

AiA Classic: A Timeless Foundation to Personal and Organizational Success

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A brief description of AiA Classic:

Success often depends on ordinary-seeming but vitally important skills we use day after day- usually without even thinking about them. Communication skills. The skills of understanding, and responding to the behavior of others. Problem solving skills. Leadership skills .

AiA Classic is an educational process that improves those skills starting with a look behind them to the attitudes that support them. It builds individual and group-effectiveness by concentrating on the powerful effects created by our underlying and often ignored attitudes about ourselves and the world around us. In a non-threatening environment AiA probes these attitudes and examines their far-reaching effects. It presents alternative attitudes and skills that will help overcome barriers to performance. Personal satisfaction becomes deeper and more lasting.

How it all began...

In the early 1950s, Bob Conklin, the author of the Adventures in Attitudes program (now called AiA Classic) was the vice president of a large real estate company. He managed a sales force of 140 sales people and also taught human relations and sales in public schools and universities.

“Certain facts were made obvious through years of teaching, sales, management and business. “ said Bob. “ Those who succeed in life have certain positive mental attitudes that make them successful. Those who fail have certain negative attitudes that hold them back. Unfortunately, less than five percent of our adult population know which mental attitude they have.”

Based on this concept, Bob created a course called “The Dynamics of Successful Attitudes”, the forerunner to the Adventures in Attitudes program. Bob applied the principles of this course to his own company and within two years, sales rose from \$18 million to \$35 million without any significant increase in personnel or advertising.

To date, over 5 million people have graduated from AiA Classic and it has been called the world's number one personal growth program having been used in corporations in countries such as Japan, Malaysia, Norway, Canada, Sweden, Puerto Rico, France, Australia, Singapore, British Isles, Philippines and Denmark.

LEARNING OBJECTIVES OF THE 10 UNITS OF AIA

UNIT 1: COMMUNICATIONS

Welcome participants to AiA Classic ® and describe the program and process.
Describe Facilitator role, the learning process and the learning system components.
Define the role of Group Leader and the skill development of Group Leader roles.
Examine current communication skills and problems in communication.
Define and apply principles of good listening habits and behaviors.
Examine attitudes underlying communication problems.
Demonstrate the group learning process, building trust and open discussions.

UNIT 2: ATTITUDE AWARENESS

Examine perceived individual strengths and weaknesses utilizing self-assessment.
Discover other people's perception of the individual utilizing feedback.
Examine attitudes of self-image and their expression in behavior and personality.

UNIT 3: SELF-CONFIDENCE

Define the dynamics of attitudes as "the way you think" which leads to, and is expressed as, behavior and personality in daily lives with resulting consequences.
Discover and apply affirmations as a self-management tool.
Examine emotional responses to situations and define alternative reactions and choices in managing emotions.
Develop self-confidence, flexibility, and the ability to communicate emotions.

UNIT 4: UNDERSTANDING

Utilize the previously learned emotional reaction options in situations designed to increase awareness of empathy and understanding.
Discover the effect of lack of empathy on interpersonal relationships.
Examine how we treat others as "non-persons" as a result of concern for self.
Develop skills and strategies to effectively engage others in a positive way.

UNIT 5: PERSONALITY

Explore the principles of attitudes and their effect on leading others.
Define methods by which others will respond more positively in work situations.
Assess individual personal needs and identify ways in which personal needs are met in relationships with others.
Develop skills, strategies, and attitudes to solve problems with people.

UNIT 6: RELATIONSHIPS

Assess and apply communication strengths and challenges in relationships.
Examine and define what constitutes a problem in relationships and work situations.
Explore and apply creative problem solving principles.
Develop skills, strategies, and attitudes to solve problems with people.
Explore principles in understanding other people.

UNIT 7: GROUP DYNAMICS

Explore the differences in the way individuals perceive themselves and how others see them, focusing on strengths and positive characteristics.

Discuss personal values intensely as a method to learn how groups choose leaders, interact, cooperate, agree, and come to consensus.

