

LEADERSHIP EFFECTIVENESS

MCEA Summer Conference June 12, 2025

Arrowwood Resort, Alexandria, MN.

Scott Morrell, Facilitator

INTRODUCTION

- No one likes to be the odd duck or stand out in a crowd. We like to fit in and blend into the scene.
- As I look at your agenda, I quickly conclude I will be playing the role of the odd duck. I come with a different skillset than that of your other speakers.
- Although the content I present to you can apply in many different parts of your lives. You are leading yourself, a family unit, and County and leading up through Commissioner's. Or other agencies where you lead.



INTRODUCTION

We need specialists such as you to keep our roads, bridges, water systems intact. Yet I am aware many specialists in their formal training never have the opportunity to take leadership class, team dynamics class or organizational culture class in school.

The school of hard knocks teaches it or advisors such as *Rebar Leadership* come along side you to train this material.

REBAR LEADERSHIP

Our purpose is to equip, challenge and support values-driven leaders for higher levels of performance.

DESCRIPTION

Building a healthy team culture has never been more challenging in today's rapidly shifting environment. The leader's style, cooperation among team members, and the team's objectives must be in working alignment.

The self-reflective leader should shift their styles to the team, (and vice versa) all while leveraging positive conflict to get mutual work accomplished.

Participants in this session will hear the following themes: leadership styles, team culture, positive conflict and leadership satisfaction strategies.

ASK YOURSELF



1. What tools do I use to be an effective leader?
2. Does my team need me to show up differently from time to time?
3. Am I confident my team culture is healthy?

AGENDA

1. Leadership styles
 - Leadership decision-making
2. Team formation
3. Team culture
4. Positive conflict in the *Land of MN Nice*.
5. Navigating Teams through change.

LEADERSHIP STYLES

1. Coercive style
2. Authoritative style
3. Affiliative style
4. Democratic style
5. Pacesetting style
6. Coaching style

COERCIVE STYLE

The leader's modus operandi	Demands immediate compliance
Style in a phrase	<i>Do what I tell you</i>
Underlying EI competencies	Drive to achieve, initiative and self control
When style works best	In a crisis. To kick start a turn around team or with problem employee(s).
Overall impact on climate	Negative

AUTHORITATIVE STYLE

The leader's modus operandi	Mobilize people toward a vision
Style in a phrase	<i>Come with me</i>
Underlying EI competencies	Self-confidence, empathy, change catalyst
When style works best	When a new vision is needed or a course correction is on the horizon.
Overall impact on climate	Most strongly positive

AFFILIATIVE STYLE

The leader's modus operandi	Creates harmony & builds emotional bonds
Style in a phrase	<i>People come first</i>
Underlying EI competencies	Empathy, building relationships, communication
When style works best	To heal rifts in a team or to motivate people during a stressful circumstances.
Overall impact on climate	Positive

Goleman, D., 2000. Leadership that gets results. *Harvard Business Review*.

DEMOCRATIC STYLE

The leader's modus operandi	Forges consensus through participation
Style in a phrase	<i>What do you think?</i>
Underlying EI competencies	Collaboration, team leadership and communication
When style works best	To build buy-in or consensus or to get buy-in from valuable employees.
Overall impact on climate	Positive

Goleman, D., 2000. Leadership that gets results. *Harvard Business Review*.

PACESETTING STYLE

The leader's modus operandi	Set high standards for performance
Style in a phrase	<i>Do as I do now</i>
Underlying EI competencies	Conscientiousness, drive to achieve, initiative
When style works best	To get quick results from a highly motivated and competent team.
Overall impact on climate	Negative

COACHING STYLE

The leader's modus operandi	Develops people for the future
Style in a phrase	<i>Try this</i>
Underlying EI competencies	Developing others, empathy, self-awareness
When style works best	To help an employee improve performance or develop long-term strengths.
Overall impact on climate	Positive

Goleman, D., 2000. Leadership that gets results. *Harvard Business Review*.

