

Title⁹

⁹ A proper title may emerge only after a flow is described (optional).

Description¹⁰

¹⁰ A significant interpersonal situation involving the project team with team members or associates in a leadership function impacting team performance. A focus is set on the situational **framing** including the personal perception of the situation, personal motivations and feelings. A flow description may include the following reflection anchors:

- **Framing:** *Circumstances in which this particular situation of interpersonal tension emerges in the team and its environment (including e.g., project phase, team size, company core values, tacit organizational structures, ...). Tensions that are perceived to influence or establish the situation (may be listed).*
- **Consequences:** *The destinies of involved tensions risen through (intended) intervention(s).*

A **Diagram** may help in discerning relevant tensions.

Indicators may aid in differentiating and naming behaviors and risks.

THE **Supporting Questions**, p. 10, may facilitate to take in different perspectives on the situation and invite to consider a broader-picture view.

Keywords¹¹

¹¹ How can the key aspects be summarized? Three to five expressive keywords may be added.

Leadership Behavior Indicators¹²

<p>Person-related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team Member Selection. <input type="checkbox"/> Team Norming. <input type="checkbox"/> Team Structure Management. <input type="checkbox"/> Role Modeling. <input type="checkbox"/> Communication. <input type="checkbox"/> Conflict Resolution. <input type="checkbox"/> Consulting. <input type="checkbox"/> Coaching. <input type="checkbox"/> Motivating. <input type="checkbox"/> Co-Leadership. <p>Task-related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning and Scheduling. <input type="checkbox"/> Allocating Resources. <input type="checkbox"/> Monitoring and Controlling. 	<p>Change-related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous Learning. <input type="checkbox"/> Sensing. <input type="checkbox"/> Vision. <p>Boundary-spanning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Buffering. <input type="checkbox"/> Managing Interfaces. <input type="checkbox"/> Representing. <p>Emergent Process Facilitation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating a Supportive Team Atmosphere. <input type="checkbox"/> Enabling Team Processes. <input type="checkbox"/> Interpersonal Facilitation. <input type="checkbox"/> Mentoring.
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¹² To clarify the described situation further, the following observable indicators of **leadership behavior** can be checked. Leadership behavior may be attributed to several of these indicative categories:

- **Person-related:** Structuring the team and fostering collaboration (with a focus on dyadic interaction) - aiming at efficiency in collaboration.
- **Task-related:** Handling resources and monitoring success factors - aiming at efficiency in resources.
- **Change-related:** Tracking circumstances in the team environment - aiming at keeping direction.
- **Boundary-spanning:** Dealing with organizational interfaces to the team - aiming at positioning the team in the organization and protecting the team.
- **Emergent Process Facilitation:** Enabling and handling the emergence of team-level processes (as opposed to dyadic interaction), thus supporting self-organization or team learning - aiming at team cohesion, team learning and team member agency.

Risk Indicators¹³

<p>Structural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orientation. <input type="checkbox"/> Funding. <input type="checkbox"/> Performance, Strategies, Goals, Schedules. <input type="checkbox"/> Role Definition. <input type="checkbox"/> Resources and Technical Knowledge Acquisition. <input type="checkbox"/> Complexities in Market, Organization and Tasks. <p>Process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Motivation. <input type="checkbox"/> Conflict in Roles, Team, Organization Politics. <input type="checkbox"/> Team Atmosphere. <input type="checkbox"/> Reassurance. <input type="checkbox"/> Interpersonal Relationships. <input type="checkbox"/> Change. <input type="checkbox"/> Leadership Experience. <input type="checkbox"/> Communication.
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¹³ To further differentiate involved **risks**, the following risk indicators can be checked. Various of the listed risks may be apparent in the described situation.

Supporting Questions

Situational Specifics

- What technical, organizational and interpersonal aspects contributed to the situation?
- What went particularly well in this incident?
- How would an optimal outcome of this situation look like?
- If the general public got to know this event, what would it disclose about your current work environment?

Key Team Leadership Questions

1. Who are "we" and what is "our purpose"? ¹⁴
 - How would you like to see your team in one year regarding this situation? What will colleagues tell you about your team then?
 - What did your team do exceptionally well so far?
2. What capabilities help us achieve our goals in our current environment?
 - In what ways were organizational processes helpful or hindering in this situation?
 - How can you support information transparency related to this situation in your team?
 - What opportunities were present or created to support team members' competences?
3. How are we going about this with each other?
 - Why would team members avoid making or acknowledging errors in situations like this?

¹⁴ David Haselberger. Supporting Experiential Learning through Exploring Central Topics in ICT Project Team Leadership - The rhea.framework Knowledge Base . In *Pattern Languages of Programs Conference*. Hillsite, 2020. URL <http://www.hillside.net/plop/2020/papers/haselberger.pdf>

- How did you engage with your team members regarding your own failings and misunderstanding in this situation? How did you encounter team members that admitted to doing something wrong?
4. What technical tools and engineering strategies help us achieve our goals?

Change of Perspective

- If you discussed the situation within your team, who, do you believe, would say what? ¹⁵
- How would a particular external stakeholder perceive the situation?
- How would you describe this situation to senior staff in your organization/a team leader in another organization/your family?
- How does colleague A perceive his/her relation to colleague B concerning the situation?

If the situation allows it and you feel comfortable with it, involved participants could be asked for feedback - in the group, one to one, or anonymously. Or they could be asked to read through the Flow and comment on the description?

Personal Intentions

- What were your main aims behind your behavior in the situation? ^{16, 17}
- Looking back on your life experience, on what personal strengths and competences can you build in situations like this?
- In how far did you provide a solution in this situation?
- If everything turns out well, what changes do you wish for?
- Where and how can you (re-)gain energy to encounter situations like this?
- What would be an important advice to give yourself in this situation?
- Who is particularly important for you in this team context?
- What did you personally learn from the situation?

¹⁵ A von Schlippe and J Schweitzer. *Lehrbuch der systemischen Therapie und Beratung I: Das Grundlagenwissen*. Vandenhoeck & Ruprecht, 2016. ISBN 9783525401859. URL <https://books.google.at/books?id=lKUsdd7FPToC>

¹⁶ Carmen Kindl-Beilfuß. *Fragen können wie Küsse schmecken*. Carl-Auer-Verlag, 2008

¹⁷ L David Marquet. *Turn Your Ship Around!: A Workbook for Implementing Intent-based Leadership in Your Organization*. Portfolio/Penguin, 2015. ISBN 1591847532