Profile Interactions

Driver and Driver
- People in this relationship are competitive and self-controlled.
- They may understand each other’s motives and actions, but their eagerness for change, action and quick decision making may cause the details of a project to be overlooked.
- When interacting with another D, be focused, be efficient, give options and move rapidly to a conclusion.

Driver and Influencer
- These two share a desire to improve their environment—to change or “set the world on fire” and do it right away!
- They thrive on challenge, risk taking and competition.

Driver to Influencer
- Expect to get things done by inspiring people to cooperate.
- Prefer you talk to them about the “big picture” with few details, lots of enthusiasm, “testimonials” and optimism about how your requests will promote or increase their visibility.

Influencer to Driver
- Summarize rather than spend time on lengthy ideas and dreams
- Be efficient and to the point in a timely fashion
- Use “visuals” to express your message

Notes
Profile Interactions

Driver and Supporter
- The odds for misunderstanding and conflict are great in this pairing since they share few, if any, traits. They are often extreme opposites in personality, style and characteristics.

Driver to Supporter
- Minimize the risk taking components and describe assurances
- Provide sufficient data in a patient and supportive manner
- Consider feelings as well as fact

Supporter to Driver
- You prefer time to reach decisions.
- You're concerned about the certainties and probabilities.
- You prefer to prioritize the emotional aspects of harmony/agreement/unanimity.

Driver and Calculator
- Share a preference for moderate self-control and a need for facts, figures and precision.
- Although they share an orientation for precision, their use of time and speed of decision making is different; D is faster and prefers speed.

Driver to Calculator
- Confirm essential time frames and standards for the activity.
- Provide adequate and accurate data - “productive” thinking.
- Minimize competition, conflict, risk taking and “limelight” activity.

Calculator to Driver
- Reduce your need for ALL the facts and details.
- Speed up your decision making and work practices to meet deadlines.
- Compete when appropriate, and let directors feel in control.

Notes
Profile Interactions

When Influencers are together, they can get so carried away with an idea they may forget to track the idea and “build” an action plan. Many of their ideas, plans and dreams begin and end in talk.

When together, they need to take time to have fun and explore dreams and ideas. However, if they want to accomplish goals, they should set some milestones and strategies for the projects.

Because they share excellent spoken communication skills, they may fail to listen to each other. They may need to slow down, take time and interest in using engaged/active listening.

People who share this pattern give priority to activities that involve working with people and are sensitive to the emotional factors of any situation.

They value both warmth and closeness in personal and professional relationships. Influencers can express feelings easier than Supporters.

Influencers tend to tell others what they feel.

Supporters listen to others express feelings.

Influencer to Supporter

- Show sincerity and patience while toning down excitement and enthusiasm.
- Remain calm and reassuring when proposing ideas, risks and changes.

Supporter to Influencer

- Keep things lively and challenging and accept some risk.
- Let Influencers dream and talk even as you refocus their attention to a realistic or practical action plan.
Profile Interactions

Influencer and Calculator

- This relationship can be difficult and most demanding for both partners, yet has great rewards. Their approaches to many activities are opposite but can be complementary. For example, the Influencers like to talk about dreams or goals which may produce significant changes in a situation. Calculators like to compute the impact of the significant changes in quality work or relationships.
- Both have intuitive abilities, yet they may be unable to see this quality in each other or exchange ideas about how they use this ability. The Calculator exhibits priority to the facts, figures and designs even when exploring new or abstract concepts. While Influencers are dreaming about the abstractions of big projects or changes, they may fail to define the relationship of the facts and strategy to attain the dream.
- These two have to work to understand each other to bring out the best in both.

Influencer to Calculator

- Present irrefutable data, research and high-level productive thinking
- Focus discussions on facts/theories/ideas vs. emotions.

Calculator to Influencer

- Increase the tempo of decision making while playing down attention to facts and playing up attention to feelings—less precision, more inspiration.
- Let Influencers tell you about their dreams and plans, THEN talk facts, theories and figures.

Notes
Profile Interactions

- When Supporters get together, there is an atmosphere of harmony which may appear superficial or unreal to other patterns.

- Supporters may spend too much time working on feelings and striving for agreement. They may give too much energy and time to organizing a procedure and move too slowly to implement the system they organize. However, once they get going on a procedure, project or relationship, they are steadfast and tenacious.