DISCUSS WITH A PARTNER NEXT TO YOU

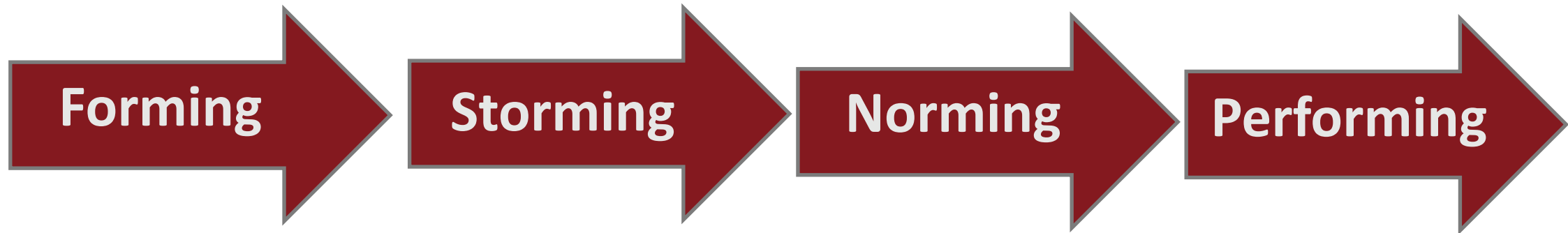
1. What dominate leadership style are you? What seems most natural?
2. If you have a secondary leadership style, what is it and when do you use it?
3. What style is needed by your team(s)?

FOUR LEVELS OF DECISION-MAKING

- Level 1 - The leader decides with no input from others.
- Level 2 - The leader decides with input from others.
- Level 3 - The leader and followers decide together through consensus.
- Level 4 - The followers decide without leader input.

TEAM FORMATION

Each stage has its own recognizable **feelings** and **behaviors** and understanding why things are happening in certain ways on your team can be an important part of the **self-evaluation process**.



STAGE 1: FORMING "POLITE, BUT LITTLE IS ACHIEVED"

How might team members feel?	Observed behaviors	What you can do.
<ul style="list-style-type: none">• Excited to be part of the team• Eager about the work ahead• High positive expectations for the team experience• Some anxiety, wondering how they will fit into the team	<ul style="list-style-type: none">• Lots of questions from team members• Verbalizing excitement about the new team and uncertainty or anxiety about their place on the team	<ul style="list-style-type: none">• Invest time in relationship building• Agree on shared mission, vision, and goals• Establish base expectations of team members• Identify roles• Accept that task accomplishment may be relatively low in this stage

STAGE 2: STORMING “TESTING OTHERS AND EXPECTATIONS”

How might team members feel?	Observed behaviors	What you can do.
<ul style="list-style-type: none">• Disappointment that the team can't live up to all of their early excitement and expectations• Frustration with progress or process• Concerned about being unable to meet the team's goals	<ul style="list-style-type: none">• Less polite than the Forming stage• Disagreements about goals, expectations, roles and responsibilities• Verbalizing frustrations about constraints that slow progress• Expressing challenges	<ul style="list-style-type: none">• Frequently revisit mission, vision and goals• Break larger goals down into smaller achievable steps. Celebrate progress• Balance participation of members• Focus on group process and conflict management skills• Build trust among group's membership

STAGE 3: NORMING “VALUING DIFFERENCES”

How might team members feel?	Observed behaviors	What you can do.
<ul style="list-style-type: none">• Convergence between individual expectations & team's experience• Increased sense of comfort in expressing "real" ideas and feelings• Increasing acceptance of others on the team• Recognizing that the variety of opinions and experiences makes the team stronger	<ul style="list-style-type: none">• Making conscious effort to resolve problems and achieve group harmony• More frequent and more meaningful communication among team members• Increased willingness to share ideas or ask for help• Constructive criticism is asked for and welcomed	<ul style="list-style-type: none">• Establish effective decision-making processes• Establish methods and expectations for communicating and staying connected between meetings• Evaluate goals, processes, and productivity• Continue to build trust among members