Examine the multiple groups to which individuals belong.

Apply group consensus and agreement strategies to interpersonal relationships, work relationships, and marriage.

Identify the importance of the concept of personal responsibility and develop attitudes of accepting personal responsibility.

UNIT 8: BELIEF

Identify the barriers in place because of fear and doubt.

Define the characteristics of belief and attitudes about work and how they influence behavior and results in the workplace.

Determine those environments and conditions which create engaged and motivated people.

Develop a six-step written action plan to improve motivation at work.

Explore the attitudes and patterns of thinking conducive to personal motivation, belief, and commitment.

UNIT 9: PURPOSE AND GOALS

Determine a purpose in life, a personal vision, and a mission.

Identify the impact of expectations on behavior and results in relationships and work.

Assess individual satisfaction with life and determine the role personal responsibility and choices have on life satisfaction.

Develop an extensive written outline of short and long term goals that support one's life purpose.

Define affirmations and self-image attitudes necessary to support the achievement of goals and purpose.

UNIT 10: PERSONAL AND PROFESSIONAL DEVELOPMENT

Evaluate attitudes and expectations toward time and their impact on self-management effectiveness.

Explore patterns of thinking about time and develop ways to become more productive.

Learn the development and history of attitude development.

Examine the seven great attitudes and how they can become part of an ongoing personal and professional development plan.

Conclude the program, award certificates, and prepare participants who will attend the AiA Classic ® Facilitator Train-The-Trainer session.

AiA Classic Measured Results

Case Study Completed by Robert Moran, Chicago IL

Purpose: Measure Improvement in the working environment

Participants Surveyed: 30 Nursing professionals from one patient care area of hospital

Questions on Survey: 10 Simple questions each relating to one of the Adventures in Attitudes projects

Process: Participants completed the survey as follows:

- At the beginning of AiA Classic
- Two months after training
- Ten months after training

About the Survey: Nine-point scale indicating agreement

Approximately 1/3 of the responses before training were negative. After the training most, if not all, of the negative responses moved to positive. The third round of research indicated a slight decline in scores in many areas and a continued upward trend in problem solving. Overall summary indicates a long lasting positive impact on the work environment.

1. Practices effective listening skills

Jan 31,1998	Raw score= 49	N= 30
Apr 10,1998	Raw score = 72	N = 27
Feb 5,1999	Raw score = 72	N = 23

2. Communicates with a cheerful tone of voice

Jan 31,1998	Raw score= 40	N= 30
Apr 10,1998	Raw score = 75	N = 27
Feb 5,1999	Raw score = 71	N = 23

3. Practices behaviors that foster teamwork.

Jan 31, 1998	Raw score = 42	N = 30
Apr 10, 1998	Raw score = 75	N = 27
Feb 5, 1999	Raw score = 70	N = 23

4. Effectively manages own emotions

Jan 31, 1998	Raw score = 46	N = 30
Apr 10, 1998	Raw score = 72	N = 27
Feb 5, 1999	Raw score = 72	N = 23

5. Demonstrates understanding of behavioral styles by adapting to meet needs

Jan 31, 1998	Raw score = 39	N= 30
Apr 10, 1998	Raw score = 74	N = 27
Feb 5, 1999	Raw score = 68	N = 23

6. Does not criticize others

Jan 31, 1998	Raw score = 36	N = 30
Apr 10, 1998	Raw score = 60	N = 27
Feb 5, 1999	Raw score = 57	N = 23

7. Identifies problems and formulates solutions

Jan 31, 1998	Raw score = 52	N = 30
Apr 10, 1998	Raw score = 67	N = 27
Feb 5, 1999	Raw score = 72	N = 23

8. Participates in unit celebrations

Jan 31, 1998	Raw score = 39	N = 30
Apr 10, 1998	Raw score = 76	N = 27
Feb 5, 1999	Raw score = 82	N = 23

9. Responds quickly to customers

Jan 31, 1998	Raw score = 58	N = 30
Apr 10, 1998	Raw score = 80	N = 27
Feb 5, 1999	Raw score = 84	N = 23

