
Slide 1



Understanding Your Personal Work Style

Presentation by:
MHN Training & Development

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Participant Handbook

Slide 2

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Learning Objectives

- Discuss the importance of individual work styles
- Describe the four categories of work styles
- Explore communication strategies and techniques effective for each work style
- Understand the importance of work style diversity for maximum group performance

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What Gets Communicated?

- What you think that you are communicating
- What it is that you are **actually** communicating
- What is actually heard/received by the other person
- Importance of clarification for mutual understanding

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Work Styles and Communication

- Why are work styles important to the communication process?
- What is your personal work style?
 - How is it a contributing asset to your work group?
 - How might your work style detract from work group performance?

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Work Styles: *Individual Activity*

- Work Styles Inventory
- Complete the *Work Styles Inventory*

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Work Styles Types

- Driver
- Expressive
- Amiable
- Analytical

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Work Styles and Communication

- What is your *preferred* communication style?
- Feedback: What is the best way to give positive and constructive feedback?
- What do you value about working with the other categories?
- What is the challenge about working with the other categories?

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Aspects of Effective Communication

- Maintaining good guidelines for effective communication
- Communicating a clear message
- Communicating assertively
- Active listening

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Guidelines for Effective Communication

- Direct
- Honest
- Respectful

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Components of a Clear Message

- Intention
- Content
- Feelings
- Results

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Effective Listening

- What behaviors *hinder* effective listening between the people in the workplace?
- What behaviors *help* effective listening between people in the workplace?

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Enhancing Effective Listening Skills

- Focus on the speaker
- Show interest non-verbally
- Let the other person do the talking
- Use reflective listening techniques
 - Paraphrasing
 - Reflecting Feeling
 - Summarizing
- Occasionally ask open-ended questions
- Observe the speaker's body language
- Use responsive silence

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What Happens When You Fail to Listen Attentively?

- You hear what you want to hear
- You hear what you expect to hear
- You will not recognize the difference between a statement, objection or a question

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Giving Feedback

- Timely Intervention
 - ASAR model ("As Soon As Reasonable/Ready")
- Set the Stage for Effective Communication
- Using Positive Confrontation
 - Approach the problem and person positively
 - Demonstrate respect
 - See situation from other person's perspective
 - Stress confidence of improvement
 - Strive for a win-win situation

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Providing Positive Feedback

- Be honest, spontaneous, sincere and natural
- Give unconditional positive regard
- Concentrate in areas of importance to other person
- Provide timely feedback

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Slide 16



Slide 16 features a dark blue header with the MHN logo. The main content area is white and titled "Resources" in dark blue. It contains two bullet points: "Internal" with sub-points "Human Resources", "EEOC", and "Immediate Supervisor/Manager"; and "External" with a sub-point "MHN Online, www.MHN.com". The footer is dark blue and contains the copyright notice "©2020 Managed Health Network, LLC. All Rights Reserved." and the slide number "16".

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Resources

- Internal
 - Human Resources
 - EEOC
 - Immediate Supervisor/Manager
- External
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Slide 17



Slide 17 is a solid dark blue slide. It features the MHN logo in white. Below the logo is a paragraph of text: "Managed Health Network, LLC (MHN) is a subsidiary of Health Net, Inc. The MHN family of companies includes Managed Health Network (CA) and MHN Services, LLC. Managed Health Network is a registered service mark of Managed Health Network, LLC. All rights reserved." The footer contains the copyright notice "©2019 Managed Health Network, LLC. All Rights Reserved."

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Work Style Inventory

Directions: Place an “X” by the response that best describes your behavior at work. For each row, choose **ONLY** one behavior, either from Column A or Column B. Then at the end of each column, tally the number of X’s that you have for that column.