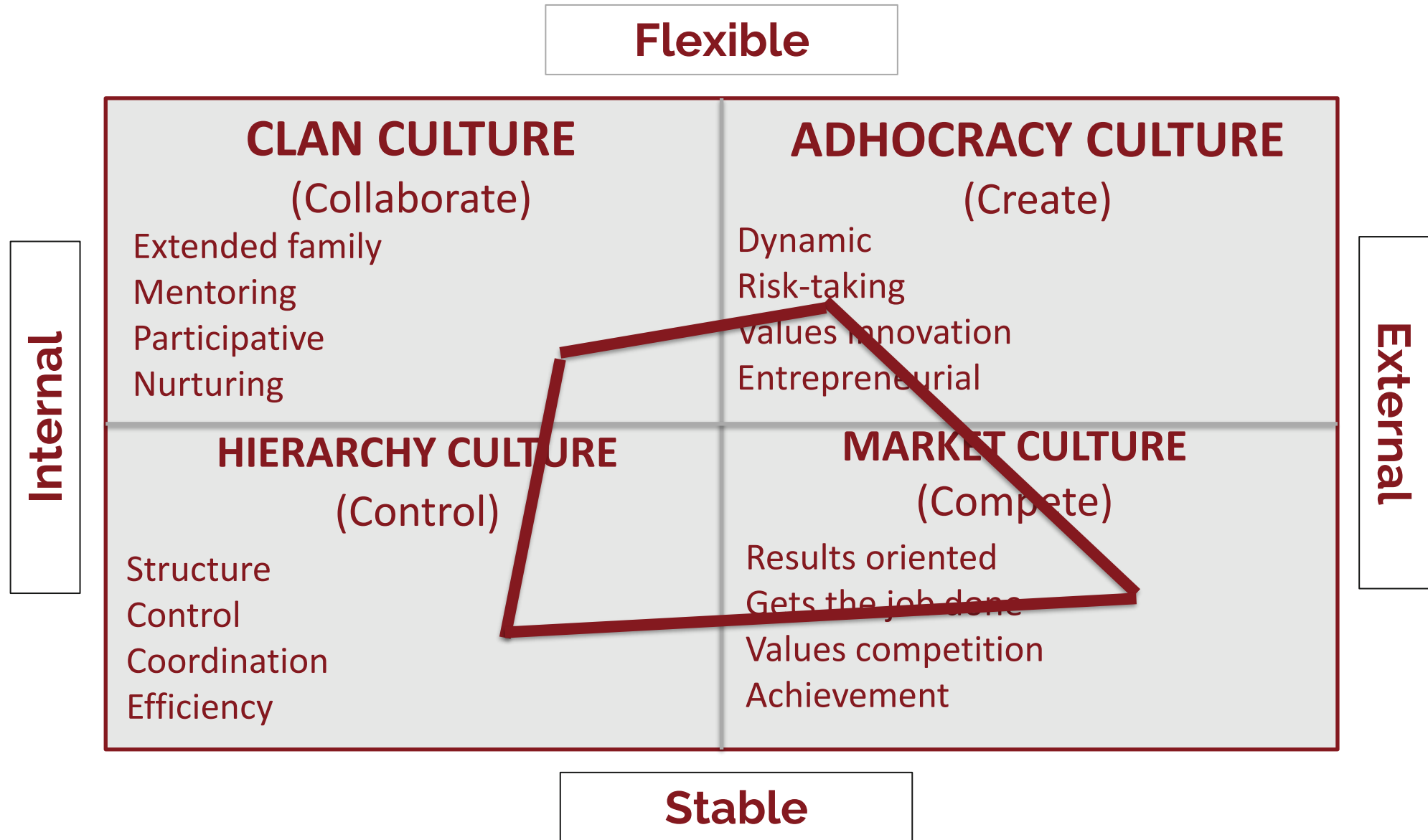
STAGE 4: PERFORMING “FLEXIBILITY & PRODUCTIVITY THROUGH TRUST”

How might team members feel?	Observed behaviors	What you can do.
<ul style="list-style-type: none">• Satisfaction in the team’s progress and effectiveness• Members are aware of their own (each other’s) strengths and weaknesses• Feel attached to the team• Confident in individual abilities and contributions	<ul style="list-style-type: none">• Members are able to prevent or solve problems in the team’s process or progress• A “can do” attitude is visible as are offers to assist one another• Roles on the team may have become more fluid• Differences among members are appreciated	<ul style="list-style-type: none">• Measure progress against goals• Celebrate team successes• Ensure that ideas are challenged and debated (avoid groupthink)• Learn from previous activities by formalizing an “after-action” review process• Seek out perspectives beyond the team to inspire new ideas and creativity

DISCUSS WITH A PARTNER NEXT TO YOU

1. Where is/are your team(s) at today?
 - a. Forming
 - b. Storming
 - c. Norming
 - d. Performing?
2. What do you need to do to keep your teams sharp?

