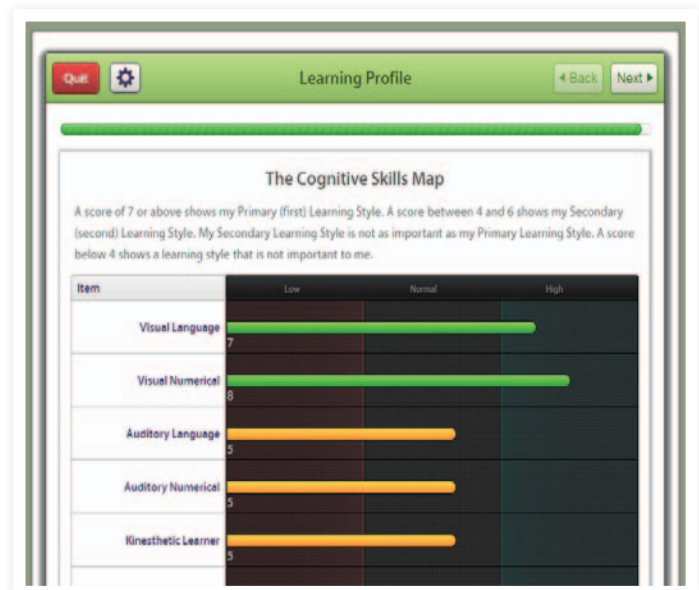


The Learning Profile

The Learning Profile identifies and enhances social/emotional factors related to learning.

Assessments

- *The Cognitive Map* helps individuals discern which method of learning is most effective for them so that new behaviors can be learned and habits can be changed for the better. While there is no right or wrong way to learn, knowing which style works best greatly enhances the ability to learn. Scales rank visual language, visual numerical, auditory language, auditory numerical, kinesthetic, individual, or team learner, oral feedback, and written feedback.





The Sensitivity Profile

The Sensitivity Profile identifies and enhances social/emotional factors known to increase sensitivity and appreciation of diversity.

Assessments

- *The Sensitivity Map* is a tool to help individuals identify core sensitivity traits within themselves. The assessment ranks users on individual sensitivity (intrapersonal) and sensitivity to others (interpersonal), as well as overall sensitivity.
- *The Sensitivity Survey* is a 360-degree assessment, completed by someone who knows the individual well. It is designed to validate the traits claimed by the taker of *The Sensitivity Map*.



The Scales:

PART I : SELF

- Self-Esteem
- Intrapersonal Awareness

PART II : OTHERS

- Interpersonal Awareness
- Empathy
- Spontaneity of Emotions

PART III : OVERALL RATING OF SENSITIVITY

- Overall Rating of Sensitivity



The Team Profile

The Team Profile identifies and enhances social/emotional factors known to develop effective team-building skills.

Assessments

- *The Vision Description Form for Team* spells out the vision for teams within an organization. Teams cannot be successful unless every member understands the vision.
- *The Integrity Map* assesses key traits necessary for successful leadership/team building. This assessment ranks individuals for traits such as trust, consistency, commitment, responsibility, confidentiality, teamwork, sharing and honesty.

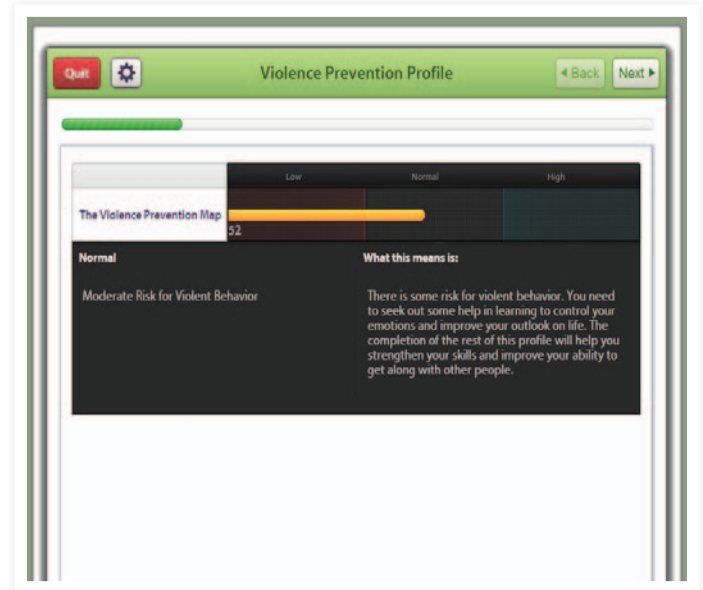


The Violence Prevention Profile

The *Violence Prevention Profile* identifies and develops social emotional factors known to help individuals build character and avoid violence.

Assessments

- *The Violence Prevention Map* is a tool to gauge how individuals perceive their own abilities to control their behavior and get along with other people, especially in stressful, hostile or threatening situations. A higher score indicates a higher risk of violent behavior.
- *The Violence Prevention Survey* is a 360-degree assessment, done by someone who knows the individual well. It is intended to validate skills claimed by the taker of the *Violence Prevention Map*.
- *The Violence Prevention Group Survey* is a tool to gauge how a group perceives their overall safety within their school or organization. The assessment provides the school or organization with a quick read on how safe individuals feel and gives valuable information about key areas for improvement in order to create a safer environment.