	Column A		Column B
1	<input type="checkbox"/> Move slowly and deliberately.	OR	<input type="checkbox"/> Move rapidly.
2	<input type="checkbox"/> Speak slowly and softly.	OR	<input type="checkbox"/> Speak quickly, intensely, and often loudly.
3	<input type="checkbox"/> Lean backward, even when making a request or stating an opinion.	OR	<input type="checkbox"/> Sit upright or lean forward, especially to make a request or state an opinion.
4	<input type="checkbox"/> Tentative and less forceful in expressing opinions, making requests, and giving directions.	OR	<input type="checkbox"/> Emphatic when expressing opinions, making requests, and giving directions.
5	<input type="checkbox"/> Would rather not confront.	OR	<input type="checkbox"/> Willing to confront.
6	<input type="checkbox"/> Let others take the interpersonal initiative.	OR	<input type="checkbox"/> Take the interpersonal initiative.
7	<input type="checkbox"/> Ask questions.	OR	<input type="checkbox"/> Tell others what to do.
8	<input type="checkbox"/> Decide less quickly.	OR	<input type="checkbox"/> Decide more quickly.
9	<input type="checkbox"/> Cautious about taking risks.	OR	<input type="checkbox"/> Willing to take more risks.
10	<input type="checkbox"/> Do not pressure others for decisions.	OR	<input type="checkbox"/> Willing to pressure others for decisions.
11	<input type="checkbox"/> Have less intense and less consistent eye contact.	OR	<input type="checkbox"/> Have more intense and more consistent eye contact.

_____ **Total Column A**

_____ **Total Column B**

SUBTRACT Column B from Column A:

_____ **A minus B = TOTAL SCORE**

Work Style Inventory *(continued)*

Directions: Place an “X” by the response that best describes your behavior at work. For each row, choose **ONLY** one behavior, either from Column C or Column D. Then at the end of each column, tally the number of X’s that you have for that column.

	Column C		Column D
1	<input type="checkbox"/> Tend to limit use of gestures.	OR	<input type="checkbox"/> Gesture frequently.
2	<input type="checkbox"/> Physically move more rigidly.	OR	<input type="checkbox"/> Physically move more freely.
3	<input type="checkbox"/> More serious in approach to people.	OR	<input type="checkbox"/> Playful approach to people.
4	<input type="checkbox"/> Reserved.	OR	<input type="checkbox"/> Friendly.
5	<input type="checkbox"/> Dress more formally.	OR	<input type="checkbox"/> Dress less formally.
6	<input type="checkbox"/> Tend to control expression of feelings.	OR	<input type="checkbox"/> Tend to be freer and less guarded in expression of feelings.
7	<input type="checkbox"/> Focus on facts.	OR	<input type="checkbox"/> Focus on feelings.
8	<input type="checkbox"/> More task-oriented than people-oriented.	OR	<input type="checkbox"/> More people-oriented than task-oriented.
9	<input type="checkbox"/> Less interested in small talk, anecdotes and jokes.	OR	<input type="checkbox"/> More interested in small talk, anecdotes and jokes.
10	<input type="checkbox"/> Make decisions based more on facts than emotions.	OR	<input type="checkbox"/> Allow feelings to have a greater influence in decision-making.
11	<input type="checkbox"/> Disciplined in use of time.	OR	<input type="checkbox"/> Less structured in use of time.