COMPETING VALUES FRAMEWORK



COMPETING VALUES FRAMEWORK – LEADERSHIP ROLES

Clan Culture

Facilitator

- Seeks consensus
- Participation
- Empathy

Mentor

- Caring
- Mutual respect/trust

Adhocracy Culture

Innovator

- Creative
- Generates hope in others
- Adaptation pursued

Visionary

- Future-oriented
- Emphasis possibilities

Hierarchy Culture

Monitor

- Technical expert
- Tracks details
- Information control

Coordinator

- Reliable
- Maintains structure

Market Culture

Competitor

- Aggressive
- Winning!
- Decisive

Producer

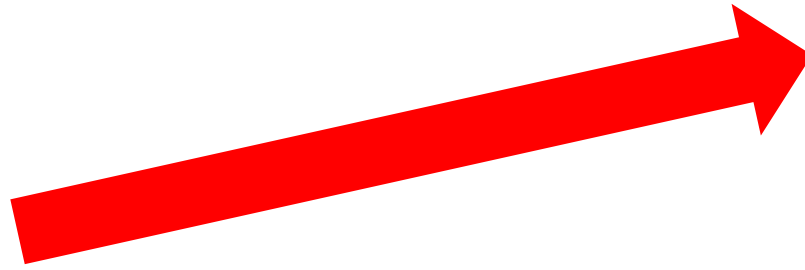
- Task-oriented
- Rational

TYPES OF CONFLICT – IN THE LAND OF MN NICE

1. Task and Process conflicts.
 - Relates to delegation and logistics.
 - Relates to methods to address a task.
2. Relationship conflict.
 - Relates to feelings such as anger, jealousy, fear. This is destructive for effective teamwork.