10. Practices goal setting

Jan 31, 1998	Raw score = 51	N = 30
Apr 10, 1998	Raw score = 76	N = 27
Feb 5, 1999	Raw score = 78	N = 23

The effect of selected Attitude Awareness Simulations on University Nursing Students
Study from 1988 Personal Dynamics Institute Orientation Manual

People in the helping professions have long recognized that the lack of interpersonal competence is a great liability to patients or clients. Even though the consumers appreciate the technological advances in health care, they often voice criticism at the dehumanizing approach of many health care professionals.

The development of a positive self-concept and a positive attitude toward others is a significant variable in any helping profession. Many helping fields may be conceptualized within the framework of self-actualization, or the achievement of human potential; and the self-concept is an index of where each individual stands concerning the achievement of that goal. The vital question is, "How can one facilitate self-actualization; how can one accelerate the progress toward this goal?"

Teaching behaviors which promote self-actualization is of prime interest to investigators. What does one do to teach people interpersonal competence? How does one actually learn interpersonal behavior? This is especially critical when the core of interpersonal behavior- things such as caring, trusting, understanding, and positive attitudes- cannot be turned on at the appropriate times.

Abraham Maslow has been one of the prime theorists regarding self-actualization. He maintains that there is a basic need for, and drive toward, self-actualization in every individual to be and become all that he/she is capable of being. According to Maslow's theory, as the lower needs are increasingly satisfied the esteem needs become the dominant ones. These are the needs to be well regarded, respected, valued or esteemed. As this occurs, however, it also becomes important to achieve self-esteem- to like, respect and

value oneself. As one progresses toward self-actualization, self-esteem becomes more important than esteem from others. This requires that one get in close touch with himself, know his own feelings, sort out his goals and values and finds ways of being himself so that he earns his own self esteem. Self-esteem requires a state of competence in living; above all, it requires interpersonal competence.

Self-concept can be defined as the individual's constellation of beliefs about and the attitudes toward oneself. Even though many theorists conceive of self-concept as a relatively stable organizations striving to maintain consistency, many believe that it can be changed. Landsman has hypothesized that the frequency and intensity of positive experiences is the primary determinant in the development of the exceptionally healthy personality. His work is supported by Lynch who empathized the importance of other people as significant factors in intense human lives. His research indicated that there is sufficient evidence to warrant at least a hypothesis that significant interpersonal experiences are crucial to significant changes in the self-concept.

Rogers, Seeman and Johoda all indicate that effective feeling communication is one of the special competencies of the self-actualized person. In fact, in a study by Wright, it was demonstrated that the ability to express ones feelings openly, but without alienating other, was the most important characteristic of highly integrated or self actualized people.

Jourard indicates that there is a high correlation between the ability to open and disclosing to people in one's personal life and the ability to establish a warm communicative helping relationship in the professional situation. He found that nursing students who showed themselves to be most disclosing to their parents and peers turned out to be much better in establishing communicative relationships with patients,

The purpose of this study was to determine the effects of a 30-hour program entitled Adventures in Attitudes in promoting a positive self-concept. Evidence of effectiveness was measured by changes in Tennessee Self- Concept Scale scores. The experimental design was Pre-test/Post-test Group Design as outlined by Stanley. The experimental design was:

RO₁ XO₂
RO₃ O₄

The independent variable was the 30-hour program called Adventures in Attitudes. The dependent variables were the ten variables measured by the Tennessee Self Concept Scale: Self Criticism, Total Positive, Positive Identity, Positive Self Satisfaction, Positive Behavior, Positive Physical Self, Positive Moral-Ethical Self, Positive Personal Self, Positive Family Self, Positive Social Self.