- These characteristics may account for their indirect style of competing as well as stubbornness in some situations. They may continue to demonstrate an accepting attitude long after they have decided not to cooperate with you or do what you ask of them. Sometimes they hold on to sustaining rituals until the ritual becomes stifling.

- When together, Supporters should remember to set deadlines and schedules. Use confrontation when it is needed rather than avoiding or denying disagreement or conflict.

Notes
Profile Interactions

**Supporter and Calculator**

- People in this relationship share the need for careful decision making, and prefer cooperation to competition and low risk taking in many situations.
- They don’t like to be rushed or pushed to emote or “publicize” their knowledge or feelings.

**Supporter to Calculator**

- Minimize your preference for sharing personal feelings, values and stories.
- Accept the Calculator’s need for accurate, high-quality impersonal information.
- Allow the Calculators to be highly self-controlled without assuming they are displeased with you.

**Calculator to Supporter**

- Understand that the facts about issues may be found in feelings.
- Show personal trust and interest in that person as an individual.

**Calculator and Calculator**

- These patterns tend to have excellent working and social relationships, for calculators share a keen intellect and curiosity about the how and why of things.
- They may enjoy research, reading and writing, and prefer the latter to talking and listening. They like to learn as much as possible about a topic, project or problem before offering their ideas, suggestions or solutions.
- Perfectionism is frequently listed as a characteristic of Calculators. Hence, they are tough on others; however, they are tougher on themselves.
- They are hurt by criticism of their work effort.
- Calculators must remind each other that if they wait until they have all the data or answers they could miss deadlines and completion of a project.
- They may need to learn to accept less than perfection in a less than perfect world.
Driver Supervisor

Tips for interacting with Staff

- Work on developing patience when managing situations. Find a way to slow down, and be relaxed in your approach.
- When staff come to you with problems STOP and listen first, ask questions second, and solicit staff ideas/solutions BEFORE making decisions.
- Work on building rapport and friendly interactions with your staff, learn to be comfortable exchanging surface information to get to know staff and allow them to get to know you.
- Learn to care about the people you manage and display empathy to them and their situations without compromising performance and/or tasks.

Notes
## Driver Supervisor

<table>
<thead>
<tr>
<th>Positives in the Relationship</th>
<th>Driver Staff</th>
<th>Influencer Staff</th>
<th>Supporter Staff</th>
<th>Calculator Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can be dynamic as both like to get things done</td>
<td>• Both are fast-paced and enjoy challenges</td>
<td>• D’s love to start projects and S’s love to finish them</td>
<td>• Both styles focus on tasks and like to get things done</td>
<td>• Bring different skills to the task – D’s think big while C’s work on the details</td>
</tr>
<tr>
<td>• May experience synergy in the relationship</td>
<td>• Both enjoy new projects</td>
<td>• D supervisors can go to S staff who are seen as steadfast and reliable</td>
<td>• Can be competitive with D staff</td>
<td>• Styles contrast as S staff are slower-paced and people oriented</td>
</tr>
<tr>
<td>• Respect each other’s style</td>
<td>• Work habits can conflict – I staff are often seen as lacking follow through</td>
<td>• S staff can be easily taken for granted by D supervisors</td>
<td>• May assign cases to D staff in a disproportional manner based on their “get it done” attitude</td>
<td>• Easy for D supervisor to overlook contributions of S</td>
</tr>
<tr>
<td>Challenges in the Relationship</td>
<td>• See I staff as losing sight of the big picture</td>
<td>• Styles contrast as S staff are slower-paced and people oriented</td>
<td>• Conflicts can arise over C’s focus on deadlines vs. D’s focus on quality</td>
<td></td>
</tr>
<tr>
<td>Ways to Increase Effectiveness</td>
<td>• Help staff to look at both emotion and fact</td>
<td>• Help staff accept and give feedback</td>
<td>• D supervisors can work to appreciate C staff attention to detail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow staff to have a level of flexibility and give varied assignments and opportunities</td>
<td>• Give staff credit when due</td>
<td>• Work to reframe C’s questions from negative to positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Encourage attention to the feelings of other</td>
<td>• Help S staff to manage change and incorporate flexibility</td>
<td>• Help C staff to keep sight of the big picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with staff to become more task-oriented</td>
<td>• Work with C staff on relationship-building</td>
<td></td>
</tr>
</tbody>
</table>