CONFLICT TRAJECTORY

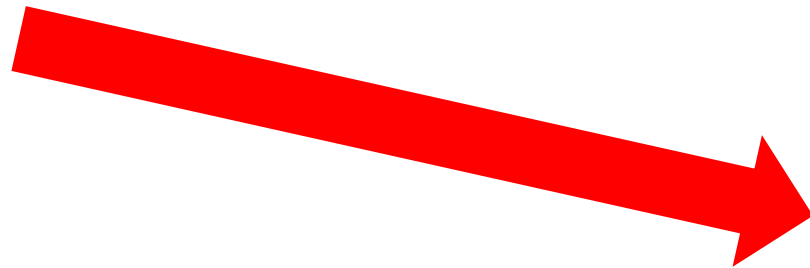
Conflict



Escalation



Constructive

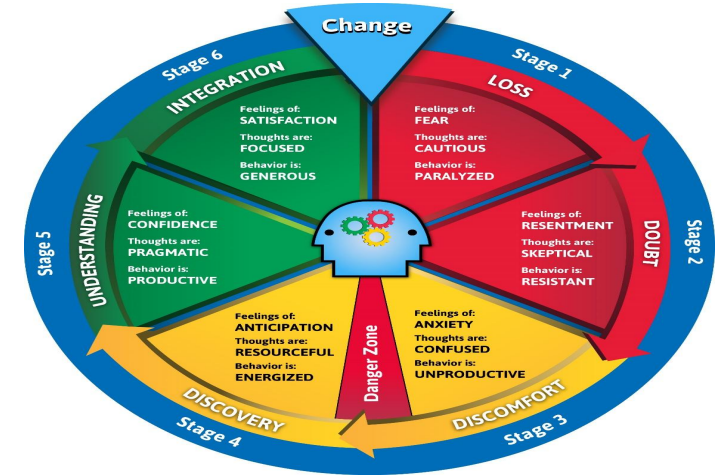


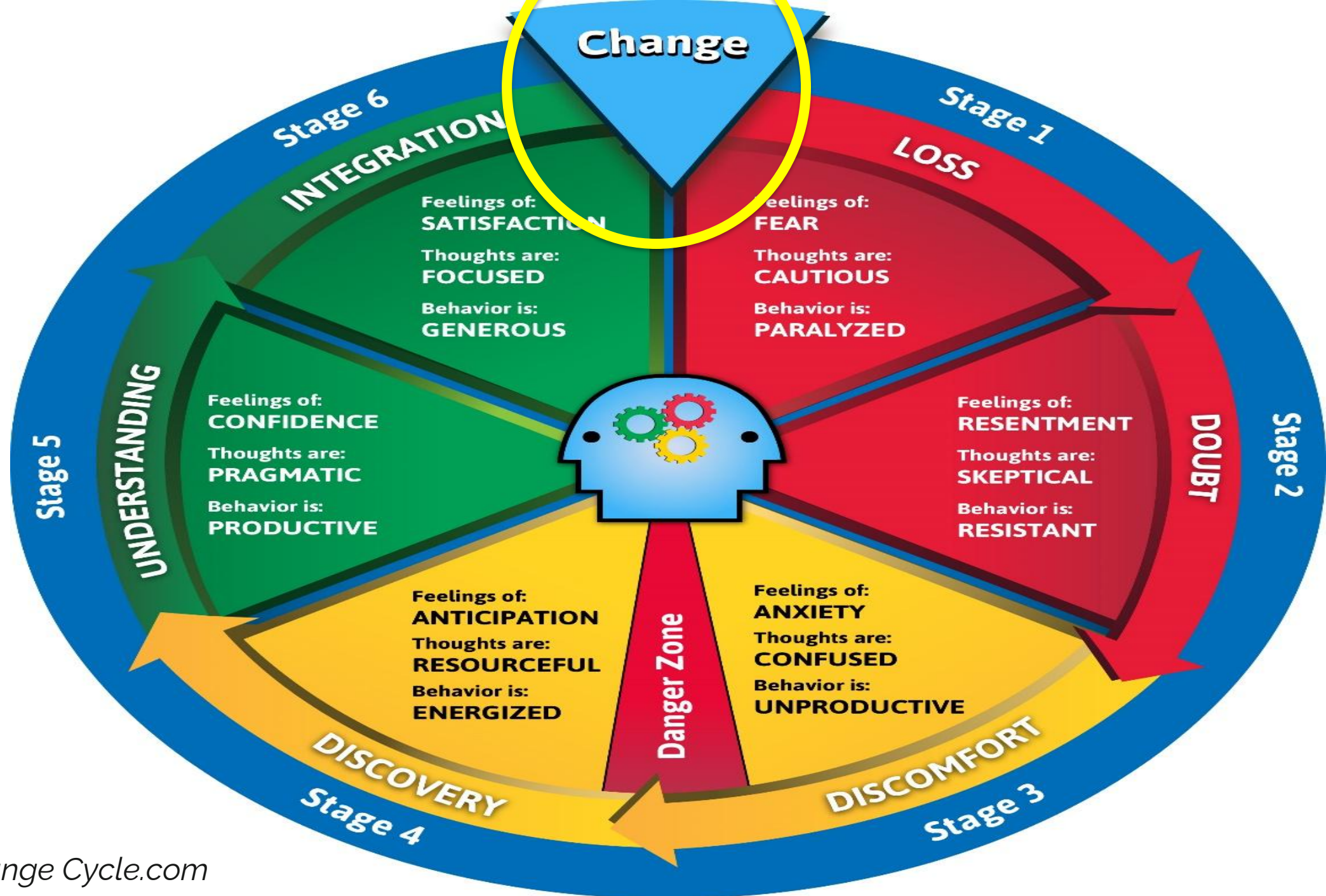
Underground

(Triangulation)

CHANGE HAPPENS BECAUSE OF...

- **Choice**
 - *We got a new puppy!*
 - *I enrolled in a new certification.*
- **Crisis**
 - *I received an unsettling diagnosis.*
 - *I was demoted at work.*
- **Chance**
 - *A distant uncle left me a pile of money in his estate.*
 - *My credit card identity was compromised in a data breach.*
- **Passage of time**
 - *I have a hard time reading small print these days.*
 - *I don't have the energy I used to have when I start my day.*
 - *Everyone I work with seems to be much younger than me.*





BEFORE WE GO

1. What was shared in this presentation stimulated some thinking?
2. What one item might you want to implement when you return to the office?