_____ **Total Column C**

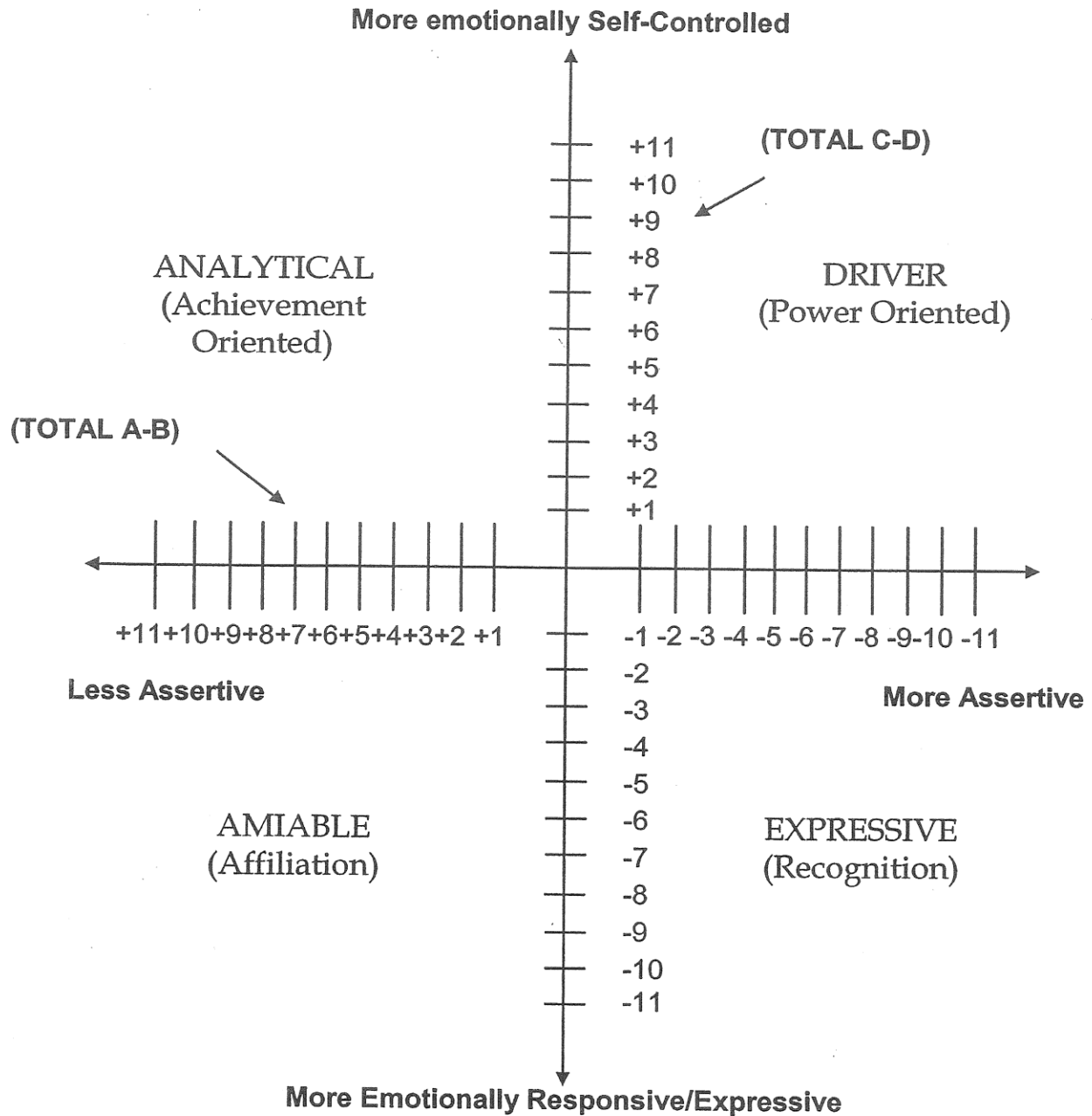
_____ **Total Column D**

SUBTRACT Column D from Column C:

_____ **C** minus _____ **D** = _____ **TOTAL SCORE**

Work Style Inventory Scoring Grid

Place total score of A-B on horizontal line and total score of C-D on vertical line



Types of Work Styles

1. Analytical

- ◆ high emotional self-control, low-level assertiveness
- ◆ precise, deliberate and systematic approach
- ◆ industrious, objective and well-organized workers

2. Amiable

- ◆ high emotional responsiveness, low-level assertiveness
- ◆ sympathetic and empathetic to others' needs
- ◆ trust in others may bring out the best

3. Expressive

- ◆ high emotional responsiveness, high level assertiveness
- ◆ “big picture” people, innovators and risk-takers
- ◆ ability to charm, persuade and inspire people, can motivate others

4. Driver

- ◆ high level emotional self-control, high level assertiveness
- ◆ pragmatic, decisive, results-oriented and competitive in approach
- ◆ independent and able to get things done

Taking Action

1. Assess the work style of the other person

- ↗ What kind of relationships do they have?**
- ↗ How do they use their time?**
- ↗ How do they make decisions?**
- ↗ What back-up style do they use under stress?**
- ↗ What needs do they have?**

2. Choose the most effective influence strategy

- ↗ What approach is best with this style?**
- ↗ What demeanor should you use?**
- ↗ How should you pace the interaction?**
- ↗ What focus should you keep?**
- ↗ What should you support?**
- ↗ How should you use your time?**
- ↗ How should you influence their decisions?**

Strategies for Interaction Based on Work Style

Driver

Relationships – Cool, Competitive Use of Time – Fast, Disciplined Decisions- Use Facts, Take Risks Back-up (under stress) - Autocratic Concentrate - What Need – To be <i>In Charge</i>	Approach- With an Objective Demeanor – Businesslike format Pace - Fast Focus - Task Support - Conclusions & Actions Use Time – To be Efficient Decisions - Options and Probabilities
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Expressive