Help staff to work with staff to focus on details
Set expectations that help the I follow through
Give opportunities for new experiences and flexibility
Help staff to become more task-oriented

Help staff to accept and give feedback
Give staff credit when due
Help S staff to manage change and incorporate flexibility
Help S staff to become more task-oriented

D supervisors can work to appreciate C staff attention to detail
Work to reframe C’s questions from negative to positive
Help C staff to keep sight of the big picture
Work with C staff on relationship-building
Influencer Supervisor

Tips

- Work on expressing yourself by offering clear, concise, detailed thoughts, ideas, or feelings. Work on controlling how much you talk, interrupt others, and allow others time to share as well. Share the stage and don’t take all the credit.

- When staff come to you with problems STOP and listen first, ask questions second, and be sure to keep your emotions controlled and remain objective when making decisions.

- Work on focusing on organizational goals and project results rather than on how people feel about things.

- Learn to pay more attention to details and analyze things more carefully. When you have a good idea, think about the logistical details that are necessary to implement the idea BEFORE you share it with staff so as not to overwhelm them.

Notes
## Influencer Supervisor

<table>
<thead>
<tr>
<th>Influencer Supervisor</th>
<th>Driver Staff</th>
<th>Influencer Staff</th>
<th>Supporter Staff</th>
<th>Calculator Staff</th>
</tr>
</thead>
</table>
| **Positives in the Relationship** | • Both are fast paced and have fun together  
• Both styles enjoy challenges and seek out new projects | • Because their styles are so similar, they are often drawn to each other  
• S supervisors count on S staff to match their desire for a challenge and be flexible in the face of change | • Since they are both “people-focused,” they work easily together  
• S staff help I supervisors make their dreams practical | • Both styles love to work with ideas & concepts though they take different approaches  
• C staff can add a dimension of caution when I supervisors are looking only at the big idea |
| **Challenges in the Relationship** | • Are likely to have different priorities  
• D staff want to know that they have the resources and help to complete the task in a high quality way, while I supervisors are more interested in the concept | • Both love the limelight and may end up sacrificing getting things done for flexibility  
• S supervisors may feel frustrated in with their difficulty in helping S staff meet deadlines and finish projects | • Being people-oriented, both may overlook the details of the task at hand  
• Contributions may be overlooked by I supervisors who enjoy the limelight | • The C staff’s desire for consistency and structure is thwarted by the I supervisors desire for flexibility and new opportunities  
• May talk at cross purposes as the C staff is more interested in the task & the I supervisor in people |
| **Ways to Increase Effectiveness** | • Allow staff to put focus on a task  
• Understand that D staff want to talk about facts over emotions  
• Understand that the D staff focus on task is not rude or ruthless  
• Encourage more attention to feelings & how D staff relate to others | • Work to help I staff finish tasks and look for a logical way to implement a plan  
• Work to talk more than you listen and help I staff to do the same | • Work to help S staff embrace flexibility and change  
• Offer expressions of trust  
• Acknowledge contributions of S staff | • Help C staff to balance fun and work  
• Be open to improvements by C staff to I supervisor’s creative ideas |
Supporter Supervisor

Tips

- Work on sharing your knowledge or opinion about topics being discussed, especially if you have knowledge that contributes to the conversation. Work on presenting yourself as a confident and competent member of the team.

- When staff come to you with problems, STOP and listen first, ask questions second, and be sure to hold your staff accountable in solving the problems. If you find that you are working harder than your staff at doing their job or managing their personal problems, you are in danger of burn out and have inappropriate boundaries in place.

- Work on regularly managing your time and tasks in a balanced way. Avoid procrastinating and putting big projects off for a later day.

- Learn how to be more open to change and flexible in your approach to managing it, even if the change is bound to upset the status quo and harmonious work environment you work so hard to maintain.