The subjects were 72 university nursing students enrolled in their first nursing course. Thirty-six subjects were randomly assigned to the control group and 36 to the experimental group. Subjects in the control group were taught by the normal lecture-discussion method of instruction. They received no additional classroom work or emphasis on attitudes other then the usual discussion within a first level-nursing course. Positive attitudes toward self and others is believed by most educators to be a necessary attribute, but it is not taught or emphasized as a separate content unit within the first nursing course. In addition to the normal lecture-discussion presentation of nursing content the 36 subjects in the experimental group were enrolled in the 30-hour Adventures in Attitudes course, which is designed to promote positive attitudes toward self and others. The experimental group met for ten sessions of three hours each with a week between each session.

Results

Detailed results of the investigation were published. Following were major findings:

1. The mean difference scores for the Experimental group on the variable of Self-Criticism had statistical significance. This is a measure of overt defensiveness, which means that students became more open about themselves and able to admit weaknesses as well as strengths. In

accordance with Jourard's investigations, this would mean that experimental subjects, who became more willing to be open and disclosing concerning their personal life, would be better able to establish a warm, communicative helping relationship in a professional situation than would the control group.

2. The experimental group had statistically significant increase in the variable of Self Identity. The Self Identity is perhaps the most basic aspect of the self-concept. This is the "who am I?" aspect of the self concept- the labels we assign to ourselves in order to describe and establish our identity. The influence of this in nursing is evident. If the student is asked to nurse and "nurse" is not part of his or her identity or behavioral repertoire, then one will probably function inappropriately or not at all. In order to do something, one generally has to be something.
3. The variable Physical Self, also had statistically significant increase for the experimental group. This scale pertains to physical attributes, sexuality, skills and states of health. The experimental subjects viewed themselves concerning these characteristics in a more positive manner. For nursing this is certainly a desirable outcome.
4. Although statistically significant scores were found in three of the ten variables, substantially meaningful differences were found in eight of the ten variables. In eight of the ten scores, the experimental subjects had a greater mean difference than did the control group.

In summary the results of this investigation demonstrates that attitudes of nursing students can be positively influenced by a selected learning experience. It was found that the thirty-hour program entitled Adventures in Attitudes was effective in inducing changes in attitudes concerning the factors of Self Criticism, Positive Identity and Positive Physical Self.

Bob Conklin Letter on Program Rationale

If I were to summarize my thoughts about eliminating the usual references found in my books and programs, participants for the principles of AiA only has meaning if it stems from internal awareness rather than external credibility. For those who are in agreement with the material in the program, further documentation is unnecessary. For those in disagreement, an elaborate assemblage of impressive sources would only arouse antagonism, which sets general resistance. It's sort of like a therapist going into a counseling session armed with a library of psychological reference books, providing that an individual has no right to his psychological deviation from the norm.

However, an attempt to explain any single characteristic of Adventures in Attitudes by letter is virtually impossible since it is composed of a number of subtleties clustered to focus on a single objective.

The lack of validating references is only one of those intended qualities, which, in my opinion, contribute to the whole effect we are attempting to create. In that light, I hope you will appreciate that I can only respond to your question, realizing that I can probably gain neither your agreement nor complete understanding. But I'll try.

All details of the program, even those that escape the cognitive attention of the participants, are structured for reaction rather than agreement or mental cybernation. I have departed from conventional academic systems because I feel that there are certain voids prevailing in those environments which may deprive the individual of internal growth possibilities. (This is not meant to criticize the systems but rather, to recognize those potentials.)

In keeping with this concept, the one conducting the program is given an image other than the authority role of the classroom, and no attempts are made to force participants to accept the material presented. Above all, the right of disagreement is preserved, something that is usually lacking in most educational experiences. In fact, in Adventures in Attitudes, a variety of techniques are used to stimulate inquiry, question, and arouse awareness. We have gotten an amazing amount of refreshing reaction to this approach from a large number who have been forced into regimented learning channels.

Validation footnotes, bibliographical references, statements by renowned authorities are all devices to prove to another that the information must be accepted as fact. The longer and more prestigious the documentation the less will be the inclination towards disagreement. It tends to extend a conditioned response on the part of the recipient of a quieted mental response. In other words, it deadens rather than stimulates mental activity. It is appropriate when the purpose of the education experience is the acquisition of accurate knowledge.