A Word on Predicting Violence

While the assessment tools included in this profile appear, on the surface, to help predict violence, they are not foolproof (no such single assessment is infallible when dealing with human behavior) and should be used in conjunction with other clinical judgements, self reports, and group reports to assess potential for violence. This will minimize the chance that a threatening situation will escalate to the point of violence. Always learn to treat potential violence seriously. It is highly recommended that, upon completion of the assessments, individuals complete the skill enhancements assigned to them.

The Success Profiler®

Skill Enhancement System

The skill enhancements include over 50 hours of interactive multimedia learning activities, listening activities and post-assessments. There are also 77 hours of additional individual and group activities. The skill enhancements include:

- **Self-Esteem** – this skill building unit 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 one’s 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.



Make It Work

Upon completion of a skill enhancement unit, the **Make It Work** section is administered. This part of the program begins the difficult process of taking new knowledge (cognitive) and incorporating this knowledge into one's daily behavior. In other words, this is where we begin to address the difficult task of changing habits.

In order to change a habit, one must take the new knowledge (cognitive) and incorporate that into one's feelings (emotions) and actions (behavior) in order to unfreeze old habits and freeze new habits.

In this process, knowledge (cognitive) must be merged with feelings, emotions and behaviors (effective) in order to make a permanent habit change.

The tools in the **Make It Work** section of the program are intended to be used for a period of 21 days. These tools, along with the individual and group activities are to be used to change habits.

Included in the **Make It Work** section are:

Changing My Behavior

This section is intended to help users evaluate their use of a targeted skill. It is a short assessment that takes a few minutes and helps users to see areas in need of development:

2. Facing problems head-on and avoiding difficult or stressful situations.

- I do this all the time, and I do it well.
- I do this some of the time, but I need to improve.
- I don't do this, and I know I should.

My Action Plan

The Action Plan is where it all starts. The Action Plan is intended to help users take information that they have just learned and put it into a plan that can be incorporated into their daily lives. It also includes affirmation statements to help users change what they say, what they think, what they feel and how they behave:

Date: _____

My Goals Page for Self-Esteem

In order for change to take place you must practice what you have just learned. Begin by stating the goals you need to set in order to make change happen.

Goal: _____

Obstacle: _____

Solution: _____

Summary

The Summary section is a review of the general knowledge and information that has been learned in the Skill Enhancement Unit. The references are also included for further reading. This information should be taken by the users and kept to be reviewed on a daily basis. Keep in mind that the program functions on the concept of twenty-one days to change a habit. Yet all of the activities are designed to help provide learning experiences for those twenty-one days:

Summary of Self-Esteem

Definition: Self-esteem is the level of personal satisfaction related to attitudes, beliefs, and general behavior. Your level of self-esteem affects the way you react to the world.

“Of all the judgments that we pass in life, none is as important as the one we pass on ourselves, for that judgment touches to the very center of our existence.”
—Nathaniel Brandon

Listening Activity

There are eleven different Listening Activities, one for each skill-building unit. The Listening Activity is intended to help one develop the positive self-talk needed to help develop and learn to use the new skills learned in the skill-building unit.

Post-Assessment

The Post-Assessment is to be completed after individuals have completed their 21-day journey for incorporating the knowledge of a particular skill into their daily lives. It will give users a glimpse of just how far they have come on their success journey.

Reminder: M = Most of the time; S = Some of the time; L = Least of the time.

SELF-ESTEEM POST-ASSESSMENT

Now, let's see how things have changed for you ...

1. M/2 S/1 L/0 I am a cheerful person
2. M/2 S/1 L/0 I solve my problems quite easily.
3. M/2 S/1 L/0 I am satisfied with my student or employee relationships

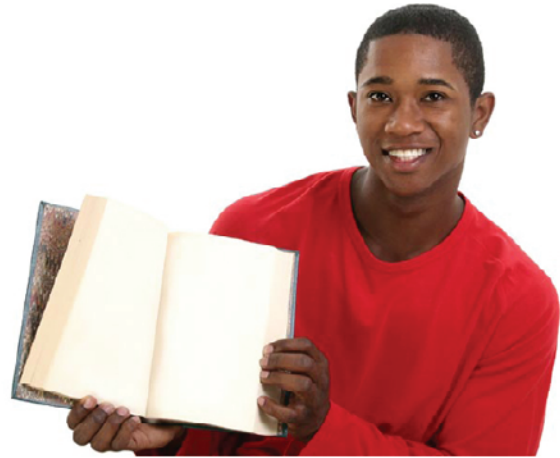
Supplemental Materials

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

Anger Management

The Anger Management Program™

THE ANGER MANAGEMENT MAP

Skills to:	Develop	Strengthen	Enhance
Interpersonal Assertion	██████████		
Empathy	██████████		
Stress Management	██████████		
	Low	Normal	High
Interpersonal Aggression	██████████		
Interpersonal Deference	██████████	██████████	
Change Orientation	██████████	██████████	██████████

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 enhancement units are:

- 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).

Each skill enhancement includes the Make It Work section (see pages 37-39).

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PHONE: 800-933-1933

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The Conover Company
4 Brookwood Court
Appleton, WI 54914

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