Notes
### Positives in the Relationship

- **Supporter Supervisor** naturally offer patience & support to the hard driven *D* staff and help them to relate better to people.
- Both are people-oriented.
- *S* supervisors naturally help *I*-staff feel appreciated & supported when they take on new projects.
- Feel comfortable with each other and enjoy a sense of peace and harmony in interactions.
- Feel well suited to work together; *S* supervisor appreciates the *S* staff’s team work.
- Are respectful of each other’s style & try not to intrude on one another’s area of expertise.
- *S* supervisors can depend on *C* staff to follow through and complete tasks on time & with accuracy.

### Challenges in the Relationship

- *S* supervisors may feel that *D* staff challenge them & do not always respect their abilities, authority.
- *S* supervisors may find *D* staff’s focus on tasks before people as frustrating.
- May find it difficult to pin down the impulsive *I*-style staff.
- Have problems with *I*-staff who do not like to follow existing procedures and protocols.
- Though both have the same style and are comfortable with each other, tasks that require thinking outside of the box or creation of new protocols can be difficult.
- *S* supervisors may have difficulty with the *C* staff who seem critical or impatient.
- The “like to get it right” attitude of the *C* staff can seem judgmental & rigid to the *S* supervisor.

### Ways to Increase Effectiveness

- *S* supervisors need to feel confident in their supervisory abilities & not allow the challenges of *D* staff to undermine them.
- Employ patience; be a supportive sounding board.
- Give constructive feedback to *D* staff even when they appear not to want or need it.
- Be appreciative & offer approval to *I*-staff who take on new challenges.
- Give plenty of opportunity to grow & try new challenges.
- Take opportunities to be involved in the projects & work that *I*-staff are involved in.
- Be careful not to resist change & new opportunities that excite staff.
- Work at giving *S* staff the recognition & appreciation that they deserve.
- Appreciate the *S* staff’s teamwork ability, & help them to take the initiative when the work requires it.
- Give *S* staff plenty of support when changes need to be made.
- Challenge *S* staff to stay on task.
- Offer kindness & support even when the *C* staff appear to be distant.
- Help *C* staff to work on “people skills” when they would rather attend to the details of a task.
- Allow *C* staff opportunities to work on detailed assignments that allow them to use organizational skills.
Calculator Supervisor

Tips

- Work on sharing your knowledge or thoughts about topics being discussed. Be careful not to be critical or rigid in your interactions with others, especially when others share differing thoughts or opinions than yours.

- When staff come to you with problems STOP and listen first, ask questions second, and be sure to make a decision and communicate it with your staff in a timely manner. Do not become overly reliant on logical, analytical facts but learn to respond using your instincts, experience, and gut reactions in a quick manner.

- Work on changing your approach, there is not usually one right way to get tasks accomplished. Remember that workplace diversity is empowering and key to an organization’s success.

- Learn to care about the people you manage and display empathy to them and their situations, show respect for their personal worth as much as their accomplishments.

Notes
## Calculator Supervisor

<table>
<thead>
<tr>
<th>Calculator Supervisor</th>
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<th>Supporter Staff</th>
<th>Calculator Staff</th>
</tr>
</thead>
</table>
| **Positives in the Relationship** | - Both are task-oriented and focused on results  
- D staff can learn about accuracy & being thorough from the C supervisor | - Have different sets of skills that allow them to play different roles in projects  
- C supervisors can help I staff to focus on tasks and complete projects | - C supervisors can relate to the predictability that S staff bring to situations  
- S staff feel respected by C supervisors for being good team players | - Both approach the work with seriousness and high standards  
- Work well together because they are both concerned with learning and focusing on results |
| **Challenges in the Relationship** | - Self-reliant and risk-taking D staff may feel held back by C supervisors who are more concerned with organization and efficiency, while preferring to avoid risk  
- Both are task-oriented but approach situations differently & need to negotiate boundaries & accountability | - C supervisor’s attention to detail can seem restrictive to I staff who prefer the creative process  
- Exuberant optimism on the part of I staff can seem naïve & short-sighted to the C supervisor | - The C supervisor’s need to raise questions and confront is difficult for the S staff who prefers to be friendly & encouraging of others  
- S staff can be overlooked or taken for granted by C supervisors who enjoy the S’s sensitivity to people, but don’t see them as the “go to person” when challenges arise | - If they do not develop different areas of expertise, C supervisors and C staff can easily be in competition  
- Because they are both task-oriented, C supervisors may not be as helpful to C staff in working on interpersonal relationships |
| **Ways to Increase Effectiveness** | - Be open to learning from D staff who are not adverse to taking risk  
- Help D staff to evaluate & set standards for appropriate risk  
- Set clear boundaries | - Help I staff to translate feelings & ideas into realistic actions  
- Help I staff to listen more than they talk  
- Give I staff opportunities to be creative, work on new projects & processes | - Validate the important role that the S staff play in the team and work environment in general  
- Define tasks clearly so that S staff have the structure they need to perform optimally | - Work to respect C staff’s area of expertise  
- Resist being condescending to C staff who place a high value on learning  
- Encourage & model relationship building |
BEFORE THE EMPLOYEE’S START DATE