Relationships – Warm, Competitive Use of Time – Fast, Undisciplined Decisions – Uses Opinions, Takes Risks Back-up (under stress) - Attack Concentrate - Who Need – For <i>Attention</i>	Approach – With a Compliment Demeanor – Fun-loving, fast-moving Pace - Fast Focus - Relationship Support – Dreams and Intuitions Use Time – To be Inspiring Decisions - Testimony and Incentives
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Analytical

Relationships – Cool, Cooperative Use of Time – Slow, Disciplined Decisions – Uses Facts, Avoids Risks Back-up (under stress) - Avoid Concentrate - How Need – To be <i>Right</i>	Approach - With an Agenda Demeanor – Quiet, Serious Pace - Slow Focus - Task Support – Principles and Thinking Use Time – To be Accurate Decisions – Evidence and Service
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Amiable

Relationships – Warm, Cooperative Use of Time – Slow, Undisciplined Decisions – Uses Opinions, Avoids Risks Back-up (under stress) - Acquiesce Concentrate - Why Need – To be <i>Secure</i>	Approach – With a Personal Comment Demeanor – Casual, Friendly Pace - Slow Focus - Relationship Support – Feelings and Relationships Use Time – To be Agreeable Decisions – Guarantees and Assurances
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Handout A. Components of a Clear Message

Feelings – *the depth of the message*

- How do I feel?
- What do I want?

Content – *the information part of the message*

- Words and non-verbals that provide the information part of the message
- “I” messages – interpreted as friendly
- “You” messages – interpreted as accusatory or critical

Desired Result – *the intent of the communication*

- Think through the behavioral results that you want from the conversation and have realistic expectations.

Use “I” messages instead of “You” messages to ensure that your message is heard and understood.

Three parts of an “I” Message

1. Honest feelings – the way it makes you feel
2. Description of behavior that is unacceptable
3. Consequences of the behavior

For those of you who like a formula or recipe, this boils down to:

“I think or feel X (my reaction), when you do Y (behavior),”

The formula is even more effective when you take it a step further and move into problem solving:

“It would be helpful to me if you could do Z instead.” And, “Would that work for you? What do you need?”

AND/OR, discuss the consequence of the unwanted behavior continuing, “If this behavior continues, Z will happen.”

Example: I feel frustrated when you arrived 30 minutes late for your shift every day this week. Being late for work puts production behind for the entire day. Please begin your work shift on time. Continued tardiness to your workstation will result in docking your pay, prorated for every hour that you are not there.

Handout B. Reflective Listening

Reflective listening is a primary skill in effective listening. It is the pathway for engaging others in relationship, building trust, and fostering motivation to change. Reflective listening appears deceptively easy, but it takes hard work and skill to do well.

Sometimes the skills we use in working with employees do not exemplify reflective listening but instead serve as roadblocks to effective communication. Examples include misinterpreting what is said, assuming what a person needs, or jumping to conclusions before the conversation is completed.

It is important when dealing with behavior issues to learn to think reflectively. This is a way of thinking that accompanies good reflective listening that includes sincere interest in what the person has to say and respect for the person's perspective about events that have occurred. Sometimes, what you think the person means may not be what they really mean.

Listening breakdowns occur in any of three places:

- The speaker does not say what they really mean
- The listener does not hear correctly
- The listener gives a different interpretation to what the words mean

Reflective listening is meant to close the loop in communication to ensure breakdowns don't occur. Some people find it helpful to use some standard phrases:

- "So you feel..."
- "It sounds like you...."
- "You're wondering if..."

There are three basic levels of reflective listening that may increase disclosure and understanding. Examples of the levels are:

1. Paraphrasing or Repeating - a brief, succinct statement reflecting the content of the speaker's message. Listener stays close to what the speaker has said.
2. Reflecting Feeling - a statement, in a way that conveys understanding, of the feeling that the listener has heard. Listener emphasizes emotional aspects of communication through feeling statements.
3. Summarizing - a statement of the main ideas and feelings to show understanding.

Using different types of reflection is effective in listening. Also, at times there are benefits to over-stating or under-stating a reflection. An overstatement (i.e. an amplified reaction) may cause the speaker to back away from a position, while an understatement may lead to the feeling intensity continuing and deepening.

(Adapted from *Motivational Interviewing*, by Miller and Rollnick, 1991)