That, however, is not the purpose of our program. It is based on the assumption that attitudes are more important than facts. Adventures in Attitudes deals in generalities rather than specifics. For us to set forth reference indices, supportive documentation footnotes, and validation statistics for any specific use to contribute towards a generality would not only be deterring, but meaningless. The profile of participants is so broad that samplings would have to be broken down in such a variety of ways for comparison to an appropriate group that it would abort the flow I hope had been achieved in the program.

Incidentally we have found that the longer one has been exposed to the conventional academic processes in this country, the more uneasy they become with being deprived of some of the customary supports on which they have depended. Validation of all material, of course, is one of the most apparent. That, in itself, may be an insight for those individuals with above average academic accomplishments who are exposed to Adventures in Attitudes.

As I mentioned before, this merely touches lightly on a rather profound subject. I'm not attempting to convince you that I am right. But, keep in mind that the sole reason for any material in AiA is for reaction rather than acceptance.

I invite you only to look beyond content, methods, and mechanics, and examine results. They have been little short of spectacular. That has been overwhelmingly documented by thousands of participants whose lives have been positively influenced by the program.

-- Bob Conklin
1979

SKILLS AND COMPETENCIES FOR TODAY, TOMORROW, AND BEYOND

In a 2006 skills gap analysis, employers ranked the top two priorities as: Problem Solving Skills & Communication Skills

AiA is time tested and proven to provide the training solution to fill the skills gaps in the areas of problem solving skills and communication skills in the workplace.

Emotional Intelligence Competencies

Personal Competence

Emotional Self-Awareness
Accurate Self-Assessment
Self-Confidence
Emotional Self Control
Optimism

Social Competence

Empathy
Inspirational Leadership
Change Catalyst
Conflict Management
Teamwork and Collaboration

Hyper-Human Skills

Caring
Problem
Judgment
Intuition

Inspiration
Anticipation
Friendliness
Imagination
Situation Management

Resilience
Ethics
Empathy
Compassion

As an employee engagement system, AiA is designed to help people fine tune:

- The skills and competencies needed for today's workplace: Problem Solving and Communication.
- The skills and competencies needed for tomorrow's workplace: The Hyper-Human Skills.

ANALYSIS: AIA PROJECTS AND THE SKILLS THAT EMPLOYERS WANT

As identified by ASTD and the Department of Labor SCANS Study

- Communication: Listening and Oral Communications
- Adaptability: Creative Thinking and Problem-Solving
- Personal Management: Self-Esteem, Goal Setting/Motivation, Personal/Career Development
- Group Effectiveness: Interpersonal Skills, Negotiation, Teamwork, and Diversity
- Influence: Organizational Effectiveness and Leadership

AiA Project #	Communication	Adaptability	Personal Management	Group Effectiveness	Influence
1	x				
2	x				
3	x				
4	x			x	x
5	x				
6	x	x			
7	x	x		x	x
8	x	x			
9	x		x	x	x
10	x	x	x	x	x
11	x	x	x	x	x
12	x		x	x	
13			x		
14	x		x		x
15			x		
16			x		
17			x		
18			x		
19	x		x		
20	x		x		x
21	x	x	x	x	x
22			x		
23	x	x	x		x
24	x	x	x		
25	x	x	x	x	x
26	x	x	x	x	x
27	x		x	x	
28	x	x	x		
29	x		x		
30	x	x	x	x	x
31	x	x	x	x	x
32	x	x	x		
33	x		x	x	x
34	x	x	x	x	x