Outcomes: This is a welcoming work environment with informed colleagues and a fully-equipped work space; new employees feel “settled in” on their first day.

Schedule and Job Duties
- E-mail employee:
  - Welcome and congratulate them to the team.
  - Confirm start date, time, place, parking, dress code, etc.
  - Provide name of their mentor.
- Add regularly scheduled meetings (e.g. staff and department) to employee’s calendar.

Socialization
- Email department/team/functional area of the new hire. Include start date, employee’s role, and bio. Copy the new employee.
- Set up meetings with critical people for the employee’s first few weeks.
- Arrange for lunch with the appropriate person(s) or mentor for the first day.
- Meet with the mentor, and discuss the employee’s arrival.
- Arrange for an office tour, this may include areas outside the office such as courthouse if the employee is from out of town.

Work Environment
- Put together welcome packet from the department and include: job description, welcome letter, contact names and phone lists, campus map, parking and transportation information, mission and values of the Agency.
- Clean the work area, and set up cube/office space with supplies.
- Order office or work area keys.
- Arrange for parking, if needed.
- Add employee to relevant email lists.

Technology Access and Related
- Arrange for access to common drives and printers.
- Arrange for phone installation.

Training/Development
- Use the cohort schedule to plan for the employees schedule in the office.
- Schedule to attend the employee’s cohort graduation.

FIRST DAY

Outcomes: The employee feels welcomed and prepared to start working; begins to understand the position and performance expectations.

Schedule, Job Duties, and Expectations
- Clarify the first week’s schedule.
- Provide an overview of the Agency – its purpose, organizational structure, and goals.
- Review job description, outline of duties, and expectations.
- Describe how employee’s job fits in the department, and how the job and department.
- Review hours of work. Explain policies and procedures for overtime, use of vacation and sick time, holidays, etc. Explain any flexible work policies or procedures.

Socialization
- Be available to greet the employee on the first day.
- Introduce employee to others in the workplace.
- Introduce employee to his/her mentor.
- Take employee out to lunch.

Work Environment
- Give employee key(s) and building access, if applicable.
- Remind employee to complete tasks TOL list, if applicable
- Discuss transportation and parking.
- Provide department or building-specific safety and emergency information.
- Take employee on an office and/or county tour.
- Explain how to get additional supplies.

Technology Access and Related
- Provide information on setting up voicemail and computer.
-
FIRST WEEK

Outcomes: New employee builds knowledge of internal processes and performance expectations; feels settled into the new work environment.

Schedule, Job Duties, and Expectations
- Debrief with employee after he/she attends initial meetings, attends training, and begins work on TOL activities. Also touch base each day.
- Provide additional contextual information about the department and organization to increase understanding of the purpose, add value to training and TOL activities.
- Explain the annual performance review and goal-setting process.
- Review the process related to the probationary period.

Socialization
- Arrange for a personal welcome from the Division Manager or Director.

Technology Access and Related
- Ensure employee has fully functioning computer and systems access and understands how to use them.

FIRST MONTH

Outcomes: Employee is cognizant of his/her performance relative to the position and expectations; continues to develop, learn about the organization, and build relationships.

Schedule, Job Duties, and Expectations
- Schedule and conduct regularly occurring one-on-one meetings.
- Continue to provide timely, on-going, meaningful “everyday feedback.”
- Elicit feedback from the employee and be available to answer questions.
- Explain the performance management process.
- Discuss performance and professional development goals.

Socialization
- Continue introducing employee to key people and bring him/her to relevant events.
- Meet with employee and mentor to review first weeks and answer questions.

