FLOW SYSTEM

PARTICIPANT WORKBOOK

Team Science

Workbook: Influencing Conditions

getflowtrained.com/playbook/influencing-conditions/

Influencing Conditions

Team effectiveness is best represented by two categories, influencing conditions and core/emergent processes.

Influencing conditions are those conditions that team members have little or no control over.

- Context
- Composition
- Culture

Core or emergent processes include those items that team members have control over and can manage.

- Coordination
- Cooperation
- Cognition
- Conflict
- Communication
- Coaching

Team members need to be trained on how to function collectively on each of the core or emergent processes and how to manage within the constraints of their influencing conditions.

The following table provides a list of questions to help guide teams in managing and developing the characteristics that make up a team's influencing conditions and core/emergent processes. These questions provide a guide to help start the process. As teams develop and become more mature, additional training will be required.
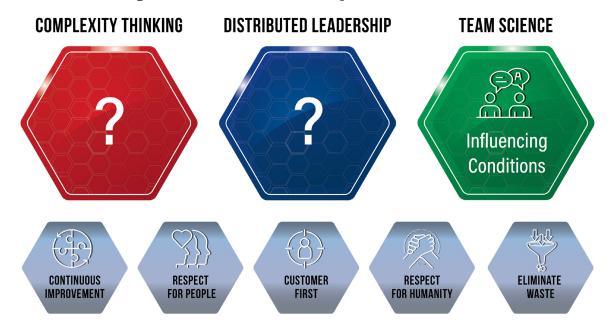
Influencing Conditions

Context	• Do team members anticipate and plan for contextual teamwork challenges? • Do leaders set policies, practices, and procedures that promote and support teamwork?
Composition	• Is the team composed and trained for a strong orientation? • Are teams composed based on teamwork and taskwork demands?
Culture	• Do team members promote pro-team values? • Do team members provide a safe environment (team psychological safety) where members are free to be candid without fear of being punished?

Core/Emergent Processes

Coordination	• What type of tasks are required of the team? • Are team member roles clearly defined? • Do team members know the sequence and timing of interdependent activities? • Are task activities coordinated internally and externally of the team (within and between teams)? • Do the teams use briefing and debriefing activities?
Cooperation	• Are individual team member's goals aligned with the team's goals and objectives? • Is there any misalignment between individual and team goals? • Are all team members involved in setting the team's goals? • Is there any competition between team members?
Cognition	• Do team members understand one another's role? • Do team members have an opportunity to cross-train? • Do team members understand the teams functioning processes? • Are team members able to implement self-correction mechanisms?

CORE/EMERGENT PROCESSES (cont.)	
Conflict	• To reduce task-based conflict, do team members have a clear understanding of the tasks and are the requisite resources available? • To reduce process-based conflict, do team members understand the division and delegation of tasks and responsibilities? • To reduce relationship-based conflict, do team members know one another, know one another's KSA, and are able to provide support to one another when needed? • To reduce cognitive-based conflict, do team members have a clear understanding of the team's objectives and expected outcomes? • To reduce power-based conflict, do team members freely share the lead and responsibilities? • Are team members trained in managing conflict?
Communication	• How will team members communicate (e.g., chat, email)? • Is there a clear communication structure set for the team, one that is familiar to all team members? • Do team members freely share information with other team members? • Is there a method for team members to share information that is visible to all members? • Do team members listen to team members when they communicate? • Are there closed-loop procedures among team members to assure that information is received, understood, and interpreted correctly?
Coaching	• Are qualified coaches available, internal or external, for team members? • Are the coaches in touch with team member needs (e.g., task, performance, competency, motivation)? • Do coaches help to build teamwork skills? • Do coaches help to diagnose team problems before they occur? • Do coaches offer problem solutions and guidance during difficult task activities?

Connect the Three Helixes:

Flow can only be achieved when the three helixes are interconnected. To identify how this could occur, the next exercise requires the reader to identify examples of different methods from each of the other two helixes (complexity thinking, distributed leadership) that will support influencing conditions. Knowledge of all three helixes will be required to make these connections.

COMPLEXITY THINKING   **DISTRIBUTED LEADERSHIP**   **TEAM SCIENCE**

?   ?   Influencing Conditions

| CONTINUOUS IMPROVEMENT | RESPECT FOR PEOPLE | CUSTOMER FIRST | RESPECT FOR HUMANITY | ELIMINATE WASTE |

CONNECT THE HELIXES	
Select a scenario or problem that would benefit from influencing conditions.	
Identify three methods from complexity thinking that could work with influencing conditions. Give a brief description about how they complement one another.	
CT Method 1:	
CT Method 2:	

Connect the Helixes	
CT Method 3:	
Identify three methods from the distributed leadership helix that could work with or support influencing conditions. Give a brief description about how they complement one another.	
DL Method 1:	
DL Method 2:	
DL Method 3:	
Provide a description explaining which methods from each of the three helixes (with influencing conditions being the TS method) work best for the scenario/ problem identified earlier.	