AiA Project #	Communication	Adaptability	Personal Management	Group Effectiveness	Influence
35	x		x	x	x
36	x	x	x	x	x
37	x	x	x	x	x
38	x		x	x	x
39	x		x	x	
40	x	x	x		
41			x	x	x
42	x	x	x		
43	x	x	x	x	x
44	x	x	x		
45	x	x	x	x	x
46	x	x	x	x	x
47					
48	x	x		x	x
49	x	x		x	x
50	x			x	x
51	x		x	x	x
52	x	x	x	x	
53	x			x	
54	x	x	x	x	x
55	x		x	x	x
56	x		x		
57	x		x		
58	x		x		
59	x		x		x
60	x	x	x	x	x
61	x	x	x	x	x
62	x	x	x	x	x
63	x		x		x
64	x	x	x	x	x
65	x		x		x
66	x	x	x		
67		x	x		x
68			x	x	x
69	x		x		x
70		x	x		
71	x	x	x		x
72	x	x	x		x
73	x	x	x	x	x
74					

AIA AND THE INTELLIGENCES

Studies show that the more emotional intelligence people have and use, the more productive they are at work. Having emotional intelligence means understanding and managing your own emotions effectively and using that knowledge in day-to-day interaction with peers, coworkers, customers, friends, and family. That knowledge provides the key to success both in our personal lives and at work. Emotional Intelligence is imbedded in our learning industry popularized by Daniel Goleman's 1995 bestseller of the same title.

Emotional intelligence has two core emotional competencies: personal and social.

Personal emotional competencies include self-awareness and self-assessment. People with emotional awareness know which emotions they are feeling and why. Accurate self-assessment is key to knowing one's inner resources, abilities, and limits. People with these competencies are reflective and can learn from their experience. They are open to candid feedback, new perspectives, continuous learning, and self-development.

Social emotional competencies relate to how people perceive others and how people adapt to their environment. This specifically includes the ability to show empathy and a level of awareness of others feelings, needs, and concerns. Empathy is a key ingredient in achieving a high level of emotional intelligence. Empathy requires being able to read others emotions and responding to a person's unspoken concerns or feelings. The prerequisite for empathy is self-awareness. Empathy represents the foundation skill for all social competencies important for work.

Examination of varying schools of Emotional Intelligence finds these commonalities of the human attributes commonly ascribed to Emotional Intelligence:

- They are non-cognitive, not-intellective qualities.
- They are Intrapersonal. They are Interpersonal.

- They are personal. They are social.
- They are critical to success in personal and professional lives.
- They are qualities possessed by all people. It is in the quantitative differences in which we see unique humans.
- They can be learned. They can be taught.
- They begin as abilities that can be developed into capabilities and competencies.
- They are defined as those highly desirable capabilities in the places in which we live and work.

AiA is frequently associated with Emotional Intelligence learning and development because it does the above so well. However, AiA does not assess or measure Emotional Intelligence. In fact, AiA preceded the development of the common use of Emotional Intelligence by almost 40 years, however if the domain descriptors did not now exist, they would have to be invented to describe the things that AiA creates and enhances in the learning process by the learning participants.

EMOTIONAL INTELLIGENCE DOMAINS

Self Awareness

Emotional Self-awareness: Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions.

Accurate Self-assessment: Knowing one's strengths and limitations.

Self-confidence: A sound sense of one's self-worth and capabilities.

Self Management

Emotional self-control: Keeping disruptive emotions and impulses under control.

Transparency: Displaying honesty and integrity; trustworthiness.

Adaptability: Flexibility in adapting to changing situations or overcoming obstacles.

Achievement: The drive to improve performance to meet inner standards of excellence.

Initiative: Readiness to act and seize opportunities.

Optimism: Seeing the upside in events.

Social Awareness

Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns.

Organizational Awareness: Reading the currents, decision networks, and politics at an organizational level.

Service: Recognizing and meeting follower, client or customer needs

Relationship Management

Inspirational Leadership: Guiding and motivating with a compelling vision.

Influence: Wielding a range of tactics for persuasion.

Developing Others: Bolstering others' abilities through feedback and guidance.

Change Catalyst: Initiating, managing, and leading in a new direction.

Conflict Management: Resolving disagreements.

Building Bonds: Cultivating and maintaining a web of relationships.

Teamwork and Collaboration: Cooperation and team building.