Training and Development
- Ensure employee has attended required New Worker trainings.

FIRST THREE MONTHS

Outcomes: Employee is becoming fully aware of his/her role and responsibilities, beginning to work independently and produce meaningful work. He/she continues to feel acclimated to the environment, both functionally and socially.

Schedule, Job Duties, and Expectations
- Continue having regularly occurring one-on-one meetings.
- Meet for informal three-month performance check-in.
- Continue giving employee assignments that are challenging yet doable.
- Create written performance goals and professional development goals.
- Discuss appropriate flexible work options.

Socialization
- Have a check-in with the employee and mentor.
- Take employee out to lunch, and have informal conversation about how things are going.

Training and Development
- Ensure employee attended required New Worker Trainings, schedule make-ups if necessary. Request the employee provide feedback on the sessions and share as appropriate.
- Provide information about continued learning opportunities including Child Welfare Scholars Program, Ongoing Computer Assisted Trainings in ELM, Ongoing Experienced Worker Regional Trainings.

FIRST SIX MONTHS

Outcomes: Employee has gained momentum in producing deliverables, has begun to take the lead on some initiatives, and has built some relationships with peers as go-to partners. Employee feels confident and is engaged in new role while continuing to learn.

Schedule, Job Duties, and Expectations
- Conduct six-month performance review.
- Review progress on performance goals and professional development goals.

Socialization
- Create an opportunity for employee to attend or be involved in an activity outside of his/her work area.
FIRST YEAR [BETWEEN 6 – 12 MONTHS]

Outcomes: Employee is fully engaged in new role – applies skills and knowledge, makes sound decisions, contributes to team goals, understands how his/her assignments affect others in the organization, and develops effective working relationships. He/she has a strong understanding of DCS’ mission and culture. Employee continues to be engaged in his/her role and has gained greater confidence in position; begins to take on additional assignments and works with some level of autonomy.

Schedule, Job Duties, and Expectations

- Celebrate successes and recognition of employee’s contributions.
- Continue providing regular informal feedback; provide formal feedback during the annual review process.
- Have a conversation with employee about his/her experience at DCS to date:
  - Extent to which employee’s expectations of role and DCS align with reality.
  - Extent employee’s skills and knowledge are being utilized and ways to better utilize them; what’s working, what they need more of, etc.
  - Begin discussing the year ahead.

Socialization

- Support and encourage employee shadowing with another area or unit within the office to learn more about other departments.
- Solicit employee’s feedback and suggestions on ways to improve the onboarding experience. Do this one-on-one or with a small group of new employees.

Training and Development

- Discuss employee’s professional development goals and identify relevant learning opportunities.
ARE YOU BURNING OUT?

Have you noticed changes in yourself over the past 6 months?

Assign a number from 0 (for no or little change) to 5 (for a great deal of change) for each of the following questions. (This test is not meant to replace a clinical assessment.)

1. Do you tire more easily? Feel fatigued rather than energetic?
2. Are people annoying you by telling you, “You don’t look so good lately”?
3. Are you working harder and harder and accomplishing less and less?
4. Are you increasingly cynical and disenchanted?
5. Are you often invaded by a sadness you can’t explain?
6. Are you forgetting things (appointments, deadlines, personal possessions)?
8. Are you seeing close friends and family members less frequently?
9. Are you too busy to do even routine things like making phone calls or reading reports or sending out Christmas or other cards?
10. Are you suffering from physical complaints? (e.g., aches, pains, headaches, a lingering cold)
11. Do you feel disoriented when the activity of the day comes to a halt?
12. Is joy elusive?
13. Are you unable to laugh at a joke about yourself?
14. Does sex seem like more trouble than it’s worth?
15. Do you have very little to say to people?

TOTAL

0-25 You’re fine.
26-35 There are things you should be watching.
36-50 You’re a candidate for burnout.
51-65 You are burning out.

Over 65 You sound burned out; a situation that may be threatening to your physical and mental well-being.

Don’t let a high total score alarm you, but pay attention to it. Burnout is reversible, no matter how far along it is.

(Developed from materials downloaded on 10/9/2007 from http://sarbc.org/ciss8.html where it was adapted from The Freudenberger Burnout Scale.)
The Ardell Wellness Stress Test

_____ 1. Choice of career
_____ 2. Present job/ business/ school
_____ 3. Marital status
_____ 4. Primary relationships
_____ 5. Capacity to have fun
_____ 6. Amount of fun experienced in last month
_____ 7. Financial prospects
_____ 8. Current income level
_____ 9. Spirituality
_____ 10. Level of self-esteem
_____ 11. Prospects for having impact on those who know you and possibly others
_____ 12. Sex life
_____ 13. Body, how it looks and performs
_____ 14. Home life
_____ 15. Life skills and knowledge of issues and facts unrelated to your job or profession
_____ 16. Learned stress management capacities
_____ 17. Nutritional knowledge, attitudes, and choices
_____ 18. Ability to recover from disappointment, hurts, setbacks, and tragedies
_____ 19. Confidence that you currently are, or will in the future, be reasonably close to your highest potential
_____ 20. Achievement of a rounded or balanced quality in your life
_____ 21. Sense that life for you is on an upward curve, getting better and fuller all the time
_____ 22. Level of participation in issues and concerns beyond your immediate interests
_____ 23. Choice whether to parent or not and with the consequences or results of that choice
_____ 24. Role in some kind of network of friends, relatives, and/or others about whom you care deeply and who reciprocate that commitment to you
_____ 25. Emotional acceptance of the inescapable reality of aging

_____ Total
DISC Profile Stressors

High D
- Block and threaten their personal goals.
- Make them hit the brakes.
- Get in their way, move slowly, make a lot of small talk.
- Take advantage of them.
- Create a wall of obstruction or bureaucracy toward which they must submit.
- Waste their time whenever possible.
- Whine!

Low D
- Tell them to “step up and take the reins”.
- Put them in charge of a team.
- Let them know that everyone is counting on them to lead the way.

High I
- Dampen their optimism.
- Frown when they smile, and talk down to them
- Don’t let them speak up, and forbid them from expressing their views and opinions.
- Don’t let them show any emotion, not even to gesture.
- Get down to business immediately, and treat them like objects.
- Take away their phone and their workmates!

Low I
- Ask them to cheer up a co-worker
- Tell them to plan the office party
- Give them a big bubbly pep talk
- Put them in a project that demands a lot of team interaction
- Ask them to be cheerleader for a new initiative among the staff
DISC Profile Stressors

**High S**
- Change the rules and processes.
- Without warning, change them again.
- Suddenly change direction.
- And again, faster.
- Change expected results of routine actions.
- Question their loyalty.
- Don’t prioritize.
- Don’t be available for clarifications.
- Rush them.
- Give them way too much to do by day’s end, then threaten their job!

**Low S**
- Force them to work highly repetitive tasks.
- Ask them to work a rigid checklist of activity.
- Make them wait for extended periods.
- Demand multiple layers of process and approval for every action.

**High C**
- Criticize their work.
- Deny them time - rush them
- Send them to useless training and pointless discussion.
- Force them into immediate decisions and commitments.
- Deny them sufficient information for making decisions.
- Give them lousy equipment, don’t let them upgrade.
- Randomize processes and procedures.
- Give them erratic and emotional responses
- Forcing them to release projects before they can be checked or tested.
- Change plans arbitrarily and often
- Don’t let them finish anything!

**Low C**
- Put them on a quality initiative
- Tell them that every fact must be rigorously checked and documented.
- Ask them to provide detailed annotations
- Request that they adhere strictly to the facts and avoid injecting opinion.
- Don’t let them finish anything!
DISC and Stress

Use this worksheet to identify the DISC profile for each of your staff then develop an action plan for modifying YOUR behavior that will help reduce THEIR stress levels.

Staff #1: ________________________
DISC Profile:_____________________
What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?

______________________________________________________________

Staff #2: ________________________
DISC Profile:_____________________
What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?
Staff #3: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?

______________________________________________________________________

Staff #4: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?

Staff #5: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?

______________________________________________________________________

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Staff #6: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?
Staff #7: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?

______________________________________________________________________

Staff #8: ________________________

DISC Profile:_____________________

What have I done that could have increased their stress level?

What can I do in the future to prevent and/or reduce the chances of this happening again?