AIA AND SKILLS FOR TOMORROW: THE HYPER-HUMAN SKILLS

The well-respected futurist, Richard Samson, delineated a set of human attributes that would be needed to succeed in work and in the social world in a Hyper-Human Economy. Recognizing the move from a knowledge-based society to a conceptual-based society, Samson defined the skill set that would be needed. He calls this skill set Hyper-Human Skills, those beyond cognitive skills—non-intellective attributes. AiA Classic develops Hyper Human Skills.

The Hyper Human Skills

Creativity

Empathy

Valuing

Ethics

Friendliness

Clear sensible thinking

Determination

Synergy creation

Risk-taking

Information synthesizing

Integrity

Purposeful

Imagination

Subjectivity

Intending

Intuition

Judgment

Responsible goal setting

Personal responsibility

Relevance

Information gathering

Analytical thinking

Honesty

Meaningful contribution

Love

Aspiring

Hypothesizing

Inspiration

Caring

Planning

Discovery

Sensitivity

Adaptation

Vision and visioning

Initiative

Internal navigating

AiA Results & Feedback

Problems were Solved

The results (Adventures in Attitudes) were spectacular! The plant efficiency rose from 59% to 69% the following week and remained at that level well into the next year. Departments have learned to work together and many other benefits were noticed. The plant's on-time delivery percent rose from 65% to 97% in 1 1/2 years. Problems were solved and relationships with internal and external vendors improved. The Staunton facility improved from last to best of the plants within the Commercial Products Group of Snyder General Corporation, a six-plant division.

Paul Ferris
Snyder General Corporation

A Team of CHOICE

As a company we have used the AIA program as the foundation for all of our team training and our extensive customer service training over the years. I believe, AIA in conjunction with the training of Rick and Susan Stamm at The Team Approach, were instrumental in helping RMS become the 5th Best Place to Work in PA. The Team Approach trained us to use the principles of Adventures in Attitudes and the employees picked up the principles and work hard at using them on a daily basis. AIA is well worth the investment!

Michael Biggerstaff
President
Reprint Management Services, Lancaster, PA

Attitudes and Performance

We have found that people need to get their personal lives in order to be good employees. (Adventures in Attitudes) helped our employees at both home and work. It helped with the inter-shift conflicts that we were experiencing and opened up communications. We are still seeing the benefits.

Greg Minnich
Plant Manager
Rosenberger Cold Storage, Lancaster, PA

Attitudes and Educators

We all agreed that the session was the most worthwhile in-service in memory. The opportunities for personal and professional growth and development were immeasurable.

Roger Mory
Reading Senior High School
Reading PA

Attitudes On and Off the Job Matter!

Concerning Adventures in Attitudes...I cannot help how excited we are about the program. We have had 63 of our 140-team members graduate from the program. Response of our staff has been very positive! In fact -- let me share a statement that I just received from one of our team members...

"Do you know that everything that I wrote on my little card (making changes in my life and my kids lives for the better, and to stop blaming others, etc.) happened for me? I credit AIA, and the ideas I learned there with helping me achieve my goals AND helping me to handle certain situations (robbery, personal issues) more confidently."

That is what's so neat about the program, you cannot only tie it to the workplace, but the principles apply to everyday life. And it is "fun"! The exercises, activities, discussions are fun and interesting. The group takes control of the learning. The person in charge is simply a facilitator. The participants are the teachers because everyone is sharing their ideas, thoughts and suggestions. You get as much out of the program as you personally put into it.

Kathy Bistline
Union National Community Bank

How the Participant Benefits

The real benefit is that it allows participants to develop communication and interpersonal skills through a process of self-awareness. This helps them to be more productive personally and organizationally.

Alicia Adonizio, Manager
PNC Bank, Scranton, PA

Interplant Relationships

"Adventures in Attitudes has been very helpful for Sauder's Eggs. It has helped foster camaraderie between our plants. I rate it as an A+ program. It has certainly been valuable for us."

Jim Lafferty, Vice President
Sauder's Eggs, Lititz, PA